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## Connecting Emotional Intelligence Training for Corporate Leadership to Employee Job Performance

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FONTBONNE UNIVERSITY  
COLLEGE OF EDUCATION AND ALLIED HEALTH PROFESSIONALS

CONNECTING EMOTIONAL INTELLIGENCE TRAINING FOR CORPORATE  
LEADERSHIP TO EMPLOYEE JOB PERFORMANCE

A Dissertation

SUBMITTED TO THE DOCTORAL FACULTY

In partial fulfillment of the requirements for the

Degree of

Doctor of Education

By

Ashley Shannon

Saint Louis, Missouri

2024

Connecting Emotional Intelligence Training for Corporate Leadership  
to Employee Job Performance

A Dissertation APPROVED FOR THE  
COLLEGE OF EDUCATION AND ALLIED HEALTH PROFESSIONS

BY

Dr. Jamie Doronkin, Committee Chair

Dr. Gale Rice, Committee Member

Dr. Janice Johnson, Committee Member

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By

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## **Abstract**

There is currently a lot of research on topics such as emotional intelligence, employee job performance, and employee training programs. However, the connection between all is very limited. This project examined and identified a connection between leadership's emotional intelligence and employee's overall job performance. This project helped examine how emotional intelligence in leadership affected employee's job performance. This led to a better understanding of what employee performance consisted of. Emotional intelligence revealed that EI had some impact on employee's job performance but revealed a connection. Lastly this project helped examine how leadership was opposed to employee training programs and revealed how training programs were effective and impacted employee's job performance.

## Chapter One: Context of Study

*“Emotional Intelligence is the key to both personal and professional success.”*

-Daniel Goleman

### **Introduction**

Emotional intelligence is the ability to recognize, understand and manage emotions in ourselves and others. Emotional Intelligence is divided into the four clusters of Self-Awareness, Self-Management, Social Awareness and Relationship Management often been referred to very broadly as “people skills” in years gone by (Global Leadership Foundation, 2022). Emotional intelligence (EI) in leadership plays a pivotal role in shaping employee job performance. Past research suggests a significant correlation between EI and leadership styles, particularly transformational and transactional leadership. EI will later be explained in chapter two more in-depth. Transformational leaders are characterized by their ability to articulate a compelling vision, inspire commitment among subordinates, and lead by example (Rosete et al., 2000). In contrast, transactional leaders focus on task efficiency and performance monitoring, often maintaining the status quo by linking job performance to rewards and resource allocation (Rosete et al., 2000).

Goleman (1998) reformulated EI in terms of a theory of organizational and job performance. According to Goleman (2000), ‘a leader’s singular job is to get results. But even with all the leadership training programs and ‘expert’ advice available, effective leadership still eludes many people and organizations (Batool, 2013).

Below is a figure that displayed the connections of EI and how one should process EI based on the process of emotions. See figure 1.1.

**Figure 1.1 Process of Emotions**



As organizational leaders, transactional leaders are perceived as surface-level managers, whereas transformational leaders are considered more substantial in their impact. Chapter two will delve into the definitions of both leadership types, exploring their distinctions and their potential correlations with EI.

Daniel Goleman, a prominent psychologist, and author known for his work on emotional intelligence, has revolutionized various domains, including education, interpersonal relationships, leadership, and business practices ([danielgoleman.info](http://danielgoleman.info)). Goleman's framework of emotional intelligence delineates key competencies essential for on-the-job success, encompassing self-awareness, self-management, social awareness, and relationship management. According to Goleman et al. (2013), emotional competence, stemming from emotional intelligence, contributes to outstanding performance in the workplace.

This dissertation aimed to explore the intricate relationship between EI in leadership and employee job performance. By delving into the definitions of

transformational and transactional leadership and examining their alignment with EI, this study sought to provide insights into how leaders can leverage emotional intelligence to enhance organizational outcomes.

### **Problem of Practice**

The central focus of this study was to examine the effectiveness of emotional intelligence training for leadership in improving employees' job performance. At the heart of this inquiry lies the recognition of a prevalent issue: the lack of emotional intelligence among organizational leaders and its detrimental effects on workplace morale. Leaders that are authentic influence the engagement of employees. In addition, balancing moral perspectives with interpersonal relationships can create a healthy leadership-employee relationship (Osborne et. al, 2017). This chapter will delve into the multifaceted nature of emotional intelligence within national, personal, and situational contexts.

From a personal standpoint, the researcher brings valuable insights garnered from their own professional journey and career experiences. Drawing upon personal anecdotes and reflections, the researcher will elucidate the impact of emotional intelligence (or its absence) on leadership effectiveness, team dynamics, and organizational culture. These personal perspectives serve to enrich the understanding of the problem at hand and highlight its significance from an experiential lens.

Furthermore, the situational context will be thoroughly examined by synthesizing data from diverse organizational settings. By analyzing findings from previous studies conducted across various industries and sectors, the chapter aims to unveil the broader implications of emotional intelligence in leadership. These insights will illuminate how

emotional intelligence, or the lack thereof, influences not only individual leaders but also organizational dynamics, employee satisfaction, and overall performance outcomes.

Through a comprehensive exploration of national, personal, and situational contexts, this chapter provides a nuanced understanding of the role of emotional intelligence in shaping effective leadership and fostering positive workplace environments.

## **Background of the Issue**

### *National Context*

The national context underscores the growing recognition among employers, particularly those operating in multicultural environments, of the importance of emotional competencies in their workforce. Employers seek individuals who exhibit emotional intelligence, as it facilitates smoother interpersonal relationships, enhances social cohesion, fosters emotional self-control, and promotes alignment between personal and organizational goals (Pastor, 2014). Specialists argue that emotional intelligence is a critical determinant of leaders' performance, surpassing the traditional emphasis on cognitive intelligence (Pastor, 2014). Ker and researchers (2006) explained the leadership is a process of social interaction where the leader's ability to influence the behavior of their followers can strongly influence performance outcomes. During Ker's (2006) EI study, it was found that higher EI scores were associated with higher leadership effectiveness.

Leadership, fundamentally concerned with interpersonal interactions, heavily relies on emotional awareness and regulation to ensure effective communication and collaboration. Social intelligence, encompassing emotional understanding and adeptness in interpersonal dynamics, significantly influences managerial success (Pastor, 2014).



Today's leaders are increasingly expected to navigate complex organizational challenges by leveraging emotional intelligence, rather than relying solely on authoritative or autocratic approaches. Employees, empowered with greater autonomy and choice, demand leaders who embody consultative, cooperative, and democratic leadership styles (Pastor, 2014). Leadership style is the pattern of behaviors engaged in by the leader when dealing with employees (Bhatti, 2012). Bhatti (2012) defines although a Democratic leader will make the final decision, he/she invites other members of the team to contribute the decision-making process. This not only increases job satisfaction by involving employees or team members in what's going on, but it also helps to develop people's skills.

Moreover, research suggests that traditional measures of intelligence do not fully predict work performance or social success. Instead, emotional intelligence, encompassing self-awareness, self-regulation, empathy, and social skills, emerges as a crucial determinant of professional success, particularly in roles requiring interpersonal interactions (Pastor, 2014). During a lifetime, emotions determine a person's motivation, decisions, and actions in personal relationships or at work. Due to such a power, emotions directly or indirectly determine a person's success (Chagelishvili, 2023). Effective emotional intelligence training encompasses various areas, including identifying and managing negative emotions, cultivating compassion and empathy, and enhancing self-knowledge (Pastor, 2014).

Self-knowledge serves as the foundation of emotional intelligence and effective leadership, enabling individuals to recognize and regulate their emotions. Mastery of mood regulation is particularly vital for leaders, as unchecked emotional states can

cascade throughout the organization, impacting morale and productivity (Pastor, 2014). Leaders who exhibit high emotional intelligence foster stronger interpersonal relationships, promote self-motivation and innovation, and adapt more effectively to workplace challenges (Pastor, 2014).

However, traditional training programs often neglect the distinction between cognitive and emotional learning, which poses challenges for developing emotional competence (Cherniss et al., 1998). Emotional learning entails more than just acquiring new information; it involves reshaping ingrained behavioral patterns and habits to respond more effectively to emotional stimuli (Cherniss et al., 1998). Effective emotional intelligence training programs equip leaders with the skills to navigate challenging situations and interactions, fostering a culture of emotional competence and resilience within organizations (Cherniss et al., 1998).

In summary, the national context underscores the increasing recognition of emotional intelligence as a critical determinant of leadership effectiveness and organizational success. Effective emotional intelligence training programs are essential for equipping leaders with the skills to navigate interpersonal challenges and foster positive workplace environments.

### ***Personal Context***

*“Emotional self-awareness is the building block of the next fundamental emotional intelligence: being able to shake off a bad mood” -Daniel Goleman*

I believe all levels of leadership in a business organization should have high emotional intelligence for them to be successful in their work environment. People with high emotional regulation abilities were rated by their peers as being more visionary

leaders than those with low emotion regulation abilities (Nordin, 2012). Indeed, people with high emotion regulations abilities also reported receiving more social support, being more satisfied with communication and with other group members than their counterparts (Nordin, 2012). From my personal experience I tend to be more relatable with my subordinates than my counterparts.

My organizational leadership journey started twelve years ago at a well-known automotive company that had a union workforce. A labor union or trade union is an organized group of workers who unite to make decisions about conditions affecting their work. Labor unions strive to bring economic justice to the workplace and social justice to our nation ([unionplus.org](http://unionplus.org)). At this organization, the United Automobile Workers were described as the workforce also known as the UAW. A large US trade union for workers in the car, aerospace, and metal industries. Its full name is The United Automobile, Aerospace & Agricultural Implement Workers of America. It was established in 1935 ([oxfordlearnersdictionaries.com](http://oxfordlearnersdictionaries.com)). This organization was my introduction to production manufacturing and significantly working with a union workforce. I just completed my master's in management and leadership. I was so excited to start my "big girl" job. Being a production supervisor was an ideal job post-graduation. After weeks of onboarding and training for my roles and responsibilities in a classroom setting, my first night on the production floor as a leader was a true revelation. It was not a surprise what I was accountable for, my shock was with all the different personalities I have encountered and inherited that I must lead successfully and professionally. Prior to this job, my work experience was a mixture of part-time and full-time sales in retail. Dealing with people was nothing new for me because I had a genuine customer service personality. However,

working in a strong union environment and being that I was a first-time leader, I had my work cut out for me. I quickly learned that I could not provide direction and feedback the same way for all. Every union worker worked differently, had their own personality, and took feedback and direction in a unique way. Granted, there were more successful leadership moments than challenging moments regarding giving direction and feedback. Effective leaders manage and steer their own feelings, acknowledge subordinates' feelings about their work situation, and intervene effectively to enhance morale (Anand, 2010). Through different challenging work experiences with this union run organization, I have learned to take my own feelings out of the situation and remain professional when interacting with employees that were challenging. I have learned how to relate to them and make it personal to break the cycle of discomfort and awkwardness between us. For example, employee Y always had a poor attitude towards their job assignment. Instead of bypassing their emotions and talking to them in getting their job done, I started to build rapport by thanking them for coming in that day and complimenting them on their work ethic over the weeks. Showing recognition to my employees saved me every time because it built their trust in me. By acknowledging my subordinate's feelings about their work situation, I then dived into work-related questions to get to the root cause of their frustration regarding their work. For employee Y, it sounded so simple. They stated that their work assignment required them to walk back and forth too much. With a twelve-hour shift, they further explained that the pacing was interfering with them ergonomically. I then thanked them for their concern and explained to them that I will get the respective parties involved to make their work situation a better one. The days leading

up to the change and after, this employee always had a positive attitude and went beyond me and the team.

A few years later I landed an area leadership role in the northeast region in the United States where I was working with another strong union workforce called the Teamsters. The Teamsters are America's largest, most diverse union. In 1903, the Teamsters started as a merger of the two leading team driver associations. These drivers were the backbone of America's robust economic growth, but they needed to organize to wrest their fair share from greedy corporations. The Teamsters are known as the champion of freight drivers and warehouse workers, but have organized workers in every occupation imaginable, both professional and non-professional, private sector, and public sector (teamster.org). This organization was a leading beverage company in a fleet and warehouse environment. When I first started at this organization, I was assigned to the dispatch department where the union delivering drivers and helpers worked. The interaction was mild. For example, if I had a 6am dispatch and a 2pm dispatch I would provide the routes to the employees during these two designated times. The process was hand over the route in paper form, answer any questions the driver and helper may have and then send them on their way. Occasionally, I would see these employees twice a shift. Dispatch and return to the facility to check out. This distribution leadership role required minimal interaction and rapport building with employees. Granted there were employees that knew they had a bad route before they hopped in their truck. They knew from the areas of delivery from the dispatch sheet it was not going to be a good day for them. Most problems we are confronted with are the result of faulty communication, understanding of both their own and the others behavior, as well as the inability to see

things from the perspective of another person or to absorb the impact of their actions (Leonardo et. al. 2010). I used to then ask them what made it a bad route? What could leadership improve to make your workday with challenging routes better? And other familiar questions as such. Relating and showing empathy for these employees was key for me. In transparency I could not satisfy every need and concern that came my way but being that leader to hear their concerns was golden to them. Empathy is the ability to get an insight into or recognize the emotions of others. Empathy does not mean that we live emotions of other people, but it means that we understand other people's emotions from our experiences. Empathy does not mean for one to identify with another thus canceling his own personality, but to get in his mind and soul to understand how he perceives reality. It is built on openness to the feelings of others, on the ability to read information from nonverbal channels (Leonardo et. al., 2010). As a leader, by empathy we can better understand our subordinates, sense their thoughts and feelings, anticipate their behavior, and even act on it accordingly (Leonardo et al.). al.,2010).

My peers and upper leadership witnessed my rapport expertise with the delivery drivers and helpers in such short exchange that they acknowledge the longevity of success that made positive production results that they then moved me over to the warehouse after a year and a half working on the dispatch side. The reason for the move was that morale was overwhelmingly lacking in the warehouse. Once I reported over there and observed for a few days, the work climate over there was supervisors made little to no contact with the union workforce. Supervisors were complacent with just communicating with their employees, the job at hand and going back to their offices all shift. Meanwhile, a dysfunctional warehouse shop was actively relevant. There was no

organizational structure. I felt the supervisors may have been intimidated to approach these union employees yet alone provide direction and feedback. The fearless leader I was in an all-male warehouse including leadership- I was up for the challenge. I had an advantage prior to my arrival at the warehouse. In a production environment, the floor talks. I believed that their union peers from dispatch already discussed my leadership style amongst their warehouse peers, so they had an idea of me before I interacted with them. Having high emotional intelligence goes a long way. I had not seen that before or even heard of the term during this time. I just related my interaction and personality towards my employees as being a “people person.” Just like I presented open-ended questions to the drivers in dispatch to get to the root cause, I was consistent with my process with the warehouse employees. I was placed on night shift since that was the most areas of opportunities. There was a shop steward of the teamsters’ union that worked on this shift and was believed to “stir the pot” from a morale perspective. A shop steward is defined as a person elected by workers, for example in a factory, to represent them in dealings with management (bing.com). I approached the shop steward by providing the same consistency as I approached the drivers and helpers on the dispatch side when it came to areas of concern with their job assignment. The first meeting was awkward as expected. Once we continued to discuss concerns from the union’s perspective it all made sense to me. The raise of concern was that the leadership did not care for their employees and the union felt that their voice was not heard.

A decade later, I was given the opportunity as a senior leader for a household brand manufacturing candy company. I quickly learned that training and development for employees was deficient. This organization was a non-union work environment. I

saw training and development from an external lens considering I was in a non-training leadership role. I did a pilot study on the connection between employee job performance evaluations for hourly employees and the influence of the leadership feedback provided to the employee may negatively impact their job satisfaction. After more research, surveying and interviewing hourly employees during this study, leadership feedback does negatively impact employees' overall job satisfaction. To investigate even more on this area of concern, emotional intelligence could reveal what those negative entails regarding how an employee performs.

### *Situational Context*

By all counts, leadership ranks among the most researched and debated topics in the organizational sciences. A wide diversity of approaches to leadership has been proposed – researchers have analyzed what leaders are like, what they do, how they motivate their followers, how their styles interact with situational conditions, and how they can make major changes in their organizations (George, 2000). The absence of capacity development programs tailored to enhance the work-integrated learning skills and knowledge of both workers and their supervisors poses a significant threat to organizational productivity (Singh, 2015). Inadequate development initiatives, including emotional intelligence training, soft-skills enhancement, and coaching, can impede individuals' proficiency in executing their roles effectively within the business setting. It is my contention that the linchpin of the connection between employees and leadership lies in emotional intelligence. Leaders who rely solely on cognitive abilities may overlook the emotional underpinnings of their decisions, leading to superficial explanations that may not resonate with their workforce. Conversely, leaders driven



purely by emotions risk being perceived as irrational and neglecting task orientation. The complexities inherent in modern organizations demand a shift in leadership focus beyond cognitive abilities alone (Singh, 2015). Singh's observations underscore the potential consequences of leaders' inability to manage their emotions in the workplace, which can manifest in subpar performance and diminished morale, ultimately jeopardizing the leader-employee relationship. (George, 2000) explains just as motivation theory and research have ignored how workers' moods and emotions influence their choice of work activities, levels of effort, and levels of persistence in the face of obstacles, leadership theory and research have not adequately considered how leaders' moods and emotions influence their effectiveness as leaders.

Singh's (2014) exploration of tobephobia (TBP) sheds light on the fear of failure prevalent in educational settings, though its implications in business leadership remain largely unexplored. TBP, characterized by anxiety, stress, and unhappiness, can profoundly impact employees' job behavior and overall well-being (Singh et al., 2022). This fear is not confined to educational institutions but can permeate workplaces where qualifications and performance are scrutinized. While Tobephobic Leaders (TLs) lack a definitive definition, theoretical frameworks suggest their existence, emphasizing the multifaceted nature of leadership intelligence, which extends beyond cognitive prowess (Singh, 2014). Emotional intelligence emerges as a critical component of effective leadership, with recent research highlighting its role in fostering positive organizational climates. TLs, marked by emotional dissonance traits such as lack of empathy and poor communication skills, create tension and anxiety among employees, contributing to a toxic work environment (Singh, 2014).

To date, toxic leadership has predominantly been observed in academia, where educators' emotional discipline influences students' learning experiences. However, the relevance of emotional intelligence training extends beyond academia to business organizations, where leaders' unawareness of emotional intelligence can perpetuate toxic leadership practices. Autocratic leadership styles, characterized by win-lose approaches, breed dissatisfaction and resentment among employees, fostering a hostile work environment reminiscent of a cutthroat jungle (Singh, 2014). Therefore, the imperative for emotional intelligence training among business leaders lies in its potential to mitigate the negative impacts of toxic leadership, fostering a culture of empathy, collaboration, and mutual respect within the workplace.

Coaching skills are inextricably related to emotional intelligence. To purposefully move through the goal-focused coaching cycle, individuals must be able to regulate their thoughts, feelings, and behaviors so they can best achieve their goals (Grant, 2007). Such intelligent use of emotions is important for both the manager/coach and the employee being coached. (Grant, 2007) also explained that emotional intelligence is an important factor in workplace performance (Abraham, 2005) both on an individual level, predicting individuals' leadership behaviors (Byrne, 2004), and on a group level, with leaders' emotional intelligence being associated with higher levels of group effectiveness (Stubbs, 2005).

Grant (2007) explained a significant point regarding key issues with the connection between organizational leadership and the learning and development of their managers:

Considering these issues, organizations are increasingly investing in training to develop the coaching skills of their managers (Wright, 2005), with at least one in five managers having received training in workplace coaching skills (The Work Foundation, 2004). However, the impact of coaching skills training programs is rarely assessed; fewer than 30 per cent of such programs are evaluated in any way at all (Lidbetter, 2003).

## **Conclusion**

In conclusion, the national context underscores the necessity for leaders in business organizations to possess emotional intelligence for both personal growth and the retention of high-performing employees. Multicultural workplace environments demand leaders who can foster rapport among diverse personalities to achieve organizational goals effectively (The Positivity Project, 2016). Scholars increasingly recognize the impact of emotional intelligence on workers' and leaders' performance, highlighting its significance in leadership interactions (Singh, 2015). Chapter five will delve into the organization improvement plan, specifically addressing emotional intelligence training.

Moreover, social intelligence, which encompasses the ability to understand and manage interpersonal relationships, emerges as a critical factor in managerial success, surpassing traditional measures of mental intelligence (The Positivity Project, 2016). Building robust relationships with employees lays the foundation for a successful work environment, with effective leaders demonstrating awareness of their own and their employees' emotions to resolve complex issues and prevent hostility. Opportunities for emotional intelligence training are identified, particularly in addressing leaders' struggles with emotional control, which can lead to morale decline (Singh, 2015).

From a personal context, my leadership journey underscores the importance of emotional intelligence, which was particularly relevant in my manufacturing career's early stages. Despite the lack of formal emotional intelligence training, navigating interactions with union and non-union employees highlighted its significance in achieving productivity and fostering effective teamwork (Singh, 2015). The absence of such training in various organizational settings underscores the need for coaching skills development, essential for modern workplace dynamics (Grant, 2007).

In the situational context, development programs aimed at enhancing leaders' work-integrated learning skills are essential for organizational success. Relying solely on cognitive abilities leaves leaders ill-equipped to navigate the complexities of the modern workplace. Emotional intelligence, encompassing self-awareness, social awareness, self-management, and relationship management, as elucidated by psychologist Daniel Goleman, emerges as a crucial aspect of effective leadership (Singh, 2015).

Chapter two will provide a thorough examination of these dimensions of emotional intelligence and delve into Daniel Goleman's seminal contributions to the field. It will explore the intricate interplay between self-awareness, social awareness, self-management, and relationship management, elucidating their significance in effective leadership practices. Additionally, the chapter will review empirical research and theoretical frameworks that further substantiate the importance of emotional intelligence in organizational contexts. By synthesizing current literature and insights from renowned scholars, chapter two aims to offer a nuanced understanding of emotional intelligence's role in shaping leadership effectiveness and organizational success.

## Chapter Two: Review of Literature

### Introduction

*By teaching people to tune in to their emotions with intelligence and to expand their circles of caring, we can transform organizations from the inside out and make a positive difference in our world.*

*-Daniel Goleman*

In chapter one, the need, and a snapshot of what causes lack of emotional intelligence in leadership was discussed from a national, situational, and personal context. This chapter includes the theoretical frame and a review of existing literature that informed it. A clear report on emotional intelligence will be explained by a well-known professional psychologist who is competent in the subject matter regarding this. A professional psychologist, Daniel Goleman will be introduced and the explanation of his four quadrants of EI will be revealed: Self-Awareness, Social Awareness, Self-Management, and Relationship Management. Understanding these four quadrants will be significant for current and future leaders in organizations.

### Theoretical Frames and Epistemological Stance

#### *Constructivist Learning Theory*

Buss and Zambo (2014) described constructivist learning theory as the learner created new knowledge or practices through the lens of their current or past knowledge base off past relevant situations. The relevance of a situation is developed by collaborating multiple associations between current and newly learning practices (p. 29). For example, in organizational leadership constructivist learning theory is exercised by leadership participating in emotional intelligence training to enhance their emotional

awareness in themselves and their employee's. By taking current workplace situations and implying newly learning practices such as EI training could enhance social interaction and engagement amongst their employees. Buss and Zambo (2014) explained Vygotsky's constructivist theory by individuals create knowledge through social interaction and engagement encountered through activity and dialogue about a shared task or problem (p. 29). In the workplace, engagement is key especially when working on a shared operational task or a workplace morale problem. An example of working on a shared operational task is when a tenure employee is training a new employee on their new job assignment in the workplace. The tenure employee has the skill set to train the new employee proficiently. Through effective training dialogue and activity, the constructivist learning theory will be sufficient in this situation.

### ***Different Learning Environments of Constructivist Framework***

Constructivist learning theory is mostly practiced in academic learning environments that involve students and teachers. There is a lack of research applied to business organizational environments involving leaders and employees. However, the explanation of the learning theory aligns with workplace practices of leaders and their employees. There are four frameworks of constructivist learning theory. problem based learning (PBL), action learning, project work, and workplace learning. Three of the four of these frameworks will be discussed in this chapter. Workplace learning will be thoroughly discussed and how it relates to EI training for organizational leadership.

**Problem Based Learning.** Researchers had studied one of constructivists theory's framework named problem-based learning (PBL). Dochy, Heylen, and Van de Mosselaer (2000) describe learning in a problem-based learning environment as an

active, cumulative, constructive, context-bound, self-regulated, purposeful, and meaningful process. Moreover, they consider cognitive conflict as the stimulus for learning, emphasize knowledge development in a social context, and stress the need for rehearsal and training for the development of expertise (Haarsten-Geyen & J. Sandberg, 2007, p.86). Training for the development of expertise for developing strong emotional intelligence in leadership is an example of a problem-based learning practice in a business organizational environment. The issue addressed was the lack of emotional intelligence of leadership and how it affects employees' overall job performance.

Haartsen-Geyen et. Al. (2007) explained that PBL designed curriculum and instruction that utilized relative problematic situations as context for students to analyze and have a better understanding of the root-cause of a problem and apply that knowledge going forward. PBL presented real-life issues that needed to be addressed. Once these issues are addressed, then the students will form small workgroups to discuss these issues with their tutor or another dominant figure to come up with a plan of action (p. 87). In a business organizational environment, EI training for leadership is an example of a designed curriculum and instruction that effective managers can attend to identify genuine work-life issues that have an urgent need to be addressed.

**Action Learning.** Haartsen-Geyen et. Al. (2007) suggested that action learning is a more traditional approach, and this type of learning recognizes the learning potential of the learner and uses previous business experience as a foundation of their learning. "Action learning is widely used and acknowledged as a practical and effective approach to leadership and organizational development (Haartsen-Geyen et. Al., 2007, p.88)."

Haartsen-Geyen et. Al. (2007) described three main components of action learning:

*Learning and action.* Students or participants accept responsibility for acting on a particular issue or problem and work together on a specific company project. The emphasis in action learning is on learning, not just on the taking of action. This emphasis on learning distinguishes the action-learning project from other projects. By giving the participant in the action learning program the opportunity to manage a project in an organization, two aims are targeted: the enhancement of the development of the company and the improvement of the learning capacity of the individual person, the team, and the organization (p. 88).

*Action in the real world.* The specific nature of the problem or task requires that action must be undertaken in the real world. Students are given authority to take action on the problem. In the process of finding, selecting, describing, and defining the action learning project the relevance of the project for educational and business goals must be discussed. The optimization of action learning goals and processes is demonstrated by the mutual relation of educational and business goals, and the interrelationship of learning and action. In the project, a balance must be maintained between the practical use of the project for the company and the learning opportunities for the individual student. In the action learning process, learning and action are closely interrelated. There is no learning without action and no action without learning. The opportunities to learn and the concern for practical benefits must be in balance. The integration of work with learning in the project minimizes the problem of transfer of learning (p. 89).



The action learning set. An action learning set is a learning situation in which a group of people work together and support each other. The set is the home base of its members. The action learning set consists of six to eight people who meet on a regular basis (p.89).

*Work-based learning.* Boud et. al., 2001 defined work-based learning as a series of university programs who collaborated with work organizations that created new learning opportunities in the workplace. The goal here was to provide employees with longevity in growth in development in their careers. These accredited programs consisted of workplace assessments and traditional industry related college courses. The employees were subjected to learn substantial needs regarding their work assignments (p. 4).

Boud et al., 2001 (p. 5-6) explained the six work-based programs along with their characteristics:

1. A partnership between an external organization and an educational institution is established to foster learning.
2. Learners are in some contractual relationship (employee, trainee) with an external organization.
3. The program is based on the needs of the workplace and of the learner and not on the disciplines. In the professional curriculum, work is the curriculum.
4. Recognition and accreditation of prior knowledge and experience, and the identification of the learning the students wish to engage in, represent the starting point for the program.

5. The most significant element of a learning program is the action learning project. Action learning projects are oriented to the challenges of the actual work and the future needs of the learner and the organization.
6. The programs' learning outcomes must be assessed within a standardized framework.

Boud et al. (2001) found that partnerships between external organizations and educational institutions were objectively for learning purposes. Partnerships amongst these 2 sectors are key to have effective learning outcomes for the organizations and to robust, more proficient workplace environments. The benefits of an effective learning journey in collaboration with organizations and educational institutions are rewarding. From the employer perspective, long-term relationships are established with the educational institution regarding the needs of the business and the institution has a clear motive when assisting the organization in a flexible manner. From the educational side, they expand their learning profile with more ways to teach professionals by diversifying their coursework. Secondly, there must be logical reasoning for both parties to work together. A corporate training need must be revealed to have a contractual agreement with the educational institution to grant learning programs. The employee learners will negotiate with the institution on the learning curriculum that will be taught. Later in this chapter, emotional intelligence training class structure for organizational leaders will be discussed and how it is a significant example of a work-based learning platform. The researcher then explained the third characteristic of work-based learning was the *need* for learning at the organization and the learner and not to focus on the discipline. Workplaces are not structured in the way of educational institutions for as the disciplinary. As the

third characteristic, focusing on the disciplinary or outcome of the behavior that needs to be coached could make the situation worse. For example, in a business organization a leader may lack emotional intelligence resulting in affecting employee morale and job performance. Ideally emotions should be controlled and made self-aware to the leader. However, disciplinary action of the leader could make matters worse considering, they may not be aware of their emotions and how to handle them accordingly in a workplace environment as a leader of people. Therefore, work-based learning such as an EI training program would be appropriate. Recognition is key for work-based learning. Recognition and engaging in the process of current competencies of employees and identifying what skills they want to be educated in verses continuing learnings on their current job functions. Project learning and assessing the learning outcomes of the employee learners are the fifth and sixth characteristics of work-based learning that are significant. Project learning in the workplace stems from what the employee learner has retained in their work-based institutional program they previously attended. Applying the knowledge in the professional field is key not only to demonstrate employees are reluctant to learn new skills but capturing the knowledge and applying it within the organization. The educational institution then assesses the outcomes of the learning programs provided with respect to framework standards and levels. The framework of these education programs is a significant factor of the educational quality assurance process. The assessment's objective is to gain approval by the educational institution while learning benefits the workplace. Roadblocks are relevant during this process, such as graduate expectations. With assessments thoroughly conducted by the educational institutions, preventative measures regarding unmet graduate expectations could be the case.

## **Daniel Goleman**

Daniel Goleman was a New York Times bestselling author, psychologist, and science author. He was best known for his book named “Emotional Intelligence”. Goleman was a transformational leader who inspired the way the world educates children, relates to family and friends, leads, and conducts business.

### ***Biography***

Goleman was born and raised in Stockton, California. He was the president of his high school and received a scholarship for leadership from the Alfred P. Sloan Foundation to attend Amherst College in New England. Due to culture shock he transferred to University of California at Berkeley and then transferred back to Amherst College junior year until to graduation where he earned magna cum laude. His major was anthropology. Prior to graduation, he wrote his capstone on mental health in historical anthropological and social perspectives. He then earned a scholarship from the Ford Foundation where he attended Harvard University to study clinical psychology. During this phase of his life is where he grew passion on studying the human mind in many aspects such as interdisciplinary. He was inspired by his mentor, David C. McClelland, who founded the theory of achievement. McClelland gave Goleman the opportunity to travel around the world to study different meditation practices. His doctoral research was on meditation and stress arousal. The first book he wrote was called “The Meditative Mind” which explained his doctoral research. Over the years he was a visiting psychology lecturer for Harvard University and later landed a job with a major magazine company back then called Psychology Today. Goleman’s career transition from a college

professor to a journalist. Working for this magazine company was the gateway to his journalism career for years to come.

In 1984, Goleman was recruited for the New York Times to cover psychology and other related fields. During this 12 year span he learned a lot about science journalism from his peers. The more passion Goleman gained in journalism; his writing became not fitted with how New York Times saw as news. The reason for Goleman's writing no longer aligning with New York Time's needs was because his portfolio of writing regarded research of emotions and the brain. He did cover short writings of the subject matter over the years of his career at the magazine, but he felt this topic deserved to be a book and that is how Emotional Intelligence came to be. This book began to be a popular demand for readers, and it encouraged Goleman to leave New York Times and to dedicate his time to lecture his book by communicating his message on emotional intelligence. The objective here was to have schools teach emotional literacy along with traditional academic subjects.

### ***Emotional Intelligence***

The Global Leadership Foundation (GLF) engages individuals, organizations, and communities to create significant transformational leadership journeys. This organization also focused on emotional health and leadership on the subject matter of emotional intelligence.

“Emotional intelligence is the ability to recognize, understand and manage emotions in ourselves and others. Emotional Intelligence is divided into the four clusters of Self-Awareness, Self-Management, Social Awareness and Relationship Management (often referred to very broadly as “people skills” in

years gone by). Daniel Goleman, a leader in this field, has identified that successful managers and leaders possess a high percentage of emotional intelligence. By successful we mean those who have; Achieved better financial results, developed more effective and supportive organizational climates or culture, and achieved higher productivity gains with their workforce. Goleman's (1998) findings also indicated that Emotional Intelligence contributes 80 to 90% of the competencies that distinguish outstanding leaders from average leaders."

Emotional intelligence has several key behaviors according to GLF. The ability to recognize and understand their own moods, emotions and drives and their effect on others. The ability to control or redirect disruptive impulses, moods and to think before acting. The passion to work for reasons beyond money or status and the propensity to pursue goals with energy and persistence. The ability to understand the emotional makeup of other people and the skill in treating people according to their emotional reactions. Proficiency in managing relationships, building networks and the ability to find common ground and build rapport. All these behaviors mentioned were influenced by Daniel Goleman's theory on emotional intelligence.

GLF discussed Goleman in a diligent manner in their research in EI.

*"Daniel Goleman, a leader in this field, has identified that successful managers and leaders possess a high percentage of emotional intelligence. By successful we mean those who have; Achieved better financial results, developed more effective and supportive organizational climates or culture, and achieved higher productivity gains with their workforce. Goleman's (1998) findings also indicated*

*that Emotional Intelligence contributes 80 to 90% of the competencies that distinguish outstanding leaders from average leaders.”*

If each leader is aware of their emotions and the emotions of each other than working towards a mutual agreement will be significant.

### ***Leader Emotional Intelligence***

Effective leadership is partially determined by emotional understanding and abilities relating to emotional intelligence. A corporate leader in a challenging and difficult role usually has better emotional intelligence, such that they can outperform other people at work. At the senior management level, emotional intelligence is far more important than rational intelligence, and it is the factor that makes real leaders stand out according to the research of Lee et al., (2023). Goleman proposed five functions that contribute to EI: 1. the ability to quickly reduce stress; 2. the ability to recognize and manage one’s own emotions; 3. the ability to communicate non-verbally with other people; 4. the ability to utilize humor in conflict resolution; 5. the ability to actively and confidently resolve conflicts (Goleman, 2001). Leader emotional intelligence is a predictor of social relationships, workplace performance, and physical and mental health. Emotional intelligence can be used to raise the job performance of managers and their subordinates, and organizational effectiveness.

### ***Daniel Goleman’s Competency EI Model***

Dhani et al., (2016) explained that Goleman’s competency model branched from his best-selling book *‘Emotional Intelligence’*. Goleman's model outlines the four constructs of emotional intelligence. 1. Self-awareness is the ability to identify one's emotions and recognize their impact while using gut feelings to guide decisions. 2. Self-

management involves controlling one's emotions and impulses and thereby adapting to changing circumstances. 3. Social awareness consists of the ability to sense, understand, and react to other's emotions while comprehending social networks. 4. Relationship Management entails the ability to inspire, influence, and develop others while managing conflict.

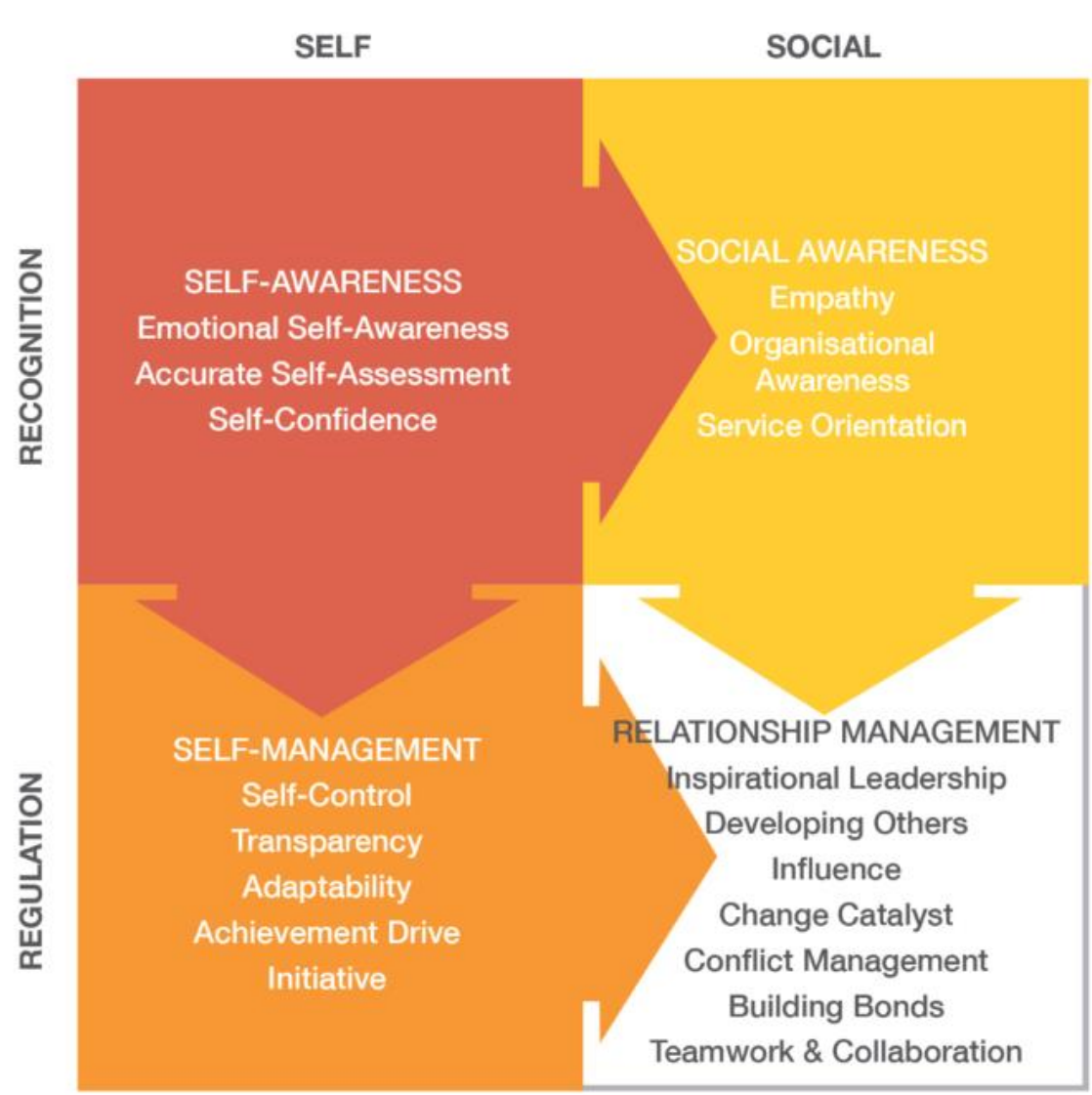
Goleman 's model consists of a set of emotional competencies within each framework of emotional intelligence, he believed that emotional competencies are not inherited, rather learned capabilities that must be worked on and developed to achieve outstanding performance.

The first component of emotional intelligence is Emotional Self-Awareness, knowing what one feels (Goleman, 2001). From Goleman's framework of emotional competencies, this component falls in the quadrant of 'recognition' which includes emotional self-awareness, accurate self-assessment, and self-confidence. The second component of EI that Goleman explains is Emotional Self-Management is the ability to regulate distressing affects like anxiety and anger and to inhibit emotional impulsivity. This component falls in the quadrant of 'regulation'. Self-management consists of self-control, trustworthiness, conscientiousness, adaptability, achievement drive, and initiative. Social Awareness, the third EI component, encompasses the competency of Empathy. This component consists of empathy, service orientation, and organizational awareness. The last component of the EI competency model is relationship management. It could be also described as social skill. In a fundamental sense, the effectiveness of our relationship skills hinges on our ability to attune ourselves to or influence the emotions of another person. That ability in turn builds on other domains of EI, particularly Self-



Management and Social Awareness. If we cannot control our emotional outbursts or impulses and lack empathy, there is less chance we will be effective in our relationships (Goleman, 2001). (See figure 2.1)

**Figure 2.1 Goleman’s EI Model**



Goleman’s Emotional Intelligence Model (2002)

### **Connection between Emotional Intelligence and Leadership Behavior**

Previous research has explored the concept of emotional intelligence as the ability both to know one's own emotions and read others' emotions (Nural et al.,2017). From Goleman's research it is gathered that individuals should be self-aware of their emotions by recognizing and being confident in accepting their current emotions and to self-management the outcome of what their emotions project on others. Taking the initiative to understand one's emotions and to gain control of the situation that triggered such an emotion is an example of regulating your feelings and adapting to an environment such as the workplace. Social awareness could assist in adapting to an environment by gaining empathy from others who are witnessing one's emotion. Overall, effective relationship management can evolve into the development of others, building bonds, and dealing with conflict management are a few incentives of relationship management demonstrated properly Goleman suggested in his competency model (Goleman, pg. 2).

According to Nural et al. 2017, past researchers have found that effective leaders are alike in one essential way; they all have a high degree of emotional intelligence. Without a high degree of emotional intelligence, a leader can have excellent training, superior analytical skills and loads of innovative suggestions, but he/she still will not make a great leader. Their findings indicate that emotional intelligence may be an underlying competency of transformational leadership. Transformational and transactional leadership are affected by moral and personal development, and training and education (Bass, 1999).

In previous research, by Lee et al., 2023 they performed a study by utilizing the hierarchical linear model and trust as a mediator; designated leader emotional intelligence

as a team-level dimension; and designated transformational leadership, transactional leadership, and trust in supervisor as individual-level dimensions. A designated leader EI as a team-level dimension was equivalent to the highest-level to compare to. TL and TA leadership along with trust in supervisor were separate. The study explored the relationships between these individuals and team-level variables as a mediator for the relationships between leader EI, TL, and TA leadership and individual job performance. The empirical results revealed that leader emotional intelligence, transformational leadership, and transactional leadership had direct, significant, and positive relationships with individual job performance. Furthermore, it was also discovered that, with trust in supervisor serving as a mediator, these three variables also had indirect, significant, and positive relationships with employee job performance.

### ***Transformational Leadership***

Transforming leadership is a leadership that facilitates the redefinition of a people's mission and vision, a renewal of their commitment, and the restructuring of their systems for goal accomplishment. Transformational leadership provides the incentive for people to attempt improvements in their practices. This type of leadership is considered 'value added' (Leithwood, pg. 9). According to previous research, TF leaders must possess multiple types of intelligence and that social and emotional intelligence are critical because these are important to the leader's ability to inspire employees and build relationships (Mandell et al., 2003). Emotional intelligence correlated significantly with all the components of transformational leadership (TL). Along with understanding these components, emotions and emotional management remain appropriate for this leadership style (Nural, pg. 40). Emotional intelligence underlies leadership skills. They contend

that organizations should consider emotional intelligence in the selection and development of leaders (Mandell et al., 2003). Providing an emotional intelligence training program could reveal the effectiveness of leadership's emotional intelligence and how their employees may perform on the job. Mandell et al. (2003) suggested that TF achieved higher levels of success in the workplace than transactional leaders (TA).

There are four components of transformational leadership: effective communication, inspirational traits, trustworthiness, and teamwork. Transformational leadership style traits include solution-driven, empathetic, approachable, motivational, confident, mindful, and "show the way. (Frias et al.,2021).

### ***Transactional Leadership***

Transactional leadership is a relationship based on transactions (Lee et al.,2023). When employees act according to their leader's wishes, they are rewarded to a certain extent. For example, in a manufacturing climate, management's goal is to make production numbers by producing products out of the door to sell. Employees' job performance or lack of employee's emotions and commitment are not considered in this situation because these types of leaders are transaction based. A transactional leader uses rewards to motivate their employees to fulfill their work responsibilities and implements penalties to correct the deviant workplace behavior. In addition, as a leadership style, transactional leadership can effectively raise employee motivation (Lee et al., 2023). Some employees may like the rewards because of good performances versus companionship and a rich rapport with their leader.

### **Connection between Job Performance and Emotional Intelligence**

Leaders' emotional intelligence and the emotional intelligence of their employees will have a significant and positive effect on their job performance. In the face of work stress, an employee can often work more efficiently if they receive support and feedback from others and possesses better emotional intelligence, such that they can better manage their emotions (Lee et al., 2023).

A leadership style is also a factor that influences an employee's job performance and their trust in their supervisor. For example, as mentioned earlier in this chapter, a transformational leadership style is considered value added and goal oriented. When employees have goals from their leadership, performance can be proficient. In addition, this leadership style allows effective communication and trust to build a strong bond between employee and leader for job performance to be a positive outcome.

With respect to transformational and transactional leadership styles, it was found that the subordinates of transformational leaders will express satisfaction with their leaders. Leaders who practice transformational leadership will explain their goals and visions to their employees and motivate them, such that these employees will become inspired and become more engaged in and committed to their work. With the support and encouragement that they receive from transformational leaders, employees will develop trust in these leaders since they will feel valued and gain more self-confidence (Lee et al., 2023).

According to Goleman (2001), the relationship between EI strengths in a leader and performance of the unit led appears to be mediated by the climate the leader creates (pg.12). For example, in a manufacturing climate, there can be a significant EI

connection between the leader and their workforce that influences effective employee job performance. Goleman (2001) also explained that leadership style seems to drive organizational performance across a wide span of industries and sectors and appears to be a crucial link in the chain from leader to climate to business success. Emotional intelligence is the gateway to rich morale in the workplace amongst leaders and employees.

### **The Impact of an Emotional Intelligence Training Program for Leadership**

There is much research referring to how EI training programs can enhance nurse management and administrators in institutional climates regarding emotional intelligence. There is a lack of literature regarding specifically manufacturing or business organizational leadership participating in EI training programs. To date, however, little has appeared in the literature that details the effectiveness of EI development programs or methods based on findings from studies so far, arguably impeding future research and practice in this area (Clarke, 2006).

According to Frias et al., 2021, evidence shows that EI is a strong predictor of leader success, particularly within healthcare:

“EI training is a realistic intervention that requires minimal time away from one’s primary role and encourages the nurse manager team to work cohesively to develop one another to their fullest potential. Long-term outcomes of EI training programs include increased job satisfaction, improved staff satisfaction, high-quality patient outcomes, enhanced workload management abilities, and reduced turnover among nurse managers and frontline staff members.”

The concept of EI has been a neglected area of intellectual functioning that has caused controversy from individuals that are for the concept and not so much. EI critics have dismissed it as an unapproved concept that adds nothing to our understanding of individuals' differences beyond already existing psychological literature. However, others have been vocal about their concerns over what constitutes the domain of the construct and how EI is measured (Clarke, 2006). Human resources in the workplace have gained interest in the subject matter significantly to get a better understanding of employee behaviors and performance.

“It is important to note that it is argued that training programs aimed at developing EI based on mixed and/or personality models offer little more than a repackaging of previous soft skills training and as a result offer us little in the way of better understanding the true potential of EI in the workplace. Instead, given the increasing evidence within the literature concerning validity of the ability model of EI, research is advocated that enables us to better understand how such abilities develop and how they may be influenced through human resource development (HRD) interventions if the distinctive benefits of EI are to be realized. Based on key insights from the literature, it is suggested that workplace learning methods may offer particularly salient means through which this potentially may be accomplished (Clarke, 2006).”

There is an increased of articles appearing in literature referencing EI programs in organizations such as American Express which is a business financial organization. They suggested that their employees participate in a training program called “emotional competence” to assist advisors in coping with the emotional demands of selling life insurance. The results of their training were promising. The findings suggested that

advisors who receive the training increased job performance which increased sales revenue (Clarke 2006).

### **Conclusion**

In this chapter, theoretical frame and epistemological stance was discussed in detail regarding constructivist learning theory and its different learning environments regarding organizational leadership. Daniel Goleman and his connection to emotional intelligence was also explained and how passionate he was with how human minds worked to develop a book after the concept of EI. The literature review then discussed different leadership styles such as transformational and transactional leadership. Transformational was described as a leader that displays emotional competence verses transactional leaders characterized as result and action driven. Both leadership styles have been known to be effective, however, TF is more EI sufficient research stated. The connection between job performance and EI along with EI training program effectiveness with leadership was also explained. In chapter three, methodology and analysis procedures will be discussed in detail. Research questions, instruments, data collection procedures, and the overall study design will be revealed.



## **Chapter Three: Methodology and Analysis Procedures**

### **Introduction**

The previous chapter provided an extensive review of literature, elucidating theoretical frameworks and epistemological perspectives, notably the Constructivist Learning Theory and its application across various learning environments. Daniel Goleman's seminal work on Emotional Intelligence (EI) was introduced and comprehensively expounded upon, emphasizing its theoretical underpinnings. Furthermore, the competency model of EI received meticulous attention, delineating its constituent elements: Self-Awareness, Self-Management, Social Awareness, and Relationship Management. The chapter also explored the intricate interplay between EI and leadership behaviors, examining the correlation between emotional intelligence and different leadership styles.

Chapter three outlines the methodological approach and data collection procedures employed in this study. It provides a rationale for the chosen methods, discusses participant selection criteria, elaborates on data collection procedures, addresses methodological challenges, explores threats to validity and reliability, and discusses ethical considerations. Additionally, chapter three presents the study's contextual framework encompassing the study design and setting, participant demographics, and a sampling overview. It will unveil pivotal research inquiries concerning employee job performance and emotional intelligence. A thorough examination of instruments, data collection methodologies, and analytical procedures will be provided. Furthermore, the chapter will culminate with a comprehensive discussion on threats to validity and reliability.

The intent of this study was to gain a deeper understanding of how leaders' emotional intelligence impacts employee job performance in the workplace, if at all. The research methodology was carefully chosen to address the study's objectives effectively. A mixed-method approach was deemed appropriate to gain a comprehensive understanding of the relationship between emotional intelligence (EI) in leaders and employee job performance. By combining qualitative and quantitative methods, this study aimed to capture both the depth and breadth of the phenomenon under investigation.

Qualitative research was initially conducted using phenomenology, facilitated by researcher-designed interviews featuring open-ended questions tailored to address specific inquiries related to employee job performance and emotional intelligence. Three business professionals were recruited as participants for these interviews, selected based on their diverse backgrounds and experiences in leadership roles, thereby providing rich insights into the research topic. Ethical considerations were meticulously addressed, with informed consent obtained from all participants and measures taken to ensure confidentiality and respect for their autonomy.

Subsequently, a quantitative research approach was adopted, employing a survey with multiple-choice questions concerning personal emotional intelligence and other behavioral aspects. This survey utilized The Global EI Capability Assessment Instrument, created by Goleman's four-quadrant EI Competency Model (2002) (Global Leadership Foundation, 2022). The survey was carefully designed to ensure validity and reliability, with pilot testing conducted to refine the instrument and enhance its effectiveness in measuring emotional intelligence and related constructs.

Within the mixed research methods of qualitative and quantitative approaches, a case study methodology was deemed appropriate for this study. A case study enables an in-depth exploration from various perspectives of the complexity and uniqueness of a particular project, policy, institution, program, or system within a real-life context (Cook et al., 2019). This study delved into multiple perspectives of emotional intelligence among three different business leaders and its impact on employees' job performance. These participants drew upon their experiences in current or past leadership roles to inform their perspectives.

Throughout the study, rigorous data analysis methods were employed, including thematic analysis for qualitative data and statistical analyses for quantitative data, ensuring robustness and reliability in the findings. The chapter will conclude with a comprehensive discussion on threats to validity and reliability, addressing any potential limitations and implications for the study's outcomes.

### **Participant Selection Criteria**

Participants were selected based on specific criteria to ensure the relevance and richness of the data collected. Criteria included being senior-level manufacturing leaders responsible for managing employee job performance. This selection ensured that participants possessed the necessary expertise and experience to provide valuable insights into the research questions.

### **Data Collection Procedures**

Data collection involved multiple methods, including virtual questionnaire interviews, training videos, and an EI test. Before the interviews, participants were told to complete the EI online survey to assess their personal EI awareness status. During virtual

interviews, participants were reminded of the importance of anonymity and confidentiality before recording began. The interviews began with explanations of EI scores, followed by the administration of pre- and post-research design EI interview questionnaires. Additionally, participants watched Goleman's introductory EI training video. Post-virtual research design interviews were conducted three months later, with modifications based on EI training conducted during the initial interview.

### **Research Questions**

There were four research questions that guided this study:

- **RQ1** In what ways if any, does leadership's emotional intelligence influence their approach to employee training programs?
- **RQ2** In what ways if any, does leadership's emotional intelligence training reduce leadership's resistance to training programs?
- **RQ3** In what ways if any, an emotional intelligence training program impacts the leadership's perception of employee loyalty to the leader?
- **RQ4** In what ways if any, does emotional intelligence training program impact the leadership's perception of employee loyalty to the company?

### **Research Design and Institutional Review Board Approval**

In the exploration of emotional intelligence within the manufacturing sector, this study employed a phenomenological qualitative design to delve into the experiences and perspectives of three senior-level male managers. This approach was selected for its ability to capture the nuanced understanding of emotional intelligence competency, the existence of employee training programs, and their impact on employee job performance. Phenomenological qualitative research is particularly adept at investigating social

phenomena from the participant's viewpoint (Williams, 2007). Utilizing open-ended questionnaire interviews, the study aimed to elicit rich narratives from participants, providing insights into how emotional intelligence in leadership influences employee job performance.

Complementing the qualitative aspect, a quantitative research approach was incorporated to address relational questions concerning variables within the research. Quantitative research endeavors to generate explanations and predictions applicable beyond the immediate context, aiming to establish, confirm, or validate relationships and contribute to theory (Williams, 2007). This mixed-method approach allowed for a comprehensive exploration of emotional intelligence's impact on leadership and employee dynamics within the manufacturing sector.

Through a case study methodology, the research sought to provide a holistic understanding of the complex interactions between emotional intelligence, training programs, and employee job performance. Case study research enables an in-depth exploration of real-life contexts, capturing the intricacies of participants' experiences and perspectives. Data collection involved multiple methods, including virtual questionnaire interviews, training videos, and an EI test. Before commencing the study, ethical considerations were paramount. Institutional Review Board (IRB) approval was obtained, ensuring compliance with ethical standards, and protecting participants' rights. Approved informed consent forms were utilized to recruit participants, providing clear information about the study objectives, procedures, and participants' rights. The recruitment process involved presenting IRB-approved consent forms to prospective participants via email, inviting them to participate in an online survey and interview questionnaire. Upon

receiving completed consent forms, verbal consent was obtained from participants before conducting virtual interviews, with assurances of anonymity and confidentiality provided. Ethical considerations were paramount throughout the research process. Informed consent was obtained from all participants, ensuring they understood the purpose and procedures of the study. Measures were taken to protect participant confidentiality and privacy, and the study adhered to institutional review board (IRB) guidelines.

This comprehensive approach to research design and ethical considerations underscores the rigor and integrity of the study, laying the groundwork for a thorough investigation into the interplay between emotional intelligence, training programs, and employee job performance in the manufacturing sector.

### **Instruments**

The EI test with the Global Leadership Foundation and a virtual meeting invitation regarding the interview questionnaire were delivered by email a week before each participant's initial virtual interview. See Appendix B for a copy of the Online EI test. See Appendix C for the pre-virtual research design EI interview questionnaire. In addition, during the virtual interview, Daniel Goleman's EI training video was utilized. See Appendix D for the EI training video link. Prior to sending out this email notification, a casual text message was sent to each participant to explain the next steps once the signed IRB consent form was established. See Appendix E for signed IRB consent forms. The identified participants held senior leadership roles in manufacturing at Fortune 500 business organizations. These roles included Manufacturing Continuous Improvement Director, Manufacturing Plant Manager, and Manufacturing Business

Consultant. Their selection was based on their expertise, experience, and relevance to the research.

### **Online EI Test**

The Global Emotional Intelligence Test comprised forty questions derived from the Global EI Capability Assessment instrument, which contains 158 items. These questions are based on Goleman's four-quadrant EI Competency Model (The Global Leadership Foundation, 2021). The test was provided to participants free of charge and consisted of a multiple-choice psychological assessment. Participants were required to select one statement that best applied to them to proceed with the test. Research across 30 mostly professional and managerial career fields reveals that anywhere from 47% to 56% of work/life success results from EI, with the range being related to job type (Alon et al., 2005). All three participants held senior-level leadership roles in manufacturing. Once each participant answered all 40 questions, the EI test generated their results into Goleman's four-quadrant EI Competency Model, including Self-Awareness, Social Awareness, Self-Management, and Relationship Management, which displayed a numerical value. The numerical value for each participant will be defined and explained in chapter four.

The four quadrants EI quadrants are explained briefly in detail below:

- **Self-Awareness:** This quadrant refers to an individual's ability to recognize and understand their own emotions, strengths, weaknesses, values, and motivations. High Self-Awareness is often associated with better decision-making and interpersonal relationships (Global Leadership Foundation).

- **Social Awareness:** This quadrant involves the ability to perceive and understand the emotions of others and empathize and respond appropriately. Social awareness is crucial for effective communication and teamwork (Global Leadership Foundation).
- **Self-Management:** Self-Management encompasses the ability to regulate and control one's emotions, impulses, and behaviors. Individuals with strong Self-Management skills are often more adaptable, resilient, and able to handle stress effectively (Global Leadership Foundation).
- **Relationship Management:** This quadrant focuses on the ability to build and maintain positive relationships with others, including skills such as conflict resolution, communication, and influencing others. Effective relationship management is essential for leadership and collaboration (Global Leadership Foundation).

The researcher proceeded to analyze the scores for each participant. A few months later, the assessment was administered again following the EI training and initial virtual interview. These subsequent results will be discussed in greater detail in chapter four.

### **Virtual Research Design EI Interview Questionnaire and EI Training Video Data Collection Method**

Before the participants engaged in the initial research design EI interview, they were directed to complete the EI online test to give the researcher a full understanding of their personal EI awareness status. Before recording for the virtual interview, participants were reminded of the importance of anonymity and confidentiality and consented to be



recorded. The interview commenced with the researcher explaining the scores in each interview with the participants. Refer to figure 3.1 for an example of the EI test scoring.

**Figure 3.1 Example EI Test Scoring**

Self-Awareness	Self-Management	Social-Awareness	Relationship Management
6	6	5	6

Following this, participants were administered the pre-research design EI interview questionnaire. Refer to figure 3.2 for the pre-interview questionnaire. Upon completion of the questionnaire, each participant viewed Goleman's introductory EI training video, which is available in Appendix D. After a period of three months, participants were instructed to complete a post-virtual research design EI interview, during which most of the questions remained consistent. However, questions eight through 11 were modified based on the EI training provided by the researcher during the initial interview. Please refer to figure 3.3 (highlighted in bold font) for these modified questions. These post-virtual research design interview questionnaires are also accessible in Appendix F. In addition to completing the post-virtual research design EI interview, participants were encouraged to reflect on any changes or developments in their understanding or application of emotional intelligence concepts since their initial interview and training session. This reflective component aimed to capture any

longitudinal shifts or insights gained over the three-month period, providing further depth to the analysis of emotional intelligence dynamics.

### Figure 3.2 Pre- Interview Questionnaire

1. What do you use for your employee training? RQ1
2. Do you design or customize your employee training? RQ1
3. What resources do you utilize when training employees? RQ1
4. What is your process for employee onboarding? RQ1
5. How do you evaluate employee retention of training information? RQ1
6. Do you provide an opportunity for employee refresh training? RQ1
7. Do you provide an employee probationary period if needed? RQ1
8. How effective are training programs for employee's performance? RQ2
9. What is your view on training programs? RQ2
10. Do you think there is any resistance to training programs? RQ2
11. What does emotional intelligence mean to you? RQ3/4
12. How do you believe your emotional intelligence impact employee's loyalty to you as their leader? RQ3
13. What ways do you see your emotional intelligence impacting your employees' trust in you as a leader? RQ3
14. What do you think sustains an employee's commitment to the company? RQ4
15. If you have high emotional intelligence as a leader, what would your perception of employee loyalty to the company? RQ4
16. If you have low emotional intelligence as a leader, what would your perception of employee loyalty to the company be? RQ4

### Figure 3.3 Post-Interview Questionnaire with Modified Questions in Bold

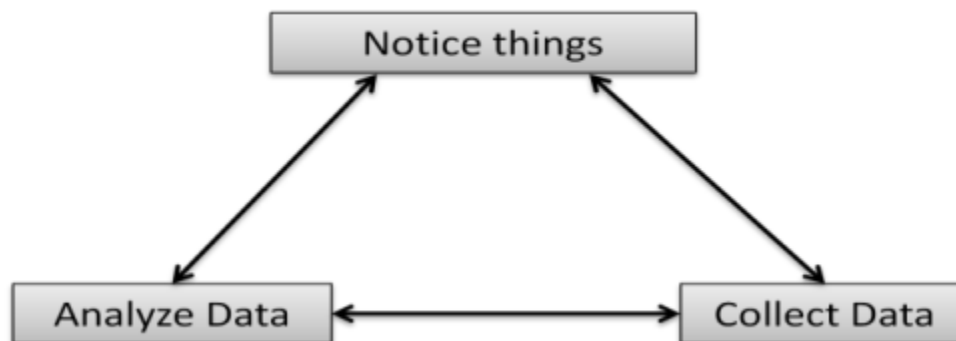
1. What do you use for your employee training? RQ1
2. Do you design or customize your employee training? RQ1
3. What resources do you utilize when training employees? RQ1
4. What is your process for employee onboarding? RQ1
5. How do you evaluate employee retention of training information? RQ1
6. Do you provide an opportunity for employee refresh training? RQ1
7. Do you provide an employee probationary period if needed? RQ1
- 8. After going through the leaderships' emotional intelligence training, how would effective training programs benefit an employee's performance? RQ2**
- 9. After going through the leadership's emotional intelligence training, what is your view of training programs? RQ2**
- 10. After going through the leaderships' emotional intelligence training, is there any resistance to training programs? RQ2**
- 11. After going through the EI training, what does emotional intelligence mean to you? RQ3/4**
12. How do you believe your emotional intelligence impact employee's loyalty to you as their leader? RQ3
13. What ways do you see your emotional intelligence impacting your employees' trust in you as a leader? RQ3
14. What do you think sustains an employee's commitment to the company? RQ4
15. If you have high emotional intelligence as a leader, what would your perception of employee loyalty to the company? RQ4
16. If you have low emotional intelligence as a leader, what would your perception of employee loyalty to the company be? RQ4

The interview questionnaire includes research question numbers after each question, serving as guidance for the researcher to align interview data with the study's researcher questions. It's important to note that this strategy was not disclosed during each participant's interview.

### **Qualitative Analysis Procedures**

Qualitative Data Analysis (QDA) comprises three main stages: Noticing, Collecting, and Reflecting on intriguing aspects (Khandkar, 2009). Throughout this research study, it was observed that the participants exhibited strikingly similar responses. This similarity was presumed to stem from their shared background in the manufacturing industry and their portrayal of similar leadership styles. By gathering data from the questionnaire responses and their EI scores, complementary findings emerged across all participants, and will be further discussed in chapter four. For a visual representation of the QDA process flow, refer to Figure 3.4.

**Figure 3.4 QDA Process Flow**



In addition to observing the participants' responses, it is essential to emphasize the iterative nature of qualitative data analysis. This iterative process involves revisiting the

data, refining codes, and searching for emerging themes or patterns. It allows researchers to delve deeper into the data, uncover nuances, and ensure a comprehensive understanding of the phenomenon under investigation. Furthermore, qualitative analysis often involves triangulation, where multiple sources of data are compared to enhance the validity and reliability of the findings. Triangulation can include comparing interview data with observational notes or cross-referencing qualitative findings with quantitative results, providing a more holistic view of the research topic.

For qualitative data procedures, the researcher gathered and analyzed data from the pre and post EI interviews. The researcher analyzed the data received from each question from the interview. Deductive coding was used with the interview transcripts. After collecting and transcribing data, researchers use what has been called first-cycle coding. First cycle coding refers to both deductive and inductive coding in early data engagement (Burkholder et al., 2020). Deductive coding is a top-down approach in which data is coded based on pre-existing theory. Daniel Goleman's theory of emotional intelligence, also called his EI Competency Model (see table 2.1 in chapter two), was the researcher's guide to identify key terms and ideas to discover codes and themes for this study. Goleman's theory outlines four quadrants: Self-Awareness, Self-Management, Social-Awareness and Relationship Management. Earlier in this chapter, the significant characteristics that described these quadrants were shared in detail. These significant characteristics prompted the researcher to identify codes and themes in this qualitative analysis. Some of the key terms of these characteristics that were identified by the researcher by referencing the EI quadrant (see Figure 2.1 in chapter two) developing others (Relationship-Management), organizational awareness (Social-Awareness),

achievement drive (Self-Management) accurate self-assessment (Self-Awareness). Among the three participants, with two of them going through the entire interview process with both a pre and post interview session and the third participant only going through the pre interview session, 39 codes were detected and will be further discussed in chapter four.

### ***Step-by-step Process***

After the researcher conducted the two sets of interviews (pre and post) with the three participants, the researcher then utilized a transcribing application called iTranscribe. All three sets of interviews were uploaded in this application for transcribing purposes. From there the researcher then typed the transcript responses into Microsoft Word. The researcher chose to hand code the transcript EI interview responses from all three participants. The significant reasoning the researcher decided to use this coding technique was to comprehend what the data were stating. Another term for hand coding is called manual coding. The manual coding process involves sorting through raw data and assigning codes to appropriate categories without the help of specialist coding software, using printouts, pencil, and paper, post it notes, highlighters, and so on ([readwriteperfect.com](http://readwriteperfect.com)).

The researcher carefully read the responses and identified words or phrases mentioned more than once to establish a code. From those 39 codes, eight themes evolved. The themes were deductively developed by categorizing codes and then developing themes by using the characteristics within the four EI quadrants. To keep a visual for organization of the themes and codes, Microsoft Excel was utilized for storage of the content. The researcher also created this tool manually. All codes

arose directly from the interview responses. Chapter four will discuss the eight themes in detail and their correspondence to their respective research questions.

### *Data Logging*

Data logging serves as a crucial qualitative analysis method used for the virtual research design questionnaire interview and the EI test. This process involves recording raw data from various sources, such as personal interviews, focus group discussions, observations, or other forms of qualitative data collection, onto a recorded sheet. Often referred to as data documentation, this step follows data collection and is essential for maintaining the integrity and reliability of the research (Akinyode et al., 2018).

While virtual interviews are typically transcribed for analysis, the researcher also meticulously records each participant's responses on a record sheet, often referred to as the hard copy of the interview questionnaire. This meticulous documentation ensures that no valuable information is overlooked during the analysis phase. According to Akinyode et al. (2018), this process should be highly interactive, prompting the researcher to cross-reference the recorded data with original sources, such as field notes or transcripts, to identify any discrepancies or specific issues accurately.

In this study, comparing each participant's interview responses with their EI test scores played a significant role in the data analysis process. This comparative analysis enabled the researcher to identify patterns, correlations, and discrepancies between participants' perceptions and their emotional intelligence levels. Moreover, the repeated administration of both virtual interviews and EI tests to participants after three months, including Goleman's EI training video, added a longitudinal dimension to the study. This

longitudinal approach allowed for the examination of changes over time, contributing to the robustness and validity of the research findings.

## **The Case Studies**

### ***Participant Selection Criteria***

Participants were selected based on specific criteria to ensure the relevance and richness of the data collected. Criteria included being senior-level manufacturing leaders responsible for managing employee job performance. This selection ensured that participants possessed the necessary expertise and experience to provide valuable insights into the research questions.

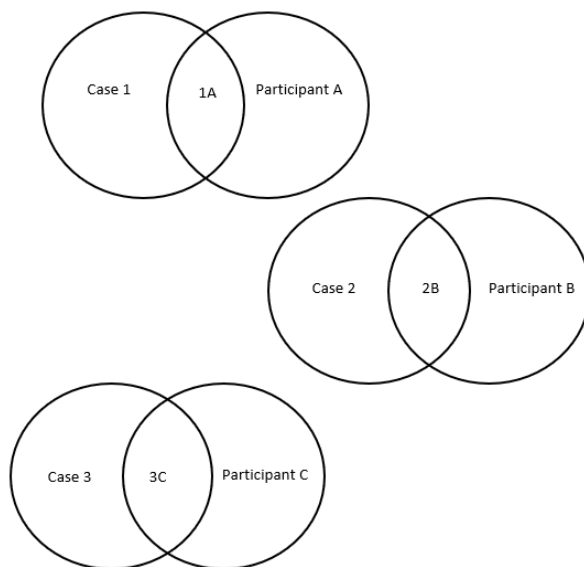
Case study research involves the study of a case (or cases) within a real-life, contemporary context or setting (Creswell et al., 2014). Creswell (2014) explained the case may be a concrete entity, such as an individual, a small group, an organization, or a partnership. At a less concrete level, it may be a community, a relationship, a decision process, or a specific project. This study was classified as a concrete entity because three different cases were studied involving three different individuals and the effects of their EI and how it relates to job training programs and employee performance. Creswell (2014) explained that case study research begins with the identification of a specific case that will be described and analyzed. A single case can be selected, or multiple cases identified so that they can be compared. Typically, case study researchers study current, real-life cases that are in progress so that they can gather accurate information not lost by time (Creswell et al., 2014).

### *Introducing the Cases*

In this collective case study, three manufacturing leaders participated in a research design interview questionnaire, Global Business Foundation EI Test, and Goleman's EI training video. These three participants represented three different business organizations and had no colleague relationship with one another. In addition, the manufacturing organizations were all different industries from yeast, beverage, and railroad corporations.

There were three cases presented in this study. Case One, Case Two, and Case Three. Case One represented Participant A. Case Two Represented Participant B. Case Three Represented Participant C. A cross diagram displayed the correspondence between case and participant. 1A,2B, and 3C represented each case. See figure 3.5 for the cross-reference diagram.

**Figure 3.5 Cross-Reference Diagram between Case and Participant**





**Case 1A.** 1A identified as a black male between the ages 45-55 years of age. He holds a bachelor's degree and is currently a Plant Manager for a food manufacturer.

According to resources.workable.com a plant manager is explained as:

The Plant Manager will oversee all daily operations of the plant from production and manufacturing to ensuring policies and procedures are followed. They develop processes that will maximize stewardship, safety, quality, and productivity.

When asked by the researcher during the initial research design interview questionnaire, *“Do you design or customize your employee training?”* 1A shouts with excitement, *“No! It is handled at the corporate level.”* At Participant’s A organization, all learning and development design is executed from corporate headquarters. According to collinsdictionary.com, corporate means relating to a corporation, especially a large company or group. In this scenario, training is implemented at a plant level. However, the direction of the design of training is driven by the corporate office. However, employee onboarding has substantial visibility at the plant level. According to bamboohr.com, onboarding is a human resources industry term referring to the process of introducing a newly hired employee into an organization. Also known as organizational socialization, onboarding is an important part of helping employees understand their new position and job requirements. 1A describes their employee onboarding program as very informative and covers many details of the company’s policies as it relates to day-to-day operations.

In this case all learning and development design is handled by corporate, this gives 1A as a plant manager restriction on how to train from a plant needs basis. Every plant is different with different training opportunities, he explained.

Currently there are no training programs as it relates to emotional intelligence for leadership at this organization. 1A explains their level of EI as, “*I would perceive it too high as well, because attitude reflects leadership*”. They also believe their EI could impact their employee's loyalty by “*being available, doing what is asked of them while at work. In addition, going the extra mile to get the job done!*”

The researcher concluded that at this bakery manufacturing plant all operational training instruction is led by the corporate office and is implemented at a plant level from a corporate structure expectation. 1A expressed concern that lacks visibility in structuring regarding training from a plant needs basis. This corporate training practice may mask training opportunities on employee job performance and EI training.

**Case 2B.** 2B identified as a black male between the ages of 35-45 years of age. He holds a master's degree and is currently a Continuous Improvement Manufacturing Director for a well-known beverage manufacturer. According to Better Team, a CI manager is a manager who analyzes, maintains, and improves organizational performance. They are highly competent process managers who use a variety of skills, such as project design, leadership, and management to ensure performance and process development. They also act as process analysts, business strategists, and project supervisors. During the initial research design interview

questionnaire, he mentioned to the researcher that his master's degree thesis was on emotional intelligence. With this information, the researcher believed this interview was going to be very impactful for their study.

2B is a very impactful employee in the training world of corporate. He briefly explained the significance of providing training programs to his employees, which could help the business succeed. Initially he stated:

*“Training programs are essential investments that empower employees with the necessary skills, knowledge, and confidence to contribute effectively to the organization's success while fostering continuous growth and development.”*

2B was eager to participate in the study due to their professional relationship with the researcher and how intuitive he was to the researcher's passion for training needs in the manufacturing industry. He wanted to make a difference.

2B's organization has an internal training department that implements and conducts the training needs for the plant. He explains that modifications are permitted as needed based on the employee's skill set. This beverage organization has a very impactful and robust training program for their employees that reflects employees' job performance. 2B explains their onboarding program:

*“Begins with a comprehensive orientation session, providing new hires with an overview of company culture, policies, and procedures. Following this, personalized training sessions tailored to the specific role and individual needs of the employee help them acquire the necessary skills and knowledge. Continuous feedback loops and mentorship opportunities further support their integration into the company, fostering a sense of belonging and accelerating their productivity.”*

2B is a firm believer of emotional intelligence and believes it is the ability to recognize, understand and manage one's own emotions, as well as the emotions of others, to navigate social interactions effectively, build strong relationships, and make sound decisions.

In this case there is no training offered for leadership regarding emotional intelligence. The participant hopes after going through this study's EI training that it would benefit an employee's performance by enhancing their ability to understand and manage emotions, communicate effectively, and navigate social interactions in the workplace.

The researcher concluded that 2B has much knowledge of emotional intelligence from their previous academic background. Being a strong advocate for employee onboarding programs was thoroughly addressed during the participant's virtual interview. However, like case 1, no leadership emotional intelligence training at the organization. This also could prevent effective job performance for employees when leaders aren't aware of their EI.

**Case 3C.** 3C identified as a white male between the ages of 65-75 years of age. He holds a master's degree and is currently a member of faculty at a private university where he teaches business administration classes. In his previous business career, he was a manager at a railroad corporation. When asked to participate in this study, he was intrigued by its context and felt there was a need to research how effective employee training programs are. During his tenure at the railroad organization, there was no training structure. Training was existent but as needed basis. The participant explained in detail how most of the training was at off-site at

seminars and expressed that it was key for any manager that was sending their employee to off-site training to either attend or know the context of what was being trained on so evaluations of the training program could be administered to the employee.

In this case 3C expressed concern how some employees stated to him that employee training and onboarding was a waste of time. This was a strong union organization. From chapter one, the researcher explained their experience working with a union and the definition of a union organization. The researcher quickly related to the participant once he explained that employees were resistant to training. In addition, the participant noted that some of his employees stated he always looked angry but knew he was not an angry person. Participant C initially stated:

*“That one aspect of anger was something once I surpass that loyalty increased. You do not have a gauge to read every day. I tried to take surveys with employees to understand their viewpoint to do something different. I distinctly remember going through a management trainee program. I don't want to be sloppy in the leadership role. Please respect the position I have if I am not doing good let's talk about it!”*

The researcher concluded that all three participants had different viewpoints regarding employee job performance and EI training effectiveness with leadership. 1A, the plant manager, had limitations on training needs due to it being corporate driven. 2B, the CI manager with their comprehensive background of EI, was self-aware of his emotional intelligence and onboarding and training programs for employees are effective. However, all three cases lacked emotional intelligence

training in leadership. Chapter four will reveal if participating in this study's EI training impacted their organization from employee's job performance.

### **Threats to Validity and Reliability**

Validity in quantitative research is paramount. When discussing validity, particularly in the context of quantitative research, there is an underlying assumption about the separation between raw observations and the issues they represent (Perakyla, 2011). For instance, in the EI test with the Global Leadership Foundation, the test statements were multiple-choice or forced choice. Participants were presented with only two options to consider for each question. However, what if neither of these options accurately reflects the participant's answer? This scenario illustrates a potential issue with raw observations.

Validity in qualitative research is equally crucial. It has long been a central concern in debates over the legitimacy of qualitative research. If qualitative studies fail to consistently produce valid results, then policies, programs, or predictions based on these studies cannot be relied upon (Maxwell, 1992). In this study, it was imperative to recruit reliable and qualified participants who could offer valid viewpoints on the study's problem of practice. Participants needed to be consistent and open-minded.

The adoption of multiple case studies involving multiple participants is highlighted as a more robust approach than using a single case study (Quantao, 2020). This study employed three participants to ensure a robust approach and to mitigate threats. However, it is important to note that a significant threat to the study will be revealed later in chapter four.

In addition to addressing threats to validity and reliability, it is important to acknowledge potential limitations of the study. These limitations may include factors such as constraints in sample size, biases in participant selection, or limitations in the instruments used for data collection. By acknowledging these potential limitations, the findings of the study can be interpreted with a clearer understanding of their scope and potential implications. This ensures a more robust and nuanced interpretation of the study's results. A thorough discussion of potential threats to validity and reliability was conducted. These threats included biases inherent in qualitative and quantitative research methods, such as response bias and social desirability bias. Strategies to mitigate these threats were implemented, including randomization of survey items and the use of standardized data collection instruments.

Several challenges were encountered during data collection, including participant recruitment difficulties and technological limitations associated with conducting virtual interviews. These challenges were addressed through proactive communication with participants and the utilization of appropriate technological tools to ensure smooth interview processes.

## **Conclusion**

In conclusion, chapter three meticulously delineated the chosen methodologies and procedures essential for orchestrating the data collection process in this study. By incorporating a blend of qualitative and quantitative research design methods, including virtual questionnaire interviews, training videos, and an Emotional Intelligence (EI) test, the study aimed to comprehensively explore the intricate relationship between emotional intelligence in leadership and its impact on employee job performance. The meticulous

selection criteria focused on senior-level manufacturing leaders, ensuring a nuanced understanding of leadership dynamics within the specific context of manufacturing industries. Additionally, thorough discussions on validity, reliability, and potential threats underscored the rigor and integrity of the research process.

Considering the insights gained from the preceding chapters, chapter four will delve into the nuanced findings derived from the virtual questionnaire interviews, feedback from the training videos, and EI test scores for each participant. These findings, when analyzed with the methodological framework outlined in chapter three, promise valuable insights into the complex interplay between emotional intelligence, leadership behaviors, and employee job performance. Furthermore, the elucidation of these findings will pave the way for informed discussions, practical implications, and recommendations, thereby enriching the existing discourse on leadership effectiveness and organizational performance.

By navigating through the intricacies of data analysis and interpretation, chapter four will serve as a conduit for transforming raw data into actionable insights, thereby advancing our understanding of emotional intelligence in leadership and its ramifications in real-world organizational settings. Through a holistic examination of the findings, this study aspires to contribute meaningfully to the existing body of knowledge, offering valuable insights for practitioners, researchers, and stakeholders alike.

Chapter three provided a comprehensive overview of the methodology and data collection procedures employed in this study. By adopting a mixed-method approach and implementing rigorous data collection protocols, this research aimed to generate robust findings that contribute to the understanding of emotional intelligence in leadership and



its impact on employee job performance. The next chapter will present the study's findings and offer a detailed analysis of the results.

## **Chapter Four: Results/Findings**

### **Introduction**

The previous chapter described the methods and procedures selected to collect and analyze the data for this study. The chapter presented the study's context regarding the study design and setting, participants, and a demographic sample. The research questions and the context pertaining to employee job performance and emotional intelligence were briefly revealed. Instruments, data collection and analysis procedures were also discussed.

Chapter four will present the results and findings of the virtual EI interview, feedback from Goleman's EI training video, and EI test with Global Leadership Foundation. In addition, pre-test results and pre-interview responses will be discussed in comparisons of the post process that involved these two data instruments. The objective was to gain a better understanding of how senior leaders in manufacturing articulate not only their EI but the EI of their employees and how it could affect their job performance. Goleman's four quadrants of EI will be discussed in reference to each participant score under: Self-Awareness, Self-Management, Social Awareness, and Relationship Management. As discussed in previous chapters, there is a lot of research on topics like emotional intelligence, employee job performance and training programs. However, the connection between them all is very limited. The results will examine and identify a connection between leadership's EI and employee's overall job performance. The flow of this chapter is structured around four significant research questions and responses from participants in a case-study research design. Stated below are the research questions that were introduced in chapter three:

- **RQ1** In what ways if any, does leadership's emotional intelligence influence their approach to employee training programs?
- **RQ2** In what ways if any, does leadership's emotional intelligence training reduce leadership's resistance to training programs?
- **RQ3** In what ways if any, does emotional intelligence training program impact the leadership's perception of employee loyalty to the leader?
- **RQ4** In what ways if any, does emotional intelligence training program impact the leadership's perception of employee loyalty to the company?

### **Analysis Introduction**

The data for this mixed method research study was captured by a quantitative approach of the Global Leadership Foundation EI Test and a qualitative approach of the researcher- designed EI interview. The Global Leadership Foundation EI test (see appendix B) was a series of multiple-choice questions and based on each participant's responses the instrument calculated the scores of the four EI quadrants: Self-Awareness, Self-Management, Social-Awareness, and Relationship Management. These four EI quadrant descriptors will be explained and the scoring explanation later in the chapter. The EI test instrument was taken by the participants before their initial researcher designed EI interview so the researcher could get an understanding of the status of each participant's EI awareness. After the pre-EI test and the initial interview, the researcher interviewed and retested two of the three participants three months later. The pretest and the pre- interview were for a baseline purpose to help with this study's results and findings factor. In addition, after the pre-interview, the participants watched a five-minute Goleman's introduction to EI

training video. This video's sole purpose was to ensure that each participant had the same understanding and introductory information on Goleman's EI work. In addition, if any participant did not have a thorough understanding of EI, this video would enhance their competency in this subject matter. This method will be later explained in chapter five regarding the organizational improvement plan (OIP).

### **Reliability of Chosen Measures**

The Global Leadership Foundation was a reliable source to utilize a free EI test (See Appendix B). The researcher was given permission by the owner of the foundation which made it even more valid (see Appendix G). The researcher considered the participant by making this study easily accessible and straightforward. Having a free instrument as part of the study in a testing form was key in this research to attract the participants to participate and remain consistent. However, 3C had to drop out from the study during the post interview and test phase due to personal obligations. According to Berg et al., (2017), prior graphing research has demonstrated that clinical interviews and free response instruments produce very different results than multiple-choice instruments, indicating potential validity problems when using multiple-choice instruments to assess graphing skills. The Global Foundation EI test had two response options for the participant to choose from. There may have been a chance either response was valid to the participant in some of the questions, but this theory was not tested during this study.

### **Qualitative Data Analysis Themes and Process**

As mentioned in chapter three, eight themes evolved from the 39 codes within the participants interview responses. ITranscribe was the tool used in creating

transcripts. The researcher utilized hand coding to identify the original 39 codes. These codes were then merged into eight themes. The researcher created the eight themes by grouping the codes together into categories then themes were created from there. Refer to Table 4.1 for the theme and code correlation. Refer to Table 4.2 for the theme EI quadrant and participant's response correlation.

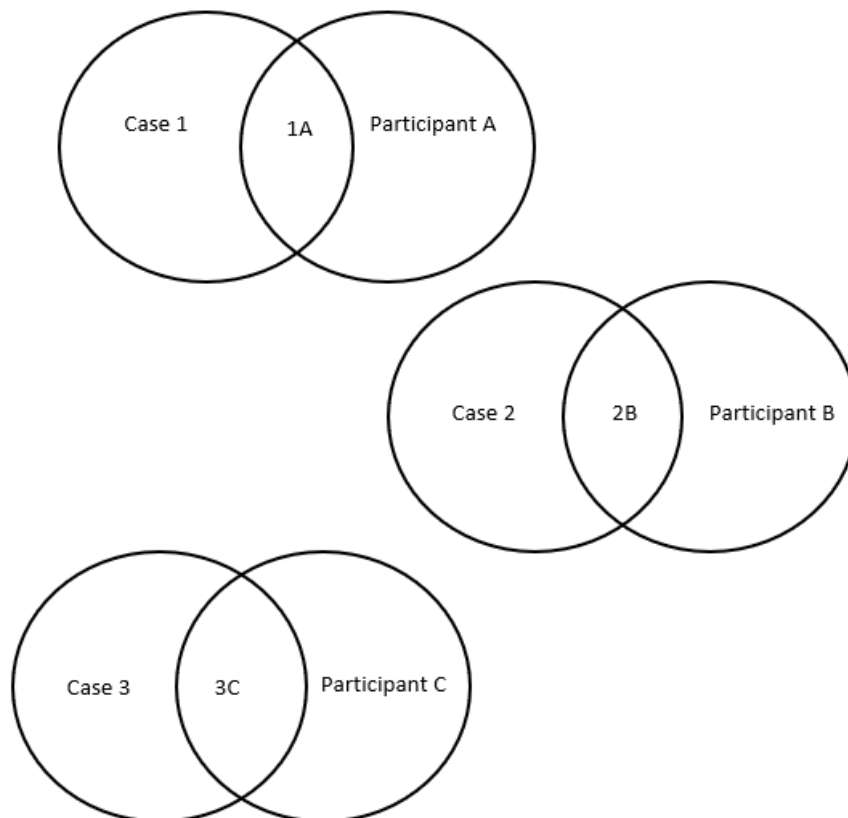
**Table 4.1 Theme and Code Correlation**

<b>Theme</b>	<b>Code</b>
T1: Effective onboarding programs	Success, evaluation, organization, training, seminars, orientation, training programs, onboarding, company, EI training
T2: Lack of execution of training programs	Resistance, development, resource, growth
T3: Employee retention effectiveness	Understand, Effectively
T4: Leadership receptiveness to training programs	Understanding
T5: Leadership's EI perspective	Production
T6: Leadership interaction	Process, employees, communication, expectations, leader, role, interaction
T7: Employee commitment	Workplace, emotions, loyalty, trust, relationships, investment, commitment
T8: Leadership empowerment	Emotions, feedback, respect, culture, goals, impact, navigate

### Qualitative Data Findings between Interview and Research Questions

As displayed in chapter three, figure 3.3, certain interview questions were intentional to answer the four research questions. These research questions were transcribed to examine how EI in leadership affected employees' job performance. This section will discuss in detail the relationship between the research questions and their respective interview questions. In addition, results will be revealed. In chapter three, a cross-reference diagram between case and participant was introduced. Below is figure 3.5 of the diagrams to guide through the qualitative data findings.

**Figure 3.5 Cross-Reference Diagram between Case and Participant**



**RQ1: In what ways if any, does leadership’s emotional intelligence influence their approach to employee training programs?**

Interview questions that were aligned to answer this research question:

1. What do you use for your employee training?
2. Do you design or customize your employee training?
3. What resources do you utilize when training employees?
4. What is your process for employee onboarding?
5. How do you evaluate employee retention of training information?
6. Do you provide an opportunity for employee refresh training?
7. Do you provide an employee probationary period if needed?

***Qualitative Data Findings for RQ1***

1A and 2B utilized an onboarding program for employees. The participants explained that their onboarding program is described as comprehensive, covers many details of the company’s policies and the overall day-to-day operations. 2B responded to question four:

*“Our employee onboarding process begins before the new hire’s start date with distribution of necessary paperwork and pre-employment tasks. On the first day, they undergo a comprehensive orientation session covering company culture, policies, and basic job expectations. subsequently, we provide structured training tailored to their role, assign a mentor for guidance, and establish regular check-ins to offer support and feedback throughout their integration process.”*

However, 3C did not mention an onboarding program but a skills assessment to understand the competency level of the employee. 3C responded to question one:

*“Needs assessment sees where their past experiences were and determines and given the needs for the current job. “*

1A and 2B explained that their employee training designed was structured either by corporate or a dedicated training department. 3C explained that they designed and implemented their training program for the employees. 1A and 2B executed their training for employees with training manuals and on-the-job training demonstrations with seasoned employees. 3C did not mention a particular cadence when it came to training resources-just having soft skills. Regarding employee retaining training information, 1A spoke more on how training information provided to employees was retained versus how the employee retained what they were trained on. 1A explained:

*“We have a software (CHRD), that tracks and stores training information.”*

2B expressed different methods on how to detect if employees retained training information. 2B responded to question five:

*“We evaluate employee retention of training information through various methods, including practical demonstrations. Additionally, we solicit feedback from managers or peers regarding the application of newly learned skills or knowledge in their work. continuous evaluation allows us to identify areas for improvement and adjust our training approach accordingly to ensure long-term retention and application of training information.”*

3C elaborated on employee appreciation playing a significant factor on retention. All participants utilize an employee probationary period. According to (homebase.com 2024) employee probationary period is defined as:



A new hire probationary period at work is a short period of time usually lasting between one and three months where employers assess new employees for professional qualities like work ethic, adaptability, cultural fit, and attitude before offering them a permanent role. Employee probation is also beneficial for new hires who want to be sure their new job is a safe and supportive place to work and develop their skills.

### ***RQ1 Response***

In response to RQ1, there were various ways from all three participants where aspects of emotional intelligence influenced their approach to employee training programs. Participants explained that having a positive mindset, motivating their employees, and taking the time to understand their employee's opportunities and strengths were influential. All participants were aware of the resources and tools their employees needed during onboarding, probationary period, and career advancement.

### ***Theme One and Two Correlation to RQ1***

The themes (T1) effective onboarding programs and (T2) lack of visibility to training programs assisted in answering the first research question. All three participants explained the significant impacts on how onboarding programs are. However, some explained little to no visibility was available regarding training program execution. 1A explained that they were handled through corporate only. 1A expressed, "No! It is handled at the corporate level."

### **RQ2: In what ways if any, does leadership's emotional intelligence training reduce leadership's resistance to training programs?**

Interview questions that were aligned to answer this research question:

8. How effective are training programs for employee's performance?
9. What is your view on training programs?
10. Do you think there is any resistance to training programs?

### ***Qualitative Data Findings for RQ2***

Overall, all three participants felt that training programs were significant to their organization. However, 3C had challenges regarding employees resisting training programs, but they explained strategies on how to get through to their challenging employees by relating to each of them differently. 3C displayed strong Relationship-Management within the EI quadrant in response to this question.

3C responded to question ten:

*“Absolutely. As a manager I had to fight this at times because employees felt it was a waste of time. I really had to find the leaders in the group even though they did not have the title but depended on them to provide opinions then the followers followed these leaders and shared what they had done with everyone. Everyone was required to do a report of their training seminar experience. It was excellent training, but some people were afraid of flying. I am a firm believer in training and tried to do everything I could to educate people.”*

### ***RQ2 Response***

In response to RQ2, their leadership's EI seems to be high considering two out of the three participants have no resistance at all. That tells the researcher that the participants are self-aware of their emotions and others. For 3C, even though there is resistance the researcher identified that the participant understands their emotions and how to adapt to others with less EI.

### ***Theme Three and Four Correlation to RQ2***

The themes (T3) employee retention effectiveness and (T4) leadership receptiveness to training programs assisted in answering the second research question. For 3C's response to employee effectiveness and leadership's effectiveness, the participant responded to interview question eight:

*"I think they are outstanding if you pick the right training. This is where the mistake happens. Some of them pick a training module out of a book like a menu out of a restaurant and go with that. Versus attending it yourself or talking to someone who maybe leads that seminar or been through it. It is very important to know where you are sending your employees. Will there be any kind of evaluation at the end of it? It was important to me that you must be tested afterwards, and feedback will come back to me. Let the employees know that from day one. Many seminars were 3-5 days. It was an extensive day and grading back to me and building a file along the way."*

Participant 2B responded to his receptiveness for question nine:

*"Training programs are essential investments that empower employees with the necessary skills knowledge, and confidence to contribute effectively to the organization's success while fostering continuous growth and development."*

### **RQ3: In what ways if any, does emotional intelligence training program impact the leadership's perception of employee loyalty to the leader?**

Interview questions that hope to answer this research question:

11. What does emotional intelligence mean to you?
12. How do you believe your emotional intelligence impact employee's loyalty to you as their leader?

13. What ways do you see your emotional intelligence impacting your employees' trust in you as a leader?

***Qualitative Data Findings from RQ3***

An emotional intelligence training program does impact the three participants' perception of employee loyalty from a leadership perspective. All three participants discussed the gain of trust from their employees can enhance EI between both them and the employee.

1A responded to question 13:

*“Being available, doing what is asked of them while at work. going the extra mile to get the job done. Working safely and accomplishing work demands individually as well as a team.”*

2B responded to question 13:

*“Emotional intelligence plays a crucial role in building trust with employees as a leader. By being attuned to their emotions and demonstrating empathy, leaders with high EI create a supportive and understanding environment where employees feel valued and respected. It fosters open communication, enhances collaboration, and ultimately strengthens the bond of trust between the leader and their team.”*

3C responded to question 13:

*“I think that went pretty well. The trust factor they knew I did not change midstream. I was always cognizant of what I said and wrote it down. I wanted to make sure it was positively reinforced by me.”*

### ***Theme Five and Six Correlation to RQ3***

The themes (T5) leadership EI perspective and (T6) leadership interaction assisted in answering the third research question. All three participants expressed their EI perspective and demonstrated their leadership interactions with their employees through their responses to these three interview questions. 2B responded to question 11 regarding their interactions with their employees:

*“Emotional intelligence means the ability to recognize, understand, and manage one’s own emotions, as well as the emotions of others, to navigate social interactions effectively, build strong relationships, and make sound decisions.”*

3C responded to question 11 regarding their interactions and EI perspective as a leader:

*“It is really understanding what your gut reaction is to something but not always allowing it to come into play. Also understanding the gut reaction of your employee. Therefore, it's important to understand who works for you.”*

### **RQ4: In what ways if any, does emotional intelligence training program impact the leadership’s perception of employee loyalty to the company?**

Interview questions that were aligned to answer this research question:

14. What do you think sustains an employee's commitment to the company?
15. If you have high emotional intelligence as a leader, what would your perception of employee loyalty to the company be?
16. If you have low emotional intelligence as a leader, what would your perception of employee loyalty to the company be?

### ***Qualitative Data Findings for RQ4***

Emotional intelligence training program impacted the three participants' perception of employees' loyalty to the company in many ways. Trust, communication, career advancement and recognition are some of many that were spoken on regarding sustainability of the employee's commitment to the company. All participants believed that having high EI as a leader, their perception of employee loyalty to the company is high.

### ***Theme Seven and Eight Correlation to RQ4***

The themes (T7) employee commitment and (T8) leadership empowerment assisted in answering the fourth research question. All three participants expressed their concerns about employee commitment and how they empowered their employees. 2B responded to question 14 in relation to employee commitment:

*“Several factors sustain an employee’s commitment to a company, including opportunities for career growth and development, a positive work culture that values their contributions, fair compensation and benefits, recognition for their achievements, and meaningful work that aligns with their values and goals.”*

3C responded to question 14 how employee commitment and leadership empowerment go hand in hand with their perception to EI.

*“I think recognition that they are doing a good job. Sometimes they aren't but bringing that help so they can do a good job. Bring good equipment and the right training and they will do anything for you. Someone said their calculator wasn't doing right- the next day they had a new one. We fixed things very quickly. That kept folks motivated. Kept*

*them working towards their productivity goal. Some people you couldn't motivate. It was difficult to do so. The Union protected their people. “*

2B responded to 16 as it related to if EI was low for a leader:

*“There is a high tendency to underestimate the impact of leadership style on employee morale and retention, leading to a less accurate understanding of the true level of loyalty within the team.”*

### **Data Analysis Results for Post Qualitative Data**

#### ***Post Interview***

After the initial research design interview, all three participants were asked to participate in a post-interview with different questions regarding EI that reflected their EI training from Goleman’s training video. Unfortunately, 3C no longer wanted to participate in the study due to other obligations, resulting in them not completing this phase of the study. The questions are listed below:

- **Post Question 1:** After going through the leaderships' emotional intelligence training, how would effective training programs benefit an employee’s performance?
- **Post Question 2:** After going through the leadership’s emotional intelligence training, what is your view of training programs?
- **Post Question 3:** After going through the leaderships' emotional intelligence training, is there any resistance to training programs?
- **Post Question 4:** After going through the EI training, what does emotional intelligence mean to you?

### **Additional Qualitative Data Factors Regarding Results**

Overall, the post interview did not provide much new information about answering all four research questions, which was different from the pre-interview sessions. The EI training video was a surface level informational tool that did not have much substance for the viewer considering all three participants had knowledge and familiarity of their personal EI. In addition, 2B had a master's degree and did his capstone paper on EI. Detailed information regarding this instrument will be explained in chapter five in the Personal Lessons and Study Limitations section.

### **Data Analysis Results for Quantitative Data**

#### ***The Global EI Test Results***

Within this case study research design, quantitative research was gathered from the EI test created by the Global Leadership Foundation. The test structure and result were influenced by the EI psychologist, Daniel Goleman. This test had 40 behavioral-based statements. See Appendix B for the test example. If the participant answered honestly and accurately, the scores are out of 10 for each quadrant: Self-Awareness, Self-Management, Social-Awareness, and Relationship Management.

#### ***Understanding Your Score***

The participants received their scoring during their initial and post interview. Please note, 3C did not participate in the post interview process. Extensive research shows that higher levels of EI are positively related to many important outcomes at work such as improved leadership and management skills. EI can be understood best by looking at its sub-components (Hill, 2017). Hill (2017) provides a comprehensive explanation of the scoring for each sub-component for EI below:



***Self-Awareness***

- If your score is 4, this might indicate you are low in Self-Awareness.
- If your score is between 5 and 7, this might indicate you are moderate in Self-Awareness.
- If your score is 8 or higher, this might indicate you are high in Self-Awareness.

**Self-Management**

- If your score is 4, this might indicate you are low in Self-Management.
- If your score is between 5 and 7, this might indicate you are moderate in Self-Management.
- If your score is 8 or higher, this might indicate you are high in Self-Management.

**Social-Awareness**

- If your score is 4, this might indicate you are low in empathy.
- If your score is between 5 and 7, this might indicate you are moderate in empathy.
- If your score is 8 or higher, this might indicate you are high in empathy.

**Relationship Management**

- If your score is 4, this might indicate you are low in social skills.
- If your score is between 5 and 7, this might indicate you are moderate in social skills.
- If your score is 8 or higher, this might indicate you are high in social skills.

### *Participant Scores*

**1A EI test findings.** 1A's pretest scored a (6) in Self-Awareness, (9) in Self-Management, (6) in Social-Awareness, and (4) in Relationship Management. According to Hill's (2017) score guide, the participant may have moderate Self-Awareness, high Self-Management, moderate empathy, and low social skills. These test scores reflect before the Goleman's EI training was administered to the participant. 1A is a plant manager who scored high in Self-Management and low in relationship management due to low social skills. In a plant manager role, having high Self-Management is key to pivoting effectively through different work situations (Transformingeducation.com). As a plant manager it is beneficial to have social skills due to being the dominant leader of an organization.

For the post-test three months later, 1A scored the same (6) for Self-Awareness, the same (9) in Self-Management and the same (6) in Social-Awareness. However, their Relationship Management post score increased by three points, making it a (7). Below is Table 4.3 of 1A pre and post EI test results.

**Table 4.3 Participant 1A Pre and Post EI Test Results**

<i>1A</i>	<i>Self-Awareness</i>		<i>Self-Management</i>		<i>Social-Awareness</i>		<i>Relationship Management</i>	
	<i>Pre</i>	<i>Post</i>	<i>Pre</i>	<i>Post</i>	<i>Pre</i>	<i>Post</i>	<i>Pre</i>	<i>Post</i>
	6	6	9	9	6	6	4	7

**2B EI Test Findings.** 2B pre-test scored a (7) in Self-Awareness, (10) in Self-Management, (10) in Social-Awareness and (9) in Relationship Management. According to Hill's (2017) score guide, the participant may have moderate Self-Awareness, high

Self-Management, high empathy, and high social skills. The researcher concluded that 2B had high EI prior to the training. The participant is a Continuous Improvement Director (CI Director). According to Zippia.com (2024), the CI Director is experienced and highly analytical in terms of project coordination. They foresee hindrances and develop strategic decisions through problem-solving skills. Also, they are considered great mentors with the ability to understand complicated ideas.

The participants post-tested 3 months later, and their post-scores were (8) in Self-Awareness, (9) in Self-Management, (10) in social-awareness and (8) in relationship management. One point increased in Self-Awareness, and a decrease of 1 point in Self-Management and relationships. Their sense of empathy for others remained the same.

Below is Table 4.4 of 2B's pre and post EI test results.

**Table 4.4 Participant 2B Pre and Post EI Test Results**

<i>2B</i>	<i>Self-Awareness</i>		<i>Self-Management</i>		<i>Social-Awareness</i>		<i>Relationship Management</i>	
	<i>Pre</i>	<i>Post</i>	<i>Pre</i>	<i>Post</i>	<i>Pre</i>	<i>Post</i>	<i>Pre</i>	<i>Post</i>
	7	8	10	9	10	10	9	8

**3C EI Test Findings.** 3C pretest scored a (5) in Self-Awareness, (9) in Self-Management, (10) in Social-Awareness, and (7) in Relationship-Management. According to Hill's (2017) score guide, the participant may have moderate Self-Awareness, high Self-Management, high empathy, and high social skills. These test scores reflect before the Goleman's EI training was administered to the participant. 3C is a Financial Controller who scored moderate in Self-Management and Relationship Management. High in social skills and empathy. Controllers are Self-disciplined and

fast-paced. They are always driving themselves to get things right. Controllers are typically straightforward, responsible, and factual. They work hard to develop technical expertise, respect authority, and operate within established guidelines (predictiveindex.com). Unfortunately, 3C could not complete the study, so there were no results for their post-EI test. Below is Table 4.5 of 3C Pre-EI test results.

**Table 4.5 Participant 3C Pre and Post EI Test Results**

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<i>3C</i>	<i>Self-Awareness</i>		<i>Self-Management</i>		<i>Social-Awareness</i>		<i>Relationship Management</i>	
	<i>Pre</i>	<i>Post</i>	<i>Pre</i>	<i>Post</i>	<i>Pre</i>	<i>Post</i>	<i>Pre</i>	<i>Post</i>
	5	NA	9	NA	10	NA	7	NA

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**Conclusion**

In summary, chapter four presented the findings from the qualitative data results from the research design pre and post interview and quantitative data results from the EI test from three participants relating to the topic of leadership’s emotional intelligence impacting employee’s job performance. Finally, chapter five will provide a study overview, overview of study findings, implications for practice, and the researcher’s organizational improvement plan (OIP).

## **Chapter Five: Discussion**

### **Introduction**

In this final chapter, the results presented in chapter four are discussed in detail. This discussion connects the study's findings, implications for practice, and the Organizational Improvement Plan (OIP). The OIP highlights relevant aspects of the Problem of Practice (PoP). The central focus of this study was to examine the effectiveness of emotional intelligence training for leadership in improving employees' job performance. At the heart of this inquiry lies the recognition of a prevalent issue: the lack of emotional intelligence among organizational leaders and its detrimental effects on workplace morale. Leaders that show leadership empowerment influence the engagement of employees.

### **Study Overview**

This mixed-method research used the case study method as the foundation for exploring the PoP. The study had three individual cases identified by participants in the business leadership industry. Case 1A was a participant that held a business role as a plant manager for a manufacturing plant. Case 2B was a participant that held a business role as a Continuous Improvement Director and Case 3C was a participant that held a previous business role as a manager for a railroad company.

The central intent for this study was to answer four research questions regarding leadership's emotional intelligence (EI) effectiveness and their perception of EI training programs for their organization. The data collection tools utilized for this study were both qualitative and quantitative data tools. Quantitative data from participants' Emotional Intelligence (EI) tests and qualitative data from interviews were analyzed. The findings

did reveal a connection to leadership's perception to EI training programs and how it could affect their employee's job performance.

### **Overview Study's Findings**

The qualitative analysis of the case-study found eight themes relating to onboarding programs, visibility of training programs, retention effectiveness, receptiveness of leadership to training programs, leadership's EI perspective and leaderships' interaction with employees. These themes resulted in answering all four research questions, supporting the overall findings of the study. The researcher concluded that there was no resistance to training programs from leaders. Retention effectiveness played a significant role in employee performance which made leaders receptive to training programs. Below are the overall findings to this study including the research questions each one has answered.

#### ***Research Question #1***

- In what ways if any, does leadership's emotional intelligence influence their approach to employee training programs?

#### **Data Themes**

- T1: Effective onboarding programs
- T5: Leadership's EI perspective
- T6: Leadership's interaction

#### **Supporting Quote(s)**

- *"I feel the onboarding process is very informative and covers many details of the company's policies as it relates to the history of the company, safety, and the day-to-day operations." -Participant 1A*

- *“Our onboarding program begins with a comprehensive orientation session, providing new hires with an overview of company culture, policies, and procedures. Following this, personalized training sessions tailored to the specific role and individual needs of the employee help them acquire the necessary skills and knowledge. Continuous feedback loops and mentorship opportunities further support their integration into the company, fostering a sense of belonging and accelerating their productivity.” -Participant 2B*

**Overall Finding Statement for RQ1.** This study’s findings indicate that leadership’s emotional intelligence does influence their approach to employee training programs. The researcher found that leaders believe onboarding programs are highly effective and have a robust structure based on the organizations policies.

### ***Research Question #2***

- In what ways if any, does leadership's emotional intelligence training reduce leadership’s resistance to training programs?

### **Data Themes**

- T3: Employee retention effectiveness
- T4: Leadership receptiveness to training programs
- T8: Leadership empowerment

### **Supporting Quotes**

- *“We evaluate employee retention of training information through various methods, including practical demonstrations. Additionally, we solicit feedback from managers or peers regarding the application of newly learned skills or knowledge in their work. continuous evaluation allows us to identify*

*areas for improvement and adjust our training approach accordingly to ensure long-term retention and application of training information.” -*

*Participant 2B*

- *“We measure the effectiveness of our training program by assessing employee performance improvements, retention rates, and feedback from both participants and supervisors.” -Participant 2B*

- *“It’s measured through retention of employees, safety, and production output.” -Participant 1A*

**Overall Finding Statement for RQ2.** There was no resistance to training programs from leaders in this study. In this study, retention effectiveness played a significant role in employee performance which made leaders receptive to training programs.

### ***Research Question #3***

- In what ways if any, does emotional intelligence training program impact the leadership’s perception of employee loyalty to the leader?

### **Data Themes**

- T5: Leadership’s EI perspective
- T7: Employee commitment

### **Supporting Quotes**

- *“I would perceive it to high as well, because attitude reflects leadership.” -Participant 1A*

- *As a leader with high EI, I would perceive employee loyalty to the company as deeply rooted and resilient. Through understanding and*



*empathizing with their needs, concerns, and aspirations, I would recognize the genuine commitment and attachment employees have toward the organization.” -Participant 2B*

**Overall Finding Statement for RQ3.** In this study, the leadership's perception to training programs regarding employees' loyalty to the company was shown through commitment and empathizing with their needs.

#### ***Research Question #4***

- In what ways if any, does emotional intelligence training program impact the leadership's perception of employee loyalty to the company?

#### **Data Themes**

- T5: Leadership's EI perspective
- T6: Leadership interaction
- T7: Employee commitment
- T8: Leadership empowerment

#### **Supporting Quotes**

- *“Several factors sustain an employee's commitment to a company, including opportunities for career growth and development, a positive work culture that values their contributions, fair compensation and benefits, recognition for their achievements, and meaningful work that aligns with their values and goals.” -Participant 2B*
- *“I think recognition that they are doing a good job. Sometimes they aren't but bringing that help so they can do a good job. Bring good equipment and the right training and they will do anything for you. Someone said their*

*calculator wasn't doing right- the next day they had a new one. We fixed things very quickly. That kept folks motivated. Kept them working towards their productivity goal. Some people you couldn't motivate. It was difficult to do so. The Union protected their people. “-Participant 3C*

- *“As a leader with high EI, I would perceive employee loyalty to the company as deeply rooted and resilient. Through understanding and empathizing with their needs, concerns, and aspirations, I would recognize the genuine commitment and attachment employees have toward the organization.” -Participant 2B*
- *“Employee loyalty is someone that shows up every day if they cannot make it, they tell folks ahead of time, do the best job that they can give the equipment and training that they have, and treat other people in the office with respect.” -Participant 3C*

**Overall Finding Statement for RQ4.** The researcher found that EI training programs impacted leadership’s perception of employee’s loyalty towards the company. Employee commitment and leadership empowerment were significantly explained as it related to employee’s loyalty for the company. Participants explained several key characteristics that sustain employee commitment: career growth and development, positive work culture, and fair compensation to name a few. In addition, leadership empowerment was explained through recognition of the employees of their positive work ethic. Motivation was also another leadership empowerment tool that leadership utilized to increase employee’s productivity and morale.

The quantitative analysis of the case study data for Goleman's EI quadrants found that all three participants were uniform with their self-management results in reference to Goleman's EI four quadrants (see figure 3.1 in chapter three). They scored between nine and ten, which indicated high self-management. This quadrant displayed the ability to regulate and control one's emotions, impulses, and behaviors. Individuals with strong self-management skills are often more adaptable, resilient, and able to handle stress effectively (Global Leadership Foundation) as stated in chapter three. Since all three participants were leaders of people, managing their emotions under stress is key. The impact of their EI is beneficial when having high self-management.

### **Complementarity of quantitative and qualitative findings**

The qualitative data complemented the quantitative data, showing alignment between interview responses and EI test scores. For example, 2B's high EI scores were reflected in their impactful interview responses about EI. Their EI test scores are below in Table 4.4 which was introduced in chapter four. Participant 2B explained:

*“Emotional intelligence plays a crucial role in building trust with employees as a leader. By being attuned to their emotions and demonstrating empathy, leaders with high EI create a supportive and understanding environment where employees feel valued and respected. It fosters open communication, enhances collaboration, and ultimately strengthens the bond of trust between leader and their team.”*

**Table 4.4**

<i>2B</i>	<i>Self-Awareness</i>		<i>Self-Management</i>		<i>Social-Awareness</i>		<i>Relationship Management</i>	
	<i>Pre</i>	<i>Post</i>	<i>Pre</i>	<i>Post</i>	<i>Pre</i>	<i>Post</i>	<i>Pre</i>	<i>Post</i>
	7	8	10	9	10	10	9	8

The qualitative data showed responses from each participant's interview, and it reflected each participant's scoring from their EI test. Participant 2B has a master's degree and wrote about emotional intelligence for his capstone. The researcher was not aware of this information until the pre-interview. The researcher believed that 2B gained the most impact of this study.

### **Relationship to Literature and Theory**

Chapter Two discussed the review of literature and the theoretical frame and a clear report of emotional intelligence. Daniel Goleman's EI Competency Model was introduced and explained in detail. The four quadrants were: Self-Awareness, Social-Awareness, Self-Management, and Relationship Management. This framework was a guide throughout the study for the researcher. The EI model prompted identifying codes and themes during the qualitative analysis stage of this study. In addition, this tool was utilized to pair each of the eight themes to their respective EI quadrant.

Constructivist Learning Theory was described as the learner created new knowledge or practices through the lens of their current or past knowledge base off past relevant situations (Buss and Zambo 2014). Throughout the study, this theory was exercised in significant ways. The participants went through an introductory video of EI created by Daniel Goleman to gain or make their current understanding of EI more

effective. In addition, a pre- and post-interview and EI test was provided by all three participants to create that new knowledge platform of their Self-Awareness, Social-Awareness, Self-Management, and Relationship Management. Reflecting on their current and or past work experiences by participating in this study helped them with their new definition of EI.

Transformational and Transactional Leadership was introduced in chapter Two in the literature review. Transformational leadership provides the incentive for people to attempt improvements in their practices. This type of leadership is considered 'value added' (Leithwood, pg. 9). Transactional leadership is a relationship based on transactions (Lee et al.,2023). The researcher concluded that all three participants displayed both transformational and transactional leadership characteristics.

Transformational leadership in all three participants was shown through incentives for their employees to improve their onboarding training programs. In addition, making it more effective by empathizing with their concerns and driving actions-which where transactional leadership characteristics were revealed, through actions.

The connection between employee job performance and emotional intelligence was the problem of practice to be argued. In the face of work stress, an employee can often work more efficiently if they receive support and feedback from others and possesses better emotional intelligence, such that they can better manage their emotions (Lee et al., 2023). According to both the qualitative and quantitative data findings, leadership's emotional intelligence does affect employees' job performance despite the sample size being small.

The impact of an emotional intelligence training program for leadership in the manufacturing industry had little to no research. This theory could not be tested however, through the qualitative data and quantitative data results, EI training programs could be a significant addition to the leaderships' palette in their day-to-day standard work. Later in this chapter, incorporating EI training programs in the workplace of manufacturing industries will be explained.

### **Personal Lessons and Study Limitations**

Conducting the study presented several challenges and limitations. The data collection process presented several challenges. The participants were required to participate in a two-part researcher-designed interview process. The first step to part one was to participate in a pre-EI test developed by Daniel Goleman. The second step of the first part was the pre-interview that involved questions related to EI and the leader's impact of their own EI in training programs created by the researcher. The third step of the first part was viewing Goleman's EI introductory training video. All three participants did participate in the first part of the study, however, 3C voluntarily ended their participation in the study prior to execution of the second part of the study. In addition, 3C could have potentially lost interest in the study. The post-interview was conducted three months after the pre-interview. For participants 1A and 2B, post-interview rescheduling happened several times due to other obligations that involved the participants. Considering there was a gap between the pre- and post-interview timeframe of the retake, the researcher concluded that was a generous amount of time in between each interview. The participants could have lost interest in the study such as 3C. These observations highlighted the complexities and difficulties of the data collection process,

underscoring the need for careful planning to accommodate participant availability and maintain engagement throughout the study.

This current study had several additional limitations. Firstly, the sample size was notably small and consisted exclusively of male participants. Despite this, the sample was adequate to address all four research questions. Although 3C withdrew from the study before the post-interview, their initial interview responses were comprehensive and significantly relevant to EI. Additionally, 3C's engagement with the training video and completion of pre-test and pre-interview provided valuable quantitative data for inclusion in the study. Another limitation was the format of Goleman's EI test (see Appendix B), which consisted of 40 statements, each requiring participants to choose between two options. This restrictive format may have limited the depth of insights obtained from the test responses. In addition, these were senior leaders that had well over 15 years of manufacturing leadership experience. Their self-awareness of EI could have been built over time. Participant 2B did his capstone on EI for his MBA. That could also play a significant factor in their responses.

### **Implications for Practice**

The data indicated that while training programs are effective, they lack visibility at the plant level. It is essential to enhance the visibility of training programs by designing them to meet specific needs of individual plants. Although corporate-level guidelines provide a structured framework for training programs, each plant's unique culture and production requirements necessitate tailored approaches. In the manufacturing industry, where different plants produce different products, training programs must be adapted to the specific business needs of each location. There is a need

for visibility for training programs to be designed at a plant level. It is strategic to utilize corporate for a structured palette of what the expectation of a training program should mirror. However, different cultures and needs are at plant level especially in the manufacturing industry, different plants produce different products. Each training program should reflect the business needs of the plant.

As seen in this study data, people in leadership positions perceive that their emotional intelligence (EI) significantly impacts employees' job performance in several ways, including motivating employees and providing recognition. Furthermore, when leaders are self-aware of their emotions, they can effectively manage these emotions in various organizational scenarios. Leaders with high EI are also attuned to the EI of their employees, enabling them to lead and interact with employees more effectively. If a leader encounters resistance from an employee regarding a task, such as a training program, the leader can navigate the situation towards a positive outcome through motivation and effective communication.

### **Organizational Improvement Plan (OIP)**

The formulation of an Organizational Improvement Plan (OIP) stands as a pivotal aspect of this research endeavor. Connected to this study, a step-by-step process was devised to delineate how the organization would pursue its training goals and objectives, particularly in the context of leadership's impact on training programs and its subsequent influence on employee performance.

In the realm of business, particularly within manufacturing sectors, various structural frameworks for OIPs exist. Notably, the DMAIC and ADDIE models are frequently deployed for problem-solving initiatives within organizational contexts. The



acronym DMAIC stands for Define, Measure, Analyze, Improve, and Control is a data-driven quality strategy used to improve processes (asq.org). The acronym “ADDIE” stands for Analyze, Design, Develop, Implement, and Evaluate. It is an Instructional Design model that has withstood the test of time and use. It is simply a “device” to help think through a course’s design (uwb.edu). These models identify problematic systems and trends within the organization, aiding leadership in devising strategies to overcome prevailing challenges.

The DMAIC model, denoting Define, Measure, Analyze, Improve, Control, encompasses five distinct phases aimed at addressing organizational issues comprehensively. This structured approach is particularly applicable when tackling intricate problems or when risks are perceived to be elevated within the organizational setting. It is well-suited for scenarios where existing training programs lack relevance to daily operations, potentially indicative or inadequate structural frameworks.

Conversely, the ADDIE model offers systematic framework for the development of effective learning and development programs. Comprising Analyze, Design, Development, Implementation, and Evaluation stages. This model is conducive to enhancing training programs, especially when they are deemed existent but irrelevant to daily operations. In the context of this study, an OIP will be implemented to bolster existing training practices, introducing an EI training program tailored specifically for new leaders during their onboarding phase. Existing leadership will also undergo this training initiative, thereby addressing potential gaps in the instructional design framework for optimal learning experiences among leaders and employees.

For the OIP for this study, the researcher incorporated the ADDIE model framework. The ADDIE model would help incorporate content creation for the EI training program for leaders. The critical steps for the OIP, ADDIE plan is described below.

***ADDIE Training Model for Content Creation for the EI Training Program for Leaders***

**Analyze.** Performing an analysis by setting goals, researching the target audiences and understanding required resources. The target audiences will be the leadership team on a plant level and understanding their wants and necessary needs for the organization of the EI training program for leaders. A project team will be created during this OIP. The project team would include the following stakeholders: Human resources manager, production manager, training manager, safety manager, quality manager, and a subject matter expert operator.

**Design.** Finding a learning solution that aligns with the identified objectives. After identifying the objectives with the project team, actions will be designed reflecting the objectives.

**Development.** Creating assets required and testing various methodologies for delivering the content for the EI training program. The Goleman four EI quadrant model will be utilized. The Goleman's EI test may also be considered. However, the project team could potentially research different accredited EI tests that are more robust than the ones used in this study.

**Implementation.** This stage is the actual delivery of the learning and development program. Within the project team, a project manager will be identified to

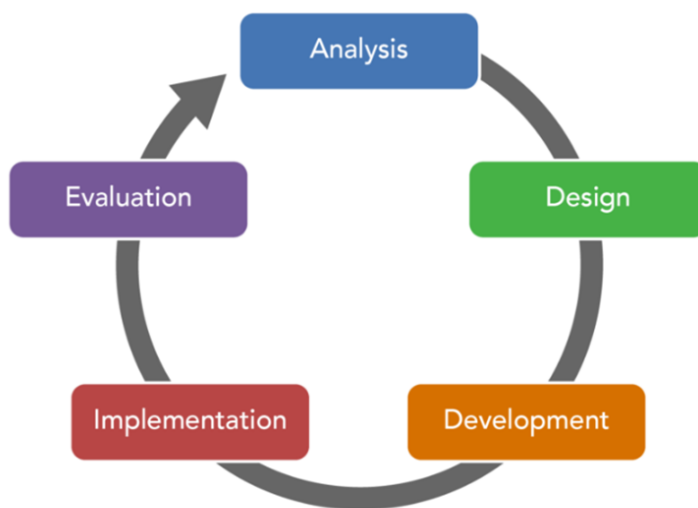
make sure effective implementation of the EI training program is successful. A significant part of implementing the EI training program, it is critical in getting into the details of everything the program requires, from communication, logistics, and data collection to identifying and training staff who can deliver the content in an engaging way.

**Evaluation.** Determining the performance of the training program and what could be improved is the last stage in the ADDIE OIP process. A few example questions that the project team needs to ask:

- What did the leaders learn?
- Can they apply these skills in their daily work?
- Were leaders engaged and motivated to learn?
- Did the program meet its goals?

Figure 5.1 displays the ADDIE model process flow.

**Figure 5.1 ADDIE Model Process Flow**



## **Closing Words**

After completing this ADDIE instructional design process, the organizational will have a transparent view of tangible improvements soon from their leadership if the steps are appropriately followed by considering the EI content creation for this OIP. Structure, initiation, goal setting, and self-improvement are some of the advantages of this OIP framework.

This study explored how the effectiveness of EI training for leadership improved employee's job performance. In addition, the lack of EI among organizational leaders was examined. Lastly, the four research questions assisted the researcher to reveal some connection between EI and employee's job performance.

This research study was an eye opener for the researcher in a touching way. They gained a better understanding of their EI and how it affected their workplace morale and employee's job performance and will apply these findings in their future business endeavors.

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## Appendix A: Fontbonne University IRB Approval



November 7, 2024

Dear Ashley Shannon,

Your submission "**The Impact of Emotional Intelligence Training for Leadership has on Employee's Job Performance**" has been reviewed by the Fontbonne University IRB Committee and approved. Your approval number is **FBUIRB11072024-AS**. This number must be on any documentation (print or digital) that is seen by your participants.

Your approval expires one year from today's date, on November 7, 2024. If you should need to extend your study or make any changes in your protocol, please use the link below. You will find a link to a REQUEST TO EXTEND/AMEND form on the left side of the screen. Download that form, complete it, and submit it along with any necessary documents using the REVISE SUBMISSION link on that page.

The current version of your submission is available here:  
<https://griffinshare.fontbonne.edu/cgi/preview.cgi?article=1055&context=irb-student-x>

Congratulations and good luck with your study.

Sincerely,

A handwritten signature in black ink, appearing to read "Joanne Fish".

Dr. Joanne Fish  
Fontbonne University IRB Committee Chair  
Fontbonne University  
East 235B  
6800 Wydown Blvd.  
Clayton, MO 63105  
jfish@fontbonne.edu

cc: Dr. Jamie Doronkin

## Appendix B: Global Leadership Foundation Online EI Test



Discover Your Level of EI



中文(繁體)版測試, 請按此鏈

# Emotional Intelligence Test

## Free Emotional Intelligence Test

The Global Emotional Intelligence Test uses 40 questions which are derived from, the Global *EI Capability Assessment* instrument, which contains 158 items. These are based on Goleman's four quadrant Emotional Intelligence Competency Model (2002). Click [here](#) for more details. Short EI quizzes such as this are meant to be fun, and to give you a guide to which EI areas you are doing well in and those which perhaps you need to focus on for development.

### Instructions for the FREE EI Test

This Test, is a forced-choice psychological test which requires you to choose *one* statement in each pair of statements that describes you best. For each pair of statements, select the statement that best applies to you. Do not over-analyse the questions, or try to think of "exceptions to the rule." Be spontaneous and choose the statement that comes closest to the way you are.

Occasionally there will be questions that ask you to make a close call between two choices. This is because the Test is trying to distinguish between specific areas. If a question is very close and you can't decide which statement applies to you best, you can come back to it after you have completed the other questions.

**The Test usually takes about 10 minutes to complete.** At the end of the test, click on the Score Test button, and wait for the computer to generate an EI profile of your scores. If you have answered honestly and accurately, your scores will reflect your capability level within each of the EI quadrants.

THANKS! We cannot guarantee the accuracy of the results of this Test — only that it can help you begin your journey of self-development!

Start Here [Jump to End](#)

1. My emotions generally have
  - a strong impact on the way I behave.
  - little or no impact on the way I behave.
2. I am generally guided by
  - my goals and values.
  - others goals and values.
3. When I am under pressure, I generally have
  - changed behaviours from normal.
  - behaviours that remain unchanged.
4. I generally learn most
  - by actively doing activities.
  - from reflecting on past experiences.
5. I generally
  - have a good sense of humour about myself.
  - take myself seriously.

6. I present myself
- with self-assurance and having "presence".
  - with some confidence and cautiousness.
7. Where there are uncertainties and pressures, I am always
- decisive and make sound decisions.
  - cautious about making the right decision.
8. I always voice views that
- are unpopular and go out on a limb for what is right.
  - most others agree with and support.
9. I always like to
- take on new challenges.
  - maintain the status quo.
10. I generally
- inspire confidence in others.
  - rely on others confidence.
11. I generally
- allow my emotions and moods to impact on my behaviours.
  - keep my disruptive emotions and impulses under control.
12. When I am under pressure
- I get easily distracted in other things.
  - I think clearly and stay focused
13. I always
- do as I say I will do.
  - do only what I have to do.
14. Trust by others
- is automatically given to me.
  - is built through reliability and authenticity.
15. I am always
- flexible in how I see events.
  - able to see events for what they are.
16. During changing situations, I always
- work hard to try and keep up with the demands.
  - smoothly handle multiple demands and shifting priorities.
17. I always
- set myself challenging goals.
  - complete the goals that are set for me.
18. When obstacles and setbacks occur in pursuing my goals, I always
- readjust the goals and/or expectations.
  - persist in seeking the goals despite what has happened.
19. Generally, I
- pursue goals beyond what is required or expected of me.
  - pursue goals only as far as is required of me.

20. When I identify opportunities, I am always
- uncertain about whether to pursue the opportunity.
  - proactive in pursuing the opportunity.
21. Group differences are always
- causing difficulties and unrest.
  - understood and valued.
22. When I see bias and intolerance I always
- challenge the initiating people.
  - turn a blind eye and ignore it.
23. I always help out based on
- the tasks others need help with.
  - understanding others needs and feelings.
24. I always
- listen to the important words being said.
  - listen well and am attentive to emotional cues.
25. Others perspectives are always
- understood and sensitivity shown.
  - clouding the issues and getting us off track.
26. I always find social networks in the organisation
- get in the way of delivering performance.
  - help create better decision networks.
27. I always use
- informal key power relationships to get what I need.
  - formal decision networks to get what I need.
28. I always
- give customers what they ask for.
  - understand customers needs and match products/services.
29. I always
- act as a trusted advisor to the customer.
  - tell the customer what they want to hear.
30. Increasing customers satisfaction and loyalty
- is always part of the way I work
  - is not important in achieving the sale.
31. The vision and mission are always
- given to staff so they know where we are going.
  - used to inspire groups and individuals.
32. I always
- let people know of the behaviours expected.
  - model the behaviours expected of others.
33. I always give assignments to people who
- can get the job done and do it well.
  - will grow and develop as a result of the challenge.

34. Winning people over is something
- that I find difficult to do.
  - I am very good at.
35. I always communicate in a way
- that everyone understands what I am saying.
  - that seeks mutual understanding and full information sharing.
36. I always
- go along with the changes being driven by others.
  - recognise the need for changes and remove barriers.
37. I always handle difficult people
- in a straight forward and direct manner.
  - with diplomacy and tact.
38. I always seek out relationships that
- are mutually beneficial.
  - will help me achieve my end goal.
39. I generally have a
- stronger focus on tasks rather than relationships
  - balanced focus on tasks and relationships.
40. When I work with teams, I always
- make it clear what I expect members to do.
  - draw all members into enthusiastic participation.

---

Sampler completed

[Jump to Start](#)

Score test

Reset all

---

## **Appendix C: Pre-Virtual Research Design EI Interview Questions**

### **Pre-Interview Research Designed Questionnaire**

1. Describe your employee onboarding program?
2. Do you design or customize your employee training?
3. What resources do you utilize when training employees?
4. What is your process for employee onboarding?
5. How do you evaluate employee retention of training information?
6. Do you provide an opportunity for employee refresh training?
7. Do you provide an employee probationary period if needed?
8. How do you measure the effectiveness of your training program?
9. What is your view on training programs?
10. Do you think there is any resistance to training programs?
11. What does emotional intelligence mean to you?
12. How do you believe your emotional intelligence impact employee's loyalty to you as their leader?
13. What ways do you see your emotional intelligence impacting your employees' trust in you as a leader?
14. What do you think sustains an employee's commitment to the company?
15. If you have high emotional intelligence as a leader, what would your perception of employee loyalty to the company?
16. If you have low emotional intelligence as a leader, what would your perception of employee loyalty to the company be?

**Appendix D: EI Training Video Link**

Daniel Goleman Introduces Emotional Intelligence | Big Think

<https://www.youtube.com/watch?v=Y7m9eNoB3NU>

## Appendix E: IRB Consent Form

FBUIRB11072024-AS

### Informed Consent Form

You are invited to participate in a study of Emotional Intelligence (EI) in leadership at a business organization. I, Ashley Shannon, hope to learn how emotional intelligence in leadership impacts employees' job performance. You were selected as a possible participant in this study because you are a member of leadership on or equivalent to a director level at your organization.

If you decide to participate, you will participate in an emotional intelligence survey, watch a ten-minute introductory video on emotional intelligence, and participate in a pre and post open-ended interview regarding emotional intelligence and employee job performance. The pre-open-ended interview will be conducted via zoom with myself which will take approximately an hour. Then a month later the same open-ended interview will be conducted via zoom with myself as well. The zoom interviews will both be recorded and confidential.

There are certain potential benefits and risks associated with your participation in this research. The benefits are you could potentially gain knowledge on emotional intelligence as a subject matter, understand your self-assessment of EI, and learn about the how EI can impact employee's job performance. Another benefit is you could potentially transfer this knowledge to your organization and impact the training and development culture with emotional intelligence. The risks may be a time restraint due to your busy schedule, schedule conflicts, or just not being comfortable talking about the topic and how it affects your own organization.

Any information obtained in connection with this study that can be identified with you will remain confidential and will be disclosed only with your permission. In any written reports or publications, you will not be identified or identifiable.

Your decision whether to participate will not affect your future relationship with Fontbonne University or your organization, your manager, or your direct reports in any way. If you decide to participate, you are free to discontinue participation at any time without affecting such relationship(s).

If you have any questions, please ask me. If you have any additional questions later, please contact Dr. Jamie Doronkin at [jdoronkin@fontbonne.edu](mailto:jdoronkin@fontbonne.edu) and we will be happy to answer them.

You will be offered a copy of this form to keep.

+++++

You are making a decision whether to participate. Your signature indicates that you have read the information provided above, have had your questions answered, and you have decided to participate. You may withdraw at any time without prejudice after signing this form should you choose to discontinue participation in this study.

Note: Questions and Concerns can also be referred to the IRB Committee Chair at: [jfish@fontbonne.edu](mailto:jfish@fontbonne.edu)

Signature

\_\_\_\_\_ Date

\_\_\_\_\_  
Signature of Principal Investigator

\_\_\_\_\_  
Date



**Appendix F: Post-Virtual Research Design EI Interview Questions**  
**Pre-Interview Research Designed Questionnaire**

1. Describe your employee onboarding program?
2. Do you design or customize your employee training?
3. What resources do you utilize when training employees?
4. What is your process for employee onboarding?
5. How do you evaluate employee retention of training information?
6. Do you provide an opportunity for employee refresh training?
7. Do you provide an employee probationary period if needed?
8. How do you measure the effectiveness of your training program?
9. What is your view on training programs?
10. Do you think there is any resistance to training programs?
11. What does emotional intelligence mean to you?
12. How do you believe your emotional intelligence impact employee's loyalty to you as their leader?
13. What ways do you see your emotional intelligence impacting your employees' trust in you as a leader?
14. What do you think sustains an employee's commitment to the company?
15. If you have high emotional intelligence as a leader, what would your perception of employee loyalty to the company?
16. If you have low emotional intelligence as a leader, what would your perception of employee loyalty to the company be?

### **Appendix G: Foundation Owner Written Permission**

**From:** Malcolm Lazenby <malcolm@globalleadershipfoundation.com>  
**Sent:** Tuesday, September 26, 2023 5:11:20 PM  
**To:** ashley.l.shannon@outlook.com <ashley.l.shannon@outlook.com>  
**Subject:** EI Test Permission

Hello Ashley,

Thank you for your email and enquiry.

We are very happy for you to use this free assessment for the purposes you have outlined, and we have many individuals across the world who have asked to use the assessment as part of their research dissertation. As you would be aware, the free online EI Test does not keep any information, so collecting data online needs to be done by capturing a screen shot on completion of the test scoring. In addition, we have also attached paper based copy of the EI Test and Scoring Instructions for your use. This shows their break-up of the relative questions and their areas. Some use this as their data collection method. All we would ask is that you recognise “Global Leadership Foundation” as the source.

We have also attached some other information which you might find useful.

The documents attached are as follows:

- Emotional Intelligence – an outline of Daniel Goleman’s Model.
- EI Competencies and Elements – Lists all of the competencies and elements of Goleman’s model
- Emotional Intelligence Test - Manual EI Test Sheet
- Emotional Intelligence Test Scoring – Manual Scoring Sheet

In addition, we have also attached a copy of our Emotional Health and Leadership Booklet, which expands our thinking to include vertical development of us as people. Of particular interest in this is the use of a model we call “Personal Responsibility”. This is particularly important as it is all about the activation of our inner observer and building on our self-awareness. To move further up the Emotional Health Levels, we have to develop our inner observer to a greater level, so we are aware of our emotions as they arise and are able to manage the impact of those emotions on our behaviours. We will them also be able to observe our impact on others and adjust our behaviours accordingly.

In addition we introduce the concept of the Three Centres, which helps us start to recognise how our development is not just an intellectual exercise and that we need to look at this holistically.

Emotional Intelligence is a subset within Emotional Health Levels. As we move up the Emotional Health Levels our EI also improves. As we improve our emotional intelligence we also start to improve our emotional health levels. After exploring this you should be able to see how important increasing emotional health levels is for everyone. We definitely think that there is a connection between emotional health levels and conflict resolution.

Our Emotional Health is the foundation of our wellbeing and personal growth.

We hope that you find this information helpful and feel free to let us know if there is anything else we can help you with.

Warm regards,

Malcolm



Malcolm Lazenby • Co-Founder

m. +61 419 309 300 || s. [globalleaders.com](http://globalleaders.com)

e. [malcolm@globalleadershipfoundation.com](mailto:malcolm@globalleadershipfoundation.com)

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