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Developing Consensus on the Use of Emotional Intelligence Training in Small Utility Companies

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Abstract

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by

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Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

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Management

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Abstract

Park and Shaw shared the impact on organizations from unmotivated and unsatisfied employees link to higher turnover ratios. The use of emotional intelligence in manager training lowered employee turnover by 13%. The problem address in this Delphi study was that small utility companies do not have an emotional intelligence plan in place for managerial training. Goleman and Mayer's framework was used as the theorical lens for examining response of participants to the Delphi study. A panel of experts submitted data in the form of responses to three rounds of questions regarding the use of emotional intelligence training in small businesses. Participants meeting the qualifications of three years managerial experience with human resource experience preferred was recruited to participate in this study. Three rounds of questions were completed by 18 participants creating codes to develop themes and coding for each round. The panel developed a strong consensus (Diamond > 90) on not believing in the use of emotional intelligence training for managers, and a weak consensus on potentially partaking in companywide emotional intelligence training. Findings provide positive social change through necessary steps for developing emotional intelligence training in small utility companies.

Developing Consensus in Small Utility Companies with use of Delphi Study

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Dedication

I would like to take this moment to recognize all the wonderful people who have helped me along the way. First, I would like to thank you family for supporting me through this entire process. My wife for always encouraging me to continue working on my progress even when life was going tough. The years spent working on my education from my first degree up to this point would not be possible without my family always motivating me.

Acknowledgments

My journey has been a long and at times difficult one, however, many amazing and talented people have aided me through this entire process. I would like to thank my committee of Dr. Bryan Forsyth, Dr. Dale Mancini, and URR Dr. David Bouvin for providing invaluable insight and guidance through this process. For Dr. Phylpo and Dr. Lolas who started me on my journey. To all my fiends and family who I had to sacrifice time away from thank you for your continuing support.

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Chapter 1: Introduction to the Study

Introduction

The impact on organizations from unmotivated and unsatisfied employees link to higher turnover ratios, as Cuéllar Molina et al., (2020), Hancock et al., (2013), and Park and Shaw (2013) found in their research. Ingram et al., (2019) linked higher turnover ratios to emotional intelligence training and Yuntao et al., (2014) further indicated in their study that the use of emotional intelligence in manager training lowered employee turnover by 13%. Discussed in this chapter is the use of emotional intelligence policy in small businesses can lower their turnover rates. Emotional intelligence has been linked to reducing employee turnover, to higher motivation, and to increased productivity in businesses (Yuntao et al., 2014). However, previous research in emotional intelligence investigating the issues with the implementation of emotional intelligence policies have been extremely limited.

The purpose of this Delphi study is to gain consensus on the importance of having policies that accentuate emotional intelligence in managers inside small utility companies in Georgia. Emotional intelligence has shown to provide significant benefits when implemented in small businesses (Mahanta, 2015; Yuntao et al., 2014). In Chapter 1, I summarize the use of emotional intelligence in the workplace, the research problem, the purpose of the study, the significance of the study, and the research methodology.

Background

Goleman (1998) explained in his seminal work that individuals encounter five stages of emotions. These stages include know one's emotions (self-awareness), managing emotions (self-management), motivating oneself, recognizing emotions in others (social awareness), and handling relationships (relationship management). Emotions and intelligence were once separate fields; however, they are now integrated into one theory of emotional intelligence (Mayer et al., 2012). As with any highly variable subject, such as emotions, it is impossible to have one single accepted theory or definition. Since the issue is so variable, it has led to the two primary theories currently used, which were developed by Goleman (1998) and Mayer et al., (2012). Goleman's theory of emotional intelligence theorized an individual's emotional intelligence as a social role or function. Mayer et al., (2012) developed a second theory on emotional intelligence that is theorized to be cognitive agility associated with general intelligence.

Cabral et al., (2020) stated that the goal of organizations is to improve production and profit for the company steadily. However, low employee turnover and high motivation link with increased production and profitability. Emotional intelligence is one additional tool for managers to utilize employee skills fully. These skills provide motivation, empowerment, and reduction of turnover (Goleman, 1998). Dierschow (2022) found that emotional intelligence can also take time to develop. Cabral et al., (2020), Goleman (1998), and Ybarra et al., (2014) demonstrated a clear relationship

between employee motivation and lowering employee turnover with increasing

production and company profit.

The benefits of emotional intelligence are documented in the workplace.

Abdelmoniem and Osman (2020) and Ybarra et al. (2014) noticed a lack of consistency

that was alarming. The benefits that emotional intelligence brings have shown a 13%

increase in retaining key employees (Yuntao et al., 2014) and an increase of over 20%

satisfaction in managing the work-life balance in small businesses (Mahanta, 2015).

Ângelo et al., (2020) researched that emotional intelligence enables managers to adapt to

new cultural and economic changes positively. These benefits tempered by the inability

of consistent progress and success of emotional intelligence implementation, as Ybarra et

al. and Toegel et al. (2013) demonstrated. Research showed the impact of unmotivated

and unsatisfied employees links to higher turnover ratios Hancock et al., (2013); Gialuisi

and Coetzer (2013); and Park and Shaw (2013). Zhou et al., (2020) explained the

difference in the belief of what emotional intelligence is and what it brings to the

organization. The gap in the literature for this study is that there does not appear to be any

policies in place that utilizes emotional intelligence in small businesses. Zhou

recommended further research to determine if the same difference in emotional

intelligence use also existed between managers and employees in the organization.

Problem Statement

The numerous studies have shown impact of unmotivated and unsatisfied

employee's links to higher turnover ratios (Anitha & Begum, 2016; Azeez et al., 2016;

Coelho & Bartolomeu, 2019; Devece et al., 2017; Gialuisi & Coetzer, 2013; Hancock et al., 2013; Hung et al., 2018; and Park & Shaw, 2013). Yuntao et al., (2014) further showed in their study that the use of emotional intelligence in manager training lowered employee turnover by 13%. The general problem is that emotional intelligence is difficult for management in small businesses to implement. The specific problem is that small companies have no strategy or consensus in place regarding the use of emotional intelligence in policies and training for managers. Mahanta (2015) illustrated the need for a clear perspective on what emotional intelligence can bring to the work environment. Mahanta showed an increase of nearly 20% on managing a work and life balance of emotions. The increase resulted in higher employee satisfaction when managers in small businesses use emotional intelligence. The gap in the literature is the lack of policy in place that uses emotional intelligence in small businesses.

Purpose Statement

The purpose of this qualitative Delphi study is to develop a consensus on the benefits of having policies that accentuate emotional intelligence in managers inside small utility companies in Georgia. Emotional intelligence has shown to provide significant benefits on lowering employee turnover and increasing employee satisfaction for businesses (Mahanta, 2015; Yuntao et al., 2014). The purpose of the Delphi study is the development of a consensus on working policy and training that small utility companies can utilize. Abdelmoniem and Osman (2020) indicated employees want or

expect emotional intelligence from managers, whereas managers viewed employee's emotions as unrelated to a manager's job duty.

Research Questions of the Study

This study focuses on managers in small utility companies in Georgia to form a consensus with the use of a Delphi study. The overarching research questions are:

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•   What level of consensus will the Delphi study achieve among managers in small utility companies regarding an acceptable level of emotional intelligence training for managers in small utility companies?

Conceptual Framework

Researchers explained the definition of emotional intelligence over the past two decades. The most prominent influence has come from Goleman (1998) and Mayer et al., (2012). Emotional intelligence describes the ability to recognize emotions and how they relate to problem-solving in the workplace. Emotional intelligence has two significant scales that are used to assess individual emotional awareness. The two scales are broken down into one that measures ability (Mayer et al., 2012) and one that measures performance (Goleman, 1998). The first scale is the Mayer-Salovey model four branch theory of emotional intelligence. This scale is composed of the following concepts: identifying emotions, using emotions, understanding emotions, and managing emotions as found in the seminal work by Mayer et al., (2012). The next model is the Goleman

model of emotional intelligence. Goleman (1998) explained the model as a competency-based model that is a design for workplace applications.

Goleman's model is broken down into five distinct parts. The parts are knowing one's emotions (self-awareness), managing emotions (self-management), motivating oneself, recognizing emotions in others (social awareness), and handling relationships (relationship management) (Goleman, 1998). Unlike Mayer's et al. (2012) emotional intelligence scale, Goleman's scale includes attributes that are outside the realm of emotions.

In addition to the emotional intelligence framework, the motivational theory is another framework used as the lens in conjunction with the emotional intelligence framework from Mayer et al., (2012). These theories apply the goal of the panelists' consensus during the Delphi study. Maslow et al., (1970) created the motivational theory that is used in aspects of motivation and motivation measurement today. However, the use of Activation and Expectation theory with motivation provides a guide in this study.

Expanding on Maslow's et al., (1970) Hierarchy of Needs, Milbourn (1984) incorporated job activities and expectations by employees to motivate employees. Three measures of performance and activity measure the level of motivation, as Milbourn indicated. First is the direction of behavior the individual displays. Second is the direction an employee takes when faced with multiple alternatives to a problem. Finally, the persistence of the action by an individual and length of time the individual keeps the behavior. This variation of motivation theory incorporates Maslow's hierarchy of needs

with the additional responsibility of managers. The change will encourage the motivation of employees to work through and beyond bad behaviors for increased work ethics that benefit the organization.

Nature of Study

This Delphi study is utilized to establish a consensus on emotional intelligence training by a panel of 18 managers in small utility companies in Georgia with no more than one manager per company. The Delphi study was used to develop an effective policy on emotional intelligence training for managers by managers in small utility companies (Diamond et al., 2014). This Delphi study objective was to establish an expert panel of 18 managers in small utility companies with preferable human resource experience that will try to develop guidelines for EI policy development and implementation. The group answered open-ended questions during the first round. Second round questions were closed-ended as the study tried to form a consensus on the feasibility and reasonability of implementing emotional intelligence training. The Delphi study included three rounds with themes developed from open-ended questions in round one. The themes were used to create the closed-ended questions for rounds two and three.

Consensus defines as the ability of a group of small business managers to reach an agreement on a working policy. Participants were given questions using an email questionnaire in a three-round study. The Delphi study was a three-round study that stopped when a consensus was formed or at the end of three rounds (Diamond et al., 2014). El-Gazzar et al., (2016) explained that three phases would be conducted, allowing

a better understanding of current ideas on emotional intelligence policy in small

businesses. The panel was contacted using an email with all corresponding blind carbon

copied (BCC) to keep all respondents' names confidential. The use of identifying

respondents by numbers or letters prevented any panelist from knowing any other

panelist. El-Gazzar et al., (2016) stressed the importance of confidentiality in Delphi

studies to avoid one or more members from dominating the responses. The panel received

opportunities to revise earlier answers upon review of replies from other members of the

group for round one only. Each round, every panelist was given one week to answer and

submit the email questions back to the researcher.

Data Gathering

The Delphi process is different from most data gathering in studies. The

participants received questions in a series of rounds. Each round of the study was

delivered by email to participating managers. The managers answered questions and

responded to the researcher. After each round, I analyzed responses to identify themes in

the data. The questions involved a Likert scale format with respondents having five from

which to choose. After each of these rounds, I analyzed responses to determine any

consensus in the answers (Diamond et al., 2014).

Data Analysis

Data analysis consisted of hand-coding answers to each round of questionnaires to

develop primary themes. Round one took one week to analyze and hand code data. Then

one additional week was used in the development of questions for round two. Themes

were coded by hand after round one of the questionnaires. After the coding of data items and themes, questions were in a closed-ended format for round two that panelists were asked to rank in order of importance or significance. Answers to these questions were then utilized to format data for round three in which consensus is achieved (Hsu & Sandford, 2007). Data from round two took one week after all responses were submitted. I analyzed the data for the median and mode of the reactions. Consensus was determined when 90% of respondents reached similar conclusions. I completed the study in six months due to respondent's ability to complete the questions in given period.

Definitions

Ability-based emotional intelligence: The set of abilities including perceiving, understanding, using, and regulating that, in combination, define an individual's ability to use emotional information effectively (Killgore et al., 2012).

Emotional Intelligence: The ability of individuals to recognize emotions in their selves and others and be able to empathize with and work with others (Mayer et al., 2012).

Emotions: Observation of feelings that are physical sensations and are experienced, such as a flushed face (Mayer et al., 2012).

Laissez-faire leadership: The leadership style where managers offer no guidance to employees useful in situations with highly skilled and motivated workers (Amanchukwu et al., 2015).

MSCEIT: The emotional intelligence test developed by Mayer, Salovey, and Caruso that uses an ability-based approach that covers the five personality traits (Mayer et al., 2012).

Small utility company. This term refers to any company with no more than 250 to 1,000 employees. (U.S. Small Business Administration, 2019).

Trait emotional intelligence: For purposes of this study, "a constellation of emotional self-perceptions located at the lower levels of personality hierarchies and measured via the trait emotional intelligence questionnaire" (Petrides, 2010, p. 449).

Transactional leadership: Composed of three where managers either reward, punish, or distant them self from the day-to-day goals of employees (Groves & LaRocca, 2011).

Transformational leadership: leaders motivate employees to improve their job, themself, and others in the workplace (Leigh, 2012).

Assumptions

In this study, the first assumption was that all answers to the questions would be honest answers provided by each participant. All participants would fulfill the requirements of giving accurate answers promptly. I allowed for time for the study during the recruitment process outlining the expected period and needs of each participant. The assumption was that all participants would follow these outlines providing honest answers on time. Another assumption was that all participants were volunteering their time for this study. Lastly, a large sample size was reached to acquire a range of ages,

ethnic background, sexes, and professions to study a sample group representative of the population.

Scope and Delimitations

The scope of this study was to establish a consensus on emotional intelligence training by a panel of 18 managers in small utility companies in Georgia. Participants were experts in small utility companies in Georgia with ten years' work experience, with one-year experience in an HR position, manager position or higher, and willingness to remain objective. Based on this research, conducting further studies on the effects of emotional intelligence training on small utility companies is recommended.

Limitations

Limitations are influences that occur which are out of the researchers' control. A limitation of this study involves the participants and if they provide honest answers provided through online survey questions. Diligence and thoroughness on my part as a researcher will help protect against bias. Concentration on the data analysis and methodology as the main objective of the study allows other researchers to produce equivalent results (Skulmoski et al., 2007). Processes to guard against researcher bias can include triangulation using expert panelists, expert response to summaries, and detailed descriptions throughout the entire process. Also, define prior experiences and prejudices before the research. I kept participants confidential to ensure information from participants was honest answers needed to conduct the study with validity.

Significance

The use of emotional intelligence by managers gives them the ability to motivate and capitalize on an employee's skills. Managers are no longer just giving orders but are expected to teach, guide, and motivate employees (Raelin & Raelin, 2011; Sahai & Frese, 2019). Currently, there is limited research regarding the development of emotional intelligence in managers in small utility companies. Ybarra et al., (2014) stressed that research in emotional intelligence training policy for managers does not meet the breakthroughs from research. To change this, Ybarra et al., recommended an innovative approach that can give greater insight into how to utilize and realize the benefits of emotional intelligence. This innovative approach may bridge the gap in understanding the level of importance that a manager's emotional intelligence training plays in employee satisfaction. The critical aspect of this study is dependent on a sample group of managers in small utility companies to form a consensus on emotional intelligence training policy.

The social change aspect of this study is that employees might be able to become more involved in organizations. Employees could provide a more significant impact in their place of work and help bring about innovation and positive social change through their work. Carn (2019) and Turnipseed and Vandewaa (2012) indicated that emotional intelligence accounts for up to 50% of the control variable for employee behavior and showed that employees become better in the workplace, more motivated, and better in the community. The resulting positive social impact is to improve emotional intelligence training in managers in the workplace that is a significant objective of this study.

Increased employee motivation and community involvement can lead to social change in the workplace and the community.

Summary

It is vital to document the impact of unmotivated employees throughout small businesses. As discussed, the use of emotional intelligence policy in small businesses can lower turnover rates in small businesses. Emotional intelligence has been linked to reducing employee turnover, higher motivation, and increase productivity in businesses (Sahai & Frese, 2019; and Yuntao et al., 2014). However, in emotional intelligence research thus far investigating the issues with the implementation of emotional intelligence policies have not been done. The purpose of this study is to develop a consensus on emotional intelligence policy with a Delphi study.

In Chapter 2, I discuss the relevant literature related to my current research problem and questions. I explained the origin of emotional intelligence as related to workplace productivity and motivation. Also, I discussed the theoretical concepts of the study, including research design and choice. In chapter 3, I describe the chosen research method of the Delphi study, how participants were selected, and the sampling method, including data analysis and collection. In chapter 4, the results of the study will be discussed and analyzed. In chapter 5, I discuss the implications of the research and findings for further analysis.

Chapter 2: Literature Review

Introduction

In this study, the problem is that small businesses have no policy or consensus in place regarding the use of emotional intelligence training for managers. The purpose is to gain consensus on the importance of having strategies that accentuate emotional intelligence in managers inside small utility companies in Georgia. This chapter will discuss topic areas. Among these topics were the theoretical foundation, what emotion is, the history of emotional intelligence, Measurements, and scales of emotional intelligence, and finally a summary.

The first area covered is the theoretical foundation of emotional intelligence looking at the history of emotional intelligence from where the term first came from to the current use of the word in the literature. What emotions were identified in the existing literature in the next area of the chapter. The purpose of the term *emotions* was discussed and outlined for the use in this current study. There was a review of the history of emotional intelligence and the long history of emotions in literary studies. This section covers the origins of the use of emotions to more current literature applications. In the measurement and scales section of the chapter, I reviewed the most common data gathering tools and techniques with reasons for choosing the method for this study. Finally, a summary bringing the entire chapter into focus on what emotional intelligence is and relevance to this study.

Literature Search Strategy

In my search, I found the below combinations to produce all the articles needed in my dissertation process. In addition to Walden, I would use google scholar to search and generate ideas on topics when exact definitions were not known. For example, when dealing with emotions in the workplace, I would search for key terms like workplace emotions or how emotions affect employees. A search of this nature would lead me to refine my search for Walden libraries and develop my keywords like work-life balance. The last area utilized was the local library. The library connects with libraries across the country, and I obtained books in this search method. I found essential books, such as Goleman's emotional intelligence work in 1998. I was able to request books from my library and get it shipped to me for free. The available resources enabled me to obtain books used in my dissertation process.

Key Search Terms. The following are the key search terms used in the process of researching this dissertation.

- Emotional Intelligence

- Emotional Intelligence and Management

- Emotional Intelligence and Small business

- Motivational Theory Management

- Emotional Intelligence and work-life balance

Search Process. In this chapter, I utilized search engines and databases to compile my references and resources. I primarily used data from Walden University

databases. Over 90 percent of data gathered from articles, dissertations, and journals all stemmed from Walden Databases. In my search, I had vital terms I searched for through my dissertation process, which include the search terms listed above. I continued to research current literature to help validate my research further and bring my references within five years.

Theoretical Foundation

Emotions in the workplace have been commonplace since Maslow et al., (1970) hierarchy of needs. The focus on emotions has become forefront when Goleman (1998) coins the term Emotional Intelligence (EI). Emotional intelligence began the shift from emotions being disruptive in workplaces to a usable cognitive ability. With this shift researcher's such as Goleman and Mayer et al., (2012) led the discussion on the positive relationship between emotions and cognition. This relationship is an occurrence for everyone and how they perceive the meaning of each action. Also, the reaction to this perception depends upon the personal well-being of everyone.

Goleman has a five-competency model of EI. Goleman explains that individuals encounter five stages of emotions. These stages are knowing one's emotions (self-awareness), managing emotions (Self-management), motivating oneself, recognizing emotions in others (social awareness), and handling relationships (relationship management). Whereas emotions and intelligence were once a separate field now integrated into one theory (Mayer et al., 2012). However, with any subject that is highly varying, such as emotions, it is impossible to have one single accepted theory or

definition. The study of emotions has led to the two primary approaches currently used. Goleman's performance measure for workplace performance measures and Mayer's competency model measures abilities.

The literature in this research is meant to support the idea of applying emotional intelligence (EI) in businesses. The documentation to support the research on EI might assist in this application to companies. Employee's emotional development could improve as well as other areas such as the employee's ethical standing and social development. The data collected will focus on employee civic involvement, self-assessment, and moral standing. The growth in these areas is of interest. Areas covered in EI are the measurement, how employees cope in their environment, career success, ethical values, or constraints, and how management handles EI. I addressed these areas in the following review.

There are three measurements of EI being compared. These three measures are the Emotional Quotient Inventory (EQI), Mayer, Salovey, Caruso Emotional Intelligence Test (MSCEIT), and Emotional and Social Competence Inventory (ESCI). Each measuring tool is addressed to show the variety of useful measures when researching EI. The downside to these measuring tools is the cost. There are measurement tools out there to have an outcome for research effectively. An essential aspect of using these tools would be to use more than one method of measure of EI. It only makes sense to use established research tools in EI. The tools will save on cost and help further validate the

device in use. Research showed a minimal amount of significance when using expensive measures as tools for EI data collection.

The act of using science to measure, define, or explain felt emotions or experiences is an incredibly challenging task for researchers. The scientific connection is difficult because of the different theories available on EI. The various opinions have made EI an idea that has yet to become a reality (Ybarra et al., 2014). Researchers have developed theories on EI. However, each fall short of the completeness experienced by the Goleman theory and Mayer et al., (2012) theory. These arguments are the Schachter-Singer theory which deals in labeling the emotion based on the intervening physiological change. Another theory that falls short is the Lazarus theory which stated that facial emotions would determine the emotional state, such as a smile means happiness. These theories have added to the literature in small ways, but the main body of work comes from Goleman and Mayer's two defining theories of emotions. Mahanta (2015) found that Mayer MSCEIT is the standard most used and beneficial in explaining EI in the workplace. Curci et al., (2013) agreed it is standard during the validity testing of the MSCEIT.

Conceptual Framework

This Delphi study was utilized to establish consensus on emotional intelligence training by a panel of 18 managers in small utility companies in Georgia with no more than one manager per company. The concept is emotional intelligence. There are two primary theories on emotional intelligence currently used, which were developed by

Goleman and Mayer et al., (2012). Goleman's theory of emotional intelligence theorized

an individual's emotional intelligence as a social role or function. Mayer et al., (2012)

developed a second method on emotional intelligence that is theorized to be cognitive

agility associated with general intelligence.

The impact of unmotivated and unsatisfied employee's links to higher turnover

ratios, as Cuéllar Molina et al., (2020), Hancock et al., (2013), and Park and Shaw (2013)

found in their research. Yuntao et al., (2014) further showed in their study that the use of

emotional intelligence in manager training lowered employee turnover by 13%. The

general problem is that emotional intelligence is difficult for management in small

businesses to implement due to a lack of policy. The specific problem is that small

companies have no policy or consensus in place regarding the use of emotional

intelligence training for managers. Mahanta (2015) illustrated the need for a clear

perspective on what emotional intelligence can bring to the work environment. Mahanta

showed an increase of nearly 20% on managing a work and life balance of emotions

resulting in higher employee satisfaction when utilizing emotional intelligence in small

businesses.

The purpose of this Delphi study is to gain consensus on the importance of having

policies that accentuate emotional intelligence in managers inside small utility companies

in Georgia. Emotional intelligence has shown to provide significant benefits when

implemented in small businesses (Mahanta, 2015; and Yuntao et al., 2014). Consensus

were the ability of a group of small business managers to reach an agreement on a

working policy. Participants were given questions using an email questionnaire in a three-round study. The Delphi study were a three-round study that will stop when a consensus is formed or at the end of three rounds (Diamond et al., 2014). The gap in the literature is the lack of policy in place that utilizes emotional intelligence in small businesses. Abdelmoniem and Osman (2020) indicated employees want or expect emotional intelligence from managers; managers viewed employee's emotions as unrelated to a manager's job duty.

Relevance to Current Literature

Emotional intelligence has several significant contributors to the current literature. Goleman (1998) explained in his seminal work that individuals encounter five stages of emotions. These stages include knowing one's emotions (self-awareness), managing emotions (self-management), motivating oneself, recognizing emotions in others (social awareness), and handling relationships (relationship management). Emotions and intelligence were once separate fields but integrated into one theory of emotional intelligence (Mayer et al., 2012). However, with any highly variable subject, such as emotions, it is impossible to have one single accepted theory or definition. The need to study emotions has led to the two primary methods currently used developed by Goleman and Mayer et al., (2012). Goleman's theory of emotional intelligence theorized an individual's emotional intelligence as a social role or function. Mayer et al., (2012) developed a second theory on emotional intelligence that is cognitive agility associated with general intelligence.

Cabral et al., (2020) stated that the goal of organizations is to improve production and profit for the company steadily. However, low employee turnover and high motivation link with increased production and profitability. Emotional intelligence is one additional tool for managers to utilize employee skills fully. These skills provide motivation, empowerment, and reduction of turnover (Goleman, 1998). Cabral et al., (2020), and Ybarra et al., (2014) showed a clear relationship between employee motivation and lowering employee turnover with increasing production and company profit.

As mentioned in chapter one, there is excellent documentation in the workplace on the benefits of EI. Researchers discovered an alarming lack of consistency (Toegel et al., 2013; and Ybarra et al., 2014). Retaining key employees is essential in the workplace and benefits from emotional intelligence have shown a 13% increase (Yuntao et al., 2014) and an increase of over 20% satisfaction in managing the work-life balance in small businesses (Mahanta, 2015). These benefits are tempered by the inability of consistent progress and success of emotional intelligence implementation, as Toegel, et al. (2013) and Ybarra et al., (2014) demonstrated. Cuéllar Molina et al., (2020), Hancock et al., (2013), and Park and Shaw (2013) found in their research that the impact of unmotivated and unsatisfied employees links to higher turnover ratios. Zhou et al., (2020) stated that gap is the difference in the belief of what emotional intelligence is and what it brings to the organization. Zhou recommended further research to determine if the same

difference in emotional intelligence use also existed between managers and employees in the organization.

Emotion Explained

Researchers have struggled with defining emotion, feelings, and how they differ. Ybarra et al. (2014) stated that emotions are internal. Mayer et al., (2012) reported that emotions are physical sensations that can be observed and experienced, such as a flushed face. The two definitions of emotions are often mistaken for each other. With researchers, such as Webb et al., (2013), the term emotion regards a process internally of the mind. However, in the rationalizing of emotions and feelings, the term emotion is associated with greater objectivity than the term feeling. Zhou et al., (2020) stated that scientifically the method of attempting to analyze a physical sensation logically is impossible. Being such Goleman and Mayer develop theories that have outlined a premise of emotional intelligence which emphasizes the regulation and management of emotions rather than the actual measurements of emotions.

The History of Emotional Intelligence

For years, intelligence has been about cognition and intellect with one born with a set amount. This general intelligence has been the basis for IQ test and more with one being either intelligent or not. Does this level of knowledge the highest one can achieve, or can intelligence be increased? Goleman argued that intelligence comes in multiple forms with emotional intelligence, another aspect of intelligence. However, unlike general intelligence, Goleman (1998), Mayer et al., (2012), and Ybarra et al., (2014) and

other researchers have shown that EI can be improved through training and observation
by individuals. Researchers receive credit with a part in the history of EI from Maslow's
hierarchy of needs to Wechsler's take on non-intellective intelligence from the 1940s.

Goleman's 1998 book titled *Emotional Intelligence* brought the spotlight on
emotions as a form of intelligence. However, emotional intelligence (EI) did not gain
prominent ground until Mayer's work in the early 2000s. Mayer and Salovey recognized
that EI has been understood, or at least, known as early as the 1920s with Thorndike
speaking about 'Social Intelligence' (Mayer et al., 2012). Both Goleman and Mayer et al.,
(2012) discussed how one single intelligence test does not and cannot incorporate all
intelligence of an individual. However, this work extended from Howard Gardner's
'Multiple Intelligence' from 1983. Goleman and Mayer both explained how Gardner set
the standard for identifying that more than just a single intelligence exists. With this came
Goleman's EI defining book in 1998, which has officially labeled this social intelligence
or non-intellect intelligence as emotional intelligence.

Researchers have defined emotional intelligence over the past two decades. The
most prominent influence has come from Goleman (1998) and Mayer et al., (2012). A
description of emotional intelligence is the ability to recognize emotions and how they
relate to problem-solving in the workplace. Emotional intelligence has two significant
scales that are used to evaluate individual emotional awareness. The two scales are
broken down into one that measures ability (Mayer et al., 2012) and one that measures
performance (Goleman).

The first scale is the Mayer-Salovey model four branch theory of emotional intelligence. This scale is composed of the following areas: identifying emotions, using emotions, understanding emotions, and managing emotions as found in the seminal work by Mayer et al., (2012). The next model is the Goleman model of emotional intelligence. Goleman (1998) explained the model as a competency-based model designed for workplace applications. Goleman's model is broken down into five distinct parts. The five elements are: knowing one's emotions (self-awareness), managing emotions (self-management), motivating oneself, recognizing emotions in others (social awareness), and handling relationships (relationship management) (Goleman, 1998). Unlike Mayer's et al. emotional intelligence scale, Goleman's scale includes attributes that are outside the realm of emotions.

Emotional Intelligence Models

Emotional intelligence can be broken down into three widely used distinct models in the literature. The three most common models are the Goleman model, the Mayer-Salovey model, and the Bar-on model.

Goleman Model. When non-academics reference emotional intelligence, Goleman often comes to mind, as Meredith (2008) found. Goleman is a Harvard educated psychologist and often seen as the founder of emotional intelligence. Cherniss (2000) views the 1998 book by Goleman as the original labeling of emotional intelligence. In Goleman's (1998) book, emotional intelligence breaks down into skills and abilities upon which individuals can make improvements. Goleman's model breaks down emotional

intelligence into five groups: self-awareness, self-management, empathy, awareness of other people's emotions, and social abilities. Ahmetoglu et al., (2011) found that Goleman's link between leadership capacity and positive work-life balance is related to the manager's emotional intelligence.

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                        ┌─────────────┐
                        │ Goleman EI  │
                        │   Model     │
                        └──────┬──────┘
   ┌───────────┬──────────┬────┴─────┬──────────────┬──────────────┐
┌──┴───────┐ ┌─┴────────┐ ┌┴───────┐ ┌┴──────────┐ ┌┴──────────────┐
│  Self-   │ │  Self-   │ │Empathy │ │Awareness  │ │Social Abilities│
│Awareness │ │Management│ │        │ │of Others  │ │               │
│          │ │          │ │        │ │Emotions   │ │               │
└──────────┘ └──────────┘ └────────┘ └───────────┘ └───────────────┘
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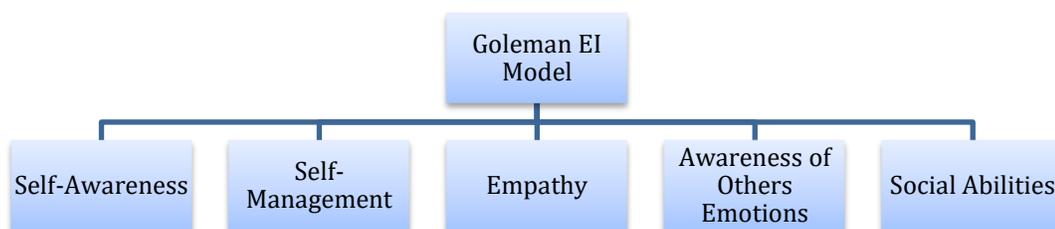
Figure 1. Goleman Model of EI.

Segon and Booth (2015) found that Goleman further expanded upon his initial emotional intelligence model by categorizing emotional intelligence into two competencies. The emotional intelligence competency contains self-awareness and self-management, and the social intelligence competency measures social awareness and relationship management. Self-awareness competency is the ability to be in tune with your flaws and capabilities. Cherniss and Goleman (2001) found that this competency refers to as knowing what and how you feel about any given situation. Managing self-awareness skills relates to the ability to control negative influences and restrain emotional

outburst. Cherniss and Goleman defined social awareness as identifying emotions in others and determining the impact they have on everyone. As Goleman research states, emotional intelligence is acquired through training and typically as a person ages, so does the ability to learn emotional intelligence quickly.

      Mayer-Salovey model. The next concept is the Mayer and Salovey approach to emotional intelligence. Ybarra et al. (2013) found that Mayer and Salovey's model worked with the understanding and expression concept deployed by Goleman. Mayer and Salovey's model produce feelings to manage emotions. The Mayer and Salovey model based on ability is the only model of the three. Ability-based emotional intelligence as described by Di Fabio and Saklofske (2014) as thinking about emotions and refinement of emotional comprehension. However, Di Fabio and Saklofske stated that the Goleman and Bar-On model incorporates a trait of emotional intelligence. The attribute is focused on self-reporting perceptions and evaluates emotions to establish a manageable emotion-based situation. Ermer et al., (2012) and Song et al. (2010) argued that ability-based emotional intelligence is the only authentic model. Ability-based EI involves no traits that are associated with personality. Killgore et al., (2012) further found that ability-based emotional intelligence utilized more gray matter of the brain then trait-based emotional intelligence. The ability-based approach of Mayer and Salovey cumulated in their 1997 model relating emotions into a four-branch model. Grunes et al., (2014) researched the four-branch method finding that this approach comprises the ability to recognize one's

own emotions and those of others correctly. Grunes et al., further found that Mayer and

Salovey's model leads to the competency to use emotions.

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                    ┌─────────────────┐
                    │  Mayer-Salovey  │
                    │      Model      │
                    └─────────────────┘
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| Perceiving Emotions | Facilitating Thought | Understanding Emotions | Managing Emotions |
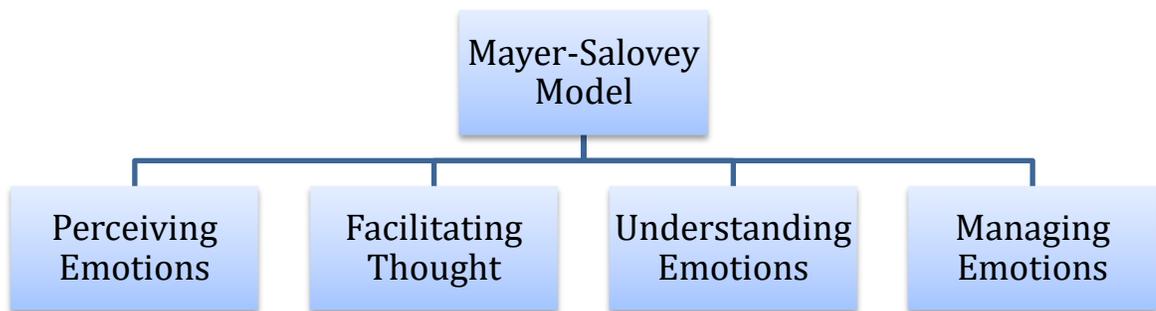
Figure 2. Mayer-Salovey Model of EI.

These emotions are used to empower thought, comprehend feelings, and

physiological and nonverbal cues expressed through emotions. Føllesdal and Hagtvet

(2013) claimed that this model gave the skill to achieve the objective by managers using

managing emotions in oneself and others. Goleman (1998) and Brackett et al. (2011)

contrasted this by researching that emotional intelligence increases as a person age.

Through training, emotional intelligence improves.

Bar-On model. The last model for emotional intelligence is the Bar-On model. Di Fabio et al., (2012) researched the difference in the Bar-On model over the Goleman and Mayer Salovey model. The Bar-On model incorporates stress management and overall frame of mind in the emotional awareness paradigm. Di Fabio et al. (2012) researched how the Bar-On model studies emotional-social intelligence as the collection of emotive aptitudes and social skills are linked. Matthews et al., (2004) found that the Bar-On model rates emotional intelligence through individual and situational burdens that individuals face and overcome. Bar-On (2010) describes individuals with high emotional-quotient scores as having the capacity to create constructive change.

Further Bar-On emphasized that emotional intelligence positively affects performance, happiness, well-being, and meaning in life. As seen in the previous two models, the Bar-On model is entirely reliant on personality characteristics. These characteristics make the Bar-On model often challenging to assess in individuals.
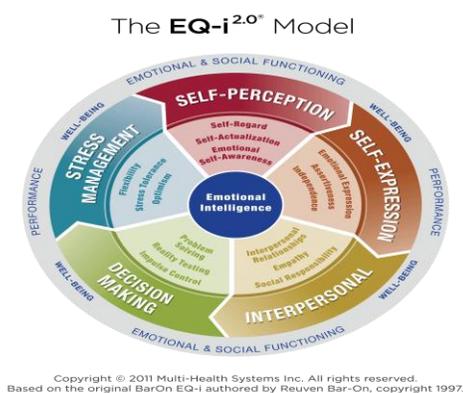
Figure 3. Bar-On Model of EI

The five characteristics of the Bar-On model include intrapersonal skills, people skills, adaptability, stress management, and general mood (Di Fabio et al., 2012). Di Fabio further found that each characteristic is broken down into subcategories dealing with self-awareness and self-regard, empathy, reality testing, stress tolerance, and optimism.

Measurement and Scales of Emotional Intelligence

The development of an idea or phenomenon involves choosing the right method to measure the testing of the data. Emotional intelligence (EI), about an idea or phenomenon, must have a proper measurement to ensure good outcome on the research. Several measures are available for use in study. However, I only utilized a few of these measures. The steps are psychological, and the issues in evaluating these psychological tests are a construct, reliability, validity, and identifying the population that fits. Goleman's (1998) scale on measuring EI is broken down into five areas of awareness: self-awareness, self-management, motivating oneself, social awareness, and relationship management. The other major scale is the MSCEIT scale developed by Mayer et al., (2012). The MSCEIT scale is a four-model approach that measures ability such as identifying emotions, using emotions, understanding emotions, and managing emotions.

A construct is an intangible quality or the difference in traits of people, so it is difficult to observe. It is vital to have a definite meaning when measuring before explaining the construct because of the inability to measure the construct. The outcome of the construct is what is measured. An example of the use of the construct in a word would

be the construct of friendship. Each person may have a different meaning for the word friendship. The difference in what each person defines the word friendship as causes an inability to measure it. The difference creates a limitation on the measurement of a construct. Observation of behaviors ends up becoming the measure for the construct indirectly.

To further understand the construct and how it is measured, I explained friendship. The action of friendship itself is what is used to measure the construct. Friendship cannot be measured, but the effects associated with it can. These actions of the association come in the form of body language and voice. The researcher needs to understand the construct and how it works if enough measure is a critical outcome. There are arguments by researchers in constructs in EI.

For this reason, it is essential to redefine and explain each construct to ensure the validity of measurement. The variation of definitions creates an array of outcomes and should be further understood. Bar-On (2010) defined EI as a variety of capabilities, skills, and competencies that are non-cognitive and that influence the ability of success for someone in dealing with environmental demands and pressures. Goleman (1998) had a broad definition of EI and explained how EI represents the character. Having a range of explanations for a construct, each of the descriptions should be measured separately.

The words emotional intelligence led to confusion in defining the topic. The definition of intelligence is s a performance measure of individual skills. Matthews et al., (2004) explained that the Mayer Emotional Intelligence Test (MSCEIT) is the only test

that measures like the intelligence tests. More recent use of the topic name has changed to emotional competence because of the confusion of the original title and how intelligence is defined.

The psychological measure is difficult to validate for reasons of differences in outcome. Some tests do not provide expected results every time and can be unpredictable. Different participants might result in different results, even if the test was the same. Administering more than one test can increase the validity and provide one method of providing more accurate results. However, stability in the constructs is the only way to accomplish this. Another option for test validity would be to use the same participants. The consistency throughout the test can be measured more accurately.

Data validation is crucial to the research of EI and any study. Double validating or even multiple validations can help ensure the information collected is sound. There are areas of measure to consider with EI. Confirmation of the proper measurement tool and the use is essential. If used properly, the measurement tool can produce viable results. On the other hand, if the measuring device is misused, the information can be confusing and lose validity.

Emotional and Social Competency Inventory. The ESCI is the adaption of Goleman's, and Boyatzis original emotional competence inventory as Segon and Booth (2015) researched. The ESCI has the components of emotional intelligence and social competencies. Boyatzis et al., (2012) studied the elements of ESCI, finding that emotional intelligence comprises emotional self-awareness and self-management, and

incorporates social competence, including social consciousness and relationship management. Nath (2013) further social capability can also be subcategorized into five sub-competencies. The five sub-competencies are inspirational leadership, mentoring abilities, persuasiveness, ability to resolve the controversy, and ability to build and work on a team.

A company called the Hay Group manages the ESCI test. Rodrigues and Madgaonkar (2013) found that the Hay Group regulates all criteria unless the researcher goes through a 2-day training program. Rodrigues and Madgaonkar described the ESCI test as having three areas of questions. These three questions are the self-awareness test with a Cronbach's Alpha of .87, the self-management section with a Cronbach's Alpha of .91, and the social awareness section with a Cronbach's Alpha of .97. Galleno and Liscano (2013) found that the ESCI test is a 72-questionnaire test that is Likert-type questioning with answers ranging from 1 to 5 with "don't know" answers not calculated into the evaluation.

Mayer-Salovey-Caruso Emotional Intelligence Test. Mayer et al., (2012) developed the MSCEIT to measure EI using an ability-based approach that covers the five personality traits. These traits include openness, conscientiousness, extroversion, agreeableness, and neuroticism. Choi and Kluemper (2012) found that the MSCEIT test is dependable as it measures emotional intelligence without biased answers from participants. Curci et al., (2013) stated that the MSCEIT test evaluates what should be a correct answer when looking at pictures of faces exhibiting emotions, emotional

situations, and scenarios. Caruso (2016) stated that right answers were based on past

responses from participants (as an average), and the method involved an expert panel of

21 members from the International Society for Research on Emotions. Mayer et al.,

(2012) stated that the test focuses on four branches of the Mayer-Salovey-Caruso model.

The four branches focused on are managing emotions, comprehending emotions, using

emotions, and appreciating emotional expressions.

Chew et al., (2013) researched that the MSCEIT test usually consists of 141

questions and takes about 45 minutes for average completion. Caruso (2016) stated that

using the test requires certification available in book form or training from Caruso as a

group/person. Maul (2012) noted that the test is like the IQ test in that scores are

generalized with average scores ranging from 84 to 116. Mayer et al., (2012) reevaluated

the MSCEIT test for reliability and found that values were $r = .93$ for consensus scoring

and $r = .91$ for expert scoring. Brannick et al., (2011) found that in a recent study of 183

medical students, the Cronbach's Alpha was .79.

Wong and Law Emotional Intelligence Scale. Wong and Law (2002) developed

an additional test based on the guidelines of the MSCEIT. The WLEIS is a study of

emotional intelligence as related to the workplace as it associated with leadership and

management. Wong and Law noted that a lack of practical short emotional intelligence

measures for management. Based on the MSCEIT, the WLEIS contains four dimensions:

self-emotion, other's emotion, regulation of emotion, and uses of emotion. Song et al.,

(2010) found that the WLEIS makes up 16 questions with four from each dimension

leading to shorter survey completion, but the WLEIS is generally better in predicting life satisfaction.

Pan et al., (2014) researched the WLEIS finding that the test is dependable with a Cronbach' Alpha of .92 for the entire scale. Calloway (2010) and Mula (2013) found that unlike the MSCEIT, the WLEIS holds up well across cultures and translates well. If researchers request permission to use the scale, it is free to use from the authors.

Emotional Intelligence Improvement

In research articles, the debate between inherited or acquired ability traits for emotional intelligence has been researched and discussed. Nelis et al. (2009) conducted a study that evaluated two groups to compare baseline EI scores between a control group and one that received training. Nelis's study evaluated EI scores after four weeks and again at six months to check ratings. The control group remained unchanged during this time. However, the group receiving training showed significant increases in base EI scores after training. Nelis demonstrated the increased benefit from training in the short term and raised awareness in EI scores even after training completed. Also, Turner and Lloyd-Walker (2008) found that training in emotional intelligence increases self-awareness, job satisfaction, performance, and overall, EI scores. This impact relates to small businesses as they need to retain highly skilled employees is vital to continual success.

Additional studies have studied various aspects that emotional intelligence training affects job performances and employee satisfaction. McEnrue et al. (2009) found

that significant training of emotional intelligence will have a direct correlation with increased emotional awareness, job satisfaction, and job performance. McEnrue also found that individuals with a predisposition to seek and utilize feedback have a higher impact from emotional intelligence training. None-the-less all individuals trained significantly improve in overall EI scores.

Grant (2007) addresses similar issues as McEnrue in testing training effectiveness. Grant assessed if the amount of training correlates with increases in emotional intelligence increases. Grant evaluated a 13-week training course compared to a two-day session. In the study, Grant found that both courses improved coaching skills of participants but only in the 13-week class did the overall EI scores improve. Grant found that a long-term training program is best utilized to improve EI scores across the board for participants. It is also worthy to note that each researcher used Mayor Salovey emotional intelligence training guidelines in their study. Roy and Chaturvedi (2011) created the only notable survey conducted for the evaluation of the experience of individuals affected by EI levels. Roy and Chaturvedi found that individuals in jobs that have a high emotional component are higher in EI scores. Others with training having negligible effect in overall EI score.

Emotional Intelligence Opposition

Researchers argue that emotional intelligence is not a valid construct to correlate job performance to EI levels. Matthews et al., (2012) found that the varying definitions of emotional intelligence led to this very issue. Matthews found that EI is described as either

trait-based or ability based. As previously discussed, trait-based emotional intelligence is the foundation in personality, and ability-based emotional intelligence is a learned technique. Researchers have found a correlation between emotional intelligence and job performance (Brackett et al., 2011; Farh et al., 2012). However, others have found that no correlation exists (Joseph & Newman, 2010). One major issue is the validity of the measuring instrument used. In this regard, Mayor Salovey holds the most reliable and tested device (Mayer et al., 2012).

  Trait versus ability. Mayer et al., (2012) found that emotional intelligence is ability, whereas Goleman (1998) and Petrides (2010) found emotional intelligence is a trait related to personality. As Matthews et al., (2012) researched, this is one significant opposition to the validity of emotional intelligence as a training tool. Matthews further found that emotions and emotional awareness are subjective, making it difficult to access as an ability but not as a trait. Ability emotional intelligence as a trait is comparable to traditional intelligence assessments, but trait emotional intelligence is dependable on the participant's view or understanding of emotions (Fredrickson et al., 2012). These researchers' assertions mean that researchers must choose between the two types of emotional intelligence evaluations before engaging in a study. Trait-based emotional intelligence comprises effect related activities best assessed with self-report assessments, whereas ability-based emotional intelligence should typically evaluate with maximum-performance tests, (Di Fabio & Saklofske, 2014). Kaufman et al., (2013) studied the

noted confusion arising from the definition issues leading to a large variety of traits and abilities that encompassed a single test for scientific validity.

Job performance and Emotional intelligence Share a Connection. With researcher disagreeing on the benefit emotional intelligence may or may not bring to a workplace, Researchers have linked emotional intelligence with job performance. Antonakis et al., (2009) refuted this claim in their research by asserting that IQ is the dominant factor in forecasting job performance. Goleman's (1998) contradicted this in his work by arguing that emotional intelligence is more important than IQ. Joseph and Newman (2010) aligned with Antonakis et al., research by claiming that emotional intelligence does not reliably predict job performance.

Emotional Intelligence Measurement Instruments. When researchers do not agree with emotional intelligence not correlating with job performance, the measurement itself used an example of lack of consistency. Lee and Kwak (2012) noted that the lack of validity in the instruments used to measure emotional intelligence led to inconsistencies in the efficacy. Matthews et al. (2004) stated that the number of different emotional intelligence tests each measuring various aspects of emotions. Of the ten different tests used to measure emotional intelligence, half based on the Mayer Salovey model of measuring emotional intelligence (Matthews et al., 2012). Fiori and Antonakis (2011) and Fiori et al. (2014) contrasted this by stating outside of the MSCEIT, and no valid test exists to measure emotional intelligence. Chopra and Kanji (2010) found that models using emotional intelligence trait-based testing suffer validity due to self-reporting

techniques being subjective and easily falsified. In this test, emotional intelligence is not

being measured only used as a tool to develop a training plan for small businesses.

Leadership

In most research test to improve emotional intelligence, it referenced that the

study aims to increase job performance and leadership. Typically, three leadership

models are used in training or describing the managing style of an organization. The three

modern leadership theory types are Transactional Leadership, Laissez-faire leadership,

and Transformational leadership. Emotional intelligence links with transformation

(motivational) leadership. Zaccaro (2012) studied the work of Galton's 1869 work as the

first published study of leadership. Zaccaro believed that leadership traits are in people

from birth, and only exceptional people are capable of leading. In Galton's model,

Zaccaro noted that this was termed trait-leadership theory that studies the personal traits

and attributes of an individual, including physical characteristics.

Trait theory remained prevalent as Burnes and Cooke (2013) noted until Lewin's

study in 1938 established the three different leadership styles. Dinh et al. (2014) saw

leaders as having fixed leadership styles, and everyone should be matched to take

advantage of their leadership style. Hernandez et al., (2011) noted that the next

significant advancement in leadership theory came in 1974 by House and Mitchell.

House and Mitchell's work on path-goal theory argued that leaders could change their

leadership style. Vroom and Jago (2007) noted the similarity to Fiedler's work in that

each leader can choose a technique based on the situation present at the time dictating the leadership style used.

Transactional Leadership. Harms and Credé (2010) noted three facets of transactional leadership: contingent reward, active management by exception, and passive management by exception. Rezvani et al., (2012) described contingent reward as the traditional form of leadership composed of describing the reward should have objectives met. Rewards can vary depending on the situation but range from time off, praise, to awards. Chaudhry and Husnain (2012) described active management by exception is opposite with punishments given for failures. Groves and LaRocca (2011) described passive management by exception as managers who only get involved if a problem presents itself to them, but do not actively engage themselves in situations.

Laissez-Faire Leadership. Skogstad et al., (2014) considered this leadership style as dysfunctional of all leadership styles as the leader offers no guidance to employees. Amanchukwu et al. (2015) found that this leadership style is destructive in most cases. Laissez-Faire leadeship only blooms in situations where employees are highly skilled, motivated, and are already experts in their fields.

Transformational Leadership. Warrick (2011) noted that transformational leadership is motivational leadership in which leaders work to inspire works to improve their job, themselves, and others in the workplace. Leigh (2012) described this process as relying on trust that leaders are building employees up to create new leaders. Braun et al., (2013) found that creating a culture of empowerment employees is more creative than

usual in support of the leader. Bass and Riggio (2006) described transformational

leadership as having four elements: idealized influence, inspirational influence,

individualized consideration, and intellectual stimulation.

      Emotional Intelligence Connection. As previously stated, motivational

leadership and emotional intelligence are often grouped with emotional intelligence,

enhancing the leadership quality in transformational leadership (Mayer et al., 2012).

Goleman's (1998) work associates emotional intelligence and positive benefits to

transformational leadership. Leaders with higher emotional intelligence as the best at

leading in any organization. Hess and Bacigalupo (2011) stated that leaders make

decisions and leaders that are aware of their emotions and emotions in others are better

equipped to make quality decisions for the organization. Mittal and Sindhu (2012) noted

in the rapidly changing environment in organizations, constant change is part of the

culture and environment requiring leaders to change and adapt to change. Mittal and

Sindhu noted that the higher the emotional intelligence of leaders, the better they can

adapt to change and influence subordinates to do the same. Hess and Bacigalupo found a

direct relationship between transformational leadership and emotional intelligence, but

negatively related to laissez-faire leadership and transactional leadership.

      Unrelated researchers have shown emotional intelligence to have a positive

impact on transformational leadership. Meredith (2008) described this relationship as a

convincing connection linking to emotional intelligence and transformational leadership.

Warrick (2011) can define leadership as having emotional intelligence qualities like self-

awareness, social management, and relationship management. Leadership leans toward transformational leadership in organizations. Harms and Credé (2010) also stated that empathy is a critical component of emotional intelligence that positively aligns with transformational leadership.

Summary

This chapter reviewed concepts and definitions of emotional intelligence. The review included leadership styles affected by emotional intelligence regarding small business managers. As researched upon the leadership styles, emotional intelligence works with transformation leadership well. The ability to motivate employees is a vital aspect of lowering employee turnover in small utility companies.

Emotional intelligence is still a young concept that is finding validity in the scientific study for leadership improvement. Chopra and Kanji (2010) and Meisler and Vigoda-Gadot (2014) both credited Mayer, Salovey, and Caruso with originating the term emotional intelligence. Overall, the field of emotional intelligence is divided between the researchers who believe it is a trait-based concept related to the personality of the individual. The other half accepts the ability based as described by Mayer and Salovey. Both sides of the community believe in improvement through training. As shown in this research, three significant models exist, as outlined by Cherniss (2010): Goleman, Mayer-Salovey, and Bar-on.

With the number of tests given to measure emotional intelligence, the variety leads to issues with validity. Overall, most researchers agree that regardless of test used

emotional intelligence impacts positively job satisfaction and job performance. In general, researchers decided that, through training, emotional intelligence can be taught and improved in both leaders and subordinates. There is no correlation between emotional intelligence and an increase in job performance. The various instruments used to research EI cause researchers to question the validity of the effectiveness. Also, the varying definitions of emotional intelligence point to another area that causes emotional intelligence to be a valid independent area of study.

With the aspects of emotional intelligence having an impact on leadership styles, transformational leadership has shown the most significant benefit of having emotional intelligence training. With leadership theories ranging from one leadership style to fixed leadership traits, approaches have advanced with our increase in understanding of underlying influencing factors. Emotional intelligence has shown to have a positive impact on transformational leadership by researchers, increasing both job performance and job satisfaction. Rahim (2010) researched that emotional intelligence lowered stress in employees, improving performance, and satisfaction.

In small utility companies, managers are in charge to conduct functions and encounter employees from different job descriptions. In this regard, leaders need to be flexible and able to adapt to any situation that may arise. Emotional intelligence has been researched to impact this work environment making EI directly and positively an excellent training aid to small businesses. We know that in the current research, emotional intelligence impacts employee motivation and turnover passively. However,

what is not known is why small utility companies do not utilize these methods to affect

motivation and turnover in their companies. The next chapter will include a review of the

research methodology related to the research purpose.

Chapter 3: Research Method

Introduction

The purpose of this Delphi study is to develop a consensus on emotional intelligence in small utility companies in Georgia. Development of policy guidelines utilizing the Mayer-Salovey ability model of emotional intelligence as the lens to gauge responses and understanding of emotional intelligence by small business managers. Emotional intelligence widely acknowledges as a tool to lower employee turnover and increase motivation. However, the current gap in researching emotional intelligence as a development tool for policy in small businesses is absent. The Delphi study is a tool used to increase understanding of existing problems as well as provide solutions to these problems. The Delphi method is the best method to recognize the impact of higher employee turnover and lack of motivation in small utility companies in Georgia. This chapter will discuss my role as a researcher, the process to recruit participants, and data collection and analysis method to be used. Also, I reviewed a description of research design, reliability, and validity as it relates to the study.

Research Design and Rationale

The research questions explored in this study are as follows: What level of agreement is among a panel of small utility company managers in implementing emotional intelligence policy in small utility companies? This study will focus on managers in small utility companies in Georgia to form a consensus with the use of a Delphi study. The selection of the Delphi study was due to the limited information

currently available in current literature explaining this phenomenon. Due to this limited

available research, it is not clear as to why small utility companies do not utilize

emotional intelligence training. The Delphi method provides a framework to help me

understand the limited use of emotional intelligence training in small utility companies.

The Delphi method is suitable in this online inquiry for responses to a

questionnaire. The participants of the study will have an opportunity to arrive at a

consensus for the lack of emotional intelligence training policy for managers in small

utility companies. The Delphi method utilizes characteristics in the process. These

characteristics are repetition of rounds allowing participants to change opinions without

loss of validity of their responses, anonymity of respondents allowing for participants to

freely express their views without any outside pressure or pressure from other

respondents, controlled feedback that will enable members to view other respondents

views and change their views accordingly, and finally, statistical summary of the

respondents answers for analysis and explanation of the data collected (Diamond et al.,

2014; Hsu & Sandford, 2007; and Mullen, 2003). Diamond et al. (2014) suggested that a

typical study will consist of two or three iterations or rounds when using a homogenous

group. In this study, only managers of small utility companies were used, making the

group homogenous.

To meet the requirements of the Delphi method, I have procedures to implement

into the research design. The first procedure is the anonymity of each respondent. I plan

on contacting everyone by email one at a time and during responses in between rounds to

ensure no member of the panel has access to or can identify other respondents. Emailing will enable each respondent to freely make comments and change their minds based on feedback from the group without pressure associated with group interviews or responses (Mullen, 2003). I did not include names of respondents in any of the summarizations or feedback produced between rounds. Finally, all names were omitted from the final report provided to participants and in the study.

I conducted the Delphi study online, so the need for a physical location will not be needed. I contacted each panelist by email describing the nature of the study. Once the required number of panelists were reached to start the research, each panelist was contacted individually with a link to the questionnaire. Surveys was utilized to administer the three rounds of the questionnaire by email. The use of conducting an online study allowed the participants to be from across the state of Georgia and enabled participants to respond at their convenience.

To identify the best candidates for the Delphi study was a challenge. I had a prepared list of qualifications for each member to ensure the candidates were appropriate to validate the results. Contacting members through email, telephone, and letter was the method used to gather participants. The requirements of each panelist included current managers in small utility companies for a minimum of three years.

I contacted each representative of each utility company separately to ensure the anonymity of the study. Once I reached the desired 18 panelists, the review began. I contacted each company with the requirements to participate in the study. The

requirements are being a manager with three years' experience in managing small utility companies, preferable human resource manager, or experience.

Delphi Technique

The impact of unmotivated and unsatisfied employee's links to higher turnover ratios, as Cuéllar Molina et al., (2020), Hancock et al., (2013), and Park and Shaw (2013) found in their research. Yuntao et al., (2014) further showed in their study that the use of emotional intelligence in manager training lowered employee turnover by 13%. As Mahanta (2015) researched the lack of policy in small utility companies makes the implementation of emotional intelligence difficult. The general problem is that emotional intelligence is difficult for management in small businesses to implement due to a lack of policy. The specific problem is that small companies have no plan or consensus in place regarding the use of emotional intelligence training for managers.

Mahanta (2015) illustrates the need for a clear perspective on what emotional intelligence can bring to the work environment. The purpose of the Delphi study is the development of a consensus on working policy that small utility companies can utilize. The gap in the literature is the lack of policy in place that uses emotional intelligence in small businesses. Abdelmoniem and Osman (2020) indicated employees want or expect emotional intelligence from managers; managers viewed employee's emotions as unrelated to a manager's job duty.

This Delphi study were utilized to establish a consensus on emotional intelligence training by a panel of 18 managers in small utility companies in Georgia with no more

than one manager per company. This chapter will describe the research method used during the study. This chapter were composed of six main sections. In the first section, the research design will describe the research approach followed when conduction of the study. The next part of the chapter will describe the population and sampling method used to set criteria for selecting participants. In the instrumentation section, I discussed the description of the tool used to gather information from participants. The data collection segment describes data gathering for the study. The fifth section is the data analysis section, where I expressed and addressed the use of tools and approaches in examining data that was collected. The last part was a summary and a conclusion.

Role of the Researcher

A summary of the role of the researcher in any study has essential characteristics. The researcher must understand constructed experiences people have developed about their world. Also, the researcher is primarily responsible for all data collection and analysis. The gathering of data is used to build concepts, hypothesis, and theories (Merriam, 2002). The final role of the researcher is to describe their results in a highly articulated manner. As the researcher, I gathered data by analyzing the responses to each round of questions by the panelist. I sent out the questionnaire links for each round, analyzed responses, and facilitated each round to meet all time frames and schedules. In this study, I was entirely responsible for the entire Delphi process, including gathering the panelists for the study, developing each round of questions, a collection of all data,

and in-between feedback rounds, analyzing data, and final decoding of responses from each panelist.

One of the pitfalls in research is personal bias. To protect against this requires diligence and thoroughness on the part of a researcher. The main objective of the study is to produce an explanation of the data and methodology that can be reproduced by another researcher with comparable results (Skulmoski et al., 2007). Merriam (2002) and Skulmoski et al., described processes to guard against researcher bias. One process is triangulation using expert panelists which will provide a diverse data source. Also, I clearly defined the use of prior experiences and prejudices before the research.

Methodology

The Delphi study was first created in the early 1950s by two mathematicians named Dalkey and Helmer (Skulmoski et al., 2007). Donohoe and Needham (2009) described the Delphi technique as a tool used in any research form to create an interactive process with the purpose to develop goals, establish policy, predict future events, and for the study of policy in place. The Delphi study is useful in creating policy or agreement on topics when knowledge is lacking regarding the problem.

The use of the Delphi technique was used to bring about an understanding and aim to reach a consensus to affect company policy. Dalkey and Helmer (1951) argued that using a Delphi study is helpful when knowledge is lacking. Experts help understand lack of knowledge and make aware of the existence of the experience to the experts. In the use of a Delphi study, the essential characteristics of the method are anonymity of

participants, controlled feedback, multiple rounds or iterations of the study, and measured group responses (Diamond et al., 2014; El-Gazzar et al., 2016). Diamond et al., and El-Gazzar et al., described the Delphi design in the following steps, as related to the role of the researcher:

- The selection of the team to undertake and monitor the Delphi study over the research topic selected.

- Selection of panelists to participate in the research. Panelists need expertise in the chosen field of study.

- Development of first round of questions.

- The questionnaire is evaluated for bias, appropriateness, and relation to the chosen field.

- Questionnaire submitted to panelists following predesigned communication and collection procedures.

- Collection of data and analysis of the first round of responses.

- Feedback is given to panelists to enable modifications of first-round responses.

- Second round questions developed based on an analysis of first-round responses.

- Submission of the second round of questions following predefined communications and timing procedures.

- Collection of the second round of data, feedback allowance, and development of the final series of questions.

- The final round of questions submitted following predefine communications and timing procedures.

- Collection and analysis of final questions with feedback provided to panelists.

- Research generates and presents the conclusions of the data.

In the research, two main approaches using the Delphi technique. The first is the classical technique. This technique, as described by Diamond et al., (2014), is the typical three to four round questionnaire that uses an open-ended first round to tailor questions for the remaining rounds. After round one, the researcher develops questions delivered to the panel of experts in an iterative process where experts respond to the questionnaire. After round two, the researcher will compile and analyze information and send it to the panel of experts. Upon review, the group of experts were allowed to modify their initial responses of round two of the questionnaire. Modification happens during and after each round which provides time to review and revise reactions from the previous round. Changes occur until consensus is reached. The agreement is a 90% alignment of answers from the panel of experts within a standard deviation of the median. Typically, Mullen (2003) found the need for only three rounds as the most significant amount of consensus. Once the process is complete, the researcher can draw inferences or generalizations from the data analyzed.

The second technique is a modified Delphi technique that relies upon review of the literature and guidance from experts in the field to formulate the first round of questions. This approach does reduce the time involved in the first round of questions due

to not having open-ended questions for the panel of experts. The downside is that with limited information on emotional intelligence in small utility companies, the use of this approach is not applicable in this study.

Benefits and Liabilities of the Delphi Technique. The benefits and liabilities of a Delphi research methodologies are possibly numerous. A Delphi study is simple to use compared to most research methods. When conducting a study, the advanced statistical skills are not necessary for the design, implementation, or analysis of the study. With the Delphi study asserted anonymity of the panel of experts provides the confidentiality that can cause barriers in other studies. As seen by Diamond et al., (2014) this anonymity can overcome the reluctance by the panel of experts to state unpopular views, concerns on disagreement, and willingness to change opinion on a subject.

Sandrey (2008) found that in addition to the above benefits, one of the strongest is the participant's motivation to be part of the study. During the proper conductions of the Delphi study, participants can develop a sense of involvement with the research as the panel of experts can feel as they are conducting the study themselves. This aids in participants working toward finding a solution with the panel in developing policy or guidelines during the study. Sandrey noted that participants are found to be more effective and efficient in a Delphi study due to the nature of how the research is conducted.

El-Gazzar et al., (2016) and Mullen (2003) found that the use of current research may be lacking when objective data is not present, or lack of evidence presents one

standard solution to the problem. However, the Delphi approach can overcome these barriers in providing scientific evidence to support the research. As with my study, the ability to conduct experimental research could be difficult or even raise ethical issues. The use of the Delphi technique can overcome these challenges to provide confidential information aiding in the development of policy.

Liabilities of the Delphi Technique. As with any study, the obligations exist just as the benefits do. The most significant responsibility is the researcher. During the iteration process, the researcher has heavy involvement with analyzing, processing, and gathering of data. As seen by Donohoe and Needham (2009) and Sandrey (2008), personal bias can influence the way feedback is given to panelist influencing their decision in modifying or changing original responses. Also, the time responses of the Delphi study can cause limited participation from the individuals. The time required by the researcher to gather data, analyze data, and process the information by the researcher makes the study difficult to manage by the researcher to ensure that panelist receive feedback and next round of question within the period of the study. To avoid bias on the researcher's part, the use of letting participants review their answers to update the opinion of the group aids in eliminating bias (Diamond et al., 2014; & Hoogervorst et al., 2013). The ideal participation rate is 18 participants to achieve the absolute number of data points that make results valid and dependable as seen by researchers (Diamond et al., Mullen et al.,).

Participant Selection Logic

In this study, the panel will comprise of 18 experts in small utility companies in Georgia. For the gathering of the panelists, I collaborated with the nonprofit Georgia 811. Georgia 811 was created to track and maintain all underground utilities in the State of Georgia. Georgia law requires utility lines, power or water must mark the area before digging. Utility companies serve on the board for Georgia 811. By contacting this nonprofit, I gained access to hundreds of managers and experts in small utility companies in Georgia. The panel had to meet specific criteria for consideration on the board.

1. Work experience in a small utility company of 10 years or more.

2. One year of experience with hiring, firing, or employee evaluation.

3. Manager position or higher in the current utility company.

4. Willingness to remain objective

5. Highly interested in employee growth through emotional intelligence use.

These criteria will ensure that selected experts in utility companies who have had previous experience dealing with employees through one of the three processes listed. Yuntao et al., (2014) research that the use of emotional intelligence is vital in these areas of employee involvement with the organization and this study aims to bring about policy change in these areas.

Instrumentation

The development of items for each round of questions the researcher must follow good practices in determining length, importance, and unambiguous of the research as

Clibbens et al., (2012) researched. In a Delphi study, the development of the first round

of questions comes from multiple sources. One source is a pilot study that utilizes experts

to guide the development of the first round of questions. Clibbens et al., (2012)

researched ways to develop the first round of questions through the careful research and

examination of the literature to create the first round of questions. In this study, I

carefully examined the literature to develop the following open-ended questions

regarding emotional intelligence in small utility companies instead of the use of a pilot

study.

1. What is your definition of EI?

2. What is the perception of managers about EI?

3. How does the EI of managers in small utility companies influence duties?

4. How is EI used by managers in small utility companies during daily operations?

The second round of questions consists of topics and themes developed from the

first round of questions. During the second round of questions, all participants will have a

chance to review answers from round one with an opportunity to add, edit, or change

their responses based on the original answers from round one. From this final selection,

the questions from round two were rated items in order of most important to least

important with encouragement on writing rationale behind the reason given. From these

answers were collected analyzed, and themes developed further for reaching a consensus.

All participants were allowed to review, edit, and modify responses once again before the

start of the third and final round. For the final round, participants were given a similar

approach to round two in ranking items of importance with additional encouragement to include practical applications for their reasoning. This final round will aim to achieve consensus within the group and develop an effective policy that the majority agree.

Procedures for Recruitment, Participation, and Data Collection

In this study, a panel of 18 experts will aim for gathering to keep with the use of a Delphi study. Sandrey (2008) stated in reviewing current literature it notes that often time's participants cannot meet all three rounds of requirements so having a more considerable number of participants on hand ensures that the end goal gives the minimum number of participants needed for validity and reliability. In this regard, the start of the study may require 18 participants. The use of randomly selected participants is not allowed in a Delphi study (Diamond et al., 2014). The need for experienced and suitable participants recognizes as the standard for a Delphi study. In this study, the criteria for each participant to be included in the study ensures quality participants for the Delphi study (Diamond et al., 2014; and Skulmoski et al., 2007). In this study, it requires that all participants have experience in study. Experience in the field of study leads to the selection of individuals who have met the selection criteria process outlined in the participant selection process. The use of a pilot study is invalid in this research. Sandrey (2008) found that when a Delphi study is conducted in an area with limited experts, the use of a pilot study cannot be conducted.

Data Collection

The Delphi process is different from most data gathering in studies. The Delphi

study is frequently distributed using email or via the Internet. I collected data through

email from contacting panelist to responses from each round of the study. During the

Delphi method, individual emails were used to communicate with each small utility

manager ensuring privacy. Emails were sent individually to participants to ensure

anonymous communication between myself and panelist. Individually contacting each

participant also maintains the confidentiality of the process. By maintaining

confidentiality in the questions and response, the experts will provide clear and honest

answers to preserve the integrity of the study.

The online service provided by Surveymonkey.com were used to distribute the

questionnaires and gather responses from participants. This service will aid in the

confidentiality of the participants as SurveyMonkey.com safeguards all questions and

answers. I have reviewed the tools used on Survey Monkey and found a user-friendly

interface that will aid in a smooth data collection. Round one will consist of one or more

open-ended questions for participants to respond to honestly. The second round will

consist of a series of closed-ended questions that respondents can rank in order of

importance or significance. The final round will consist of summaries of the survey with

participants having the opportunity to agree with the final consensus. In between rounds,

I submitted the questions to IRB for review. During each round, I provided two to three

weeks for the duration of the round. For round one, two, and three one week was given to

participants to answer the questions established. For the second week, all responses were gathered and analyzed. During this time, I coded the various themes developed from the experts' opinions to improve the questions or summary for the participants to view and revise their opinion during the third week.

An email was sent to remind panelists of the period to complete the questionnaire if there has not been a response by the end of the first week. I also allowed three extra days to complete the questions in case of any conflict of schedules. It is noted by Diamond et al., (2014) that non-responses are typically low in Delphi studies as participants have agreed to participate ahead of time. A direct reason for a late response should be easy to acquire because of the knowledge of identity. Diamond et al., and Skulmoski et al., (2007) found attrition tend to be small in Delphi study.

Data Analysis Plan

Data analysis will consist of hand-coding answers of each round from questionnaires to develop primary themes. Round one will take one week to analyze and hand code data. Then one additional week were used in the development of questions for round two. Themes were coded by hand and with the aid of software such as Atlas or QDA Miner after round one of the questionnaires. After the coding of data items and themes, I developed questions into a closed-ended format for series two that panelists were asked to rank in order of importance or significance. The ranking was utilized to format data for round three in which consensus is achieved (Hsu & Sandford, 2007). Data from round two took one week after all responses are submitted. I analyzed data for the

median and mode of the response. Consensus was determined when 90% of respondents

reached similar conclusions. I completed the study in three months or less. Completion

depended on the speed of respondents to each round of questions.

Upon completion of the study, I gave all participants a final summary of the

consensus. Participants were informed of the purpose again, and that data collection from

them was complete for the study. I included gift cards to all participants with thank you

letters for their participation with the study to all involved during the entire procedure.

<div style="text-align:center">Issues of Trustworthiness</div>

In every research study, four factors help to ensure that the article is trustworthy.

The four factors include credibility, transferability, dependability, and confirmability.

These are qualitative concepts used in describing the level of quality in research finding.

In the following section, I address each topic to outline the plan incorporating a solution

to meet the requirements of each subject and my role as a researcher in the Delphi design.

Credibility

The credibility of a research topic is associated with the truthfulness of the article

as well. When conducting a Delphi study, researchers have found that the first round of

questions is vital to credible research (Ab Wahid & Grigg, 2022; Diamond et al., 2014).

The first round of questions should be open and broad without leading the panelists down

a predetermined path. In addition to the first round of questions, Skulmoski et al., (2007)

researched that it is essential to have the right panel of experts, correctly communicate

requirements of the study to participants, and have the initial set of questions proper for

the study. To address each of the issues, I implemented a set of requirements to meet the expertise of the panelists, I had detailed communication procedures for the panelists to ensure communications were fluid and collaborated with experts in addressing the initial questions helping to refine the first round of questions. Initially, I planned to have over 100 potential panelists contacted to be in the study with a final goal of 18 in the study to allow for any participants withdrawing during the study. Skulmoski found that an appropriate number of participants strengthens the credibility of a Delphi study.

Transferability

Instrument testing in a Delphi study is a vital way of increasing the validity of the study overall. Clibbens et al., (2012) claimed one way of performing this task is through the testing of the instrument in multiple ways. One method of evaluating the device in a Delphi study is through a pilot test for the first round of questions. In this study, the use of emotional intelligence is not researched in small businesses, often eliminating the validity of a pilot study. However, as Clibbens et al., also claimed, the use of having the panel of experts to validate the researcher's interpretation of crucial factor variables ensures the validity of the study. In this study, I aimed to develop the first round of open-ended questions through an analysis of existing research on emotional intelligence and verified through factor variable verification from the panel to ensure the interpretation of the data.

Dependability

Typically, in qualitative research, reliability and validity are subjective (Ab Wahid & Grigg, 2022). In qualitative research, logical measures can be taken to increase the value of research. In a Delphi study, the expert panelist helps conceive the credibility of the study through the integrity of the participants. With the selected participants for the study being experts in small utility companies, I can establish the reliability and validity of the research.

After each round, I was providing a summary of the group's views for the panelist to comment on and change their views. This use of review by panelist ensures the validity of the data by having the experts validate data instead of myself. Also, I used detailed descriptions throughout the process, maintaining an observation journal of my thoughts and observation. Triangulation was performed by each panelist, serving as a data source. Member checking was another validation technique that was performed by each expert reviewing the summary from the other panelist after each round. Bias clarification is the description of all prejudices or bias I have as the researcher before the study.

Confirmability

Miles et al., (2014) researched that the methods executed in data gathering, analysis, participant selection, and conclusion need to be outlined explicitly by the researcher. In the Delphi design, this allows the researcher to meet the requirements of confirmability. Also, the researcher needs to be aware that they are a facilitator and not a participant. Miles et al., (2014) stated this guideline aids in removing bias from the

research as data is collected directly from participants. Also, Donohoe and Needham

(2009) found that the Delphi method allows honest and rational expression of opinions by

panelist without influence by a dominating panelist. However, Donohoe and Needham

stated that even a Delphi study is not free from bias as the researcher needs to be critical

of analysis misinterpretation. Bias has led to the rationale of the first round of questions

established by careful examination of the literature.

Ethical Protection of Participants

I had my research questions and summary submitted to IRB for approval.

Submission ensured following the protection of each participant. Questions developed for

series two and overviews for each round were sent to IRB for approval during each

round. Each participant received an email with an approved consent form that outlined

the nature of the study, how each participant was anonymous, the function they

performed as a participant, and my responsibility as the researcher. Data storage was

local to avoid a breach of confidentiality. I expected all ethical issues in this study to be

nominal, and no protected classes were studied. All participants were volunteer based

with no pay or persuasion used. All participants must be informed of the characteristics

of the study to accept or reject the opportunity to participate to avoid ethical issues

(Leedy & Ormrod, 2005).

<div align="center">

Summary

</div>

Yuntao et al., (2014) found that managers who use emotional intelligence in

managerial duties increase overall employee production. The Delphi design is used to

further research and have discussions on practical training and use of emotional

intelligence in small utility companies. The expert panel was used to provide judgment

and guidance on training solutions in small utility companies. The use of the Delphi

design is for anonymity and efficient policy changes using the discovery of expert's views

on the given subject. Chapter three included the Delphi participant's selection criteria and

guidelines, data collection methods, and how validity were kept in the study. The results

from the Delphi study were shown and analyzed in Chapter four

Chapter 4: Results

The purpose of this Delphi study was to determine if a consensus could be developed on the use of emotional intelligence training for managers in small utility companies in Georgia. With that goal in mind, the following research questions were developed:

Research question 1: What level of agreement is among a panel of small utility company managers in implementing emotional intelligence policy in small utility companies?

Research question 2: What level of consensus will the Delphi study achieve among managers in small utility companies regarding an acceptable level of emotional intelligence training for managers in small utility companies?

This chapter will detail the research method including, data collection, demographics, the setting for the research, analysis, and trustworthiness of the study. For the research, each round of the Delphi study was presented and analyzed with a final summary of the results at the end.

Research Setting

This study was conducted online exclusively with contact by phone was conducted on a limited number of participants for the study. Due to the nature of this study limited information was gathered on participants outside of them confirming they met the requirements outlined in the participant recruitment letter. If any conditions exist that influenced the participants in any way, they remain unknown to the researcher.

Demographics

In this study, a panel of 18 experts was the aim for gathering to keep with the use of a Delphi study. The participants did not submit any data to age, sex, or identifying markers. The only requirements given were that each participant was three years' experience as a small utility company manager. Sandrey (2008) stated in reviewing current literature it notes that often time's participants cannot meet all three rounds of requirements so having a more considerable number of participants on hand ensures that the end goal gives the minimum number of participants needed for validity and reliability. In this regard, the start of the study may require 18 participants. The use of randomly selected participants is not allowed in a Delphi study (Diamond et al., 2014). The need for experienced and suitable participants recognizes as the standard for a Delphi study. In this study, the criteria for each participant to be included in the study ensures quality participants for the Delphi study (Diamond et al, 2014; Skulmoski et al., 2007). In this study, it required that all participants have experience as a manager to qualify as a study participant. Experience in the field of study leads to the selection of individuals who have met the selection criteria process outlined in the participant selection process. The use of a pilot study is invalid in this research. Sandrey (2008) found that when a Delphi study is conducted in an area with limited experts, the use of a pilot study cannot be conducted.

Data Collection and Analysis

In this section I discussed the collection and analysis of data in this research dissertation. In the first round of the Delphi study, I presented participants with three open ended questions. From these questions I hand coded the finding three different themes present. Based on this data I developed round two questions in a Likert format of ten questions in which participants were asked to answer based on if they agreed or disagreed. The final round of questions was developed using the responses from round two to narrow down the questions based on participants responses. In the following sections this information was explored and explained in further detail.

Hand Coding of Round one Responses

The following responses from respondents were used in the hand coding of the interview responses. The participants did not submit any data to age, sex, or identifying markers. The only requirements given were that each participant was three years' experience as a small utility company manager. The study identified 25 participants at first with only 20 agreeing to the first round of the study. Of the 20 only 18 responded within the period given for answering questions from round one of the studies. From these 18 responses three major categories were developed. In each of the categories the repeated usage of the terms such as time constraints, manager's duty, and benefits were used. Below is each category and examples of the sentences used by participants. The following questions were asked of participants during the first round of the study:

1. What is your definition of EI?

2. What is the perception of managers about EI?

3. How does the EI of managers in small utility companies influence duties?

4. How is EI used by managers in small utility companies during daily operations?

These four questions led to three distinct themes that were present in the responses. The following themes became apparent during the coding of the data: time, manager's duty, and benefits versus disadvantages. Each theme was explored further with responses given from participants. The following Figure 1 showed these main themes further:

Figure 4 Word Cloud

Time. From the responses given by participants the primary theme pulled was

time. This came in the form of participants worried about not being able to fulfill current duties, too many duties to have extra time for EI, and extended workloads in small utility companies leaving no time for EI management. The following table illustrates this:

Table 1 Delphi Theme Time

Theme	Participants	Reponses
Time	P1	a. If I spent all my time worrying about my employees' problems, I wouldn't get anything done
	P2	b. Managers in small companies are faced with workloads that extend beyond what a larger company manager may have to deal with
	P4	c. This leaves less time to perform such task as being HR on top of all our duties.
	P6	d. Most small companies I have worked with HR does an excellent job of performing EI duties for employees as most of my work history has been in companies under 100 employees freeing up time to perform jobs assign to me.
	P8	e. Having to do time management, ordering supplies, scheduling, dealing with customers, and more leaves no time for dealing with emotions of employees outside what is required to perform their duties.
	P9	F As managers we have many jobs to do and do not have time to do extra that is not really proven to work
	P10	g. I just don't feel we as managers have the time to get extra training for problems outside our job duties and scope of our company production
	P11	h For me time constraints limit how much managers can utilize such training like EI
	P12	i. In small companies we must wear many hats as managers, workers, motivators, scheduling, and ordering inventory leaving little time for managing emotions.
	P14	j. This leaves many of us managers without time to incorporate emotional support for employees that may not be our job in the first place

Manager's Duty. The following table 2 illustrates that the second common theme was Emotional Intelligence is outside of manager's duty. The participants responses

demonstrated the importance of overloaded with responsibilities currently and felt that

adding to that was too much for them. In addition to not having the time to perform these

duties they felt that it was not the duty of the managers to begin with.

Table 2 Delphi Theme Managerial Duty

Theme	Participants	Responses
Managerial Duty	P1	a. My management skills have been about numbers, job skills, getting things done as quickly as possible. My goal was to get the job done, no matter what. This left out the emotional part of my life, and the employee's lives
	P2	b. With an additional thing to worry about, it seems production would slow not increase
	P3	c. It could potentially create chaos when trying to assign duties.
	P4	d. To me I believe I utilize EI already as it is a natural ability that makes managers effective
	P5	e. When either learning to be a manager through work experience or schooling EI is just part of being able to recognize potential problems employees may experience
	P6	f. I believe that EI is not really the duty of the managers as problems that cause productivity drops of employees are normally resolved by HR
	P7	g. I do see EI as something that is outside the scope of management unless in HR and receiving special training that we typically don't have time to add to our schedules or workloads.
	P8	h. Outside of our natural ability I do not see extra training as part of managers job duties or scope of our managerial duties

Theme	Participants	Responses
	P9	i. Having to perform duties outside of normal management duties without time to deal with issues that small companies already have a solution for employees through HR
	P10	j. If EI were implemented as a training tool, I believe more managers would get on board with this form of management
	P11	k. Several of the management positions I have been in requires some form of improvement training every couple of years for managers. Typically, it ends up being something that we are used to or already know like time management, employee optimization of skills, and similar such skills
	P12	l. Training for emotions normally falls outside this scope
	P13	m. This leaves many of us managers without time to incorporate emotional support for employees that may not be our job in the first place

Benefits/Disadvantage. The last theme derived from the hand coding was the benefit versus disadvantages of using Emotional Intelligence. Overall participants felt that having managers add Emotional Intelligence training to their jobs added no benefit but brought about too many disadvantages. In Table 3 these responses are shown for the coding from the open-ended questions from round one of the Delphi study.

Table 3 Delphi Theme Benefits/Disadvantages

Theme	Participants	Responses

Advantage Disadvantage	P1	a. It opens managers up to being taken advantage of by employees
	P2	b. I did not see any increase in operations, but I could be wrong
	P3	c. I think EI is beneficial in life because of the thought process within our lives
	P4	d. To me I believe I utilize EI already as it is a natural ability that makes managers effective
	P7	e. I understand how current technology has led to problems arising in employees on a more daily basis due to receiving bad news, good news, or other issues instantly instead of after the workday.
	P8	f. This increase has resulted in more than usual mood changes in employees, but typically employees are mature enough to still be productive and get through the workday.
	P10	g. I feel it is misunderstood by some but, if proper training were implemented, managers could have a better output from their employees.
	P13	Looking back on some of the tasks I assigned to employees, I can see that my use of EI (in the form of understanding, listening, and empathy) has been helpful

As a manager I can see usefulness in management being able to collaborate with

my employees to enable them to perform their job better is always a positive. Given the

way participants described time constraints, emotions falling outside current job duties,

not believing in the benefit of EI, and similar terms used I manage to narrow down their responses to three fields of time, manager's duty, and benefits or disadvantages.

These three categories have led me to formulate the next round of questions for the participants to answer on a Likert scale to determine if a group view of emotional intelligence already exist that may hinder the training of managers in the use of EI. The first level of coding I simply looked for key words that were used over and over. In this case time and duty became clear from the get-go. Participants described benefits or disadvantages that may not have used the exact key work but fell into such a category. In addition, the usage of the work skill was often used in describing part of the manager's duty that participants felt negatively about. After reviewing the 15 responses the three categories used above resulted in the best categories that response fell into. With this information and using prior research I formulated the questions for round two to determine if managers have the time, any perceived benefits, and if such training falls within their job duties.

Hand Coding Round Two Delphi Answers

During round two of the Delphi study, I received 18 participants responses. The following is the percentages for each question that respondents answered.

Table 4 Delphi Round Two Questions and Responses

Question	Percent Agreed	Percent Disagreed	Percent Neither agreed nor disagreed

1. **Managers have time to incorporate emotional intelligence training into their schedule**	22	73	5
2. **Emotional intelligence management is within the scope of manager's duties.**	17	78	5
3. **Incorporating emotional intelligence training in small business would be beneficial for the organization.**	83	12	5
4. **Managing employee's emotions should be considered for decreasing key employee turnover rates.**	78	10	12
5. **You would be willing to pursue emotional intelligence training for your organization.**	6	89	5
6. **You would be willing to propose the idea of adding emotional**	11	89	

intelligence training to your organization.			
7. **Managers and employees can both benefit from emotional intelligence training in your organization.**	23	67	10
8. **Emotional intelligence training should be implemented for all employees.**	34	55	11
9. **Emotional intelligence training is not needed in your organization.**	67	23	11
10. **You believe that more is needed than emotional intelligence training to reduce employee turnover and increase job satisfaction for employees.**	95	0	5

Round Two Results. As shown in the table above the overall responses from participants is that Emotional intelligence is not needed, beneficial, or the duty of the managers. The results led to a small round three questions that really focused the first two

round responses to determine if the overall themes derived from the first two rounds
would result in a consensus among the group of participants. The next section looks like
the last round of the Delphi study and how participants responded to each question asked.

Hand Coding Round Three Delphi Answers

The following is the final round of Delphi questions and responses. The final
round only consisted of five questions which focused the entirety of the first two rounds
into focus for round three. As shown in Table 5 a consensus was reached regarding not
wanting Emotional intelligence as a training tool in small utility companies. The
following table 5 showed each question and response.

Table 5 Delphi Round Three Questions and Responses

Questions	Percent Agreed	Percent Disagreed	Percent Neither agreed nor disagreed
1. Emotional intelligence is one of many tools that can be used in small businesses to reduce employee turnover and increase employee productivity.	90	5	5
2. Managers should not be responsible for additional	95	0	5

emotional support on top of current managerial duties.			
3. Emotional intelligence as a companywide training would be a greater benefit than only as tool for managers.	84	5	11
4. Managers should not be required to undertake emotional intelligence training.	90	5	5
5. You would be willing to partake in a companywide emotional intelligence training versus managers only training.	95	0	5

Evidence of Trustworthiness

In every research study, four factors help to ensure that the article is trustworthy. The four factors include credibility, transferability, dependability, and confirmability. These are qualitative concepts used in describing the level of quality in research finding. In the following section, I address each topic to outline the plan incorporating a solution to meet the requirements of each subject and my role as a researcher in the Delphi design.

Credibility

The credibility of a research topic is associated with the truthfulness of the article as well. When conducting a Delphi study, researchers have found that the first round of questions is vital to credible research (Ab Wahid & Grigg, 2022; Diamond et al., 2014;). The first round of questions should be open and broad without leading the panelists down a predetermined path. In addition to the first round of questions, Skulmoski et al., (2007) researched that it is essential to have the right panel of experts, correctly communicate requirements of the study to participants, and have the initial set of questions proper for the study. To address each of the issues I implemented a set of requirements to meet the expertise of the panelists, I had detailed communication procedures for the panelists to ensure communications were fluid and collaborated with experts in addressing the initial questions helping to refine the first round of questions. Initially, I planned to have over 100 potential panelists contacted to be in the study with a final goal of 18 in the study to allow for any participants withdrawing during the study. Skulmoski found that an appropriate number of participants strengthen the credibility of a Delphi study.

Transferability

Instrument testing in a Delphi study is a vital way of increasing the validity of the study overall. Clibbens et al., (2012) claimed one way of performing this task is through the testing of the instrument in multiple ways. One method of evaluating the device in a Delphi study is through a pilot test for the first round of questions. In this study, the use of emotional intelligence is not researched in small businesses, often eliminating the

validity of a pilot study. However, as Clibbens et al., also claimed, the use of having the panel of experts to validate the researcher's interpretation of crucial factor variables ensures the validity of the study. In this study, I aimed to develop the first round of open-ended questions through an analysis of existing research on emotional intelligence and verified through factor variable verification from the panel to ensure the interpretation of the data.

Dependability

Typically, in qualitative research, reliability and validity are subjective (Ab Wahid & Grigg, 2022). In qualitative research, logical measures can be taken to increase the value of research. In a Delphi study, the expert panelist helps conceive the credibility of the study through the integrity of the participants. With the selected participants for the study being experts in small utility companies, I can establish the reliability and validity of the research.

After each round, I was providing a summary of the group's views for the panelists to comment on and change their views. This use of review by panelists ensures the validity of the data by having the experts validate data instead of myself. Also, I used detailed descriptions throughout the process, maintaining an observation journal of my thoughts and observation. Triangulation was performed by each panelist, serving as a data source. Member checking was another validation technique that was performed by each expert reviewing the summary from the other panelists after each round. Bias

clarification is the description of all prejudices or bias I have as the researcher before the study.

Confirmability

Miles et al., (2014) researched that the methods executed in data gathering, analysis, participant selection, and conclusion need to be outlined explicitly by the researcher. In the Delphi design, this allows the researcher to meet the requirements of confirmability. Also, the researcher needs to be aware that they are a facilitator and not a participant. Miles et al., (2014) stated this guideline aids in removing bias from the research as data is collected directly from participants. Also, Donohoe and Needham (2009) found that the Delphi method allows honest and rational expression of opinions by panelist without influence by a dominating panelist. However, Donohoe and Needham stated that even a Delphi study is not free from bias as the researcher needs to be critical of analysis misinterpretation. Bias has led to the rationale of the first round of questions established by careful examination of the literature.

Ethical Protection of Participants

I had my research questions and summary submitted to IRB for approval. Submission ensures following the protection of each participant. Questions developed for series two and overviews for each round were sent to IRB for approval during each round. Each participant will receive an email with an approved consent form that will outline the nature of the study, how each participant was kept confidential, the function they will perform as a participant, and my responsibility as the researcher. Data storage

was local to avoid a breach of confidentiality. I expect all ethical issues in this study to be nominal, and no protected classes were studied. All participants were volunteer based with no pay or persuasion used. All participants were informed of the characteristics of the study to accept or reject the opportunity to participate to avoid ethical issues (Leedy & Ormrod, 2005).

Study Results

After conducting this study, I developed a consensus on managers thoughts and beliefs about emotional intelligence training in small utility companies. The Round one of the questionnaires was an open-ended type of questions with only three questions to answer. From the responses given I developed three main themes among the participant that formed the subsequent round of questions using a Likert scale of answering. The results of this qualitative data analysis for each round were discussed in this section.

Round one

In the table listed below the result of the participants answers to round one show how each theme was reached. The participants had remarkably similar thoughts and views on how time constraints, managerial duties, and the benefit versus disadvantage of emotional intelligence could be used in their organization. As shown in Table, 75% of participants felt that emotional intelligence training was not their duty, the participants did not have the time to use or implement it, and participants felt that no major advantage would arise from such training.

Round two

This round I developed ten questions based on the results from round one. The Table list the questions with response percentages for each question. As the Table and the participants demonstrated 73% of participant felt that managers did not have time to incorporate emotional intelligence training into their managerial roles. Other key take aways included 78% agreeing that emotional intelligence training falls outside of their managerial duties, 83% agreeing no benefit would arise from emotional intelligence training, and 89% agreeing they would not pursue any emotional intelligence training in their organization.

Round three

In this round of the study questions were more narrowly defined to gather participants thoughts and beliefs on emotional intelligence training for each theme that was developed in round one. The level of consensus reached in round three was enough to make any further rounds unnecessary (Diamond et al., 2014; El-Gazzar et al.,, 2016). In table the questions and responses for each question are listed. Overall participants agreed that emotional intelligence could be a useful tool companywide, however participants felt that due to their time constraints and current job duties that emotional intelligence training just for managers was not a benefit or needed. In each round of the Delphi study the common factors remain consistent throughout the survey. Managers believed that emotional intelligence training for managers was not needed and fell outside

their current job duties but remained opened to the idea of a companywide training or policy for everyone to use.

Research Question Results

From the results of the study, I was able to conclude that managers are in consensus on a companywide policy for emotional intelligence training. For my primary research question the goal was to determine if managers could agree on a policy for small utility companies regarding emotional intelligence training for managers. The results demonstrated to the researcher that participants do not want a policy for managers only, however, are open to a companywide policy for emotional intelligence training. Table displays the results of the research questions and how participants responded during the survey.

Summary

In this chapter I discussed the collection of data from the Delphi study presented in the dissertation. Three rounds of online questions were used to conduct the survey with a set of 18 panel experts in small utility company management in Georgia. The data collection outlined the results of the study in how the experts felt that the use of emotional intelligence training for managers resides outside the job scope of managers and time constraints managers are under. The primary research question was answer in that managers felt that the use of emotional intelligence training would be benefit for the entire company not only managers, and the second research question was answer in that managers did not develop or consent to the use of emotional intelligence training as an

added aspect of managerial training. Data analysis showed the manager's reluctance to recommend or develop any emotional intelligence training in small utility companies. These results stem from heavy workloads that managers said they are already under and the general feeling of emotional intelligence being outside of their job duties. The following chapter will provide the general summary and conclusion to this study.

Chapter 5: Conclusion

The purpose of this Delphi study was to gain consensus on the importance of having policies that accentuate emotional intelligence in managers inside small utility companies in Georgia. Emotional intelligence has shown to provide significant benefits when implemented in small businesses (Mahanta, 2015; Yuntao et al., 2014). In this study, I summarized the use of emotional intelligence in the workplace, the research problem, the purpose of the study, the significance of the study, and the research methodology. After conducting the research my research questions were answered not in the way I expected but showed that managers believe that emotional intelligence training is outside their job duties. The following sections of this chapter will detail the limitations faced, future recommendations for research, and significance of this study.

Interpretation of the Findings

In this research I identified the impact on organizations from unmotivated and unsatisfied employees link to higher turnover ratios, as Cuéllar Molina et al., (2020), Hancock et al., (2013), and Park and Shaw (2013) found in their research. Yuntao et al., (2014) further indicated in their study that the use of emotional intelligence in manager training lowered employee turnover by 13%. Due to the limited research on emotional intelligence training in small utility companies this Delphi research's aim was to develop a consensus on small utility companies on the use of emotional intelligence training for managers. The results were that managers believe emotional intelligence training is beyond the scope of their managerial duties, believe they do not have the time to perform

such duties, and the benefits of such training do not outweigh the disadvantages such training would impose on their day-to-day job duties.

Limitations

Limitations are influences that occur which are out of the researchers' control. A limitation of this study involves the participants and if they provide honest answers provided through online survey questions. Diligence and thoroughness on my part as a researcher helped protect against bias. Concentration on the data analysis and methodology as the main objective of the study allows other researchers to produce comparable results (Skulmoski et al., 2007). Processes to guard against researcher bias can include triangulation using expert panelists, expert response to summaries, and detailed descriptions throughout the entire process. Also, define prior experiences and prejudices before the research. I took specific measures when gathering information from participants to help increase the number of honest answers needed to conduct the study with validity.

Recommendations

This study demonstrated two things in that managers perceive that they are overworked to the point of not wanting to add any more training and that managers are not fully aware of the benefit emotional intelligence has been shown to have in the workplace (Mahanta, 2015). For a future study it would be recommended to evaluate employee motivation and satisfaction then compare it after an emotional intelligence training for managers and even employees after a given period of six to 12 months. This

can assess the statistical different that emotional intelligence may or may not bring to small companies. In addition, by comparing motivation of employees and turnover ratios after emotional intelligence has been implemented can lead to advancements in the research. By conducting on hand training and research greater impact may be reached compared to online survey conducted in this study.

Research and training on the limitations of smaller companies in being fully aware of what emotional intelligence training is or how it works is needed. In this research participants reached out with no idea on what emotional intelligence is or how it works. A firsthand approach with training can lead to greater awareness and even acceptance from small organizations.

Significance

The use of emotional intelligence by managers gives them the ability to motivate and capitalize on an employee's skills. Managers are no longer just giving orders but are expected to teach, guide, and motivate employees (Goleman, 1998; Raelin & Raelin, 2011). Currently, there is limited research regarding the development of emotional intelligence in managers in small utility companies. Ybarra et al., (2014) stressed that breakthroughs in emotional intelligence are not adequately utilized in managerial training of managers in small businesses. To change this, Ybarra et al., recommended an innovative approach that can give greater insight into how to utilize and realize the benefits of emotional intelligence. This innovative approach may bridge the gap in understanding the level of importance that a manager's emotional intelligence training

plays in employee satisfaction. The critical aspect of this study was dependent on a sample group of managers in small utility companies with the aim to form a consensus on emotional intelligence training policy.

The social change aspect of this study is that employees might be able to become more involved in organizations. Ângelo et al., (2020) researched that emotional intelligence enables managers to adapt to new cultural and economic changes positively. Employees could provide a more significant impact in their place of work and help bring about innovation and positive social change through their work. Carn (2019) and Turnipseed and Vandewaa (2012) indicated that emotional intelligence accounts for up to 50% of the control variable for employee behavior and showed that employees become better in the workplace, more motivated, and better in the community. The resulting positive social impact is to improve emotional intelligence training in managers. Increased employee motivation and community involvement can lead to social change in the workplace and the community.

Summary

It is vital to document the impact of unmotivated employees throughout small businesses. As discussed, the use of emotional intelligence policy in small businesses can lower turnover rates in small businesses. Emotional intelligence has been linked to reducing employee turnover, higher motivation, and increase productivity in businesses (Yuntao et al.,, 2014). However, in emotional intelligence research thus far investigating the issues with the implementation of emotional intelligence policies have not been done.

The purpose of this Delphi study was to gain consensus on the importance of having policies that accentuate emotional intelligence in managers inside small utility companies in Georgia.

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Appendix A: Consent Form

Subject: Developing Consensus in Small Utility Companies with use of Delphi Study

Dear Sir or Madam,

I am a doctoral student at Walden University, and I wish to invite you to take part in my research study about the importance of policies that accentuate emotional intelligence in managers. As a current expert in managerial roles in small utility companies you have been selected as a participant in this study. My goal is for a panel of experts to achieve a consensus on importance of emotional intelligence policies in manager training. This form is part of the process called informed consent" to be sure you understand the study before deciding whether to take part.

Background Information: The purpose of this Delphi study was to gain consensus on the importance of having policies that accentuate emotional intelligence in managers inside small utility companies in Georgia.

Procedures: If you agree to partake in this study, you were asked to participate in four rounds of questionnaires conducted via Survey Monkey. The first round of the questionnaire will take 30-45 minutes with the remaining rounds taking only 15-30 minutes each round.

Voluntary Nature of the Study:

This study is voluntary. You are free to accept or turn down the invitation. If you decide to be in the study now, you can still change your mind later. You may stop at any time.

Risks and Benefits of Being in the Study:

This study has no risk of your wellbeing. The study may bring about minor discomfort in participating in the type of study discussing use of emotions in managerial duties. Ângelo et al., (2022) noted that the benefits of the study are to contribute to positive social change in small businesses by aiding in the understanding of how emotional intelligence may or may not be used in small utility companies.

Payment: No payment was provided in exchange for participation in this study.

Privacy: Reports coming out of this study will not share the identities of individual participants. Details that might identify participants, such as the location of the study, also will not be shared. The researcher will not use your personal information for any purpose outside of this research project. Data were kept secure by placing password protection on all files and on the computer where the data were stored. Data were kept for a period of at least 5 years, or as required by the university.

Obtaining Your Consent

If you feel you understand the study well enough to want to participate, please indicate your consent by replying to this email with the words, "I consent."

Respectfully,

Nathaniel Holloway

Appendix B: Participation Invitation Letter

Dear Invitee,

My name is Nathaniel Holloway. I am a doctoral student with Walden University. I am requesting your participation in my research study. The study is titled: Developing Consensus in Small Utility Companies with use of Delphi Study. The purpose of this Delphi study was to gain consensus on the importance of having policies that accentuate emotional intelligence in managers inside small utility companies in Georgia.

This study involves four rounds of questions that were sent to you via email. Participation is completely voluntary, and you may withdraw at any time during the study. As a participant your identity were completely confidential with no personal information being included in the study.

If you would like to participate, please contact me directly at the information found below. Thank you for your time as your participation can provide greater insight in leadership in small utility companies.

Thank you for your time!

Sincerely,

Nathaniel Holloway, Doctoral student, Walden University,

Appendix C: Interview Questions

1. What is your definition of EI?

2. What is the perception of managers about EI?

3. How does the EI of managers in small utility companies influence duties?

4. How is EI used by managers in small utility companies during daily operations?

Appendix D: Permission Request

SurveyMonkey and IRB Guidelines

With students conducting research via SurveyMonkey the platform allows the use of

its software for students if the terms and conditions are abided by. SurveyMonkey is

often used by doctoral students for their research. The guidelines for using

SurveyMonkey as a tool to survey participants are as follows according to the IRB:

Obtaining Written Permission to Conduct Research Using SurveyMonkey

SurveyMonkey can be used to assist with getting the approvals you need to perform

your student research. SurveyMonkey can provide written permission to submit during

the IRB to evidence permission to use the SurveyMonkey platform to conduct your

research: Permission to Conduct Research Using SurveyMonkey (PDF)

Secure Transmission

It is important to use SSL encryption. Sensitive data is required to be protected as

communication is used between participants and researchers.

In addition, SurveyMonkey disables IP address tracking to make the survey anonymous.

Informed Consent

Providing a consent form on the first page of the survey from SurveyMonkey ensures

participants are informed of the use of the site. SurveyMonkey stamps the responds of

consent to ensure a record is there for researchers to verify participants consent. Include a

consent form on the first page of your survey. In the survey all participants can answer no

response to maintain their ability to forgo answering questions if desired. During the survey participants were allowed to withdraw from the survey at any point.

Database and Server Security

• SurveyMonkey Privacy Policy

• Security Statement

HIPAA Compliance

If any participant needs to be a covered entity regulated by the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and want to collect protected health information in your health and well-being surveys, please see HIPAA Compliance at SurveyMonkey for more details.

SurveyMonkey and IRB Guidelines. (n.d.)

Appendix E: Permission to use Goleman Model

Nathan Holloway   Tue, Jul 28, 10:00
                                                         AM (1 day ago)

to Liz

Hello Liz,
I am currently a PhD. candidate with Walden University and studying emotional
intelligence in small business. I would like to use a chart from Mr. Goleman's book
showing the different elements of emotional intelligence. I am only looking for
permission to use the chart in my background portion of my research showing the
different types of emotional intelligence measuring methods and accompanying charts
showing the different elements of each method. Thank you for your time and input.

--
Thank you,
Nathan Holloway

Liz Solomon   Tue, Jul 28, 11:53
                                                         AM (1 day ago)

to me

You may use anything from the book if it is properly cited.
Warmly,
Liz

Elizabeth Solomon
Assistant to Daniel Goleman

Appendix F: Permission to use Mayer-Salovey Model

Case #01133540 - FW: Pardot Form: Contact Us: Annual & PPU Services for

Rightsholders - [ref:_00D30oeGz._5004Q22QaMA:ref]

Tue, Jul 28, 10:09

AM (1 day ago)

to me

Dear Nathan,

Thank you for your reply and additional information.

I understand that you would like permission to reuse a table from the article, "Emotional

Intelligence: Theory, Findings, and Implications", in your dissertation.

To obtain permission to reuse this article, simply do the following:

- Click HERE to go to the RightsLink permissions page

- On the redirect page, select your intended use from the drop-down menu.

- To complete the request, simply complete the Quick Price Estimate page and then

click Continue.

- Most fields have an orange that you can click on at any time if you are not sure about that field during the process.

Kindly note that you may be given a message that you do not need to request permission to reuse this article in a thesis or dissertation. In the event you receive this message, simply attached a print screen of this message to your dissertation.

I trust the above were of help to obtain the permission you require and hope you have a fantastic day further.

Best Regards,

Lee

Lee Ferns

Customer Account Specialist

Copyright Clearance Center

ref:_00D30oeGz._5004Q22QaMA:ref

--------------- Original Message ---------------

From: Nathan Holloway

Sent: 7/28/2020 9:49 AM

To:

Subject: Re: Case #01133540 - FW: Pardot Form: Contact Us: Annual & PPU Services

for Rightsholders -

Hello Lee,

Sorry for the late reply. I have been extremely busy. The Doi number of the article in

mention is as follows: doi:10.1207/s15327965pli1503_02. The item in question is a chart

showing the different elements of emotions. I am using a modified version that I designed

which incorporates the data in the chart mentioned above. Thank you for any help you

can provide.

On Tue, Jul 28, 2020, at 8:57 AM wrote:

Dear Nathan,

I hope you are having a great day! My name is Lee, and I am writing to you from

RightsLink, a service of Copyright Clearance Center (CCC). I'm following up on an

email sent to you on the 24th of July 2020 regarding a permission request you would like

to submit.

As mentioned in my previous email, please can you provide me with the article title or

DOI number where this material appears in so I can look it up in our system and see what our available options are.

Please may I ask if you could please respond by the end of business tomorrow, the 29th of July 2020, to avoid this case being closed as "unresolved".

I trust the above is in order and look forward to hearing from you soon.

Warm Regards,

Lee

Lee Ferns

Customer Account Specialist

Copyright Clearance Center

--------------- Original Message ---------------

From:

Sent: 7/24/2020 10:22 AM

To:

Subject: Case #01133540 - Re: Permission to reuse Mayer-Salovey Model in dissertation

-

Dear Nathan,

Thank you for reaching out to Copyright Clearance Center's RightsLink service, where we act on behalf of publishers in providing permissions to our customers. Availability of permissions can vary depending on the publisher and its type. My name is Lee and I am happy to assist you with your request today.

In order for me to best assist you with this query, I kindly ask you to provide me with the article title or DOI number where this material appears in so I can look it up in our system and see what our available options are.

We offer republication permissions through our RightsLink and Marketplace services. RightsLink can be accessed directly through the article page by clicking on the "Rights and Permissions" (or similarly named) button.

However, the Publisher did not enable RightsLink on their website, you can try

requesting permission through our Marketplace service. Visit, search for the publication title or article you are interested in, and then select "Request Permission".

You were prompted to select your intended use from the drop-down options, provide details of the portion you would like to use, and information about your new work. For an overview on how to place a request for permission on Marketplace, please view this tutorial (less than 4 minutes):

Kind regards,

Lee

Lee Ferns

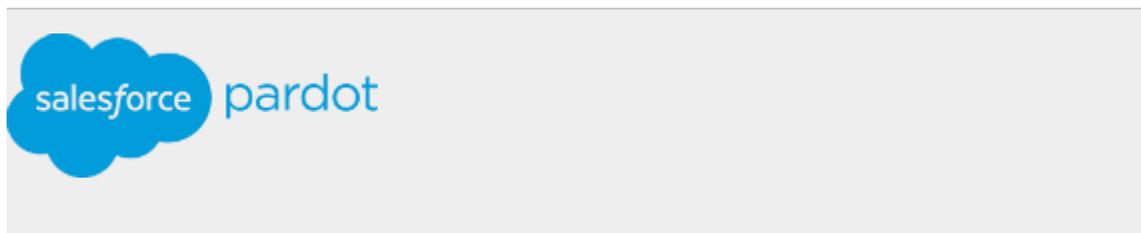Customer Account Specialist

Copyright Clearance Center

From: Pardot

Sent: Tuesday, July 21, 2020 7:48 PM

To:

Subject: Pardot Form: Contact Us: Annual & PPU Services for Rightsholders

Pardot Form Notification

View Prospect

Form Submission: Contact Us: Annual & PPU Services for Rightsholders

Field	Value
First Name	Nathaniel
Last Name	Holloway
Company	Walden University
Email	
Phone	
Country	United States
State	Georgia
Lead Source	

Website Inquiry Question	I am writing my dissertation and need to find out where and what I need to fill out for permission to use the Mayer-Salovey Model, and other models. Thank you for your time. Nathan
Lead Type	
Lead Source Most Recent	
Campaign Source	

--

Thank you,

Nathan Holloway

This message (including attachments) is confidential, unless marked otherwise. It is intended for the addressee(s) only. If you are not an intended recipient, please delete it without further distribution and reply to the sender that you have received the message in error.

ref:_00D30oeGz._5004Q22QaMA:ref

Appendix G: Permission to use Bar-On Model

Betty Mangos   Wed, Jul

                                                               22, 6:49

                                                               AM

to

Hello Nathan,

Thank you for your email. I hope that you are well.

I am not quite sure what you need? Would you like to use the EQ-i 2.0 for your research?

Thank you,

Betty

BETTY MANGOS

Permissions & Licensing Specialist

EMAIL.

-----Original Message-----

From: bounce+nathaniel.holloway <bounce+nathaniel.holloway> On Behalf Of

Nathaniel Holloway

Sent: July 21, 2020 7:54 PM

To: RnD_PF

Subject: Contact from Website

From: Nathaniel Holloway

Email:

Phone:

Message:

Hello.

I am writing to find out how to get permission to use the Bar-On Model in my

dissertation. Can you help guide me where to request this?

Thank you so much,

Nathan

This mail was sent

6

Nathan Holloway <   Tue, Aug 4, 8:26

AM (6 days ago)

to RnD_PF

Thank you, Betty, yes if allowed I would like to replace my existing chart with the one you provided me.

2 Attachments

Betty Mangos   Tue, Aug 4, 9:07

AM (6 days ago)

to me

Hi Nathan,

You certainly can use the EQ-i 2.0 Model.

Please complete the attached Permissions Application.

I have highlighted the sections that you will need to complete to make this easier for you.

I have also attached the model that you can use.

The EQ-i 2.0® Model

Appendix H: Delphi Round 2 Questions

Emotional Intelligence questionnaire round two

For the following questions please rate each question on a scale from one to five for the following answers: 1= strongly disagree   2= disagree   3=neither agree nor disagree   4 = Agree   5= strongly agree

1. Managers have time to incorporate emotional intelligence training into their schedule.

1= strongly disagree   2= disagree   3=neither agree nor disagree   4 = Agree   5= strongly agree

2. Emotional intelligence management is within the scope of manager's duties.

1= strongly disagree   2= disagree   3=neither agree nor disagree   4 = Agree   5= strongly agree

3. Incorporating emotional intelligence training in small business would be beneficial for the organization.

1= strongly disagree   2= disagree   3=neither agree nor disagree   4 = Agree   5= strongly agree

4. Managing employee's emotions should be considered for decreasing key employee turnover rates.

1= strongly disagree   2= disagree   3=neither agree nor disagree   4 = Agree   5= strongly agree

5. You would be willing to pursue emotional intelligence training for your organization.

1= strongly disagree   2= disagree   3=neither agree nor disagree   4 = Agree   5= strongly agree

6. You would be willing to purpose the idea of adding emotional intelligence training to your organization.

1= strongly disagree   2= disagree   3=neither agree nor disagree   4 = Agree   5= strongly agree

7. Managers and employees can both benefit from emotional intelligence training in your organization.

1= strongly disagree   2= disagree   3=neither agree nor disagree   4 = Agree   5= strongly agree

8. Emotional intelligence training should be implemented for all employees.

1= strongly disagree   2= disagree   3=neither agree nor disagree   4 = Agree   5= strongly agree

9. Emotional intelligence training is not needed in your organization.

1= strongly disagree   2= disagree   3=neither agree nor disagree   4 = Agree   5= strongly agree

10. You believe that more is needed than emotional intelligence training to reduce employee turnover and increase job satisfaction for employees.

1= strongly disagree   2= disagree   3=neither agree nor disagree   4 = Agree   5= strongly agree

Appendix I: Delphi Round 3 Questions

Emotional Intelligence questionnaire round three

For the following questions please rate each question on a scale from one to five for the following answers:

1= strongly disagree   2= disagree   3=neither agree nor disagree   4 = Agree   5= strongly agree

1. Emotional intelligence is one of tools that can be used in small businesses to reduce employee turnover and increase employee productivity.

1= strongly disagree   2= disagree   3=neither agree nor disagree   4 = Agree   5= strongly agree

2. Managers should not be responsible for additional emotional support on top of current managerial duties.

1= strongly disagree   2= disagree   3=neither agree nor disagree   4 = Agree   5= strongly agree

3. Emotional intelligence as a companywide training would be a greater benefit than only a tool for managers.

1= strongly disagree   2= disagree   3=neither agree nor disagree   4 = Agree   5= strongly agree

4. Managers should not be required to undertake emotional intelligence training.

1= strongly disagree   2= disagree   3=neither agree nor disagree   4 = Agree   5= strongly agree

5. You would be willing to partake in a companywide emotional intelligence training versus managers only training.

1= strongly disagree   2= disagree   3=neither agree nor disagree   4 = Agree   5= strongly agree

Appendix J: IRB approval

Dear Nathan Holloway,

This email is to notify you that the Institutional Review Board (IRB) has approved your application for the study entitled, "Developing Consensus in Small Utility Companies with use of Delphi Study," for the first round of your Delphi study <u>only</u>. The subsequent surveys will need to be submitted for review and approved by the IRB before you can conduct your subsequent data collection.

Your approval # is 08-04-21-0468755. You will need to reference this number in your dissertation and in any future funding or publication submissions. Also attached to this e-mail is the IRB approved consent form. Please note, if this is already in an on-line format, you will need to update that consent document to include the IRB approval number and expiration date.

Your IRB approval expires on August 3, 2022 (or when your student status ends, whichever occurs first). One month before this expiration date, you will be sent a Continuing Review Form, which must be submitted if you wish to collect data beyond the approval expiration date.

Your IRB approval is contingent upon your adherence to the exact procedures described in the final version of the IRB application document that has been submitted as of this date. This includes maintaining your current status with the university. Your IRB approval is only valid while you are an actively enrolled student at Walden University. If you need to take a leave of absence or are otherwise unable to remain actively enrolled, your IRB approval is suspended. Absolutely NO participant recruitment or data collection may occur while a student is not actively enrolled.

If you need to make any changes to your research staff or procedures, you must obtain IRB approval by submitting the IRB Request for Change in Procedures Form. You will receive confirmation with a status update of the request within 10 business days of submitting the change request form and are not permitted to implement changes prior to receiving approval. Please note that Walden University does not accept responsibility or liability for research activities conducted without the IRB's approval, and the University will not accept or grant credit for student work that fails to comply with the policies and procedures related to ethical standards in research.

When you submitted your IRB application, you made a commitment to communicate both discrete adverse events and general problems to the IRB within 1 week of their occurrence/realization. Failure to do so may result in invalidation of data, loss of academic credit, and/or loss of legal protections otherwise available to the researcher.

Both the Adverse Event Reporting form and Request for Change in Procedures form can be obtained on the Tools and Guides page of the Walden website: https://academicguides.waldenu.edu/research-center/research-ethics/tools-guides Doctoral researchers are required to fulfill all of the Student Handbook's Doctoral Student Responsibilities Regarding Research Data regarding raw data retention and dataset confidentiality, as well as logging of all recruitment, data collection, and data management steps. If, in the future, you require copies of the originally submitted IRB materials, you may request them from Institutional Review Board.

Both students and faculty are invited to provide feedback on this IRB experience at the link below:

Sincerely,
Libby Munson
Research Ethics Support Specialist
Research Ethics, Compliance, and Partnerships
Walden University

Dear Nathaniel,

This e-mail serves to inform you that your request to have an extension for the study # 08-04-21-0468755 has been approved. You thus have one year to gather the data for your study and your new expiration date is August 1, 2023. One month before this expiration date, you will be sent a Continuing Review Form, which must be submitted if you need to collect data beyond the new approval expiration date. Also attached to this e-mail is the revised consent form which contains the new IRB expiration date. If this consent form is already in an on-line format it will need to be revised to reflect the new expiration date.

Both students and faculty are invited to provide feedback on this IRB experience at the link below:

Sincerely,
Libby Munson
Research Ethics Support Specialist
Research Ethics, Compliance, and Partnerships
Walden University