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Employee Perceptions of Emotional Intelligence Among Managers

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Walden University
2017

Abstract

by

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MBA, Davenport University, 2004

BBA, Davenport University, 2003

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

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Management

Abstract

Efficient managers influence the success and performance of organizations, in contrast to inefficient managers who may negatively affect employee motivation, productivity, stress levels, job satisfaction, and performance. Managers' ability to recognize emotions can positively affect employee motivation, job satisfaction, and performance, which is likely to decrease employee turnover. The purpose of this phenomenological research was to explore the perceptions among employees regarding their managers' EI in relation to employee motivation, job satisfaction, and performance in the Northern Virginia (NOVA) area. The presence of managers' EI skills was explored based on the emotional abilities to facilitate, understand, perceive, and manage emotions. Snowball sampling was used consisting of 20 employees from the NOVA area. The data were collected using in-depth face-to-face semi-structured interviews. Coding and categorizing of interview responses facilitated their thematic analysis. Findings from this sampling suggested that those employees who experienced managers with EI skills reported increased levels of motivation, job satisfaction, and performance. In contrast, those employees from the sampling who experienced managers with a lack of EI skills reported decreased levels of motivation, job satisfaction, and performance. These findings could contribute to positive social change in the workplace focusing on the potential for positive change in human resource, leadership, management, and higher education. The findings could also indicate how these skills help increase employees' motivation, job satisfaction, and performance, as well as effectively manage employee turnover, and improve organizational success.

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Dedication

Thank God, I have accomplished my dream. Thanks to all the devoted people in my life that supported and believed in me throughout this journey. Thanks to my wonderful and loving husband, Anwar Krajah, for his love, support, patience, and encouragement through every step. Thanks to my amazing children Nora and Noor Krajah for their love, patience and tremendous support. Thanks to my loving parents who always encouraged and inspired me to never, stop learning, despite all the atrocious circumstances. Thanks to my siblings and extended family members and friends who believed in me. Thanks to my friends, students, and coworkers for their endless support and encouragement. Thanks to my dissertation Chair, Dr. Salvatore "Sal" Sinatra, thanks to my Committee Member Dr. Janice Spangenburg, and thanks to my URR Dr. Godwin Igein for their encouragement and enormous support. Thanks, to Walden University's teams' effort and support for making this achievement possible. Finally, yet importantly, thanks to all participants for their remarkable contributions to my research.

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Chapter 1: Introduction to the Study

Emotional intelligence (EI) remains relatively new. In 1990, Mayer and Salovey coined the term, but it originated in McClelland's (1973) research, which compared the distinguishing competencies between exceptional employees and mediocre employees. In 1995, Goleman popularized EI when comparing EI with the more traditional intelligence quotient (IQ). Researchers have found that individuals' personal and professional success can be determined by measuring cognitive intelligence (e.g. IQ), (Bradberry & Greaver, 2009; Singh, 2013a). Researchers have now recognized the significance of EI skills and capabilities and its crucial influence on leadership success (Brackett, Rivers, & Salovey, 2011; Bratton, Dodd, & Brown, 2011; Davis, 2011).

According to Singh (2013a), Njoroge and Yazdanifard (2014), managers' ability to recognize intrapersonal emotions and react appropriately depends on their own level of EI. Organizational effectiveness increases when managers use EI competencies. Fisher (2013) reported that efficient managers are more capable of leading and motivating employees than inefficient managers who can cause employees to feel insecure and stressed (Singh, & Dubey, 2011), reduce productivity, and suppress innovation.

Nixon, Harrington, and Parker (2012) found a positive correlation between EI skills and leadership performance. The researchers noted the importance of leadership and its effect on organizational performance. Nixon et al. (2012) related that further research needed to understand the relationship among leadership, performance, and EI skills. Numerous studies used standardized EI measures to assess managers' self-reported

EI capabilities and skills. Limited research explores the perceptions of employees in relation to their managers' EI and how it affects their motivation, job satisfaction, and performance. In this phenomenological research study, I explored the perceptions among employees regarding their managers' EI in relation to employee motivation, job satisfaction, and performance.

Disseminations of the findings of this study directed at human resource managers, organizational leaders and managers, educators, and employees may provide further insight into the EI phenomenon, which may improve managers' EI skills and capabilities. This knowledge may improve employee motivation, job satisfaction, and performance, which may reduce employee turnover and improve organizational success. Chapter 1 includes the background of the study, problem statement, purpose of the study, research questions, conceptual framework, nature of the study, definitions, assumptions, scope and delimitations, limitations, significance of the study, summary, and transition.

Background of the Study

With regard to the history of EI, Killian (2012) reported that in 1920, Thorndike described the concept of *social intelligence*, which is the ability to get along with other people. In contrast to IQ, Thorndike believed EI skills could be another important human factor in assessing other forms of intelligence. According to Cherry (2014), in the 1940s, Wechsler suggested that affective components of intelligence may be essential to success in life. Cherry further that related in the 1950s, Maslow described how people could build emotional strength. In 1975, Gardner introduced the concept of multiple intelligences

and, in 1985; Payne introduced the term *emotional intelligence* in a doctoral dissertation. In 1987, Beasley used the term *emotional quotient* in an article and, in 1990, Salovey and Mayer published their article on EI. In 1995, Goleman popularized the EI concept when comparing EI with the more traditional IQ.

EI plays an increasingly important role in leadership as managers learn to empathize and effectively communicate with subordinates by making adjustments and allowances for their subordinates' personal circumstances, skills, and abilities (Martinuzzi, 2014; Zenger & Folkman, 2002). The EI of managers can influence organizational performance (Goleman, Boyatzis, & McKee, 2002). Managers with high EI can gain trust and enthusiasm for the task they are delegating (Chen, 2006; Whipple, 2012). Managers who treat each employee as an individual can reduce turnover rates and increase employee motivation, job satisfaction, and performance (Malik, 2013; Singh, 2013a).

The organization's ability to identify and address problematic levels of EI among management could decrease turnover rates and increase profitability (Batool, 2013). Employee turnover is costly (Kesseler, 2014) for organizations as the associated costs of recruitment and training are time consuming and result in a loss of productivity, making it necessary for organizations to identify and develop emotionally intelligent managers (Bacon, 2013; Jacobs, 2012). Employees often choose work environments that offer the least amount of stress (Martel, 2002). When changing organizations, employees may consider the type of leadership within each organization, as they may prefer managers

who consider their personal circumstances and cares for them as individuals (Gardner & Stough, 2003). As a result, organizations are more effective if managers are trained to provide personal care and development to employees (Pernick, 2001). A review of literature indicated that research is focusing specifically on the perceptions of employees regarding their managers' EI in relation to employee motivation, job satisfaction, and performance not been adequately addressed; therefore, in this study I addressed the gap.

Problem Statement

Several theorists and scholars proclaimed that managers' ability to recognize and regulate self as well as others emotions is an essential skill that influcnes leadership, manamgent style, employee's motivation, performance, and job satisfaction (Brackett et al., 2011; Malik, 2013; Njoroge & Yazdanifard, 2014; Zampetakis & Moustakis, 2011). Efficient managers influence organizations' success and performance, which is in contrast to inefficient managers who may negatively affect employee motivation, productivity and stress levels, job satisfaction, and performance (Celik, 2013; Fisher, 2013; Houghton, Wu, Godwin, Neck, & Manz, 2012: Pokrop, 2014). Managers' poor performances cause employees burnout and turnover to increase (Fisher, 2013; Frenkel, Sanders, & Bednall, 2013). According to Jacobs (2012), employee job satisfaction is often linked to turnover rates. Employees who are satisfied with their jobs tend to stay, whereas those who are dissatisfied often look for new positions. Jacobs (2011) reported that the cost to replace and hire new staff might be as high as 60% of an employee's annual salary, whereas the total costs of replacement, including training and loss of

productivity, can range from 90% to 200% of an employee's annual salary. These expenditures can be difficult to absorb, whether an organization is a small company or a large global firm.

Managers' EI skills influences their actions and reactions through their communication styles (Malik, 2013), which transmit messages to employees and team members throughout the organization (Conrad, 2014; Singh, 2013a; Wziatek-Stasko, 2011). Armstrong (2009) noted that communication is an important tool used by managers to interact with employees and is a fundamental element of leadership. Managers communicate with employees to motivate, guide, and influence them. Sigmar et al. (2012) reported that leaders who gave written or verbal messages to employee decreased employee negative emotions. The use of emotional messages physically affects the human brain and the way employees feel towards leaders and organizations (Harder et al., 2014).

An abundance of research uses standardized EI tools to assess managers' self-reported EI capabilities and skills; however, research is sparse regarding the perceptions among employees regarding their managers' EI and how it affects their motivation, job satisfaction, and performance. Owing to the significance of manager's EI and employee motivation, job satisfaction and performance, a study is needed that explores the perceptions of employees regarding their managers' EI in relation to employee motivation, job satisfaction, and performance.

Purpose of the Study

The purpose of this qualitative phenomenological research study was to explore the perceptions of 20 employees regarding their managers' EI in relation to employee motivation, job satisfaction, and performance in Northern Virginia (NOVA) area. Four organizations including my current and a previous employer rejected my request. This is the reason I selected the snowball method to find potential participants. I used Salovey and Mayer's (1990) EI definition. According to the researchers, *emotional intelligence* is defined "as the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (Salovey & Mayer, 1990, p. 189). Employees occupy a unique position by interfacing between managers and other employees. This positioning enables them to provide insight into the phenomenon of managers' EI and employee motivation, job satisfaction, and performance.

Research Questions

I explored the perceptions of 20 employees regarding their managers' EI in relation to employee motivation, job satisfaction, and performance in NOVA area. In this phenomenological research study, I addressed one central research question: What are the perceptions among employees regarding their managers' EI in relation to employee motivation, job satisfaction, and performance?

I considered four sub-questions:

1. Concerning managers' EI, what evidence supports the presence of EI based on the emotional ability of perceiving emotions?

2. Concerning managers' EI, what evidence supports the presence of EI based on the emotional ability of understanding emotions?

3. Concerning managers' EI, what evidence supports the presence of EI based on the emotional ability of managing emotions?

4. Concerning managers' EI, what evidence supports presence of EI based on your motivation, job satisfaction, and performance?

Conceptual Framework

Salovey and Mayer's (1990) four- branch model of EI, Bar-On's (2000) model of emotional-social intelligence (ESI), and Goleman's (1998) emotional competencies model served as the conceptual frameworks for this phenomenological research study.

Table 1. *Conceptual Framework*

EI models serve as the conceptual frameworks for this phenomenological research study		
Salovey & Mayer's (1990) Four branch model of EI	Bar-On's (2000) model of emotional-social intelligence (ESI)	Goleman's (1998) emotional competencies model
• perceiving emotions • facilitating thought • understanding emotions • managing emotions	• intrapersonal skills • interpersonal skills • adaptability • stress management • general mood	• self-awareness • self-management • social awareness • relationship management

Note. EI, emotional intelligence; ESI, emotional-social intelligence

I provide a brief overview of the models in this section with a more detailed explanation in Chapter 2. Mayer and Salovey considered EI to be a unique form of social intelligence that is distinct from IQ, personality, character, disposition, and technical skill (Leo, 2014). Salovey and Mayer (1990) defined *emotional intelligence* "as the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions" (p. 189). Salovey and Mayer's four-branch model assessed EI as ability based measure (Mayer & Salovey, 1997; Salovey & Mayer, 1990). According to Mayer, Salovey, and Caruso (2002), the four branches of EI are perceiving emotions, facilitating thought, understanding emotions, and managing emotions. I discuss these four branches in detail in Chapter 2.

With regards to Bar-On's (2000) model of ESI, the Bar-On assessment tool for EI is called the Emotional Quotient Inventory (EQ-I), which measures both social and emotional behavior and is currently the most widely used measured of these two areas (Bar-On, 2004). The ESI model provides the theoretical basis for the EQ-I, which was originally developed to assess various aspects of this construct and to examine its conceptualization (Bar-On, 2006). Bar-On (2006) stated that the ESI model "is a cross section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands" (p. 3). Bar-On (2000) also reported that

the Bar-On model of EI includes five general areas of skills, which I discuss further in

Chapter 2:

- Intrapersonal skills,

- Interpersonal skills

- Adaptability

- Stress management

- General mood

    With regards to Goleman's (1998) emotional competencies model, Goleman

(1995) compared EI with IQ and this popularized the EI concept. Goleman defined

emotional intelligence as the ability to recognize and decode emotions and the feelings of

self and others (Sadri, 2012). Goleman (1998) reported that emotional competence is a

learned capability based on EI, which results in performance excellence. Based on

competency research, Goleman et al. (2002) presented a model of EI, which includes 18

competencies organized into four clusters, which I discuss in further detail in Chapter 2:

- Self-awareness

- Self-management

- Social awareness

- Relationship management

Nature of the Study

    The purpose of this phenomenological research study was explore employee

perceptions of managers' EI as it relates to motivation, job satisfaction, and job

performance in NOVA area. I chose the phenomenological research design because it uses individuals' *experience*s to obtain rich descriptions of a reaction to an event or phenomenon; thus, allowing for multiple facets of the issue to be understood and revealed by the researcher (Creswell & Miller, 2000). The data I collected for this study included, in depth face-to-face, semi-structured interviews with 20 employees in NOVA area. I concluded interviews in a private meeting room at a local public library.

I study used snowball-sampling technique and the target sample constituted 20 potential participants from the NOVA area. Potential male or female employee participants in NOVA area included individuals who met the selection criteria and reported to a manager at their jobs. I initially contacted potential participants by email, telephone, and face-to-face conversations, and given or sent an invitation letter to participate in the study and asked to recommend other employees who meet the selection criteria and who might be willing to take part in the study (see Appendix A). I used the snowball sampling technique until the required number of 20 participants was reached or until saturation occurred. I transcribed interviews and analyzed each transcript using NVivo11 computer software. The software facilitated the identification of themes and provided annotation for the codes and categories. I conducted the syudy in accordance with the parameters established by Walden University's Institutional Review Board IRB (12-10-15-0117386) to ensure the ethical protection of research participants. In Chapter 3, I further discussed the nature of the study.

Definitions

Ability model or four branch model of emotional intelligence (EI): Refers to Salovey and Mayer's (1990) four branch model of EI, which includes perceiving emotions, facilitating thought, understanding emotions, and managing emotions (Mayer et al. 2002).

Burnout: A prolong response symptom of chronic emotional exhaustion and interpersonal stress on the job due to cynicism, inefficacy, depersonalization, and reduced personal accomplishment at work (Beheshtifar & Omidvar, 2013).

Emotional competency model: This refers to Goleman's (1998) model, which defined *emotional intelligence* as the ability to recognize and decode emotions and the feelings of self and others (Sadri, 2012). EI includes social and personal emotional competences skills. Personal competence includes self-awareness and, self-management skills, and it refers to the ability of remaining aware of personal emotions and manages behavior and moods. Social competence includes relationship management skill and refers to the ability to understand other's behavior, and moods to improve the quality of personal relationships (Bradberry, 2012).

Emotional intelligence (*EI*): *Emotional intelligence (EI)* is defined "as the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (Salovey & Mayer, 1990, p. 189).

Emotional-social intelligence (*ESI*): Refers to Bar-On's (2000) model of ESI, which is defined as "a cross section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands" (Bar-On, 2006, p. 3).

Employee retention: "A systematic effort by employers to create and foster an environment that encourages current employees to remain employed by having policies and practices in place that address their diverse needs" (Work and Family Research Network, 2014, para. 1).

Intelligence quotient (*IQ*): A numeric test score, which measures an individual's cognitive and academic abilities (National Institute of Health, 2014).

Job satisfaction: Employee satisfied feelings after a positive appraisal or recognition of an accomplishment and a job well done at workplace (Ahmad, Alsharqi, Sindi, & Rhbeini, 2014).

Leadership style: This pertains to the behavior of leaders where they use a particular style to achieve organizational goals (Denhardt, Denhardt, & Aristigueta, 2009; McColl-Kennedya & Anderson, 2005).

Mixed model: Refers to Bar-On model of ESI, which provides the theoretical basis for the EQ-I, originally developed to assess various aspects of this construct as well as to examine its conceptualization (Bar-On, 2006).

Motivation: A drive and willingness within an individual that influences decision-making, actions, and behaviors that control the level of efforts placed on learning and working (Epstein, Clinton, Gabrovska, & Petrenko, 2013).

Performance: A process based on completing a task to achieve certain results and quality (SuccessFactors, 2014).

Transactional leadership: A management style is based on a strict, well-structured supervising employees and the organization performance (Bass, 1997). It is an exchange between the leader and follower and aimed at satisfying the leader's self-interests (Burns, 1978).

Transformational leadership: "A process that changes and transforms people [and] it is concerned with emotions, values, ethics, standards, and long-term goals and includes assessing followers' motives, satisfying their needs and treating them as full human beings" (Northouse, 2007, p. 175).

Turnover: A number of employees voluntarily leave their jobs (Reynolds, Owens, & Rubenstein, 2012).

Assumptions

I made the following assumptions in this study:

- The in depth face-to-face interviews were appropriate method for exploring the perceptions of employees in NOVA area regarding their managers' EI in relation to employee motivation, job satisfaction, and performance.

- The in depth semi-structured interview questions allowed participants to

accurately interpret the questions.

- The participants honestly and openly answered the interview questions by sharing their perceptions regarding the questions asked.

- The findings from the study may be generalized to similar populations of employees in NOVA area. The findings are further discussed in the limitation section.

- The results of the study led to positive social change as findings may be used to improve managers' EI skills and capabilities.

Scope and Delimitations

The study's participants included 20 employees in NOVA area who have a manager to whom they report. Excluded were individuals who were self-employed and those who did not have a manager. I focused on the perceptions of employee perceptions regarding their managers' EI in relation to employee motivation, job satisfaction, and performance. In addition, I excluded employees who did not reside in NOVA area, and employees who resided in other states or countries. I did not include anyone with whom I have a personal or professional relationship, which includes family members, friends, coworkers, or professional and personal associates, to prevent perceived coercion to participate owing to any existing or expected relationship between the participants and me.

Limitations

A possible limitation of the study included generalizing the results, because I used a snowball sampling of 20 participants and the results of the study may not have included similar populations of employees in NOVA area. I used a phenomenological research design of 20 employees and explored their perceptions; therefore, this was a small sample size. The findings from the study are generalizable to similar populations of employees in NOVA area, although not necessarily generalizable to employees outside of this area, other populations, those living in other states countries. Von Eckartsberg (1998) related that the basis for generalization in existential-phenomenological research is the specific *experiences* of specific individuals and groups involved in actual situations and places. The researcher related that "people in a shared cultural and linguistic community name and identify their experience in a consistence and shared manner" (von Eckartsberg, 1998, p. 15).

Second, self-report or social desirability bias were considered, as it is possible employees did not want to respond honestly to the interview questions. I assumed that participants honestly and openly answered the interview questions and shared their perceptions regarding the questions asked. All answers were treated accordingly without any changes.

Third, I assumed that the participants diverse modes of learning (seeing, listening, feeling, and doing) did not interfere, intervene, or influence the study variables relationships. Thus a limitation occurred, as I did not focus on screening

participants for their mode of learning (Chenail, 2011; Creswell, 2012; Podsakoff, et al., 2012; Zikmund, et al., 2012). I demonstrated ethical honesty and addressed bias through validation and trustworthiness to control rigor (Smith & Noble, 2014), and I set aside personal experience, views, and biases to ensure objectivity (Toma, 2011). Data collection generated a comprehensive description from in depth interviews and using semi-structured questions, allowed participants the flexibility to express themselves freely. I audiotaped and transcribed verbatim all in depth interviews (Tong, Chapman, Israni, Gordon, & Craig, 2013).

Significance of the Study

This section is organized into the following subsections: significance to theory and significance to practice and social change.

Significance to Theory

In today's workplace, being an efficient and effective manager requires EI skills and capabilities (Brackett et al., 2011; Bratton et al., 2011; Davis, 2011). Managers have affect whether employees stay or leave an organization because productive employees will leave an organization if they do not believe their managers appreciate or treat them fairly (Celik, 20013; Fisher, 2013). Jacobs (2011) reported that the cost to replace employees is significant. Latif (2004) noted that managers can be trained to raise their EI. Findings from this study add to the existing body of knowledge on EI and its influence on employee motivation, job satisfaction, and performance.

Significance to Practice and Social Change

In this study, I made an original contribution to the management field to the degree that my findings enhance the understanding of EI and its relationship to employee motivation, job satisfaction, and performance. A wide array of other fields, agencies, and organizations might be interested in the research findings as well, such as leaders in the fields of business, coaching, mentoring,counseling, psychology, and education; human resource agencies; and organizations such as the American Management Association. The implications for positive social change are directed at human resource managers, organizational leaders and managers, educators, and employees as findings may provide further insight into the EI phenomenon, which may improve managers' EI skills and capabilities. This may improve employee motivation, job satisfaction, and performance, thus, reducing employee turnover and improving organizational success.

Summary and Transition

In my study, I present and explore the perceptions among employees regarding thier managers' EI in relation to employee motivation, job satisfaction, and performance in NOVA area. To collect data collected for this phenomenological study, I used in depth face-to-face semi-structured interviews with 20 employees in NOVA area. Through using snowball sampling, I recruited 20 male and female employees who were then asked to recommend other employees who meet the selection criteria for this study. The findings and recommendations of this study will benefit human resource managers, organizational leaders and managers, educators, and employees in terms of providing further knowledge

on managers' EI skills and capabilities, which may positively relate to employee

motivation, job satisfaction, and performance.

Chapter 2: Literature Review

The purpose of this qualitative phenomenological research study was to explore employee perceptions of managers' EI as it relates to motivation, job satisfaction, and job performance in NOVA area. Efficient managers influence organizations' success and performance (Çetin, Karabay, & Efe, 2012), which is in contrast to inefficient managers who may negatively affect employee motivation, productivity and stress levels, job satisfaction, and performance (Celik, 2013; Fisher, 2013; Houghton et al., 2012; Scheers & Botha, 2014). Managers' poor performance increases employee burnout and turnover (Fisher, 2013). Managers' ability to recognize emotions can positively affect employee motivation, job satisfaction, and performance (Singh, 2013a); which is likely to decrease employee turnover.

According to Latham (2014), managers' efficiency and positive influence improve job satisfaction. By improving their EI skills and capabilities, managers can improve their adaptive leadership skills (McMullen, Schneider, Firemark, Davis, & Spoffprd, 2013), which are a combination of skills, perspective, and guided effort that enables true excellence; thus, managers learn how to think rationally regarding emotions (Bradberry & Greaves, 2009; Brackett et al., 2011). Rehman (2011) related that the relationship among EI, leadership, job performance, and decision-making includes the improvement of adaptive abilities. Bradberry (2012) noted that by improving adaptive leadership skills, leaders enhance their core leadership skills, which improves employee performance.

In this phenomenological research study, I explored the perceptions of employees regarding their managers' EI in relation to employee motivation, job satisfaction, and performance. Chapter 2 include the literature search strategy; conceptual framework; EI background; EI, the human brain, and thinking styles; EI versus cognitive intelligence; EI and motivation, job satisfaction, and performance; EI skills and leadership styles; the need for efficient and effective leaders and managers; and summary and conclusions.

Literature Search Strategy

The literature search strategy included in depth search in all Walden University Library research databases, including ProQuest and all EBSCOhost databases, such as Academic Search Complete, Business Source Complete, Emerald Management Journals, and SAGE Premier. I also used local public libraries. I also conducted searches in Google Scholar, organization websites, magazines, and books. Focus was placed on literature published within the last 5 years. Key search terms included *ability model*, *competency model*, *decision-making*, *emotional intelligence*, *intellectual intelligence*, *cognitive intelligence*, *leadership, mixed model*, and *performance*.

Conceptual Framework

Scholars and researchers have been studying EI for decades. EI skills influence managers' performance and leadership skills. Efficient managers influence organizations' success and performance (Çetin, et al., 2012), which is in contrast to inefficient managers who may negatively affect employee motivation, productivity and stress levels, job satisfaction, and performance (Fisher, 2013;Houghton et al., 2012). Managers' poor

performance increases employee burnout and turnover (Fisher, 2013). Inefficient

managers can negatively affect organizations' performance and employee motivation, job

satisfaction, and performance (Celik, 2013). Leaders' ability to recognize emotions can

positively affect employee motivation and job satisfaction and it can determine the

organizational performance and success (Singh, 2013a). Salovey and Mayer's (1990)

four-branch model of EI, Bar-On's (2000) ESI, and Goleman's (1998) emotional

competencies model served as the conceptual frameworks for this phenomenological

research study.

Table 2 *Literature Review Outline*

Literature review	Managers' poor performance increases employee burnout and turnover. Managers' ability to recognize emotions can positively affect employee motivation, job satisfaction, performance and decrease employee turnover.
The purpose of the study	This qualitative phenomenological research study is to explore the perceptions of 20 employees regarding their managers' EI in relation to employee motivation, job satisfaction, and performance in NOVA area.
Literature search strategy	In depth search in all Walden University Library research databases, include ProQuest and all EBSCOhost databases, such as Academic Search Complete, Business Source Complete, Emerald Management Journals, and SAGE Premier. Local public libraries, Google Scholar, organizations websites, magazines, and books. Focus was placed on literature within the last 5 years.
Key search terms	Ability model, competency model, decision making, emotional intelligence, intellectual intelligence, cognitive intelligence, leadership, mixed model, and performance.
Conceptual framework	Salovey and Mayer's (1990) four branch model of EI, Bar-On's (2000) ESI, and Goleman's (1998) emotional competencies model serve as the conceptual frameworks for this phenomenological research study.
Findings	Managers' EI skills and capabilities may improve employee motivation, job satisfaction, performance and decrease employee turnover.

Salovey and Mayer Four Branch Model of EI

 According to Birwatkar (2007) and Xavier (2005), Mayer and Salovey coined the

term *emotional intelligence* in 1990, but it originated from McClelland's (1973) research

that compared the distinguishing competencies between exceptional employees and

mediocre employees. Mayer and Salovey considered EI to be a unique form of social

intelligence that is distinct from IQ, personality, character, disposition, and technical skill

(Leo, 2014). Salovey and Mayer (1990) defined EI "as the subset of social intelligence

that involves the ability to monitor one's own and others' feelings and emotions, to

discriminate among them and to use this information to guide one's thinking and actions"

(p. 189). Salovey and Mayer four-branch model (see Table.1) assesses EI as ability based

measure (Mayer & Salovey, 1997; Salovey & Mayer, 1990).

 According to Mayer et al. (2002), the four branches of EI are perceiving

emotions, facilitating thought, understanding emotions, and managing emotions.

Perceiving emotions refers to the ability to perceive emotions in oneself and others

(Mishar, & Bangun, 2014) as well as in objects, art, stories, music, and other stimuli.

Facilitating thought refers to the ability to generate, use, and feel emotion as necessary to

communicate feelings or employ them in other cognitive processes. Understanding

emotions refers to the ability to understand emotional information, to understand how

emotions combine and progress through relationship transitions, and to appreciate such

emotional meanings. Managing emotions refers to the ability to be open to feelings, and

to modulate them in oneself and others to promote personal understanding and growth.

Table. 3 *Salovey and Mayer Four Branch Model of EI*

Perceiving emotions	Perceiving emotions refers to the ability to perceive emotions in oneself and others as well as in objects, art, stories, music, and other stimuli.
Facilitating thought	Facilitating thought refers to the ability to generate, use, and feel emotion as necessary to communicate feelings or employ them in other cognitive processes.
Understanding emotions	Understanding emotions refers to the ability to understand emotional information, to understand how emotions combine and progress through relationship transitions, and to appreciate such emotional meanings.
Managing emotions	Managing emotions refers to the ability to be open to feelings, and to modulate them in oneself and others so as to promote personal understanding and growth.

Note. EI, emotional intelligence.

Mayer et al. (2002) conceptualized EI as a set of mental skills that can be measured with the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT). This phenomenological research study explored the four branches of EI qualitatively by defining each branch and based on the provided definition, employees asked regarding the presence or absence of each branch in relation to their managers' EI.

Weinberger (2009) explored the relationship between EI, leadership style, and leadership effectiveness. Exactly 150 managers completed Mayer et al. (2002) MSCEIT and a second instrument, the Multifactor Leadership Questionnaire (MLQ5x), which was developed by Bass and Avolio (2000), was administered to the subordinates of those 151 managers to assess their perceptions of their managers' leadership style and leadership effectiveness. This instrument measures the variables of transformational leadership style, transactional leadership style, and laissez-faire leadership style. Findings indicated

there are no relationships between a manager's EI and leadership style or the effectiveness of the leader ability perceiving emotions.

The Bar-On Model of Emotional-Social Intelligence

Bar-On assessment tool for EI is the EQ-I (Bar-On, 2004). It is a self-report measure of both social and emotional behavior and is currently the most widely used measure of these two areas (Bar-On, 2004). The Bar-On model of ESI (see Table 2) provides the theoretical basis for the EQ-I, which was originally developed to assess various aspects of this construct as well as to examine its conceptualization (Bar-On, 2006).

According to Bar-On (2006), in this model, ESI "is a crosssection of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands" (p. 3) . Bar-On (2000) reported the Bar-On model of EI includes five general areas of skills (see Table.2). The first is intrapersonal skills, which include self-regard, emotional self-awareness, assertiveness, independence, and self-actualization. The second is interpersonal skills, which include empathy, social responsibility, and interpersonal relationship. The third is adaptability, which include reality testing, flexibility, and problem solving. The fourth is stress management, which include stress tolerance and impulse control. The fifth is general mood and include optimism and happiness.

Table. 4 *The Bar-On Model of Emotional-Social Intelligence*

Intrapersonal skills	- self-regard, - emotional self-awareness, - assertiveness, - independence, and - self-actualization
Interpersonal skills	- empathy, - social responsibility, and - interpersonal relationship
Adaptability	- reality testing, - flexibility - problem-solving
Stress management	- stress tolerance and - Impulse control.
General mood	- optimism and - happiness

Davis (2011) examined the relationship between EI and interpersonal competency ratings for the role of project management. My goal was to define if Mayer et al. (2002) ability model of EI, as measured by the MSCEIT, showed a statistically significant relationship with interpersonal competency ratings that project managers receive from those they worked with on projects. The researchers also used Bar-On (2000) mixed model EI tool, the EQ-I Findings indicated meaningful relationships with both models and the domains of conflict management and problem solving. The mixed model outperformed the ability model, showing stronger and more consistent relationships with project manager interpersonal competency ratings. Findings support the use of the EQ-I mixed model interpretation because the measure places emphasis on variables that

influence behavior (Bar-On, 1996) and provided correlations to project manager interpersonal competency ratings.

Goleman Emotional Competencies Model

Goleman (1995) popularized the concept of EI where he compared EI with the more traditional IQ. Goleman defined EI as the ability to recognize and decode emotions and the feelings of self and others (Sadri, 2012). Goleman (1998) reported emotional competence is a learned capability based on EI, which results in performance excellence. Based on competency research, Goleman et al. (2002) presented a model of EI includes 18 competencies organized into four clusters (see Table 3).

According to Goleman et al. (2002), the four clusters are self-awareness; self-management, social awareness, and relationship management (see Table 3). Self-awareness refers to knowing one's internal states, preferences, resources, and intuitions. The self-awareness cluster contains three competencies: (a) emotional awareness, which pertains to recognizing one's emotions and their effects; (b) accurate self-assessment, which pertains to knowing one's strengths and limits; and self-confidence, which pertains to a strong sense of one's self-worth and capabilities. Self-management refers to managing ones' internal states, impulses, and resources. The self-management cluster contains six competencies: (a) emotional self-control, which pertains to keeping disruptive emotions and impulses in check; (b) transparency, which pertains to maintaining integrity and acting congruently with one's values; (c) adaptability, which pertains to flexibility in handling change; (d) achievement, which pertains to striving to

improve or meeting a standard of excellence; (e) initiative, which pertains to readiness to

act on opportunities; and (f) optimism, which pertains to persistence in pursuing goals

despite obstacles and setbacks.

Table 5 *Goleman Emotional Competencies Model*

• Self-awareness	Self-awareness refers to knowing one's internal states, preferences, resources, and intuitions. The self-awareness cluster contains three competencies:	(a) emotional awareness, which pertains to recognizing one's emotions and their effects (b) Accurate self-assessment, which pertains to knowing one's strengths and limits; and self-confidence, which pertains to a strong sense of one's self-worth and capabilities.
• Self-management	Self-management refers to managing ones' internal states, impulses, and resources. The self-management cluster contains six competencies:	(a) emotional self-control, which pertains to keeping disruptive emotions and impulses in check (b) transparency, which pertains to maintaining integrity and acting congruently with one's values; (c) adaptability, which pertains to flexibility in handling change (d) achievement, which pertains to striving to improve or meeting a standard of excellence (e) initiative, which pertains to readiness to act on opportunities; and (f) Optimism, which pertains to persistence in pursuing goals despite obstacles and

		setbacks.
• Social awareness	Social awareness refers to how people handle relationships and awareness of others' feelings, needs, and concerns. The social awareness cluster contains three competencies:	(a) empathy, which pertains to sensing others' feelings and perspectives, and taking an active interest in their concerns; (b) organizational awareness, which pertains to reading a group's emotional currents and power relationships; and (c) Service orientation, which pertains to anticipating, recognizing, and meeting customers' needs. Relationship management concerns the skill or adeptness at inducing desirable responses in others.
• Relationship management	Relationship management concerns the skill or adeptness at inducing desirable responses in others. The Relationship management cluster contains six competencies:	(a) developing others which pertains to sensing others' development needs and bolstering their abilities; (b) inspirational leadership, which pertains to inspiring and guiding individuals and groups; (c) change catalyst, which pertains to initiating or managing change; (d) influence, which pertains to wielding effective tactics for persuasion; (e) conflict management, which pertains to negotiating and resolving disagreements; and (f) Teamwork and collaboration, which pertains to working with others toward shared goals and creating group synergy in pursuing collective goals.

Goleman et al. (2002) related social awareness refers to how people handle relationships and awareness of others' feelings, needs, and concerns. The social awareness cluster contains three competencies:

1) Empathy, which pertains to sensing others' feelings and perspectives, and taking an active interest in their concerns

2) Organizational awareness, which pertains to reading a group's emotional currents and power relationships, and

3) Service orientation, which pertains to anticipating, recognizing, and meeting customers' needs. Relationship management concerns the skill or adeptness at inducing desirable responses in others.

The Relationship management cluster contains six competencies:

1) Team development, which pertains to sensing others' development needs and bolstering their abilities

2) Inspirational leadership, which pertains to inspiring and guiding individuals and group

3) Change management, which pertains to initiating or managing change

4) Influence, which pertains to wielding effective tactics for persuasion

5) Conflict management, which pertains to negotiating and resolving disagreements, and

6) Teamwork and collaboration, which pertains to working with others toward shared goals creating group synergy in pursuing collective goals.

Fowlie and Wood (2009) explored Master of Business Administration (MBA) students' actual experiences of both good and bad leadership and the resulting emotional responses in order to determine which emotional intelligent competencies have a greater importance in times of change. Participants were asked to complete a questionnaire that instructed them to think regarding their best and worst leaders. The study followed a deductive approach, moving from general to the particular within the phenomenological design, extending Goleman's inductive research into EI competencies. Findings indicated that bad leadership equates to a lack of self-management and relationship management competencies. A good leadership was not the exact opposite. Specifically, if individuals developed self-management competencies, it does not mean that they are considered being good leaders. Leaders should work to have a clear focus on their followers or highly developed relationship management competencies. Findings indicated face-to-face communication is relevant.

Literature Review

This section includes the following subsections: EI background; EI, the human brain, and thinking styles; EI versus cognitive intelligence; EI and motivation, job satisfaction, and performance; EI skills and leadership styles; and the need for efficient and effective leaders and managers.

EI Background

According to Killian (2012), researchers who studied EI found individuals' personal and professional success depends on both cognitive and general intelligence

specifically, emotional and social traits. Traditionally, theorists hypnotized cognitive intelligence as measured by IQ test was the only method to predict an individual's ability to succeed personally and professionally in life. In 1920, Thorndike theorized social intelligence was another important human factor in contrast to IQ. The author suggested EI should be used to measure an individual's ability to comprehend and regulate relationship with others. Thorndike's concept of social intelligence found to be vague and eventually was abandoned.

Between the 1940s and 1950s, Wechsler expanded his model to include aspects of EI (Killian, 2012). Killian (2012) reported Wechsler hypothesized an individual cognitive information processing involves generating emotions. In 1983, Gardener suggested EI could be a separate entity and hypnotized different intelligence systems existed. Each processes information separately and differently and has its own weaknesses and strengths. Gardener (1983) proposed humans possess different aptitudes, such as verbal; mathematical; spatial; musical; movement oriented; interpersonal, which pertains to understanding other people; and intrapersonal (Singh, 2013b), which pertains to understanding the self. According to Killgore et al. (2013), and Reiman (2012), a professional body language expert, related that all humans are born with seven basic universal emotional facial expressions: anger, contempt, disgust, happiness, fear, sadness, and surprise. The human brain reflects feeling through exposing emotional feeling such as facial expressions and body language (Hoshi et al., 2011).

Goleman (1996) related that the human brain stores previous experiences as emotional memories (Toyota, 2011; Toyota, 2013) with special neurochemicals that alert and influence the body to react (Dodonova, & Doconov, 2012) to life events, especially life-threatening events. The unconscious opinions are emotional memories stored in the amygdala, a small area in the human brain, which activates emotional response to visual signals (Fonberg, 2013). In other words, through interacting with others, humans learn how to develop emotions including empathy. The level of empathy that an individual has with others expresses the emotional degree of relating and understanding self and others (Denkova, Dolcos, & Dolcos, 2012; Tarplett, 2011). IQ ability is gained through intellectual studies and research activities (Schweizer, Hampshire, Dalgleish, 2011) while EI skill are learned through social interaction with other humans in order to develop people skills. IQ ability includes measuring interpersonal skills, while EI focuses on interpersonal skills. Each are measured differently and results in different interpretations of abilities.

In 1990, Salovey and Mayer introduced a new and unique EI theory model that connected emotions and intelligence. According to Salovey and Mayer (1990), the aim of the theory was to evaluate the use of EI skills and its impact on peoples' performance in the workplace. Brackett et al. (2011) related the model contained several questions, one of which asks whether a human acquire EI skill through instruction and training. Another question asks regarding how vital EI skills are in everyday life and how does it affect

decision-making, mental health, relationships, and performance at work and academically.

According to Brackett et al. (2011), there are differences between emotions and intelligence. Emotions pertain to an individual's decision-making (Hess, & Bacigalupo, 2013), performance, and relationships. On the other hand, intelligence refers to an individual's ability to succeed, think rationally, and achieve goals. Salovey and Mayer were the first to create the EI term in 1990, which Goleman later popularized. Goleman's EI model rejuvenated and modified Salovey and Mayer's 1990 EI model. Goleman's EI model motivated educators, researchers, and executives to shift their attention from only focusing on intelligence and researching emotions as well. Instead of only measuring cognitive intelligence, many educators and researchers now view Goleman's EI model as an instrument that may assist in enriching creative abilities.

Emotional Intelligence, the Human Brain, and Thinking Styles

This subsection discussed the relationship between EI, the human brain, and thinking. Bradberry and Greaves (2009) reported the human brain constantly receives electric signals from hearing, taste, and touch. The electric signals travel from each cell until reaching the base of the brain near the spinal cord. Next, the electrical signals travel to arrive at the final destination, the frontal lobe, located behind the forehead where rational and logical thinking takes place. Before reaching the frontal lobe, the electric signals pass through the limbic system, where emotions are generated. The rational area of the human psyche, the front portion of the human brain, cannot stop emotional and

feelings that are transmitted forth by the limbic system, which is situated in the core of the human psyche. Both areas maintain constant communications and influence each other (Harder et al., 2014).

According to Sigmar, Hynes, and Hill (2012), neurological studies lend support for the physiological aspect of social and EI, where people can learn through observations using neuroimaging imaging. The researchers noted this supports research where findings indicated that many people are visual learners instead of audio learners. The assumption of this study was the participants' diverse modes of learning (seeing, listening, feeling, and doing) did not interfere, intervene, or influence the study variables' relationships. A limitation occurred, as the study did not focus on screening participants for their mode of learning (Chenail, 2011; Creswell, 2012; Podsakoff, MacKenzie, & Podsakoff, 2012; Smith, & Noble, 2014; Zikmund, Babin, Carr, & Griffin, 2012). Sigmar et al. (2012) related that data collected from brain imaging during electrophysiological studies indicated people observe movement of others and the human brain captures these images. This in turn helps people to repeat the same movements with ease (Larue, Poirier, & Nkambou, 2013).

Sigmar et al. (2012) these scientific studies and researchers found humans learn social and emotional skills through observation, social interaction, and relating to others. Naturally, humans learn by observing other people's actions and imitate them. The researchers reported based on findings from scientific studies, the biological neural system of the human brain offers the capability to comprehend and determine activities.

The biological neural network of the human brain in turn replies to these actions in an effort to understand different activities, which are part of the basic fundamental aspect of learning social and EI (Kunnanatt, 2014).

Sigmar et al. (2012) noted researchers found that during socializing the neural connections and EI strengthens and permit emotions to grow and improve. Sigmar et al., further explained the interactions among teammates support the improvement of social and EI skills (Goleman, & Senge, 2014). Teammates with high EI skills have better troubleshooting skills and achieve better performance. Similarly, students with high EI skills earned better grades and team leaders performed better than from their peers. According to Sigmar et al., research findings also indicated people develop EI skills by first acknowledging their own thoughts and feelings toward other people and different circumstances in order to develop self-awareness. Individuals also develop social awareness by learning to understand other people's feelings.

Moore, Snider, and Luchini (2011) examined the theoretical connection between left-style-thinking and right-style-thinking and EI. The authors discovered that thinking style is the core element of management and awareness. Findings indicated the left and right hemispheres of the human brain execute functions differently (Moore et al., 2011). The left hemisphere of the brain is primarily responsible for communications, such as reading, writing, speaking, arithmetic, and analytical reasoning. In contrast, the right hemisphere of the brain is primarily responsible for spatial memory, such as performing tasks, music, and recognizing objects and people.

According to Moore et al. (2011), accountants, engineers, financiers, and lawyers are considered technical, left-side thinkers. In contrast, advisors, consular, trainers, and sales representatives considered right-side thinkers. Moore et al. explained left-side thinkers are normally better at analyzing, developing, coordinating, and supervising. Right-side thinkers are usually better at recognizing cognitions, compassion, emotions, and awareness.

Emotional Intelligence Versus Cognitive Intelligence

This subsection discussed the differences between EI and cognitive intelligence (IQ). Sigmar et al. (2012) reported that researchers and scholars extensively studied EI since Salovey and Mayer introduced the term in 1990. Sigmar et al. noted some researchers suggested emotions and intelligence are linked; however, Salovey and Mayer (1990) study found EI was an innate trait while cognitive intelligence was obtained through training and learning. Salovey and Mayer explained both EI and IQ could be measured similarly, which is in contrast to Goleman's model.

Gardener (1983); however, agreed with the Salovey and Mayer EI model noting that cognitive ability is the only way to measure an individual's capacity to achieve success at school and work. Sigmar et al. (2012) related achieving social and emotional skills depends on the degree of cognitive abilities and IQ scores. Sadri (2012) reported some researchers argued EI skills have a stronger influence on leadership success than IQ scores.

Bradberry and Greaver (2009) investigated EI in 33 workplaces regarding behaviors such as communications, decision-making and time management (Nika, & Molnar, 2014). The authors discovered critical skills that are built on EI skills illustrate personality, behavior, and communication style. During the last decade, Bradberry and Greaver (2009) tested over 500,000 people and discovered only 36% correctly identified their emotions. Findings also indicated two-thirds of people are naturally driven by their emotions despite most being incapable of correctly identifying their emotions; thus, missing its benefits. The authors stated people do not learn regarding emotions and were unable in identifying emotions in the workplace. The lack of EI skills affected managing others, solving problems, and making decisions.

Brandberry and Greaver (2009) reported personality includes unique character, self-absorption, and self-confidence; however, neither personality nor IQ separately measures EI. People's personality and traits, such as self-confidence, is a measure for high EI, which is in contrast to viewing it as a combination of personality traits, IQ scores, and EI (Brandberry & Greaver, 2009). Sternberg's multiple intelligence theory refers to interpersonal and intrapersonal skills that are unique, which is different from IQ (Singh, 2013b) including the logical and mathematical intelligence skills (Batool, 2013).

Killian (2012) assessed the psychometric characteristics of the Emotional Self-Awareness Questionnaire (ESQ) by using 1,406 undergraduate students (857 women and 549 men) at a large university in Ontario, Canada. The researcher designed ESQ included the EI Scale (EIS) to measure emotional awareness. The EIS contained questions

focusing on three components of EI: (a) measuring appraisal and expression of emotions, (b) regulations of emotions, and (d) utilization of emotions. Killian found emotional skills enhance human rational systems, which influence "life satisfaction, general health, marital satisfaction, work and academic performance, and leadership potential" (p. 502).

Findings from Killian's (2012) study indicated a positive correlation between EI skills and individual abilities. The ESQ is a valid and reliable tool that helps researchers and therapists to measure EI skills (Killian, 2012). Killian reported the ESQ identifies job satisfaction and resilience in healthcare professionals and, also measures increases in EI in youths who completed an intervention for bullying behaviors, which included the relationship between EI, mindfulness, and students' experience of boredom. Killian noted a link between EI and workplace performance and the role EI can play in organizations. EI plays an important role in organizations as EI skills offer an advantage in quickly changing the workplace environment (Killian, 2012).

EI and Motivation, Job Satisfaction, and Performance

This subsection discussed the connection between EI and employee motivation, job satisfaction, and performance. According to Fisher (2013), proficient managers contribute to organizations' success (Çetin et al., 2012), and performance. Part of a manager's responsibilities included leading and motivating employees toward efficiently and effectively achieve organizational goals. In contrast, being an inefficient manager can result in employees feeling insecure and stressed, and can also reduce employee productivity and suppress innovation. A manager's poor performance increases employee

stress, burnout, and turnover (Singh, & Dubey, 2011), and in some cases, serious injury and death. Celik (2013) reported inefficient managers could cripple an organization's performance and negatively impact employee motivation and capabilities.

Singh (2013a) emphasized the importance of leaders being able to recognize emotions. Leaders EI capabilities can influence employee motivation, job satisfaction, and performance, as well as determine organizations' performance and success (Ljungholm, 2014). Managers and leaders' EI skills influence their actions and reactions through their communication styles, which transmit messages to employees and team members throughout the organization. Armstrong (2009) noted communication is an important tool used by managers to interact with employees and it is a fundamental element of leadership. Managers communicate with employees in order to motivate, guide, and influence them. Sigmar et al (2012) reported leaders who gave written or verbal messages helped to decreased employee negative emotions. The use of emotional messages has a physical impact on the human brain and the way employees feel towards leaders and organizations.

According to Chan and Pun (2010), human feelings are directly linked to human psychological core elements such as self-esteem and motivation. Both functions influence mental and other psychological elements; thus, illustrating the contrast between being depressed and happy. Negative communications generate stress-leading individuals to think disapprovingly regarding themselves. Resulting in employees feeling disappointed, frustrated (Singh & Dubey, 2011), and less motivated to accomplish goals. Chan and Pun

noted the management and leadership practices of the Apple Company in China caused many employees to commit suicide. Varga (2012) reported that employees who work for companies, such as Southwest Airlines known for their high productivity and suburb performance due to the company's leadership support to their employees happiness, and job satisfaction which in turn results in increased performance and productivity.

Business schools recognize communications skills as an essential skill for leaders and managers (Bradberry & Greaver, 2009). Bradberry and Greaver (2009) reported that communication skills are the *essence* of an individual's personality that includes IQ, EI, or both in determining thinking and behavior styles. High scores on IQ tests indicate a high level of intelligence and cognitive ability while a high score on EI test indicates high EI abilities. Some business schools have redesigned its courses around the EI concept by redefining team-building, leadership, collaboration concepts, and EI skills (Sigmar et al., 2011; Tarplett, 2011). An individual communication style is the product of personal characteristics and social awareness, which influences their leadership styles, including interpersonal and intrapersonal intelligence (Armstrong, 2009; Batool, 2013; Singh, 2013b).

Singh (2013a) collecting data from employee feedback, the employees rated the leaders' EI skills. The result of the study indicated a strong correlation between employee job satisfaction and leaders' EI abilities and satisfaction as negatively correlated with leaders' EI ability. Findings also indicated leaders' weak EI ability might influence employee motivation and job satisfaction. According to Singh, employees assess leader's

EI abilities through their communication styles. Communication is noted to be a powerful tool and basic requirement of leadership. The researcher related that leaders' greatest asset might be using EI skills in their communication style.

Singh (2013a) reported IQ combined with EI skills improves leaders' performance and job satisfaction. The researcher suggested that EI could be measured, and could be learned. Singh related that employees could tell the differences between leaders who have effective EI skills and those who do not. The researcher noted employees should appreciate leaders who demonstrate effective emotional skills as strong EI skills increases leadership skills, and employee efficiency, performance, and job satisfaction. Proficient managers contribute to organizations' success and performance. O'Boyle, Humphrey, Pollack, Hawver, and Story (2011) examined the relation between EI and job performance and found that cognitive ability and personality factors increase EI skills and job performance. Rehman (2011) found EI strongly influence leadership style, which ultimately influence decision-making and organizational performance. Part of being a leader is to inspire and effectively guide employees. Not all leaders are born or created equally; thus, different leaders use different leadership styles to guide employees to effectively achieve organizational goals.

Many organizations measure managers' and leaders' capabilities by their level of production; however, this might not be an accurate measuring tool for effective leadership (Rehman, 2011). Rehman (2011) noted not all managers can motivate and lead employees effectively, and some might be ineffective leaders. In order to measure

managers' and leaders' leadership capabilities and performance, organizations encourage their employees to participate in anonymous surveys where they rate their managers' management and leadership performance. Measuring management, leadership skills, and organizational function from the perceptions of employee can be an effective tool to improve managers' leadership and EI skills. The exploration of this study was on the perceptions of employees regradgin their managers' EI in relation to employee motivation, job satisfaction, and performance.

There is an abundance of literature that defines different leadership styles and characteristics of leaders. Rehman (2011) reported leaders must be able to motivate employees, which can be achieved through active listener, empathy, and sympathy toward followers. Social awareness is noted to be an essential skill to help managers and leaders break the communication barriers with employees or followers. The key element of successful communication is a leader's ability to inspire employees by reaching out and relating to them (Ramona, Emanoil, & Lucia, 2012). Transformational leaders have the ability to establish communication, build close relationship with employees, and increase employee confidence, which in turn increases employee performance.

Springer (2011) explored the relationship between job motivation, job satisfaction, and job performance. Springer found a positive relationship among these variables. Findings indicated job performance has direct influence on turnover rate. Placing heavy workloads on employees leads to stress, burnout, and turnover (Yanan, Tianhong & Quanquan, 2014). Managers should distribute the workload to their

employees. If the workload is unorganized, employees may feel stressed (Singh, & Dubey, 2011). When managers fail to support employees, they may become stressed, and their motivation may decline. Employees may feel dissatisfied, depressed, and burnout (Romero, 2012). Innovation and production may decline due to low productivity and performance. Concerning Maslow's hierarchy of needs, Springer noted employees should feel that their needs are met and supported so that they can start working and producing. Without emotional support, employees lose motivation to work, innovate, grow, and feel a sense of belonging to the team and organization. Poor leadership and management can be destructive to the organization (Stack, 2013).

Bloxham (2013) reported that when either employees do not feel safe, physically, emotionally, or both, such feeling affects the organization's creativity. Managers who emotionally bully employees can cause physical and psychological trauma leading to a high turnover and loss of high talented employees. Bloxhham also noted an increase of the number of employees suing corporations for emotional abuse and many are winning their lawsuit.

Emotional Intelligence Skills and Leadership Styles

This subsection discusses the relationship between EI skills and leadership styles. According to Walter, Cole, and Humphrey (2011), 90% of the difference between senior level leaders classified as star performers and others as average leaders attributed to EI skills. Bracket et al. (2011) reported linking EI skills with cognitive abilities is an essential tool to improve performance and outcomes. Rehman (2011) found a positive

relationship between EI, leadership, job performance, and decision-making. EI skill includes three dimensions: (a) adaptive abilities, (b) the appraisal of emotional and expressional appraisal, and (c) the ability to regulate emotions of self and others logically during troubleshooting. Bradberry (2012) related adaptive leadership skills offer leaders an advantage of being effective communicators. Adaptive leadership skill enhances leaders' core leadership skill and helps them to achieve outstanding performance.

Adaptive leadership skill defined as a unique combination of skills, perspective, and guided effort that enable true excellence (Bradberry, 2012; Bradberry & Greaves, 2009). Bradberry and Greaves (2009) noted adaptive leadership skills are essential to leaders' success; however, this skill is not easy to master. Adaptive skills are used to help in identifying great leaders (Bradberry& Greaves, 2009). People who demonstrate core leadership skill, which include strategy, action, and results, usually considered natural born leaders. Mastering core leadership skills are the foundation for being a leader; however, core leadership skills are not enough to create a great leader (Bradberry, 2012; Bradberry & Greaves, 2009; Rehman, 2011).

Batool (2013) examined the relationship between EI and developing and understanding leadership. The results of the study indicated a positive relationship between EI and leadership. Batool related that applying EI wisely by leaders in any organization could be an effective tool for efficient leadership. Findings also indicated when EI skills are properly implemented employee stress levels decline, performance improved, a sense of achievement increased, and performance and productivity increased

as well. Batool (2013) noted EI skills offer many advantages helping leaders to understand and empathize with employee emotions, behaviors, and actions, which in turn creates a closer relationship between leaders and employees.

Bratton et al. (2010) explored the impact of EI on accuracy of self-awareness and leadership performance. Participants included 146 managers and 1,314 subordinates. The researchers found a strong relationship between EI skills and leaders' performance for managers who underestimate their leadership skills. Findings also indicated managers who underestimating their leadership skills earned higher follower ratings of leader performance compared to managers who overestimated their leadership abilities. Findings also indicated a positive relationship between EI and transformational leadership. The researchers noted that they were unable to evaluate fully the relationship between EI and followers assessments of transactional leadership due to psychometric limitations of utilizing the mixed model and self-assessment models. Bratton et al. recommended the future research focus should be on learning more regarding EI skills in order to add additional knowledge and understanding of the dynamics of EI through subordinate evaluations. This phenomenological research study added further knowledge to the field by exploring employee perceptions regarding their managers' EI in relation to employee motivation, job satisfaction, and performance.

According to Brackett et al. (2011), the ability model of EI measures how "individuals utilize emotions to facilitate thinking or regulate emotions to focus on important information" (p. 94). The authors theorized EI skills correlate moderately with

other intelligences, like verbal-propositional intelligence. Mayer, Caruso, and Salovey's

(1999) meta-analysis of 18 studies used the Mayer-Salovey-Caruso Emotional

Intelligence Test (MSCEIT) and the Multifactor Emotional Intelligence Scale (MEIS)

supported these hypotheses.

Nixon et al. (2012) found a strong relationship between EI skills and leadership

performance. The researchers assessed the importance of EI skills and reported it is one

of the most important leadership characteristics. The authors also investigated the

importance of leadership and its impact on determining the outcome of an organization's

performance. Nixon et al., noted further researches are needed in order to obtain a better

understanding of the relationship between leadership, EI skills, and performance.

The Need for Efficient and Effective Leaders and Managers

The similarities and differences between managers and leaders and the reasons

organizations need to hire efficient managers and leaders are discussed in this subsection.

Organizations need efficient managers who are capable of working efficiently as this can

guide and motivate employees to improve performance and increase production and

profit (Batool, 2013). Organizations and corporations recognize the importance of having

efficient managers and tend to focus on improving managers' leadership skills by

fostering leadership-training programs (Amagoh, 2009; Bacon, 2013). Amagoh (2009)

related that organizations must promote the development of leadership skills through

mentoring and coaching programs. Efficient leaders could make a difference to the

functioning of their organizations by making the organizations more competitive

(Amagoh, 2009). Leaders' efficiency can also decrease turnover, increase retention, and attract new talents.

According to Iuscu, Neagu, and Neagu (2012), effective leadership provides long-term advantages to employees and organizations' performance. Many organizations focused on improving core leadership skills instead of adaptive skills. Iuscu et al. noted leaders are individuals who have a range of skills and personality that attracts other people to them and then those individuals follower in their footsteps. The traditional role of managers is changing, as it is evolving into a leading role rather than mainly focusing on managing employees and accomplishing tasks (Iuscu, Neagu, & Neagu, 2012).

The modern workplace is bombarded with daily challenges where the economy is constantly changing with endless mergers and acquisitions (Mirela, & Madalina-Adriana, 2011; (Pryce-Jones, 2011). Iuscu et al. (2012) reported present workplace needs different types of managers who are capable of emotionally inspiring employees to cooperate and achieve organizational goals. Despite current uncertainties and strain economic conditions, organizations still require strong leadership and efficient managers to face and overcome challenges, retain employees, and improve performance and job satisfaction.

Goethals and Sorenson (2006) reported enhancing certain personality traits might help managers improve their leadership skills. Organizations often require managers to be organized and lead employees; thus, they are a vital part of their organization's daily operations. Their performance can influence the organization's success, and employee job satisfaction and performance. The researchers noted improving communications with

others enhancing leadership skills and reducing miscommunications and conflict (Torenvlied, & Akkerman, 2012). Part of being an effective leader is the ability to communicate well with others, including employees (Armstrong, 2009). Researchers reported that managers who communicate well with employees inspire, motivate, and guide them to achieve goals (Armstrong, 2009; Lussier et al., 2009).

According to Beattie et al. (2014), managers and their organizations could benefit from utilizing coaching programs to enhance leadership skills. A well-structured coaching-mentoring program assists in improving leadership skills, self-awareness, and a positive opportunity to change behavior. Managers who lack effective communication skills can negatively influence employee motivation, job satisfaction, creativity, and performance; and managers cannot effectively accomplish organizational goals without employee support and collaboration. To help improve organizational performance and goals, managers need to motivate employees through effective EI skills (Iuscu et al., 2012). Managers' who lack EI skills may also lack communication skills (Lussier et al., 2009; Northhouse, 2010). Managers who use only the transactional leadership style may use a one-way communication style, which may overlook the importance of the human social aspect. The transactional managers utilize the reward and punishment system toward subordinates' performance. They care regarding maintaining the status quo; they rewarded successful employees, and punish or reprimanded employees who do not meet expectations. This style focuses on transmitting instructions and messages to employees and in return do not encourage feedback, block emotions, and eliminate communications may lead to a stressful workplace (Lussier et al., 2009; Martinuzzi,

2014; Northhouse, 2010; Zenger & Folkman, 2002). Daniels (2009) reported that ConITS, an information technology company, improved managers' communication skills, which resulted in greater customer satisfaction and employee performance, increased.

Iuscu et al. (2012) reported the main difference between managers and leaders is the ability to motivate employees, suggesting that most individuals are both leaders and managers. The authors noted not all managers are effective leaders (Iuscu et al., 2012). Many employees may be promoted to a manager position due to their job performance. Job performance as a tool measures technical skills instead of leadership and communication skills; thus, some managers are not effective leaders. Employees can sense an efficient manager from one who is not.

If managers are unable to manage, lead, and communicate effectively, employees may view them as ineffective leaders (Iuscu et al., 2012) Iuscu et al. stated if managers are inefficient, employee performance and job satisfaction are often low. On the other hand, managers who communicate well encourage feedback, and their collaboration tends to foster high performance and job satisfaction. The researchers noted that effective leaders share their vision and goals with employees, while some managers only give instructions and directions to employees. Effective leaders are enthusiastic, passionate, and charismatic-communicators. They also welcome employee feedback and interact with employees, which show their ability to be self-confident and socially aware.

Leaders' personal traits are important as they reflect character and attitude as Iusc et al. (2012) explained the main difference between a leader and a manager is that leaders are proactive rather than reactive. EI is an essential component of leadership, and this ability helps leaders confront significant challenges. The researchers emphasized the importance of EI and its role in leadership, noting that EI skills can help leaders to face challenges successfully.

Learning how to improve EI skills enhances managers and leaders' ability to communicate and collaborate. EI skills increase the ability to comprehend personal emotions as well as others' behaviors and attitudes. In today's workplace, EI plays an important part in management, education, human resources, customer relations, marketing, international business, and political relationships (Fisher, 2013; 2013a), Njoroge et al., 2014).

The individual's internal moral opinion influences the relationship with others including the relationship between the leader and employees (Burns, 1978). Burns related that an individual's characteristics, such as personal moral values, capabilities, background, and psychological traits influence the person's leadership style (Burns, 1978). Iuscu et al. (2012) agreed with Burns regarding the influence of inner traits on one's leadership style.

Armstrong (2009) showed that managers' negative communication influences organizations and employees. Transformational leaders convey positive, enthusiasm messages when communicating with employees, which keeps employees motivated. In

contrast, transactional leaders focus on employee accomplishments instead of relating to them. Managers focus on doing the right thing while leaders focus on doing things right, motivating employees, and inspiring collaboration. Armstrong explained transformational leaders have the ability to express empathy and sympathy and uses positive messages that influence followers by increasing their motivation, self-esteem.

EI skills play a vital role augmenting managers' relationships with employees. According to Iuscu et al. (2012), EI skills enhance managers' communication and leadership style. EI skills improve managers' ability to be more aware of employee emotions as well as their own. These help them to master evaluating, understanding, and facilitating their own emotions and the emotions of others successfully. In contrast to IQ skills, researchers noted IQ tests are usually used to measure people's academic abilities and performance; however, many individuals who scored high lacked social skills. In the current workplace, it is important that managers also have high EI skills.

Iuscu et al (2012) found acquiring EI skills could influence an organization's efficiency and outstanding performance. The researchers further explained executive leaders' IQ represented less than 25% of their success while EI accounted for 75% to 96% of their success. Many business schools and companies in different countries realized the importance of EI skills and encouraged the teaching of EI skills at a young age. Furthermore, Bowen (2013) explained people respond to stimuli in two ways emotionally non-cognitive and emotionally cognitive. An example of a non-cognitive emotional response is fear of snakes. Emotions influence the decision-making process,

according to Bowen (2013). Basic emotion refers to the "affective process generated by evolutionary old brain systems upon the sensing of ecologically valid stimuli" (Bowen, 2013, p. 3). Basic emotions are natural reflex humans have been acquiring through evolution, such as happiness, sadness, anger, and fear, of which cognitive reflex is a core component (Bowen 2013). The cognitive process generates involuntary emotions to stimuli, promoting different reactions to cognitive stimuli, such as being laid-off and receiving promotions.

Many existing theories of leadership continue to focus on individual characteristics, such as IE; thus, Ashkanasy and Jordan (2008) recommended scholars broaden their perspectives to include the influence of leadership at all levels of organizational analysis. Ashkanasy's (2003) five level model includes: (a) within person, (b) between persons (individual differences), (c) interpersonal interactions, (d) group, and (e) organization-wide (See Table 6.)

Table 6 *Ashkanasy's (2003) Five Level Model*

- Within Person
- Between Persons (individual differences)
- Interpersonal interactions
- Group
- Organization-wide

Ashkanasy and Humphrey (2011) explained that Level 1, *within person*, deals with emotion people experience at each moment. Level 2, *between persons*, include

individual differences, such as EI, trait affectivity, stable attitudinal variable such as job satisfaction and organizational commitment. Level 3 pertains to *interpersonal interactions*, such as facial recognition and emotion. Level 4, *group*, includes emotional contagion and group mood, such as the mechanisms for propagation of mood in work teams and their consequence for group mood and performance. Level 5, *organization-wide*, is defined as "an objective group phenomenon that can be palpably sensed – as when one enters a party or a city and feels an attitude of gaiety or depression, openness or fear' (De Rivera, 1992, p. 197). Ashkanasy (2003b) argued that all five levels integrated though a common biological basis in the neurobiology of emotion. The same processes that drive the experience emotions moment-to-moment at the within-person level (Level 1), also are accessed when considering emotional climate at the organization-wide level of analysis (Level 5).

Similar to Ashkanasy's research; Bowen (2013) showed findings from Damasio research on the biological link between emotions and the importance of the psychological effect on cognitive decision-making should be shared with educators. Weiss and Cropanzano (1996) created the affective events theory (AET). The AET theory focused on the causes and consequences of an individual's attitude and emotions in the workplace, such as the relationship between work events and job satisfaction. The AET theory pertains to the relationship between work events, personal traits, and emotional reactions to job related outcomes, such as job performance and job satisfaction. The researchers noted there is a positive relationship between emotional reaction and

leadership effectiveness and outcomes in the workplace, as well as job satisfaction, conflict resolution, and performance.

Summary and Conclusions

The perceptions of employees regarding their managers' EI in relation to employee motivation, job satisfaction, and performance is being explored in this study. In the literature, a relating four-branch model of EI includes perceiving emotions, facilitating thought, understanding emotions, and managing emotions. A Bar-On model of EI includes five general skills: (a) intrapersonal, (b) interpersonal, (c) adaptability, (d) stress management, and (e) general mood. The EI concept is found to include four clusters: (a) self-awareness, (b) self-management, (c) social awareness, and (c) relationship management.

Researchers who studied EI found individuals' personal and professional success depends on both cognitive and general intelligence, specifically, emotional and social traits. Neurological studies lend support for the physiological aspect of social and EI, whereby people can learn through observations using neuroimaging imaging. Some researchers suggested emotions and intelligence are linked. Others asserted EI is an innate trait while cognitive intelligence is skill-related.

Linking EI skills with cognitive abilities was found to be essential for improving organizational performance and outcomes. A positive relationship is found to exist among EI, leadership, job performance, and decision-making.

Some studies found that individuals' professional success depends to no small degree on emotional and social traits and that a link exists between emotions and intelligence. A literature gap has exposed the theoretical and practical need for exploring managers' EI skill in relation to their employee motivation, job satisfaction, and performance.

Chapter 2 has included the literature search strategy; conceptual framework; emotional intelligence background; emotional intelligence; emotional intelligence versus cognitive intelligence; EI and motivation, job satisfaction, and performance; emotional intelligence skills and leadership styles; the need for efficient and effective leaders and managers; and summary and conclusions. Chapter 3 will address the research design and rationale, role of the researcher, methodology, issues of trustworthiness, and summary.

Chapter 3: Research Method

In this qualitative phenomenological research study, I explored the perceptions of 20 employees in relation to their managers' EI and employee motivation, job satisfaction, and performance in NOVA area. I colleted data for this study using in depth face-to-face, semi-structured interviews with 20 employees in NOVA area. Transcription and coding of the data preceded thematic data analysis from the interviews submitted to NVivo11 computer software. The software facilitated the identification of themes and provided annotation for the codes and categories. I conducted the study in accordance with the parameters established by Walden University's IRB (12-10-15-0117386) to ensure the ethical protection of research participants. Chapter 3 includes the research design and rationale, role of the researcher, methodology, issues of trustworthiness, and summary.

Research Design and Rationale

This section is organized in the following subsections: research questions and phenomenological research design rationale.

Research Questions

To explore the perceptions of 20 employees regarding their managers' EI in relation to employee motivation, job satisfaction, and performance in NOVA area. I used this phenomenological research study to address one central research question: What are the perceptions among employees regarding their managers' EI in relation to employee motivation, job satisfaction, and performance?

I considered four sub-questions:

1. Concerning managers' EI, what evidence supports the presence of EI based on the emotional ability of perceiving emotions?

2. Concerning managers' EI, what evidence supports the presence of EI based on the emotional ability of understanding emotions?

3. Concerning managers' EI, what evidence supports the presence of EI based on the emotional ability of managing emotions?

4. Concerning managers' EI, what evidence supports presence of EI based on your motivation, job satisfaction, and performance?

Phenomenological Research Design Rationale

I did not choose the mixed method research design because it requires various views as a practical and natural approach to research. Hines (2000) related that using multiple methods provided construct validity, and internal and external validity, while allowing the examination of complex issues using the respondents' language.

A quantitative method was not appropriate for this research because the subjective behaviors, beliefs, and opinions of participants could not be measured with standardized instruments. According to Creswell (2009), in quantitative research, theories are tested and analyzed with statistics and numeral equations, whereas qualitative studies used a plethora of data resources to shape themes. In qualitative studies, sufficient time spent gathering a broad amount of information while in the field with a small group of participants. Quantitative research, on the other hand, incorporates the use of predetermined instruments for gathering data on large groups of participants.

Ethnography, narrative research, grounded theory, and case study also considered for the research design in this study. The ethnographic research design was not used in this study because it takes a longer period to produce reliable and thorough results. The narrative research was not selected because I did not seek collecting stories, documents, and group conversations regarding the lived and told experiences of one or two individuals (Creswell, 2007). The subjectivity of data in grounded theory leads to difficulties in establishing validity and reliability of approaches. The case study design was not chosen because it relies on a single case rather than a population or sample.

As a result, this study applied a qualitative research method because it allowed for developing an understanding of the complex and holistic picture of the research problem. Qualitative research allowed me presenting in depth questions, relying on participants' answers and perceptions to collected, analyzed data, and explained the analysis through themes, and drew summary conclusions from the research (Creswell, 2008). In addition to Creswell, Patton (2002), believed the rationale behind selecting qualitative phenomenological research method is to allow researchers study any social phenomenon an inquiry of assessing an emotion, gather information from participants through conducting interviews (Creswell, 2007; Patton, 2002, p. 302). Likewise, the phenomenological method allows individuals to share their emotional experiences capturing the *essence* of the *experience* (Patton, 2002). This research method approach plays a significant role in studying, researching, and collecting prime data via one-on-one interview (Creswell, 2007; Patton, 2002). It allows researchers to focus on exploring

deeper participants' personal level and address the routine of everyday behavior and activities (Patton, 2002). Describing peoples' experiences and allow researchers to collect information through interviewing participants who agree to share their experience through expressing their feelings and views to identify certain assumptions and answer the study problem statement (Creswell, 2007; Patton, 2002).

For instance, to evaluate participants from similar environments researchers need to collect data from several different individuals via conducting interviews in order to gather information (Creswell, 2007; Patton, 2002, p. 302). The research questions design is an effort to collect data, to understand or interpret a certain perceptions or behavior without bias, prejudice or stereotyping (Patton, 2002, p. 114).Researchers use this method to assess the significant impact of the emotional elements of those related to self-awareness, self-agreement, and performance (Creswell, 2007; Patton, 2002). Patton (2002) defines studying a phenomenon, is the path to discover "what is important to know" and "what people or experience and how they understand the world" (p. 106). Researchers will be able to collect data, develop a description and write transcripts reporting feedback from participants regarding what happened to them; describing a specific event, which they had lived through, witnessed and capture the *essence* of their *experience* of the phenomena.

Similar to Creswell and Patton descriptions, Merriam (2009) explained qualitative researchers' interest lies in discovering and interpreting participant experiences and in uncovering the meaning of a phenomenon; to understand and capture the *essence* of the

shared experience. Through linking the influence of social relationship with the workers' environment, motivation, and job, satisfaction (Creswell, 2007; Merriam, 2009; Patton, 2002).The phenomenological approach focuses on the psychological phase of the phenomenon itself; analyzing participants' descriptions of experiences to comprehend the essence of the *experience* and discover the shared *essence* of a phenomenon is the key point. Experience is the foundation of knowledge and studying human actions, or behavior contributes to increasing our knowledge for understating the human experience phenomenon (Oberg, & Bell, 2012).

A phenomenological research design was appropriate and selected for this study. Phenomenological research utilizes an individual's experience in order to obtain rich descriptions of a reaction to an event or phenomenon. The descriptions are the basis for a reflective analysis that helped understanding the *essence* of the *experience* (Moustakas, 1994). Creswell and Miller (2000) explained the rationale for the phenomenological research approach allowing for multiple facets of the issue to be understood and revealed by the researcher (Kim & Egan, 2011).

Role of the Researcher

I served as a participant-observer during the in depth interviews of this phenomenological research study. I had a direct contact with participants as I recruited participants by email, telephone, and face-to-face conversations. I collected in depth interview data, which I transcribed, coded, analyzed, and interpreted. There were no personal or professional relationships between the potential research participants and me.

I did not have a supervisory relationship with any of the potential participants. I did not have any bias against the potential research participants and I did consider all participants' viewpoints. I treated all potential research participants with respect and protected them from exploitation. There is no conflict of interests in the study. Each participant received a copy of the research after the dissertation was completed and approved.

Methodology

I organized this section into the following subsections: participant selection logic, instrumentation and procedures for data collection, procedures for recruitment and participation, and data analysis plan.

Participant Selection Logic

Using snowball sampling (see Figure 1), which a subset of purposive sample (University of California, Davis, 2014), 20 male and female employees in NOVA area who report to a manager were used in the study.

The participants in the study not self-employed and did not entail those who do not have a manager. The snowball sampling picked the participants along the way by asking each potential participant to suggest someone who meets the criteria of the study and who might be willing to participate in the study.
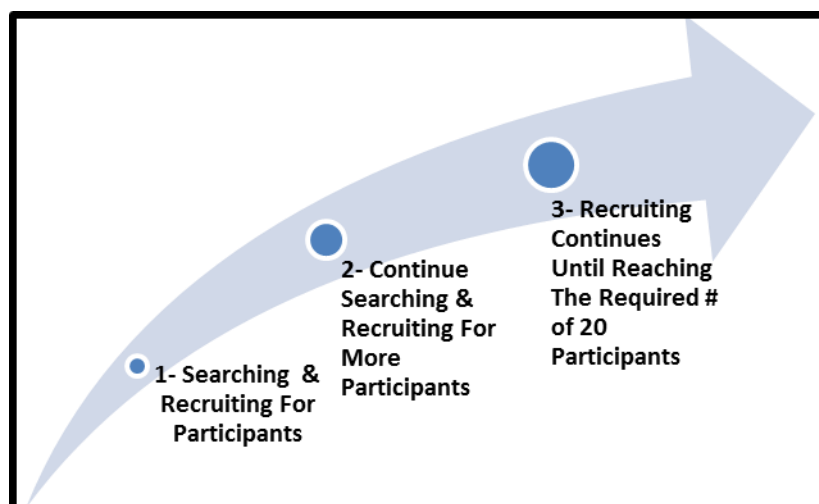
Figure 1. *Snowball sampling methodology*

Creswell (1998) suggested five to 25 participants for phenomenological studies, while Klenke (2008) suggested two to 25. Morse (1994) suggested the use of at least six participants. Mason (2010) explained that compared to quantitative studies, the sample size in qualitative studies are normally small. Ritchie, Lewis, and Elam (2003) noted the small sample size is due to a point of diminishing return to a qualitative sample; meaning, as the study goes on, more data does not necessarily lead to more information. Using the recommendations provided by potential participants, additional participants recruited by sending them the invitation to participate and recommendation request (see Appendix A); thus, the snowball sampling technique used until the required number of 20 participants reached or until saturation occurred.

Instrumentation and Procedures for Data Collection

In depth face-to-face semi -structured interviews served as the main data collection instrument for this study in order to obtain the perceptions of employees regarding their managers' EI in relation to employees motivation, job satisfaction, and performance. The questions were designed to answer the central research question and to foster open and honest communication between the participants and me (see Appendix B for the interview guide). The interviews took approximately 45 minutes. The interview questions used open-ended; thus, they provided for a deep exploration of the topic (see Figure 2). Turner (2010) noted the interviewees are able to provide detail with this format of questions while the interviewer is able to dig deeper in order to gain a better understanding of the phenomenon being discussed. The importance of this type of interview question becomes clear when compared to the close-ended question, which only allows for a simple, often single worded yes or no response.
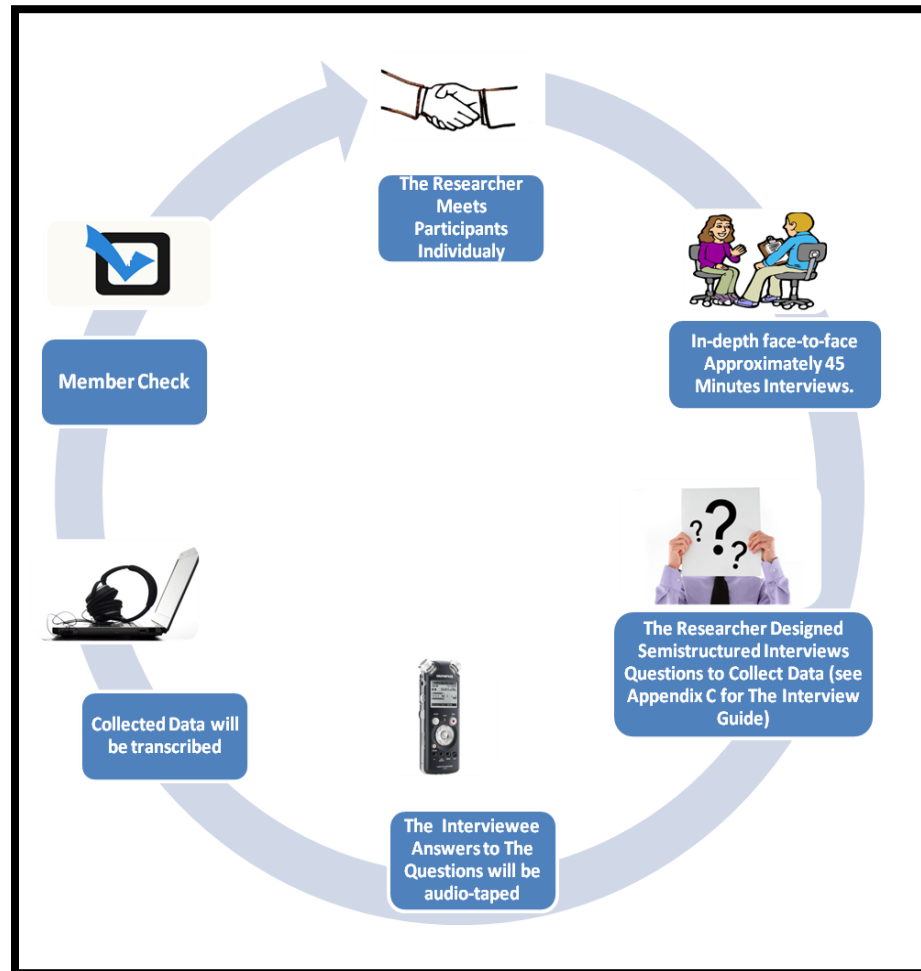
Figure 2. *Instumentation and data collection*

Procedures for Recruitment and Participation

The National Institutes of Health (NIH) Office of Extramural Research (2013) Human Research Protections training completed prior to data collection (see Appendix C). I complied with all federal and state regulations. After receiving approval to conduct the study from the Walden University IRB, I contacted potential participants individually

who met the selection criteria for being a male or female employee in NOVA area and reported to managers at their jobs. I contacted each by email, telephone, and face-to-face conversations and they received or given an invitation letter to participate in the study and asked to recommend other male and female employees who might be willing to participate and meet the selection criteria for this study (see Appendix A) and (see Figure 3). I informed participants they could ask questions regarding the study by email or by phone. Using the recommendations provided by potential participants, additional participants were recruited by sending them the invitation letter and recommendation request; thus, the snowball sample technique used until 20 employees who meet the study's criteria have agreed to take part in the study. I did not include anyone that I had a personal relationship or professional relationship with in my study, which includes family members, friends, coworkers, or professional and personal associates in order to prevent perceived coercion to participate due to any existing or expected relationship between the participants and me.

Once I have received email responses to the questions asked in the invitation to participate and recommendation request letter from the employees who are interested in participating in the study, I emailed each prospective participant the consent form that has my electronic signature, and requested their electronic signatures for consent. I informed participants again that they could ask questions regarding the study by email or by phone before signing the consent form.

As I received the electronically signed consent forms from each participant, I contacted each participant by phone and email to set-up appointments to conduct the individual, semi-structured interviews, at a time that is convenient for them. The interview took place in a private meeting room at the Ashburn Library, located in Ashburn, VA. I audiotaped all interviews and each lasted approximately 45 minutes (see Appendix B for the interview guide). Before concluding the interviews, I asked participants if they have any questions or concerns. After addressing any questions or concerns, the interviews started and when concluded and the researcher thanked participants for their participation. Participation unlikely aroused any acute discomfort from taking part in this research study.

After each interview, I transcribed and I emailed each participant the transcript from the interview and asked him or her review the transcript for accuracy. This is called member checks, which is a quality control process ensures that the accuracy, credibility, and validity of what was recorded during the interviews (Harper & Cole, 2012). I discussed the participants' feedback with them by phone. The member check process lasted approximately 25 minutes. After the dissertation is completed and approved, I will be email a copy of the dissertation to participants. Data are will be kept secure in a locked file cabinet and password protected on a computer where only the researcher will have access to the records. Data will be kept for a period of at least five years, as required by Walden University.

Figure 3 *Procedures for recruitment and participation*

Data Analysis Plan

Thematic analysis was used on the 20 interviews with the participants. The in depth semi-structured interviews used open-ended questions and guided me in gathering the needed information, and at the same time, ensured that new meanings and ideas to

emerge from the responses. I employed a computer software program, NVivo11

computer software, which aided in coding the responses of the participants. Coding

followed a prespecified protocol based upon terms such as *manager EI*, *motivation*, *job*

satisfaction, *performance*, *and perceiving emotions*, *facilitating thought*, *understanding*

emotions, *and managing emotions*. I then proceed to the data analysis portion, which

followed the method of thematic analysis (see Figure 4).
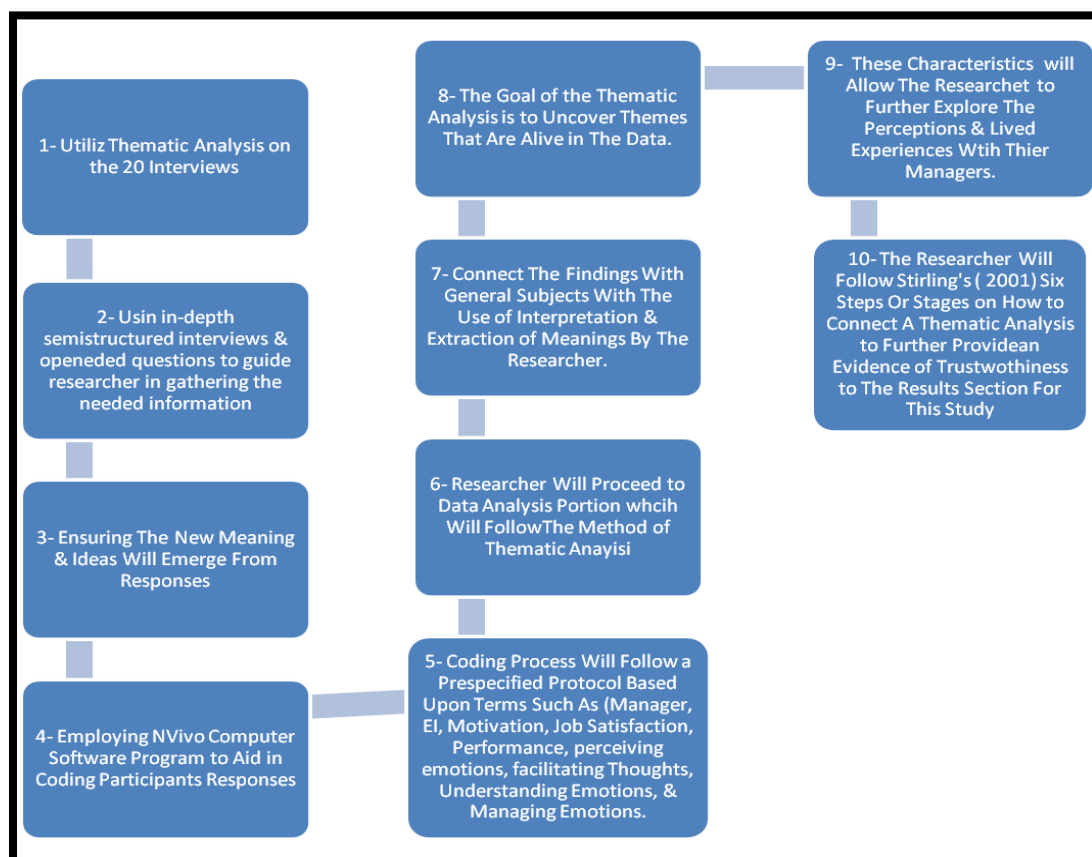
Figure. 4 *Data analysis plan*

Boyatzis (1998) reported thematic analysis presents data in a highly organized

and detailed manner and at the same time connects the findings with general subjects

with the use of interpretations and extraction of meanings by the researcher. According to

Van Manen (1990), the goal of thematic analysis is to uncover themes that are alive in the

data. These characteristics allowed me further explore the perceptions and *lived*

experiences of the employees, and discovered the new meanings and knowledge

regarding their experience with their managers. I then followed Attride-Stirling's (2001)

six steps or stages (see Figure 5) on how to conduct a thematic analysis and further

provide an evidence of trustworthiness to the results section for this study. The following

steps explained and presented by Attride- were utilized in this research study (p. 392):

1. Analysis stage A: The reduction or breakdown of text: Step 1. Coding of material:

   (a) devised a coding framework and (b) dissected or divided text into text

   segments using the coding framework in Step 1a. Step 2. Identifying of themes:

   (a) abstracted themes from coded text segments and (b) refined and edited themes.

   Step 3. Constructing of thematic networks: (a) arranged themes, (b) selected

   codes or the other essential perceptions of the participants, (c) rearranged into

   themes and codes (with the themes as the ones with the highest responses and the

   codes as the ones that followed), (d) illustrated as thematic networks or groups,

   and (e) verified and refined the networks.

2. Analysis stage B: Exploration of text: Step 4. Described and explored thematic networks or groups: (a) described the network or group and (b) explored the network or group. Step 5. Summarized thematic networks or groups.

3. Analysis stage C: Integration of exploration: Step 6. Interpreted the patterns.

Issues of Trustworthiness

In this qualitative phenomenological research study, validity and reliability established through credibility, transferability, dependability, confirmability, and intracoder reliability. This section also discusses ethical procedures used in the study.

Credibility

Credibility established through using of member checks, which Lincoln and Guba (1985) noted as the single most important provision that can be made to bolster the credibility of the study. I emailed each participant the transcript of the interview and asked each to review the transcript for accuracy. This is called member checks, which is a quality control process ensures that the accuracy, credibility, and validity of what was recorded during the interviews (Harper & Cole, 2012). I discussed the participants' feedback with them by phone.

Transferability

Transferability or external validity refers to the extent to which the study's findings can be applied to other situations (Shenton, 2004). Findings from this study might be applicable to other employees in NOVA area who have had similar experiences. Since findings of phenomenological research studies, "Are specific to a small number of

particular environments and individuals, it is impossible to demonstrate that the findings

and conclusions are applicable to other situations and populations." (Shenton, 2004, p.

69).

Dependability

Dependability addressed the issue of reliability and the processes within the study

reported in detail in order to enable future researchers to repeat the work, but it does not

necessarily mean that that same result obtained (Shenton, 2004). In this study,

dependability established using audit trails, which "consist of a thorough collection of

documentation regarding all aspects of the research" (Rodgers, 2008, para. 1).

Documentation used in this study included the tape-recorded interviews and the

transcriptions of those interviews; therefore, the data can be authenticated by comparing

the two forms of data.

Confirmability

Miles and Huberman (1994) noted a key criterion for confirmability is the extent

to which the researcher admits his or her own predispositions. Confirmability established

using reflexivity, where I disclosed any biases, values, and experiences in relation to the

research topic (Creswell, 2007, p. 243).

Intracoder Reliability

Intracoder reliability refers to the consistent manner in coding data coded (van

den Hoonaard, 2008). Intracoder reliability established through coding the data in a

consistent manner using NVivo11 computer software.

Ethical Procedures

The NIH Office of Extramural Research (2013) Human Research Protections training completed prior to data collection (see Appendix C) and I complied with all federal and state regulations. The study also conducted in accordance with Walden University's IRB parameters ensuring the ethical protection of research participants (Rhodes, & Baurnrin, 2013).Data collection started after receiving Walden University's IRB approval. Prior to conducting the interviews, I emailed each participant a consent form in order to obtain their permission to participate in the study. Participants asked to carefully read the consent form and ask any questions that they may have prior to electronically signing the form. The consent form discussed the assurance of confidentiality and the voluntary nature of the study.

Numbers or codes used to match participants; thus, all information that could identify the participants excluded from all of the study's reports. Participation is unlikely to arouse any acute discomfort to the participants. I informed participants of the audiotaping of interviews, a verbatim transcription generated and analyzed later. Participants learned regarding the study's purpose and after competition and approved of the research I will mail a copy to each participant.

All audio-recorded data kept secured and later transcribed. I will have access to the data along with my supervising committee. All data are kept in a locked file cabinet and password protected on a computer in my private home office for at least five years, per Walden University guidelines. Participants were provided with my contact

information and the dissertation committee chair in the event that they have any further

questions or concerns regarding the research. Participants were also provided with the

contact information of the Walden University representative, with whom they can talk

privately regarding their rights as participants. Participants and my committee chair were

provided with my contact information in the event that they have any further questions or

concerns regarding the research. Participants were also provided with the contact

information of the Walden University representative, with whom they can talk privately

regarding their rights as participants.

Stirling Six-Steps-Stages Thematic Analysis

1. **Analysis stage A:** The reduction or breakdown of text:

   Step 1. Coding of material:

         (a) Devised a coding framework and

         (b) Dissected or divided text into text segments using the coding framework in Step 1a.

   Step 2. Identifying of themes:

         (a) Abstracted themes from coded text segments and

         (b) Refined and edited themes.

   Step 3. Constructing of thematic networks:

         (a) Arranged themes,

         (b) Selected codes or the other essential perceptions of the participants,

         (c) Rearranged into themes and codes (with the themes as the ones with the highest responses and the codes

         as the ones that followed),

         (d) Illustrated as thematic networks or groups, and

         (e) Verified and refined the networks.

2. **Analysis stage B:** Exploration of text:

   Step 4. Described and explored thematic networks or groups:

         (a)   Described the network or group and

         (b)   Explored the network or group.

   Step 5.

         (c)   Summarized thematic networks or groups.

3. **Analysis stage C:** Integration of exploration:

   Step 6. Interpreted the patterns.

Figure 5 *Stirling six-steps-stages thematic analysis*

Summary

In summary, the purpose of this study explored the perceptions of employees regarding their managers' EI in relation to employee motivation, job satisfaction, and performance in NOVA area. Participants in the study included 20 male and female employees who reported to at their jobs. Transcription and coding of the data preceded thematic data analysis from the interviews. The NVivo11 computer software used to analyze the collected data.

Potential participants who met the selection criteria (male and female employees in NOVA area and reported to a manager at their jobs) received an email with an invitation letter to participate in the study (see Appendix A). Participants received the email also received a consent form electronically signed prior to data collection. After the dissertation is completed and approved, I will email a copy of the research to participants.

Chapter 3 has included the research design and rationale, role of the researcher, methodology, issues of trustworthiness, and summary. Chapter 4 will include data collection, data analysis, evidence of trustworthiness, results, and summary. Chapter 5 will include the interpretation of the findings, limitations of the study, recommendations, implications, and conclusion.

Chapter 4: Data Collection and Analysis

In this chapter, I address the purpose of the qualitative phenomenological study and identify the factors and the relationship among managers' performance and EI skills. I answered to the study questions: What are the perceptions among employees regarding their managers' EI in relation to employee motivation, job satisfaction, and performance?

In Chapter 1, I addressed the influence of the effect of EI on managers' performance and how these EI skills influence employee motivation, performance, and job satisfaction. Although several qualitative research studies have supported the influence of managers on employee motivation, performance, and job satisfaction, no studies addressed the influence of emotional intelligence skills in managers' performance from the employee perspectives.

In Chapter 2, I reviewed the current literature regarding EI skills and their influence on managers' performance in relation to employee motivation, performance and job satisfaction. In Chapter 3, I illustrated the methodology that I utilized used during the study. In this Chapter 4, I report the findings obtained from face-to-face interviews with employees who currently report to managers. This chapter includes information on the study setting, participants' demographics, population, data collection, sampling procedures, data analysis, thematic analysis, and evidence of trustworthiness, results, and summary.

Setting

The study took place in Ashburn, Virginia. Ashburn is located in Loudoun County, Virginia. Its population earns one of the highest incomes in the country with an unemployment rate of 5.5% (Van Riper, 2014). The Loudoun Count's history reaches back to the pre-Revolutionary War era and is where U.S. President James Monroe resided after his retirement. It is now, according to Van Riper (2014), a bustling county of 350,000 people, housing many corporations and small business supporting the federal government agencies. According to the Census 2010, Ashburn's population reached 43,511. Ashburn is located 30 miles northwest of Washington, D.C., and part of the Washington, D. C. metropolitan area. Ashburn is located in NOVA area, and it is the host for AOL, Google and many other organizations, which have moved to Ashburn, VA. The NOVA area is part of the Washington, D. C. metropolitan area located in the north of the Commonwealth of Virginia. I selected the Ashburn area was selected for this research study because this where I live, making it feasible to recruit participants. I have previous and current experience with managers, but I had no personal or organizational relationship with participants or their experiences before and during the study that may affect the interpretation of the study results.

Demographics

My study included 13 female and 7 male employees between the ages of 18 and 69 years, who belong to different races and ethnicities. The participants who worked for different employers, lived, and worked in NOVA area (Table 7). Data collection stopped

when the required number of participants reached 20. The collected data indicated the participants 'gender distribution included 13 females and 7 males (Figure 6). The participants' ethnicities included Asian 02, 13 White, 2 Black, 1 Hispanic and 2 marked "Other" (Figure 7). The participants were between the ages of 18 and 69 years (Figure 8).

Population

This phenomenological research study was conducted within the 42,769 square miles of the Commonwealth of Virginia having a population of 8,260,405 (Enchanted Learning.com, 2016).

Table 7. *Demographic Data of Sample*

Reference	Gender	Age	Race
1	Male	18-29	Asian
2	Female	40-49	White
3	Female	50-69	White
4	Female	30-39	White
5	Female	40-49	White
6	Female	18-29	White
7	Female	18-29	White
8	Male	30-39	Other
9	Female	50-69	White
10	Male	18-29	White
11	Female	40-49	White

12	Male	18-29	White
13	Male	18-29	Latino
14	Female	30-39	White
15	Male	18-29	Black
16	Female	18-29	White
17	Female	18-29	White
18	Female	18-29	Other
19	Female	40-49	Black
20	Male	18-29	Asian

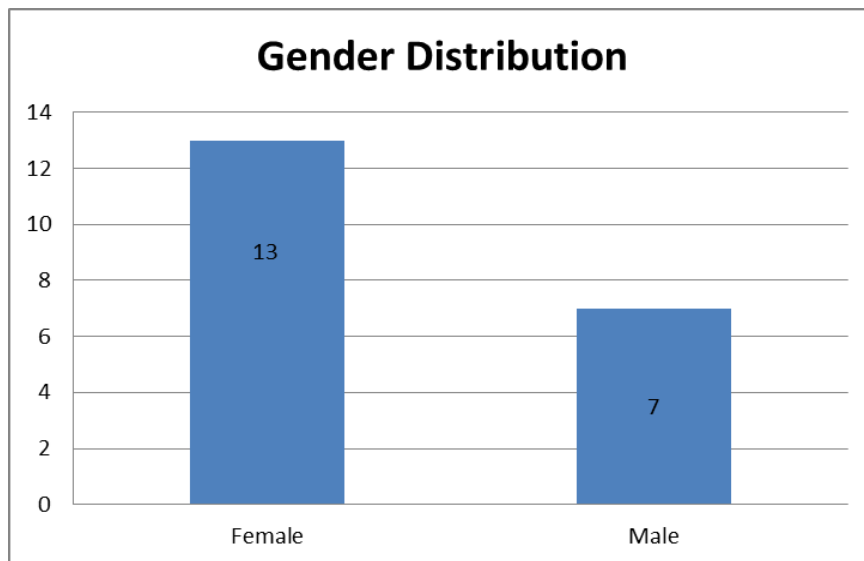Figure 6. *Demographic Data: Population Gender Distribution*

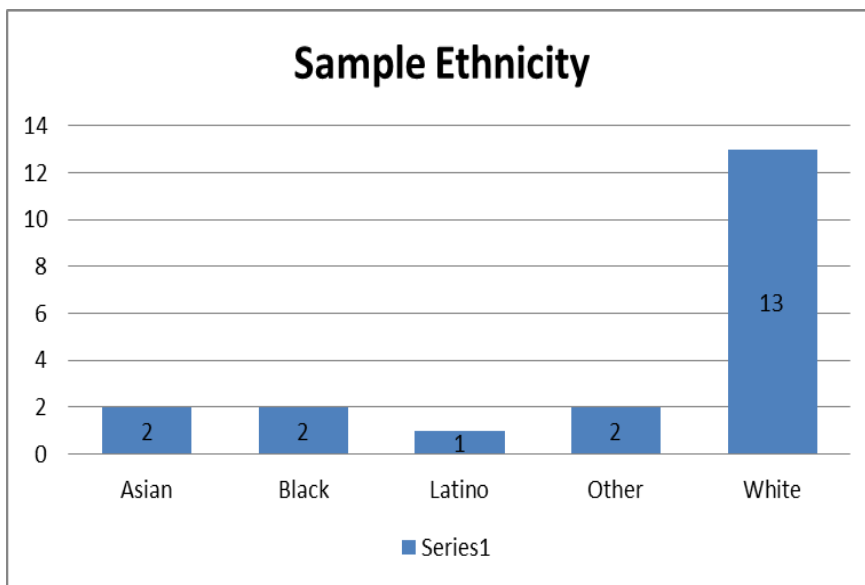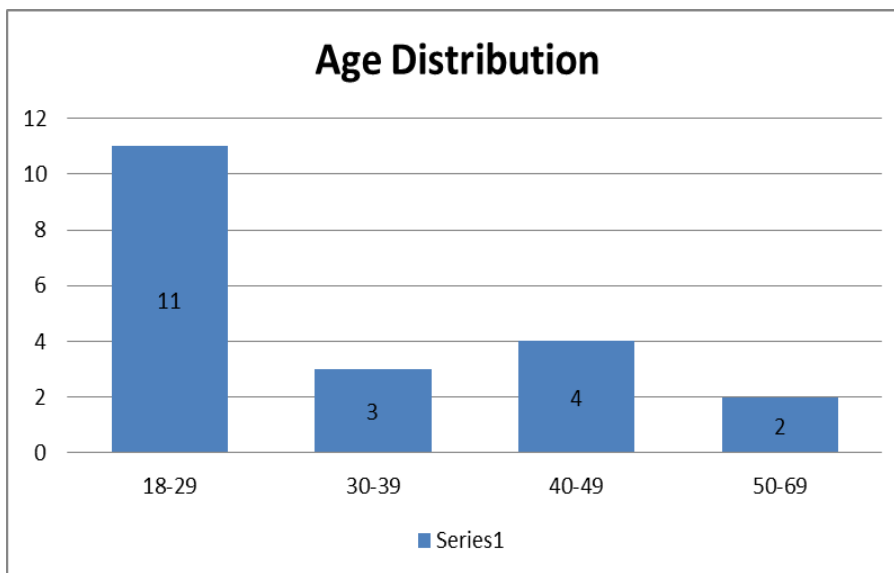Figure 7. *Demographic Data: Population Ethnicity Distribution*

Figure 8. *Demographic Data: Population Age Distribution*

Data Collection

The researcher interviewed 20 female and male employees. The snowballing purposive sampling method lasted for 26 weeks until the number of participants reached the required number of 20 participants from NOVA area. All interviews were scheduled according to participant preference and convenience and were conducted either after working hours or over the weekends to accommodate personal and professional time schedules. Several interviews had to be rescheduled. Once the number of 20 participants was reached, snowballing and further interviewing ceased.

The snowballing purposive sampling method allowed each participant to recommend potential participants (Appendix B) who may be interested in participating in the study, who worked and lived in NOVA area in the state of the Commonwealth of Virginia, meeting the criteria. At the end of each interview, I encouraged participants to forward and share the consent form with others who might be interested to participate, and who met the criteria. Once a potential candidate contacted me, I briefly explained the purpose of the study to him or her. If the potential candidate did not meet the criteria, I encouraged the person to forward and share the consent form with other individuals whom he or she believed might meet the criteria of the study.

Twenty female and male employees participated in the interviews. The recruitment of the participants in this study lasted for 26 weeks and took place in Ashburn, Virginia, particularly in the Ashburn Public Library, located in Ashburn, Virginia. In the Ashburn Public Library, I established a friendly, welcoming rapport by

briefly introducing myself to each participant and describing the nature of the study,

reminding them to feel comfortable asking questions and sharing personal experience and

information with the knowledge that I was ensuring their confidentiality and privacy.

After the brief report, I asked each participant to let me know when he or she was ready

to start the interview and audiotaping. I met with each of the participants separately in a

private meeting room. During each meeting, I explained the purpose of the study and the

required criteria; I also informed each participant that she or he could stop participating

any time before, during, and after the interview. I also stated there would be no

participant compensation; however, I mentioned to each participant I would email a copy

of the dissertation once approved and published. I was surprised to learn all participants

liked the idea and stated they were very interested to learn regarding the study results. I

will also attach a personalized thank you card for their participation and contribution in

this study. Additionally, I asked each participant to feel free sharing the study consent

form with others who might meet the criteria and be interested to participate.

- The data collection process started after ensuring each participant had

  acknowledged the study and endorsed the consent form by replying with

  "I Consent" in the body of the email. I later replied to each email

  confirming receipt and agreement and thanking all them for their consent.

  My email included a copy of the interview guide (Appendix B) as well as

  the invitation to participate and a recommendation request (Appendix A)

  form. These forms gave participants details to help them prepare for the

interviews. The interview guide illustrated a step-by-step description of the interview format and had questions with a summary of the EI definition. The invitation to participate and recommendation request (Appendix A) collected demographic data. I stopped collecting data after meeting the desired number of 20 participants. I allowed each participant to select the time and day for the interview. I scheduled each interview separately to accommodate each person's time and preference schedule using the personal email address or cell phone for privacy and confidentiality.

The demographic information (Table 7) illustrated the participants' demographic information that includes the participant's reference number, age and race. The data collected during each in depth interview, used semi-structured, open-ended questions. I audio-recorded each interview and later transcribed each one verbatim in order to collect data from the interview. Each interview was conducted separately, allowing each participant privacy and confidentiality. Each interview was approximately 45 minutes long. The interviews took place in a private study/meeting room at the Ashburn Public Library, located in Ashburn, Virginia. In order to protect participants' identities, the interviews were audio-recorded separately with the participants' consent. Each participant reviewed his or her interview transcript for accuracy, completing the "member check" step to obtain approval for accuracy. The data collection was implemented according to the plan as stated in Chapter 3 with no changes.

Encountering Challenges

Commencing the snowball method in order to recruit for participants was the first challenge. Recruiting for potential participants started immediately after the IRB (12-10-15-0117386) research request approved and granted me permission to start recruiting, sharing and distributing the study information with family members, friends, and co-workers, and later participants. The recruiting and information sharing proved time consuming and arduous. The second challenge involved communicating with the potential candidates to set appointments for the interviews. The communicating process involved using emails, texting, and phone calls to set appointments, which also proved time consuming and arduous. The third challenge involved the time spent transcribing each audio-recorded interview, emailing copies of the interview transcript to each participant, and then waiting for all participants to respond at their respective convenience with feedback and approval for me to complete the "member check" step. The process of recruiting, finding participants, communicating, setting appointments, rescheduling, following up, conducting interviews, continuing communication with them, transcribing each interview, and conducting the "member check" was indeed a time-consuming process.

Data Analysis

In this phenomenological qualitative study, the analysis of the data collected is vital to finding the meaning in the phenomenon studies. The qualitative study results presented major themes, experiences, and perceptions, since the participants' answers

were transcribed verbatim. In the first part of this section, I presented in (Table 7) the illustration of the number of participants by gender, age, and race. This section was organized into the following subsections: 1) qualitative phenomenology research questions, 2) thematic analysis using Stirling Six-steps-Stages Thematic Analysis.

Qualitative Phenomenology Interview Questions

The thematic analysis was utilized to generate meaning from the 20 participants' perceptions of employees regarding their managers' EI skills in relation to employee motivation, job satisfaction, and performance in Northern Virginia. The thematic analysis examined and illustrated the qualitative thematic categories, themes, and other important *lived experiences* through using the following four interview questions (Appendix B).

1. What evidence supports the presence of EI based on the emotional ability of perceiving emotions?

2. What evidence supports the presence of EI based on the emotional ability of understanding emotions?

3. What evidence supports the presence of EI based on the emotional ability of managing emotions?

4. What evidence supports the presence of EI based on your motivation, job satisfaction, and performance?

Stirling Six-steps-Stages Thematic Analysis

I utilized a thematic analysis of the 20 in depth interviews. The interviews were conducted face-to-face with each participant separately using open-ended questions. The

NVivo11 computer software program allowed me to code interview transcripts and facilitated the coding of participants' responses. I included four semi-structured-open-ended questions (Appendix B). The thematic analysis assisted me in organizing the data in a detailed manner by helping to connect findings with the research topic using extractions and interpretations of *lived experience*s. This approach uncovered themes that are submerged in the data (Boyatzis, 1998; Van Manen, 1990). These characteristics allowed me to learn more regarding the participants' perceptions and their *lived experiences*. My research discovered new meanings and knowledge regarding their experiences with their managers. I followed Attride-Stirling's (2001) six steps or stages (see Figure 5) in conducting the thematic analysis. The following steps by Attride-Stirling were utilized in this research study (p. 391):

1. Analysis stage A: The reduction or breakdown of text: Step 1. Coding of material: (a) devised a coding framework, and (b) Dissected or divided text into text segments using the coding framework in Step 1a. Step 2. Identifying of themes: (a) abstracted themes from coded text segments and (b) refined and edited themes. Step 3. Constructing of thematic networks: (a) arranged themes, (b) selected codes or the other essential perceptions of the participants, (c) rearranged into themes and codes (with the themes as the ones with the highest responses and the codes as the ones that followed), (d) illustrated as thematic networks or groups, and (e) verified and refined the networks.

2. Analysis stage B: Exploration of text: Step 4. Described and explored thematic networks or groups: (a) described the network or group and (b) explored the network or group. Step 5. Summarized thematic networks or groups.

3. Analysis stage C: Integration of exploration: Step 6. Interpreted the patterns.

The Qualitative Phenomenological Research Questions Mechanism

The qualitative phenomenological research questions mechanism was exploratory in nature and controlled by open-ended, semi-structured questions.

- The first question design focused on exploring the *lived experience* of employee's perception of manager's EI and her/ his motivation.

- The second question design focused on exploring the *lived experience* of employee's perception of manager's EI and her/ his performance.

- The third question design focused on exploring the *lived experience* of employee's perception of manager's EI and her/ his job satisfaction.

- The fourth question design focused on exploring the *lived experience* of employee's perception of manager's EI and her/ his preserving and generating emotions.

Evidence of Trustworthiness

This section addressed the following subsections: credibility, transferability, dependability, confirmability, and intra coder reliability.

Credibility

The credibility of the study results found in the data analysis utilizing NVivo11 computer software supported the data analysis outcome. I ensured all biases on the topic were acknowledged and removed. Credibility was established using member check in the study in accord with Lincoln & Guba (1995). After each interview, I sent a copy of the interview transcript to the participant. I asked each participant to review the transcript for accuracy. This quality control process member check ensured the accuracy, credibility, and the validity of the audio recording during the interview (Harper & Cole, 2012).

Transferability

The transferability or external validity of the study results also was noticeable in the data analysis and results and through detailed accounts and transcribed interviews verbatim. I coded, categorized, and grouped the participants' responses into themes. These steps could help a future audience to understand clearly the topic and its context. The data's meaning could be duplicated for transferability purposes.

Dependability

Dependability was established via an audio recording of each interview and verbatim transcription. The transcriptions were used to help verify the two forms of data. The data collected during the audio recording of interviews and the physical transcriptions.

Confirmability

Confirmability was established by using reflexivity; whereby, I disclosed fully (Miles, & Huberman, 1994) any personal biases, values and previous experience in relation to the research topic (Creswell, 2007, p. 243).

Intracoder Reliability

Intracoder reliability was established via utilizing NVivo11 computer software in coding, dividing, and organizing the data in a consistent manner (van den Hoonaard, 2008).

Results

NVivo11 computer software assisted in analyzing each question by selecting common themes. I generated common themes from the number of the respondents who stated the same or similar *shared experience* (Goleman, 1995; von Eckartsberg, 1998) reflected in the number of times the themes were found, including multiple responses of the same theme. Next, the data were organized according to the themes for each question to illustrate common themes across all 20 interviews. This section included the thematic categories of the respondents' perceptions of employees regarding their managers' EI in relation to employee motivation, job satisfaction, and performance grouped by question. Thematic categories included the research four sub-questions.

1- What evidence supports the presence of EI based on the emotional ability of perceiving emotions?

2- What evidence supports the presence of EI based on the emotional ability of

understanding emotions?

3- What evidence supports the presence of EI based on the emotional ability of

managing emotions?

4- What evidence supports presence of EI based on your motivation, job satisfaction,

and performance?

Question 1

What is your perception of your manager's EI and your motivation? The purpose

of this question is to explore participants' perceptions and the meaning of the *lived*

experience concerning their responses regarding motivation and their managers' EI

skills. Sixty-percent (60%) perceived their motivation increased due to their manager's EI

skills. On the other hand, thirty-percent (30%) perceived their motivation decreased due

to their managers' lack of EI skills. In addition, ten-percent (10%) declared themselves

self-motivated despite their managers'lack of EI skills. The results are illustrated in

Figure 9.

Respondents addressed how they felt when answering Question 1 regarding their

motivation. They described their perceptions of the relationship with their managers as

welcoming and friendly. For example, respondents described their managers 'attitude,

behavior, and EI skills and how their perceptions of their managers' EI skills influenced

their motivation. Several respondents said, "I felt" when answering Question 1 and

described how they felt regarding their managers. Of the 20 participants, 12 perceived

their managers' EI skills increased their motivation in the workplace. Mainly, they

perceived their managers to be emotionally intelligent and aware of their personal and

professional feelings, needs, and moods.

Figure 9. *Employee Perceptions of Managers' EI and Motivation Responses*
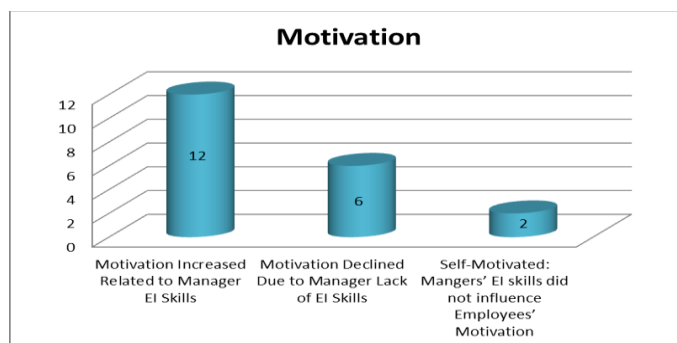
Participant 12, stated, "My manager, is very emotionally intelligent. As far as

personal relations and emotional relations with employees." This participant continued

saying, "My manager is always being able to tell if something is bothering me, like

personal life or I am tired, and my manager shows a lot of concern for any of things

happened." and "We have a very good working relationship… I have been very fortunate

my current manager has a higher degree of emotional intelligence."

Those statements illustrated employees appreciate managers concern regarding

employee feelings, needs, and moods, which translate into care, support, sympathy, and

empathy rather than treating them like a robot as one participant who stated motivation

decreased when describing the working relationship with the manager.

Participants who stated they were motivated used similar themes (Appendices E

& F) when sharing their perceptions. They described their managers using themes such as

emotionally intelligent, motivating, supporting, understating, communicative, knowledgeable, caring, relatable, and kind. Six participants perceived their managers' lack of EI skills decreased their motivation. Related themes were used such as *unsupportive, rude, unrelatable, understanding, clueless, arrogant, aggressive, unreliable, not a team player* and*, uncommunicative.* Two participants perceived their manager's lack of EI skills decreased their motivation, but they considered themselves self-motivated for personal reasons.

Sixty-percent (60%) mentioned managers asked them regarding their feelings and encouraged them to share feedback and communicate well. At the same time, these managers accommodated employee professional and personal needs and made them feel supported, comfortable, and welcomed in the workplace. While 30% of respondents shared negative experiences, they stated their managers' lack of EI skills and described them as unfriendly. For example, participants perceived their managers as disconnected from customers and employees-only focused on the profit. They do not want to communicate or encourage feedback. Participant 6 in particular said, "But at least understanding that your employees are still people and I am not a little robot just running around doing what you are telling them to do." This participant continued to say working with this manager is an unpleasant experience to say the least due to lack of EI skills. Participant 9 mentioned, "I have lost all of my motivation for doing the job recently because my manager has dealt with things with the lack of emotional intelligence." Participant 2 shared similar a statement saying, "I lost all the joy of doing my job because

of my manager caused everybody motivation and job satisfaction to decline and created stressful environment, people quit their jobs."

Several participants stated similar themes regarding their managers' EI skills that positively increased their motivation at work, resulting in their stated desire to come to work and enjoy work. They are willing to do more than their job requirements, willing to be creative and to become risk takers for trying new methods in an attempt to improve their work. Few mentioned they want to do a good job supporting their managers as a gesture of appreciation toward their managers' support. Participant 12 stated, "I always want to try harder, to do well for my manager, and to ensure my manager is proud of me in a way because I do not want to submit incomplete work, because I respect my manager." Another participant stated, "I definitely feel, I know that my manager trusts me and then I trust myself doing my job… every day in order to move forward, make important decisions on the job." Participants felt their motivation increased because of their managers 'empowerment of them.

In contrast, other participants stated they felt their motivation decreased due to their managers' lack of EI skills. Several participants mentioned they worked in a high turnover workplace, and they were seriously thinking regarding quitting as well and finding another job.

Question 2

What is your perception of your manager's EI and your job satisfaction? The purpose of this question is to explore participants' perceptions and the meaning of the

lived experience concerning their responses regarding job satisfaction and managers' EI skills. Sixty-five percent (65%) perceived their job satisfaction increased due to their manager's EI skills. Thirty-five percent (35%) perceived their job satisfaction decreased due to their managers' lack of EI skills. The results are illustrated in Figure 10.

Figure 10. *Employee Perceptions of Managers' EI and Job Satisfaction Responses*

Respondents addressed how they felt when answering Question 2 regarding their job satisfaction. They described their perception of what job satisfaction means to them and how managers' EI skills can increase or decrease their job satisfaction. Sixty-five percent (65%) perceived their job satisfaction increased due to their managers' EI skill because they felt their managers were *supporting*, *understanding*, *communicative*, *respectful*, and *humble* (Appendices G & H). Managers who established a friendly relationship with employees were described using similar themes as *caring*, *thoughtful*, *kind, a team player*, and *relate*. Participant 8 stated, "My boss being emotionally intelligent has increased my job satisfaction… and the environment that you work at."

Participant 7 stated, "My manager's management style and the stuff I was able to accomplish at work under my manager have made me even more satisfied at my job than ever before."

In contrast to the sixty-five (65%) who described positive perceptions of their managers' EI skills on their job satisfaction, thirty-five percent (35%) perceived their job satisfaction decreased due to their managers' lack of EI skills. They mentioned managers being *biased*, *judgmental*, *rude*, *bully*, *unrelatable* (*doesn't know what I do)*, *unsupportive* (*disconnected)*, and *divisive (creates a wall between us)*. Few participants felt they were more knowledgeable and experienced than their managers and felt their managers needed additional training in order to relate to their work load. Several mentioned that their managers cannot relate to their work and have no idea what do they go through the day and asked them for " unrealistic results" without any support. Several participants stated managers did not fully train them, but these managers consistently blamed any mistakes on them. Similar themes regarding managers miscommunications were shared by thirty-five percent (35%). They stated these managers were not good communicators, refused to give feedback, and were not good listeners. They also, in some cases, refused to listen to their feedback, even if they demanded it. In some cases, several mentioned that their managers asked them to listen only while managers were threatening them using unprofessional language-expressing anger and frustration, degrading them, and using condescending comments toward employees while they were

not allowed to say anything to defend themselves. Few participants mentioned they do not do anything regarding this behavior because they were afraid of managers retaliating.

Participant 10 stated this manager used threatening language to subordinates ensuring that no subordinate can fight back because this manager claimed the ability to produce a mountain of evidence against them if they dare to contemplate or to challenge the managers' decision or behavior. Participant 10 also stated this manager caused the company a lawsuit, and said, "I've seen two people quit in a month and a half because of this manager. I know this individual has a lawsuit against them. Because of something this manager said to another employee." Participant 10 continued to say, "But I'm thinking to myself, if you had an emotional intelligence right, based off our talk regarding now my manager would know not say something like that or I mean if you have common sense in general." Participant 10 stated seriously thinking regarding quitting and finding another job due to this manager's lack of EI skills, creating negative and high turnover in the work environment, which caused employee job satisfaction to decrease This participant also stated,

> I was motivated, but also I was satisfied. Good news and testing the waters out, and then, you know as time goes on, you really see who your managers are, and that, you know, that of course takes time and, then you start to see the lack of management involvement, which pretty much affects everyone. I would say that I am pretty much completely on the unsatisfied with my job, and maybe, some people can go to work during the day, and oh, you know I focus on the job and

this and that. But I think other people like myself need to be around the right kind

of people who foster a great team environment that you can build upon you know,

but you also have a foundation which is hard to build when you're around people

that can't build it with you right. Therefore, I would say that I am pretty much

completely unsatisfied in my current position because of this situation and the

lack of emotional intelligence.

The statement above, along with the previous statements, demonstrates that there

is a relation between motivation and job satisfaction and manager's EI skills. Most

unstatisfed respondents stated similar themes regarding their managers. They felt and

perceived their managers lack of acknowledging their work accomplishments to illustrate

they did not care or appreciate their contributions. This caused their to job satisfaction to

decrease. In contrast, the satisfied respondents mentioned their managers acknowledged

their efforts and showed their appreciation for their work and contribution. This might be

another topic for another kind of research exploring the difference between employee

perceptions of the nuances between completing tasks and being recognized for their

accomplishment, (usually managers acknowledge acomplishments vs completing daily

tasks).

Question 3

What is your perception of your manager's EI and your performance? The

purpose of this question is to explore participants'perceptions and the meaning of the

lived experiences concerning their responses on job satisfaction and managers' EI skills.

Sixty-five percent (65%) perceived their performance increased due to their manager's EI skills. Thirty-five percent (35%) perceived their performance decreased due to their manager's lack of EI skills. The results are illustrated in Figure 11. Respondents addressed how they felt when answering Question 3 regarding their performance. They described their perception of what performance means to them and how managers' EI skills influenced their increasing or decreasing job performance. Sixty-five percent (65%) perceived their performance increased due to their manager's EI skills because they felt their managers support encouraged them and positively inspired them to perform better (Appendices I & J).

Figure 11. *Employee Perceptions of Managers' EI and Performance Responses*
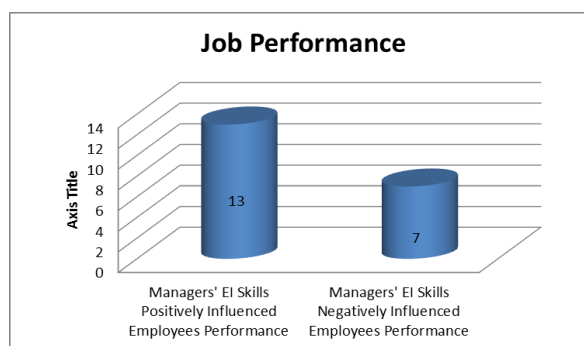
Participant 1 stated, " My manager can relate… and inspired me to do better… my manager emotional intelligence it does help out a lot for the job that I am working at." In addition, the same participant shared how this manager offered endless training and support whenever this participant needed it. Participant 17 stated, "My manager emotional intelligence skill influenced me to perform better and to work harder and

positively influenced my satisfaction." Participant 18 stated, "My manager encouraged feedback and takes it seriously and asked us regarding our opinion to find ways to solve issues with constructive feedback and accommodates employees with their needs…. This makes me feel positive and happy." Participant 11 stated,

> I really like my manager as a leader in how my manager shows in a one way or another appreciation it definitely makes me feel like I want to give more and provide more to even prove more of what I could do for my manager so definitely it does affect my performance positively.

> Participants stated their performance increased due to their managers EI skills such as *encouraging*, *accommodating*, *constructive feedback*, *communication*, *appreciation*, *care*, *empowerment*, *trust*, *support*, *motivation* and *positivity*. Thirty-five (35%) of the participants perceived their managers' lack of EI skills decreased their performance, using similar themes such as *unsupportive*, *negative*, *demanding*, *micromanaging*, *low paying wages*, *unwelcoming, creating stressing work environment,* and being *unrelatable*. In one case, a manager refused to communicate directly with subordinates.

Participant 10 stated, "Because of who my boss is, it is truly made me check out so I can care less regarding my performance." This manager's attitude and feedback was always negative, "I don't care how I perform with this individual and it is just, it is a clock ticking until I am out and find another job." Participant 10 continued saying the following,

I do not care, I cannot perform when I go to work and it is literally just somebody

yapping in my ear regarding this and that. Things that really do not even matter,

you know, just all day long. Like, that you are stuck in this little cell, and

somebody is barking at you all the day. And, but meanwhile, you are supposed to

do fifty other million tasks and it is like how I am supposedly do this task if you

are busy, pull me in your office, so you can either: (a) gossip regarding other

people, (b) micromanage my time, and (c) tell me how I screwed something up

which really doesn't matter you know. The list goes on, but I would say that

because of this person's extreme lack of emotional intelligence, which has created

who I am now, what I am going to do with my career. I am completely

unmotivated and it has completely screwed up my job performance, but I could

care less, and this is the card of an adult so I will deal with it for now.

Participants 9 stated,

My manager negative behavior, impacted my performance is that my attitude

right now is I am going to do a bare minimum and I am not doing anything else.

For instance, recently we had a meeting and I did not have anything to say and

that's not like me because I am almost always have something to say and I am just

going to not engage because I don't care anymore.

The previous statements illustrate how managers' EI skills can influence

employee to decreased as well as increase their job performance. Most respondents who

stated their performance decreased due to their managers lack of EI skills shared similar

themes such as how they felt managers were *unsupportive*, *negative*, *created stressful working environments were demanding*, give *unconstructive* feedback, were *micromanging*, *unfriendly*, *rude*, and *uncommunicative (only negative feedback).* In contrast to the respondents who stated that their managers' EI skills increased their performance, they shared themes suchs as managers made them *love their work*, *enjoy a positive and friendly work environmen*t, *inspired them to contribute more to their work*, and *made them want to give a gesture of appreciation.*

Question 4

What is your perception of your manager's EI and perceiving emotions? The purpose of this question is to explore participants' perceptions and the meaning of their *lived experiences* concerning their managers' EI skills perceiving emotions. Sixty-percent (60%) perceived their managers' ability to perceive emotions, while, forty-percent (40%) stated the opposite. The results are illustrated in Figure12.

Sixty-percent (60%) stated their managers' EI skills, ability to perceive emotions and the way they handled their emotions and others (Mayer et al. 2002) during interaction in the workplace demonstrated a positive impression.

Figure 12. *Employee Perceptions of Managers' EI and Perceiving Emotions Responses*
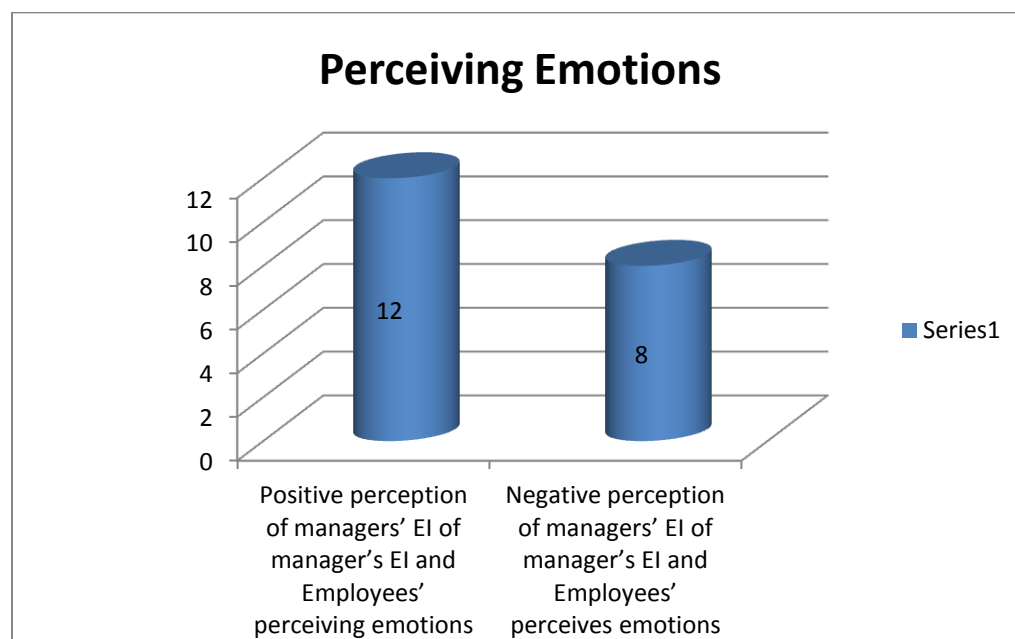
Participant 1 described personal perception of manager's EI skills of perceiving oneself and others by saying,

Being a good person having that emotional intelligence being able to relate to people being able to understand people in kind of work with them… since you are working with people you need to have people skills…if your manager you are dealing with people yes it is very important to have us those skills people.

Participant 8 described how their manager accommodates employees needs and said, "That makes me happy because my manager listens to us." Respondents addressed

how they felt when answering Question 4 regarding their managers and then how they

perceive emotions. They described their perceptions of how their managers perceive

personal emotions as well as participants' emotions, describing their reactions

(Appendices K & L). Sixty-percent (60%) of participants stated their managers handled

emotions positively, giving them a sense of relief. When they felt, their managers were

able to relate to their emotions and expressed their emotions in an appropriate manner;

this behavior caused them to perceive emotions positively. Few participants stated they

have great managers with a great sense of perceiving emotions in stressful situations. The

managers demonstrated *patience*, *sympathy*, *support*, *leadership*, and that they felt

comfortable sharing their personal feelings with subordinates instead of lacking the

ability to relate.

Respondents acknowledged that they as humans could not be perfect all the time.

Many employees demonstrated examples sympathizing with their managers being busy

and sometimes having an overwhelming work schedule. In return, participants felt they

deserved fair treatment with respect and transparency. The interpretations pointed out that

it is essential for managers to have the ability to perceive oneself and others emotions

positively and handle them through *open communications*, *sympathy*, *transparency*, *trust*,

and *thoughtfulness* in a professional manner when addressing others.

Several participants expressed the importance of managers' ability perceiving EI

positively influenced their motivation, job performance, and satisfaction. They expressed

their appreciation when their managers shared their frustration and stress with them rather

than against them. Participants felt they are establishing closer relationships with their managers and felt they can talk with their managers anytime seeking support and understanding from them; this interaction made them feel welcomed in the workplace. For instance, participant 7 stated,

> I go to my manager's office and just kind of talking about how things are going, if I am tired, if I am drained from work or something else like I feel like my manager can say, oh, I know how you feel even if I need just to sit down and say man! This has been a long week, and my manager will be like, you are right, it has been and talks a little bit about what is going on with my manager and what is going on with me and kind of going out the day. So, I mean I have had anything, like I said a serious, where I had to go to my manager and say you know I need help with this thing. But I definitely know I feel comfortable doing this because I know my manager if this ever comes up that I know my manager would empathies and sympathize and I have had that in the past, so it's a good feeling.

Participant 7 continues saying,

I think, you can probably work with others I do not know how well you can manage others without some level of emotional intelligence. Because, you know, it is tough to manage people and be that person that everybody comes to so you have to have some type of emotional intelligence that goes along with it and without it; you know you are not going to be effective. People are not willing to come to you with their issues. Therefore, if somebody is doing a poor work, you

know, and they do not feel comfortable telling you why. You are just going to

assume that person is lazy and not get the bottom of what is going on but you

have some type of emotional intelligence some ability to communicate your

feelings and allow them to communicate their feelings to you, you may

understand that person is not doing so well at work for that time being.

Participant 7 describing manager's ability perceiving EI and stated,

I think that by showing emotions and saying like to listen, I have besides other

things going on, you know it's humanizes a boss. I think you know, it allows to

relate to what is going on. If I was my boss, I would say hey, this is what is going

on, and he is like oh! Do you know, I had a similar experience, or you know, this

is, it's okay, you know, if you need a little bit of time, or whatever, then, I will

feel more comfortable from somebody who was like, you know, you need to not

to show emotion, because they don't show emotions. I think in my field you know

we deal with a lot of emotion so emotional things so it's an emotionally draining

job so I think it would be weird to have a manager or my boss not show emotion

in any way.

In contrast, the forty-percent (40%) who perceived their managers lack of ability

to perecive emotions described how their managers expressed their anger and frustration

towards them, negatively influencing the way they perceived emotions at the workplace,

and in some cases, the managers refused to communicate or share feedback with

subordinates. As one participant stated, "My manager puts a wall between us." The

participant continued saying the manager did not care regarding how employees felt, could not relate to their emotions and only cared regarding the "bottom line". Participants 6 stated, "My manager is a little nuts to say the least. My manager would not say anything positive" and "Because if she's stressed she will take it on the staff." Participants 6 continued saying, "I would assume because my manager just would not get it. Like, I don't think my manager ever think the fact that you shouldn't be talking to your employees in that rough of a manner." and "Doing this all day long in every day I guess this is part of my manager nature, is not aware of oneself emotions." The following response by participant 9 described manager's lack of perceiving EI skills,

Clueless although my manager is very intelligent person I know my manager knows about emotional intelligence and I know my manager understands at least cognitively what it is. But, my guess is my manager does not pay much attention to that, my manager is very corporate really into that. I am the boss, these are the rules, take it or leave it. If you do not like it too bad, go away go somewhere else.

Managers' lacks of EI skills being unrelatable, as a result making subordinates perceive that their managers could not handle stressful situations well. At the same time, those managers did not share their feelings and frustration toward subordinates; they tend to express their anger and frustration towards subordinates instead of trying to handle their emotions, turning a "good day" to a "bad day" instead. Participant 10 stated their manager does not care regarding employee emotions and said, "My manager might walk

into the office and say today is going to be a bad day, I am pissed off blah blah blah blah

blah." This participant also stated,

> I tried to talk to other people about it; it is kind of the elephant in the room. But, I
>
> have gotten several employees in my department to talk about it and now we have
>
> all come to the conclusion that our manager is crazy and multiple people in the
>
> entire office are like man I cannot believe our manager is crazy, like our manager
>
> is crazy. You know the consensus is, no one likes our manager literally. No one
>
> likes our manager because our manager, like, I am going to be the drama queen in
>
> the office. Like, that is our manager goal is to cover all her tracks so becomes
>
> very difficult to work for her. Because she literally is the type of person who
>
> wants everything in writing, right makes you even want something so simple like
>
> somebody wants paper from me she will say make sure you write an email so they
>
> complain later we can be like aha! Look at this, email I told them that we were
>
> going to do it and blah, blah, and I do not play those games, I do not have time for
>
> it and this sheds more light on what kind of personality is involved with this
>
> person.

Participant 3 described the ability of manager's lack of EI skills by saying "In

fact, I believe that my manager emotional development stopped probably in high school."

and continue saying, " I don't think that is something that just ballooned up after my

manager got to be an adult."

According to participants, all four-interview questions are closely related

addressing perceiving managers EI skills. The majority felt it is important that managers understand the general findings of this research in order to contribute to positive social change in the workplace. Participant 7 described that their previous manager before the now current manager caused the participant to think seriously regarding quitting. Because the previous manager lacked EI skills, it caused the participant to lose motivation, job satisfaction, and as resulted in a performance level decreased. A new manager who the participant currently reports to at the time this study was conducted replaced this manager. The participant was enthusiastic describing how this manager made a big difference in the workplace for years now due to high EI skills. The participant did not quit and now is still working for the same manager and feels very happy, very satisfied, highly motivated, empowered, and was able to achieve more than anticipated.

Summary and Transition to Chapter 5

When I started this research, I consistently reminded myself to stay neutral and avoid bias regarding data analysis and the study results. I was thinking regarding how important EI skills are and how I could evaluate their significance this was my question, which focused on the positive side of the results. During data collection and data analysis, I realized each participant has a unique *lived experience* and that both positive and negative experiences are equally important to the rest. It was no longer regarding how many positive or negative *lived experiences* I had encountered in this study. The data analysis demonstrated that all *lived experiences,* positive or negative examples, are equally important to the study. They all contributed tremendously with rich information

and data that surprised me personally, and I was fascinated with the information I had

been able to collect after just interviewing several participants. I started seeing how the

patterns and themes repeated, and saturation of data started to occur (Fusch, & Ness,

2015) in both positive and negative cases. According to Fusch and Ness (2015), reaching

data saturation in a small as well as big qualitative study indicates that enough

information has been collected. When duplicate information occurs, this indicates the

study has reached the limit of finding new data.

At the same time, I allowed new themes to emerge. All interviews immensely

contributed essential data for the research. The participants shared their personal

experience and perception of *lived experiences*. The NVivo11 computer software

program assisted in coding, organizing, and analyzing the collected data from the

interview transcripts that were audio recorded earlier as well as assisted in identifying

themes and allowed new themes to emerge. I utilized Attride-Stirling's (2001) six steps

or stages thematic analysis method (see Figure 5 in Chapter 3) when conducting thematic

analysis. Attride-Stirling's six steps or stages of thematic analysis method assisted in

identifying themes and patterns in addition to new emerging themes.

Chapter 4 addressed the purpose of this phenomenological research study,

addressed the findings, reported results, and illustrated findings generated from this

research and data analysis. The purpose of this qualitative phenomenological research

study was to explore employee perceptions of managers' EI skills in relation to

motivation, job satisfaction, and job performance in the Northern Virginia area. Data

were collected using in depth face-to-face semi-structured interviews with 20 employees

in NOVA area. The study used the snowball sampling method to find 20 male and female

employees who reported to managers in the workplace. Family members, friends, and

coworkers assisted in recruiting for potential participants; in addition, participants also

recommended and recruited potential participants who met the selection criteria for this

study.

The face-to-face interviews provided in depth understating of *lived experiences* of

employees reporting to managers in the workplace. I met with each participant separately

and confidentially allowing all participants to freely express and share their perspectives

toward their managers' EI skills. All 20 participants who met the selection criteria (male

and female employees in NOVA area who reported to managers at their jobs) received an

email containing an invitation letter to participate in the study (see Appendix A), and a

copy of the consent form was attached. Participants who agreed to continue responding to

my email with the phrase "I consent," electronically signed and acknowledged clearly

they read and understood the consent form before data collection.

This chapter has addressed and illustrated the systematic process of this research,

including results of recruiting and finding participants, the interview process, data

collection and data analysis. I used NVivo11 computer software program that assisted in

coding, organizing, analyzing, and collecting data from the interview transcripts. These

were transcribed verbatim, and NVivo11 helped me identify themes and allowed new

themes to emerge as well. This chapter has also enclosed all data are stored securely, and

strictly shared only with my dissertation supervising committee members. Data are stored and locked in a file cabinet and password protected computer-fulfilling Walden University requirements for a period of at least five years.

Chapter 4 has also addressed the study challenges and difficulties that slowed down the process of the snowballing purposive sampling method. Chapter 4 has illustrated and outlined participants' demographic data and presented the data in figures and tables generated by NVivo11 computer software and MS Excel computer software. The study findings illustrated beneficial information to educators, human resource professionals, leaders, managers, and researchers as well as employees by sharing research results in order to increase knowledge and add more emphasis on managers' EI skills and capabilities, possible improving employee motivation, job satisfaction, and performance.

Chapter 4 has incorporated the study setting, demographics, data collection, data analysis, results, evidence of trustworthiness, and a summary and transitions to Chapter 5, which presents a brief analysis of the findings, interpretations of the *essence* of the *lived experiences* and the prospects of the individuals, their shared information and results, the limitations of the study, recommendations, implications and conclusion.

Chapter 5: Conclusions and Recommendations

The research question addressed the perceptions of 20 employees regarding their managers' EI in relation to employee motivation, job satisfaction, and performance in NOVA area. In this qualitative phenomenological study, I explored the perceptions and *lived experiences* of 20 female and male employees in the area. I examined employee perceiving of their managers' EI skills pertaining to employee motivation, job satisfaction, and performance. Several organizations in the area rejected my request to interview employees; therefore, I used the snowball method to find potential participants.

In Chapter 1, I addressed and identified the research topic, problem statement, purpose of the study, and research questions. I also illustrated the conceptual framework of EI models, the nature of the study, definitions, assumptions, scope and delimitations, limitations, significance of the study, and a summary. In Chapter 2, I explored the EI concept through the literature review and its research strategies commencing with the conceptual framework. The literature review included Salovey and Mayer's, four-branch model of EI, the Bar-On model of emotional-social intelligence, and the Goleman Emotional Competencies Model. The literature review also included exploring the emotional intelligence background, which incorporated the human interrelationship of motivation, job satisfaction, and performance.

In Chapter 3, I illustrated the research design and rationale of the method, the role of the researcher, methodology, instrumentation and procedures for data collection, procedures for recruitment and participation, data analysis plan, issues of trustworthiness,

and ethical procedures. In Chapter 4, I demonstrated the findings of the research using the Stirling six-steps-stages thematic analysis of the 20 audio-recorded interview transcriptions. In my data analysis, I examined common themes for each question by using NVivo11 computer software.

In Chapter 5, I present recommendations based on the study findings. In Chapter 5, I encompass the conclusions and recommendations of the research findings, including the research, interpretation of data analysis, recognized prospective research topics in relation to EI skills and their influence on employee motivation, job satisfaction, and performance.

Conclusions

The research questions focused on exploring the perceptions among 20 employees regarding their managers' EI in relation to employee motivation, job satisfaction, and performance in NOVA area. This phenomenological research addressed the core research question. What are the perceptions among employees regarding their managers' EI in relation to employee motivation, job satisfaction, and performance?

In Chapter 5, I address the purpose of the qualitative phenomenological study. I identify the factors and the relationship between managers' performance and EI skills. To find the answer for the study question, I conducted 20 face-to-face interviews, using open-ended, semi-structured questions (Appendix A) exploring employee perception regarding their managers' EI skills. I illustrate the findings acquired from face-to-face interviews with employees who reported to managers. These research findings confirm

that managers' EI skills influence employee motivation, job satisfaction, and performance. Managers' lack of EI skills negatively influences employee motivation, job satisfaction, and performance.

Interpretation of the Findings

This research finding unveiled many topics regarding the relationship between managers and employees. The study interpretation of the findings revealed managers' ability to manage, motivate, and lead employees related to topics such as supportive managers versus unsupportive managers, managers who could relate to employees versus managers who could not. To illustrate the contrast between both, managers can promote friendly and welcoming work environments, or they can create unwelcoming and stressful work environments. Managers can empathize with employees or not. They can appreciate employee contributions or ignore these contributions, and be demanding and difficult to work with (Figure 13).

The focus of the study was on the significance of EI skills in regards to managers' ability to manage, motivate, and lead employees. The findings revealed these elements are important to the relationship between a manager and employee, which typically are overlooked (Figure 13). Given that managers focus on achieving organizational goals, they may often neglect managing, motivating and leading employees all key functions of effective managers, who are found to be *supportive*, *welcoming*, *relatable*, *empathize*, and *appreciative*. The findings revealed these characteristics essential to managers' EI skills (Figure 13).

Figure 13. Interpretation of the Findings
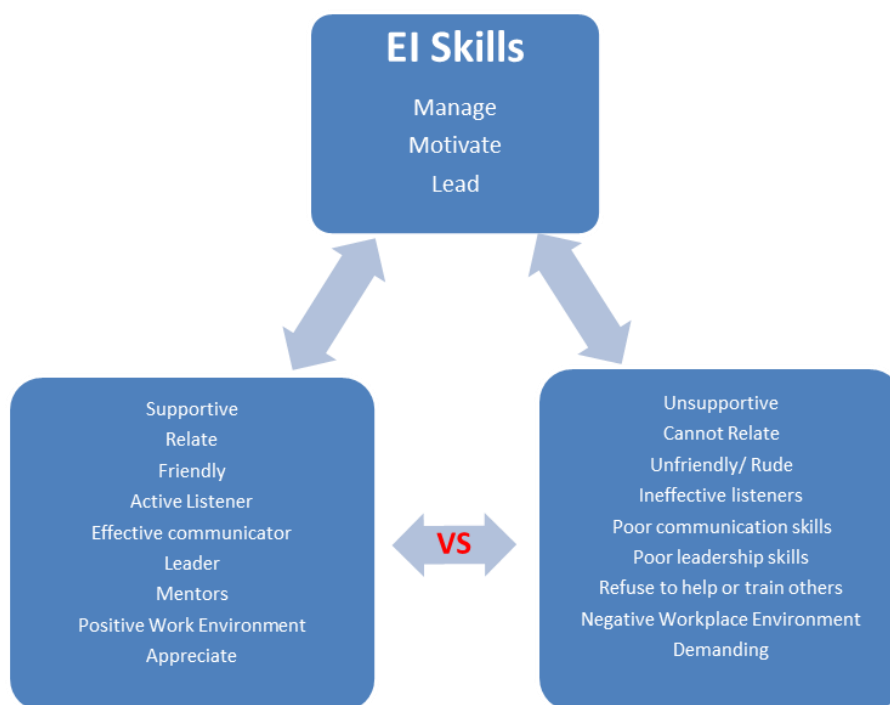
Employees considered their relationship with their managers as important and wanted to have a close relationship with their managers. The data analysis indicated employees care regarding the quality of the relationship between them and their managers. They care for their managers and they want and deserve *mutual respect*, *support*, *understanding*, and *open communication* in order to *work together as a team in a friendly and welcoming workplace.*

Employees also care regarding the characteristics and traits of their managers' and can often be influenced by their managers' EI skills positively and negatively. Their motivation levels can fluctuate according to their perceptions of managers' EI skills. In

fact, several participants did mention their managers are not effective leaders, calling them dictators and tyrants, while other participants reported being inspired by their managers for their leadership capabilities and having an emotional connection with them. One participant stated that EI skills have a stronger influence on leadership than IQ (Intelligence Quotient) does. The statement agreed with literature findings. Whereby many studies found EI skills prove essential for social and professional success (Killian, 2012). Relatedly, neurological studies have found a connection among intelligence, emotion, and learning styles, with advancement of social and EI skills through neuroimaging observations. People learn through observation and interaction with others to form social and emotional skills storing neuroimaging imaging in the brain memory (Sigmar et al., 2012). EI skills are found as an important interaction of social intelligence skills and are equally important as IQ (Leo, 2014; Salovey & Mayer, 1990).

The 20 participants' testimonies helped to corroborate the literature findings, although further research is needed on managers' EI skills in relation to self-awareness, education, and training. These findings concurred with the literature review that many employees do not learn regarding expressing their emotions, but instead learn to suppress them aside at the workplace, which hinders their managers' abilities to manage and lead employees. In this study, participant 13 stated the person's manager utilized EI skills in a person-to-person setting, but not in a group setting. It is possible this manager does not realize the importance of using EI skills in both settings. This significant finding indicates some managers might not realize the impact of using EI skills in managing, motivating

and leading employees. Participant 5 expressed similar experiences, saying the manager avoided using EI when communicating with employees with serious issues such as performance appraisals. The participant stated the manager believed it is wise to avoid using EI skills when handling sensitive matters seriously.

The research findings confirmed that participants affirm the importance of their managers EI skills. Each shared examples of how they feel dealing with their managers daily and how their managers' EI skills influence their own motivation, job satisfaction, and performance. This result supports the literature finding that managers' EI skills are essential to motivate employees, increase job satisfaction and enhance employees and organizational performance. Otherwise, if they see the relationship between them and their managers is hopeless due to managers' lack of EI skills employee motivation decrease as well as job satisfaction and eventually performance. Fifteen-percent (15%) said that their managers' lack of EI skills caused them to lose their interest and passion for their work and jobs, causing their motivation to decrease as well as their job satisfaction and performance.

Twelve participants stated they were motivated by their managers' characteristics, traits, and EI skills and they perceived their managers' EI skills increased their motivation in the workplace. Essentially, they perceived their managers to be emotionally intelligent and aware of their personal and professional feelings, needs, and moods. These twelve participants also stated because their managers' increased their motivation, they admired and highly respected their managers, which increased their

sense of pride, teamwork; and wanted to show their appreciation to their managers' by working harder.

For instance, few participants stated they hate their jobs and did not support their organization's mission and objectives, but are motivated because of their managers' high EI skills that demonstrate support and a positive attitude. For example, participant 6 stated the manager's negative feedback, hostile, and aggressive behavior toward the participant and coworkers made the participant felt being stalked by this manager. This participant could not forget the manager's negative behavior, by recalling how it felt when the participant was not in the presence of this manager.

This example concurred with the literature findings, which stated that according to Goleman (1996), through interacting with others, the human brain stores emotional experiences and memories causing the body to react to an aggressive and hostile environment (Dodonova, et al., 2012; Fonberg, 2013; Toyota, 2011; Toyota, 2013).

Several participants responded that managers who demonstrate low EI skills do not demonstrate empathy in contrast to managers who demonstrate a higher level of EI skills. This concurred with the literature findings that indicated people learn from interacting with each other. People learn how to express emotions like empathy, or fail to express emotions when they are lacking empathy (Denkova, et al., 2012; Tarplett, 2011). Fifteen-percent (15%) stated they feel their managers' low self-confidence might be the reason behind their managers' low EI skills. This concurred with the literature review that linked self-confidence with EI skills (Brandberry, & Greaver, 2009).

The open-ended questions encouraged participants to further express and discuss their *lived experiences*. The purpose of question one was to explore participants' perceptions of their managers EI skills and employee motivation. The majority of participants agreed there was a relationship between their perception of their managers' EI skills and their motivation. Sixty-percent (60%) stated their managers' EI skills increased their motivation while thirty-percent (30%) acknowledged their managers' lack of EI skills caused their motivation to decrease. Ten-percent (10%) said they were self-motivated despite the fact they acknowledged their managers' lack of EI skills decreased their motivation as well (Figure 9). The purpose of the second question was to explore participants' perceptions of their managers' EI skills and their job satisfaction. The majority of participants agreed there was a relationship between their perceptions of their managers' EI skills and their job satisfaction. Sixty-five percent (65%) stated their managers' EI skills increased their job satisfaction. Thirty-five percent (35%) stated their managers' lack of EI skill decreased their job satisfaction (Figure 10).

The purpose of the third question was to explore participants' perceptions of their managers' EI skills and their performance. The majority of participants agreed there was a relationship between their perceptions of their managers' EI skills and their performance. Sixty-five percent (65%) stated their managers' EI skills increased their performance. Thirty-five percent (35%) stated their managers' lack of EI skills decreased their performance (Figure 11). The purpose of the fourth question was to explore participants' perceptions of their managers' EI skills and perceiving emotions. Sixty-

percent (60%) perceived their managers' ability to perceive emotions while forty-percent (40%) stated the opposite (Figure 12).

The study findings concurred with the Salovey and Mayer (1990) EI model regarding connecting emotions and intelligence. Salovey and Mayer (1990) connected emotions and intelligence through their EI theory model. Brackett et al. (2011), acknowledged this difference between emotions and intelligence; and Hess and Bacigalupo (2013) agreed that emotions pertain to an individual's decision-making performance, empowerment, and relationships. Salovey and Mayer's 1990 EI model paved the way for the Goleman EI model (1995). Salovey and Mayer persuaded many scholars to address emotional intelligence instead of only focusing on the intelligence quotient (IQ). Goleman's EI model became one of the key instruments used today in educating and enhancing EI skills.

In conclusion, the majority of participants in this study acknowledged the importance of their managers to perceive and recognize emotions and their EI skills. These findings concurred with the literature review. The majority of participants referred to the essential relationship between their managers' EI skills to influence employee motivation, job satisfaction, and performance (Singh, 2013a). The research findings aligned with the literature and identified a positive relationship between managers' EI skills and employees perceiving this relationship, thus influencing their motivation, job satisfaction, and performance (Bradberry, 2012; Rehman, 2011).

Questions Themes Analysis and Interpretation

Question 1 asked participants regarding their perceptions of their managers' EI skills and their motivation. NVivo11 software computer program assisted me in analyzing the collected data and generated several reports illustrating common and repeated themes (Appendices D & E). Respondents expressed their feelings and shared *lived experience* in their statements during the interviews. Each transcript uploaded into NVivo11 software computer program to identify common and emerging themes. Question one common themes illustrated in a text map format and word cloud format (Appendix D) as well as in a cluster analysis format-(Appendix E). The text map (Appendix D) illustrated common themes to address *emotional intelligence*, *motivation*, *supportive*, *personal*, *relate*, *communicate*, *knowledge*, *feel*, *understanding*, *positive*, *interactive*, *communications*, *caring*, and much more similar themes to the word cloud format and cluster analysis format (Appendix F).

These themes illustrated what the majority of respondents stated regarding their perceptions of these relationships with their managers. Emotional intelligence and motivation were crucial to them in relation to managers' behavior, including being supportive and having engaging interacting and communicating, in addition to showing understanding, empathy and thoughtfulness. Sixty-percent (60%) acknowledged perceiving these common themes in their managers' EI skills increased their motivations. Thirty-percent (30%) acknowledged the lack of these themes in their manager's lack of EI skills decreased their motivation. Ten-percent (10%) acknowledged the importance of

these themes in managers' EI skills but they said they were self-motivated regardless of their managers' lack of EI skills.

These themes emerged from respondents expressing their feelings and their *lived experiences* answering Question 1. The majority of respondents said their managers' interaction, thoughtfulness, sympathy, communication, leadership, support, and concern regarding their circumstances, personally and professionally, made a big impact on their motivation in the workplace.

Sixty-percent (60%) talked regarding when their managers show they care for them as people and not only as employees. They felt their managers' care for them; and, therefore, their employee motivation increased. These participants also stated that when managers relate to the participants' daily work activities and related stresses, their managers understanding illustrated emotional connections with them. On the other hand, thirty-percent (30%) participants mentioned that when their managers show they appreciate them, concerned regarding their feelings, needs, and moods. Participants said their managers' compassion demonstrated how they care, support, sympathize, and empathize rather than treating them like a robot as one participant who stated motivation decreased when describing the working relationship with the manager.

Question 2 asked participants regarding their perceptions of their managers' EI skills and their job satisfaction. NVivo11 software computer program assisted in analyzing the collected data and generated several reports illustrating common and repeated themes (Appendices F & G). Respondents expressed their feelings and shared

lived experiences in their statements during their interviews. Each transcript uploaded into the NVivo11 software computer program helped me to identify common and emerging themes. Question two common themes are illustrated in a text map format and word cloud format (Appendix F) as well as in a cluster analysis format (Appendix G). Text map (Appendix F) illustrated common themes to address *emotional intelligence*, *supportive*, *relate*, and *communicate*, *knowledge*, *and feel*, *personality*, *satisfied*, *unsatisfied* and many other similar themes to the word cloud format and cluster analysis format (Appendix G). The themes illustrated what the majority of respondents stated regarding their perceptions of their relationships with their managers. For example, emotional intelligence was central to them for describing their managers' behavior, personality, interaction with employees, communication style, and thoughtfulness. All of these EI themes in the positive increased their employee job satisfaction.

Sixty-five percent (65%) reported their managers' EI skills increased job satisfaction, stating their managers are *supportive*, *friendly*, *kind*, *active listeners*, *team players*, *active leaders*, *sympathized with them*, *made work enjoyable* and *promoted a positive workplace*, all of which contributed to job satisfaction. Thirty-five percent (35%) acknowledged the lack of these themes in their managers' skills served to decreased job satisfaction. They felt their managers were *incompetent*, *ineffective*, *unsupportive*, *unrelatable*, *rude*, *uncommunicative*, and *not cooperative*, were *bullies*, *unexperienced*. These negatives made these employees feel frustrated, burned out, stressed; and the negatives increased turnover.

Question 3 asked participants regarding their perceptions of their managers' EI skills and performance. NVivo11 software computer program assisted me in analyzing the collected data and generated several reports illustrating common and repeated themes (Appendices H & I). Respondents expressed their feelings and shared *lived experience* in their statements during their interviews. Each transcript uploaded into NVivo 11 software computer program helped me to identify common and emerging themes. Question three common themes are illustrated in a text map format and word cloud format (Appendix H) as well as in a cluster analysis format (Appendix I). The text map (Appendix H) illustrated common themes to address *emotional intelligence*, *communications*, *accomplishment (acknowledgment), support, performance, interacting, caring, feeing,* and *motivating*. The themes illustrated what the majority of respondents stated regarding their perceptions of the relationship with their managers. Emotional intelligence was central to these respondents in describing their managers' behavior, personality, interaction, communication, and thoughtfulness. The positive behaviors increased job satisfaction, reported these participants.

Sixty-five percent (65%) stated their managers were *supportive*, *encouraging*, *inspiring*, *relatable*, *acknowledging, mentoring, coaching, interacting,* and *communicative.* Thirty-five percent (35%) acknowledged the lack of these themes in their managers' skills decreased their job satisfaction. They felt their managers were *unsupportive*, *rude*, *demanding*, *ineffective communicators*, *disrespectful*, and *difficult to*

work with. Managers who could not relate to employees caused unfriendly relationships and created a stressful and a negative work environment.

Question 4 addressed participant perceptions of their managers' EI skills and understanding emotions. NVivo11 software computer program assisted me in analyzing the collected data and generated several reports illustrating common and repeated themes (Appendices J& K). Respondents expressed their feelings and shared *lived experience* in their statements during their interviews. Each transcript was uploaded into NVivo11 software computer program to help me identify common and emerging themes. Question four common themes were illustrated in a text map format and word cloud format (Appendix J) as well as in a cluster analysis format (Appendix K). The text map (Appendix J) illustrated common themes to address *emotional intelligence, care, communications, constructive feedback, feelings, empathy, support, sensibility, kindness, transparency,* and *confidence.* The themes illustrated what the majority of participants stated regarding managers' ability to understand emotions, manage stress, and relate to others emotionally. Participants acknowledged the importance of managers' ability to understand and decode employee emotions and relate to them. In other words, the participants said they valued managers' ability to connect emotionally with employees through behaving sensibly, kind, and transparent.

Sixty-percent (60%) stated their managers have the ability to recognize when employees are tired, stressed, and in need of emotional support. Participants said they appreciated when managers expressed and shared the feeling of frustration and anger

with subordinates instead of takin it towards them*.* Forty-percent (40%) reported their managers lack the ability to perceive emotions in themselves and others around them, which made the participants, feel emotionally disconnected from their managers. The majority of participants stated they feared their managers raging temperament when they are angry and frustrated because they become angry, rude, emotionally and verbally abusive towards them. Employees feel they cannot do anything regarding this treatment because they are trapped in this relationship and afraid of retaliation. The best way out is to ignore the situation, say nothing, and find another job. Few participants stated their managers do not understand employee nonverbal messages—body language. At the same time, few participants stated that their managers' body language messages do not match their speech, causing employees to feel confused. These managers cannot relate; they are difficult to work with, they are selfish, rude, hostile, negative, passive aggressive, and micromanage and bully their employees*;* and according to few participants, have low self-confidence. They are ineffective managers who create an unwelcoming, negative, stressful workplace environment.

In summary, emotionally intelligence skills are essential for all managers. Managers need to learn how to manage and lead employees effectively and efficiently. Failing to do so causes organizations to suffer financially and jeopardize their image and competitiveness. Managers need to improve their relationship with employees and learn how to connect emotionally with employees. Managers must learn to relate, understand, and sympathize with employees in order to work with employees as a team and not in a

superior-inferior relationship. Managers need to motivate employees in order to foster job

satisfaction and performance in a friendly, supportive work environment. Training

managers to improve EI skills could help them to improve and with a reasonable level of

EI skills, a manager could be effective.

Table 8 captured a summary of the key findings. These key findings explained the

contrast between managers with high EI skills versus managers with low EI skills. This

research identified these key findings through accessing participants' responses regarding

their managers' EI skills and how does these skills influence their motivation, job

satisfaction, and job performance. The first column lists the high EI skills managers'

characteristics indicated that it is important for managers to support subordinates with

work related issues and accommodate personal needs supporting and creating a

welcoming life-work balance work environment. Managers need to understand

subordinates' daily work tasks and to be able to relate and empathize to their working

environment. Managers need to be friendly, active listener, and effective communicators.

Managers need to empower subordinates and encourage them to feel comfortable sharing

feedback. Managers need to learn how to be effective leaders and not only sufficient

managers. Managers who care for subordinate success they need to support them through

mentoring, coaching and illustrate appreciation and gratitude for their contributions. The

majority of participants felt these high EI skills increased their motivation, job

satisfaction, and job performance.

Table 8. *Key Findings*

High EI Skills Manager	Low EI Skills Manager
Supportive	Unsupportive
Relate	Cannot relate
Friendly	Unfriendly/ Rude
Active listeners	Ineffective listeners
Effective communicator	Poor communication skills
Leader	Poor leadership skills
Empathize	Lack the ability to empathize with others
Mentor	Refuse to help or train others
Promoting a positive workplace environment	Promoting a negative workplace environment
Appreciative	Demanding

The second column in Table 8 lists the low EI skill manager's characteristics indicated that participants disliked these low EI skills, traits and the majority felt these low EI skills caused their motivation, job satisfaction, and job performance to decrease. The majority of the participants said they felt managers need to work on improving their EI skills. Managers with low EI skills need to improve their listening and communication skills, and encourage subordinate to share feedback. Managers need to realize the consequence of their actions and behavior on subordinates' attitudes and the workplace environment. Managers' actions and behaviors toward subordinates caused their motivation, job satisfaction, and job performance to decrease. Managers need to learn to be effective leaders and not only focus on being managers. Managers need to support subordinates and reach out to them often through transparency and building strong teams.

Managers need to learn how to empathize and relate to subordinates work related and

personal concerns. Managers need to learn to empower subordinate rather than

micromanage them and instead became their supporting mentor and cheering coach

instated of become their malicious rival.

Implications for Positive Social Change

This research results could contribute to positive social change in the workplace

by improving the relationship between the employer/manager and employee. This

research could benefit stakeholders in the workplace, educators, social workers and

public policy reformers by addressing topics and ways to improve the personal and

professional relationship between managers and employees or employer and employee.

Previous literature focused on improving EI skills by addressing the importance of

enhanced managerial and leadership skills. This research has found that participants

consider the relationships with their managers as more personal and closer since they

spend daily long hours interacting and working closely with their managers. This

information was not found in the literature review.

Once managers and employers realize the importance of this relationship, this

awareness might help to establish the pathway for all parties to be significantly more

harmonious in the workplace. Human resources professionals could benefit specifically

from this research by learning to apply a more organizationally effective way to recruit,

hire, and train qualified managers. Understanding the employee relationship and its

potentially positive effects could assist in pinpointing how to enhance performance; decrease organizational turnover; and retain talented, needed employees.

Conclusion

EI skills are essential to managers' ability to manage people, motivate them, increase job satisfaction, and improve job performance. Not all managers are effective leaders; however, managers are required to lead employees effectively and efficiently to achieve organizational goals. When managers lack sufficient capabilities, have poor skills, and manage employees ineffectively this can result in disastrous and costly impacts to organizational success, to say the least. Employees are capable of perceiving managers' EI capabilities that could influence their ability to work and be productive. In combining findings from both the literature and my participants' responses, I found that employees evaluate their relationship with their managers based on the level of EI skills. This relationship influences their motivation and streams down to job satisfaction and performance. Results can be either negative or positive, according to managers' EI skills. Managers who have high EI skills are found to be supportive, relatable, and friendly. They are team players, active listeners, effective communicators, effective leaders, empathizers, and great mentors (Table 8). Effective managers promote a positive workplace environment for employees who feel supported, respected and appreciated. They contribute to a positive workplace, which inspires a sense of synergistic teamwork, innovation take, and pride.

By contrast, managers with low EI skills tend to promote a negative workplace environment where employees do not feel safe or supported. Employees often feel disrespected, unappreciated, and overworked. Indeed, without proper EI skills, their managers cannot be effective leaders in today's organizational environment

Recommendations

Organizations should learn to employ managers with high EI skills. Organizations must also learn how to improve their managers' EI skills. In academia, educators could promote positive social change by adopting and applying EI training programs in public schools, colleges, and universities. Educating the public could also be beneficial to all ages, especially when starting at an early age. The training programs must be built on helping managers to learn how to use emotions in the workplace and to feel comfortable in doing so. An EI training program should focus on improving empathy, social skills, interpersonal, and intrapersonal skills, including adaptive leadership skills.

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Appendix A: Invitation to Participate and Recommendation Request

Dear **Name Will Be Inserted Here**,

My name is Afraa Al-Bahrani and I am currently a doctoral student at Walden University. I am exploring the perceptions of employees about their managers' emotional intelligence in relation to employee motivation, job satisfaction, and performance in Northern Virginia.

I would greatly appreciate your participation.

This would involve participating in an interview which would take about 45 minutes. Face-to-face interviews will be conducted in a private meeting room at the Ashburn Library, located at 43316 Hay Road.

The information from the interviews will be kept strictly confidential and no one who participates will be identified in any of the study's report that I prepare.

If you have any questions about the study, please feel free to email me at jo afraa.albahrani@waldenu.edu or give me a call at 703-999-0849.

If you are interested in participating in the study and/or would like to recommend another employee from the State of Virginia to be a participant in this study, please complete the questions below in a reply email to me.

Thank you in advance for your consideration and assistance with my research project.

Sincerely,
Afraa Al-Bahrani
afraa.albahrani@waldenu.edu
703-999-0849

If you are interested in participating in the study and/or would like to recommend another employee to be a participant in the study, please complete the questions below in a reply email to me at afraa.albahrani@waldenu.edu:
1. What is your name?
2. What is your race? (Please select by **bolding** your answer)
   a. White
   b. African American
   c. Black
   d. Hispanic, Latino, or Spanish

      e. Asian

      f. Other_____

3. What age group do you belong to? (Please select by **bolding** your answer)

      a. 18-29

      b. 30-39

      c. 40-49

      d. 50-59

      e. 50-69

      f. Other_____

4. What is your contact information?

5. Would be willing to share your perceptions about your manager's emotional intelligence in relation to your motivation, job satisfaction, and performance, which will take approximately 45 minutes?

6. If you participate in the study, would you be willing to verify the accuracy on your interview transcript that would be emailed to you at a later date after the interview has been completed and the interview has been transcribed? This will take approximately 25 minutes by phone.

7. Are there other employees in Northern Virginia that you would like to recommend to be participants in this study? If so, what are their names and contact information?

Electronic signatures are regulated by the Uniform Electronic Transactions Act. Legally, an "electronic signature" can be the person's typed name, their email address, or any other identifying marker. An electronic signature is just as valid as a written signature as long as both parties have agreed to conduct the transaction electronically.

Appendix B: Interview Guide

Interview Guide

Introduction

- Welcome participant and introduce myself.

- Explain the general purpose of the interview and why the participant was chosen.

- Discuss the purpose and process of interview.

- Explain the presence and purpose of the recording equipment.

- Outline general ground rules and interview guidelines such as being prepared for the interviewer to interrupt to assure that all the topics can be covered.

- Review break schedule and where the restrooms are located.

- Address the assurance of confidentiality.

- Inform the participant that information discussed is going to be analyzed as a whole and participant's name will not be used in any analysis of the interview.

Discussion Purpose

The purpose of this qualitative phenomenological research study is to explore the perceptions of employees about their managers' emotional intelligence in relation to employee smotivation, job satisfaction, and performance in Northern Virginia.

Discussion Guidelines

Interviewer will explain:

Please respond directly to the questions and if you don't understand the question, please let me know. I am here to ask questions, listen, and answer any questions you

might have. If we seem to get stuck on a topic, I may interrupt you. I will keep your

identity, participation, and remarks private. Please speak openly and honestly. This

session will be tape recorded because I do not want to miss any comments.

General Instructions

When responding to questions that will be asked of you in the interview, please

exclude all identifying information, such as your name and names of other parties. Your

identity will be kept confidential and any information that will permit identification will

be removed from the analysis.

Emotional Intelligence Definition

Goleman (1995) defined emotional intelligence as comprising the criteria of

knowing one's emotions, managing one's emotions, motivating oneself, recognizing

emotions in others, and handling relationships. Goleman (1995) popularized the concept

of emotional intelligence with his book comparing emotional intelligence with the more

traditional IQ. Emotional intelligence is defined as awareness of ones' self-awareness,

managing emotions, empathy, and focusing on relationships. Goleman claimed that

unlike IQ, which is inherited, emotional intelligence begins developing in early

childhood. Emotional intelligence is first apparent by how children react to other children

crying, by whether they choose to ignore or comfort the crying child. This emotional

intelligence plays an increasingly important role in leadership (Alan, Porter, & Klobnak,

2012), as the leader learns to empathize and effectively communicate with subordinates,

by making adjustments and allowances for their subordinate's personal circumstances,

skills, and abilities (Zenger & Folkman, 2002). Emotional intelligence is a leadership concept, as leaders with high emotional intelligence can gain trust and enthusiasm for the task that they are delegating (Chen, 2006).

Interview Questions

1. What is your perception of your managers' emotional intelligence and your motivation?

2. What is your perception of your managers' emotional intelligence and your job satisfaction?

3. What is your perception of your managers' emotional intelligence and your performance?

4. **Perceiving Emotions:** The ability to perceive emotions in oneself and others as well as in objects, art, stories, music, and other stimuli (Mayer, Salovey, & Caruso, 2002).

Question 4a: Based on the provided definition of perceiving emotions, what evidence is there of the presence of your manager's emotional intelligence based on the emotional ability of perceiving emotions?

Question 4b. Based on the provided definition of perceiving emotions, what evidence is there of the absence of your manager's emotional intelligence based on the emotional ability of perceiving emotions?

5. **Facilitating Thought**: The ability to generate, use, and feel emotion as necessary to communicate feelings or employ them in other cognitive processes (Mayer, Salovey, & Caruso, 2002).

Question 5a: Based on the provided definition of facilitating thought, what evidence is there of the presence of your manager's emotional intelligence based on the emotional ability of facilitating thought?

Question 5b. Based on the provided definition of facilitating thought, what evidence is there of the absence of your manager's emotional intelligence based on the emotional ability of facilitating thought?

6. **Understanding Emotions:** The ability to understand emotional information, to understand how emotions combine and progress through relationship transitions, and to appreciate such emotional meanings (Mayer, Salovey, & Caruso, 2002).

Question 6a: Based on the provided definition of understanding emotions, what evidence is there of the presence of your manager's emotional intelligence based on the emotional ability of understanding emotions?

Question 6b. Based on the provided definition of understanding emotions, what evidence is there of the absence of your manager's emotional intelligence based on the emotional ability of understanding emotions?

7. **Managing Emotions:** The ability to be open to feelings, and to modulate them in oneself and others so as to promote personal understanding and growth (Mayer, Salovey, & Caruso, 2002).
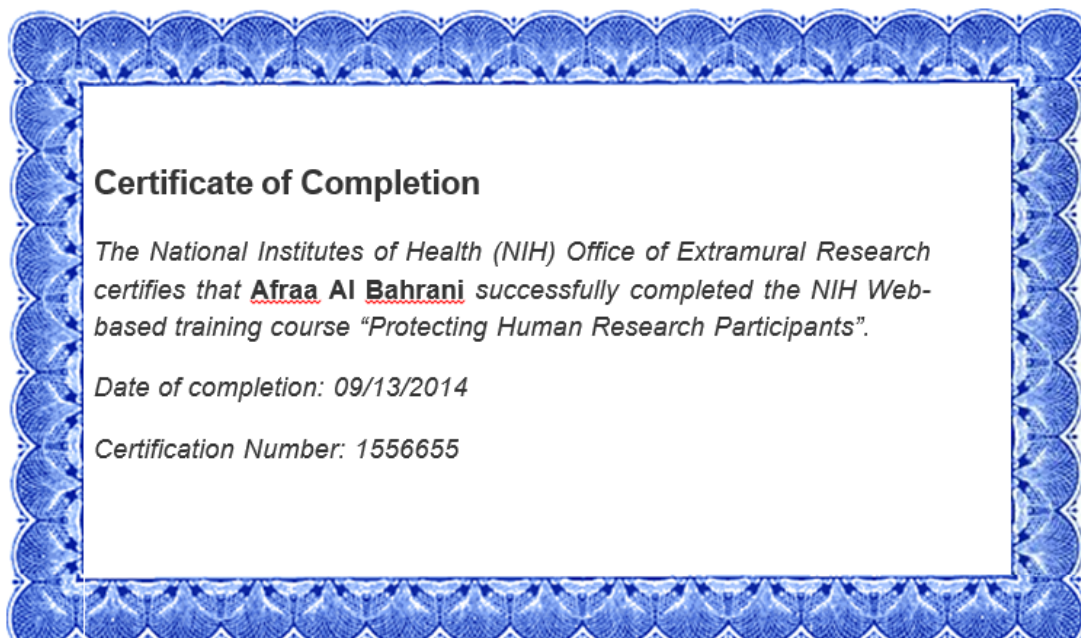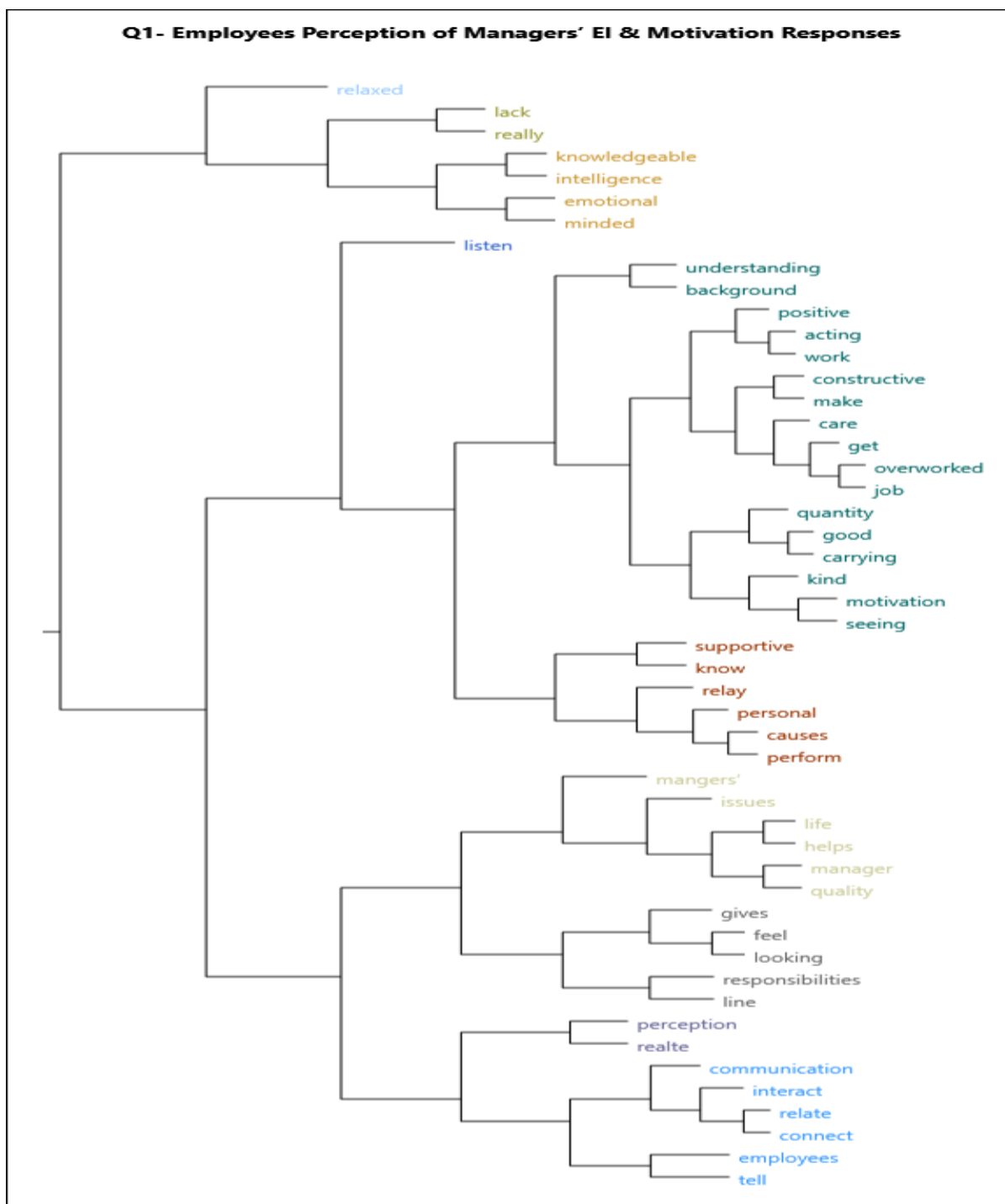
Question 7a: Based on the provided definition of managing emotions, what evidence is there of the presence of your manager's emotional intelligence based on the emotional ability of managing emotions?

Question 7b. Based on the provided definition of managing emotions, what evidence is there of the absence of your manager's emotional intelligence based on the emotional ability of managing emotions?

Conclusion

- Discuss the member checking process with participant, ask and answer any questions, and thank the participant for his or her time.

Appendix C: NIH Certificate

Certificate of Completion

The National Institutes of Health (NIH) Office of Extramural Research certifies that **Afraa Al Bahrani** successfully completed the NIH Web-based training course "Protecting Human Research Participants".

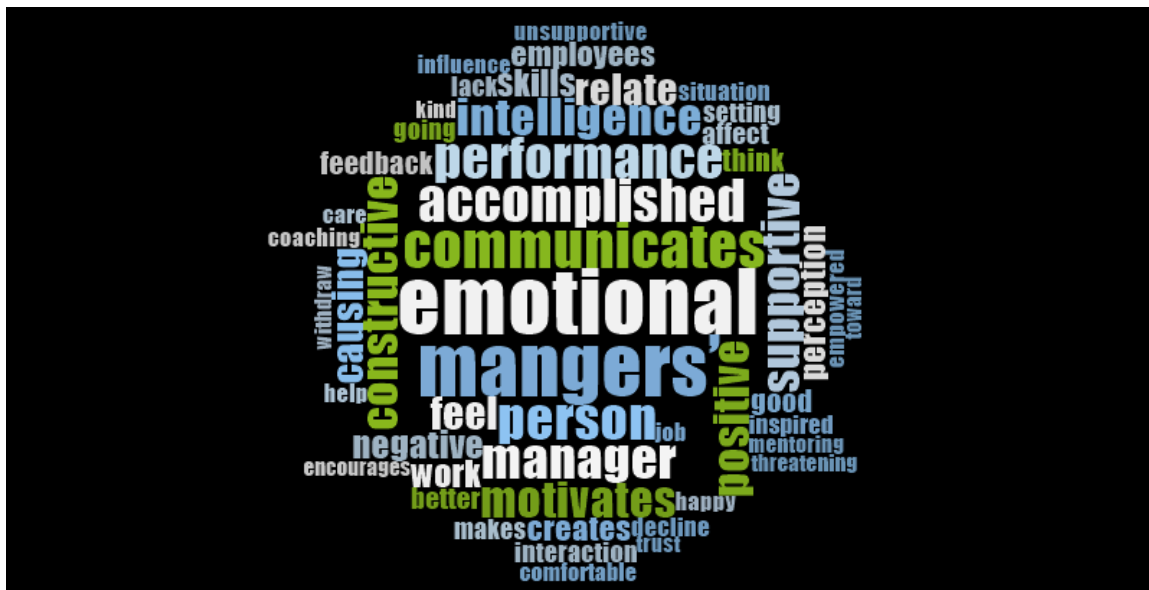Date of completion: 09/13/2014

Certification Number: 1556655

Appendix D: Employee Perception of Managers' EI and Motivation Responses

(Text Map, & Word Cloud)

Q1- Employees Perception of Managers' EI & Motivation Responses

Appendix E: Employee Perception of Managers' EI and Motivation Responses (Cluster

Analysis)

Q1- Employees Perception of Managers' EI & Motivation Responses

Appendix F: Employee Perception of Managers' EI and Job Satisfaction Responses (

Text Map, & Word Cloud)

Q2-Employees Perception of Managers' EI & Job Satisfaction Responses

Appendix G: Employee Perception of Managers' EI and Job Satisfaction Responses

(Cluster Analysis)

Q2-Employees Perception of Managers' EI & Job Satisfaction Responses
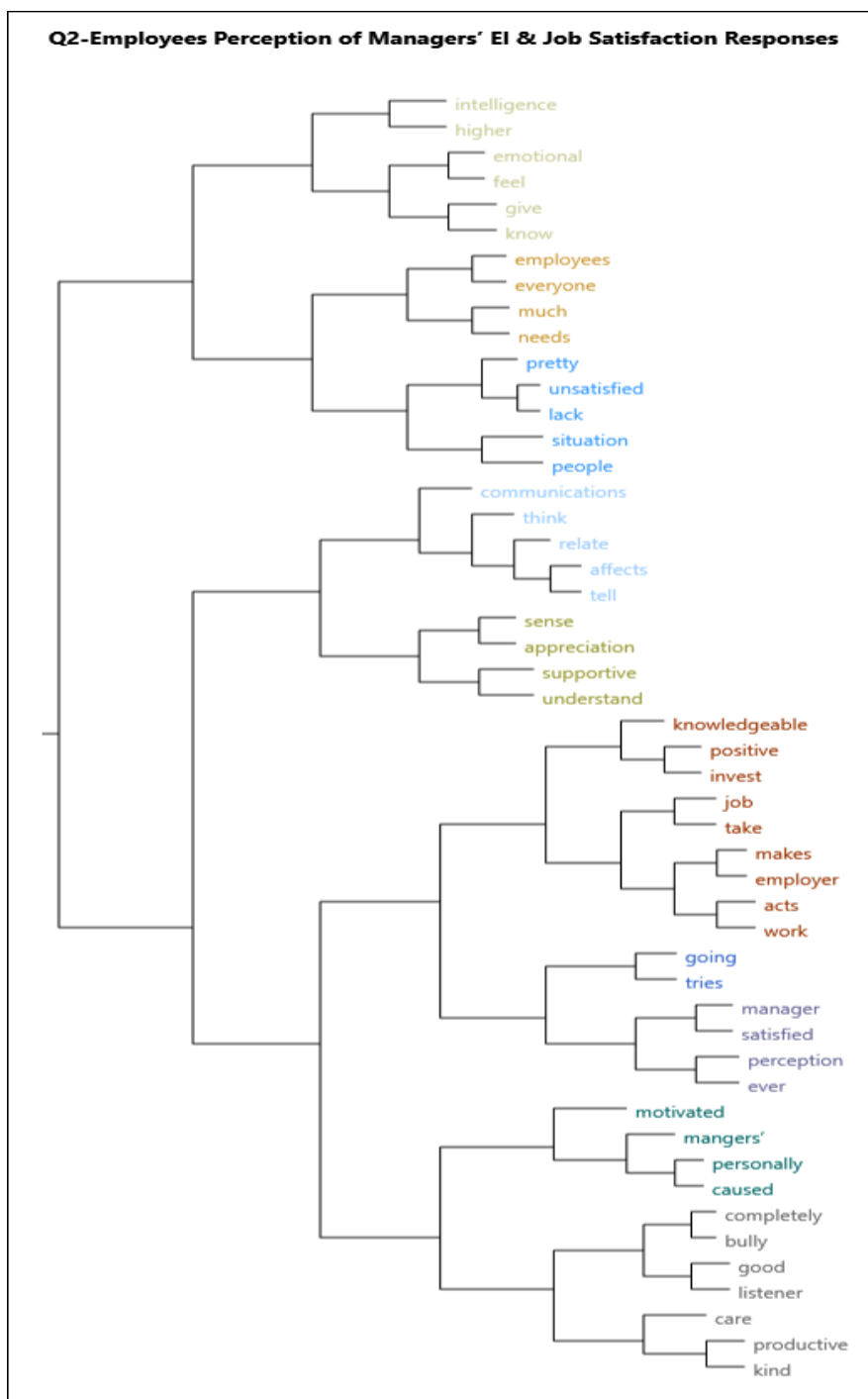
Appendix H: Employee Perception of Managers' EI and Performance Responses (Text Map, & Word Cloud)

Q3-Employees Perception of Managers' EI & Performance Responses

Appendix I: Employee Perception of Managers' EI and Performance Responses (Cluster Analysis)
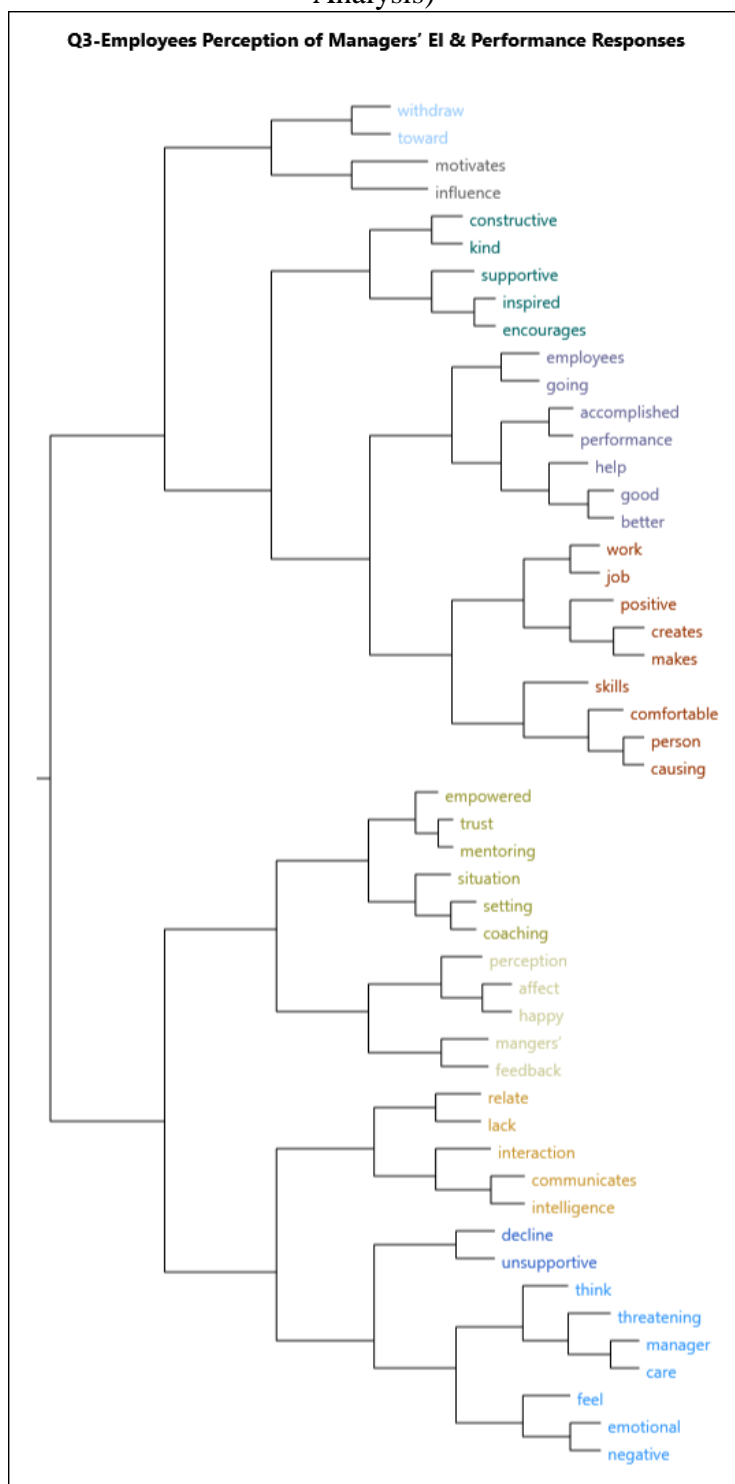
Appendix J: Employee Perception of Managers' EI and Perceiving Emotions (Text Map,

& Word Cloud)

Q4-Employees Perception of Managers' EI & Perceiving Emotions

Appendix K: Employee Perception of Managers' EI and Perceiving Emotions (Cluster

Analysis)

Q4-Employees Perception of Managers' EI & Perceiving Emotions