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Emotional Intelligence and Leadership: Federal Government Managers

by

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Abstract

This research study examines how federal government managers perceive development of emotional intelligence (EI). It is not known how managers in the federal government perceive the development of emotional intelligent skills in the workplace. This research focuses on federal managers’ perceptions of emotional intelligence. The researcher’s conceptual framework interconnected a matrix of concepts derived from previous research studies. The researcher explored participants’ perceptions regarding empathy as a prerequisite of EI, and EI as a prerequisite of effective leadership. Additionally, the researcher explores participants’ perceptions regarding emotional intelligence and effective leadership, ethical behavior, job satisfaction, employee motivation, and job performance. The researcher interviewed 10 federal managers located in the Southwest region of the United States. The results of this study revealed that managers believed empathy is a prerequisite of emotional intelligence, emotional intelligence is a prerequisite of effective leadership, and EI leadership influences job satisfaction, employee motivation, and job performance. A primary element established was EI leaders understand emotions of others. A connection was not established between EI and ethical behavior. The researcher recommends the federal government and other organizations embrace the importance of designing and implementing EI development and training programs. Results of this research implies more EI research is needed in regards to EI and ethical behavior in the workplace. Lastly, the researcher encourages future research regarding EI leadership and the impact at the federal employee level.

Keywords: Emotional Intelligence, Empathy, Effective Leadership, Ethical Behavior, Job Satisfaction, Employee Motivation, Job Performance
Dedication

This dissertation is dedicated to my beloved mother, Earlene Loretta Jones. Thank you Mom for encouraging me and continually saying “you are really smart.” To my beloved father, James Samuel Jones Sr., a calm humble man that is with our Heavenly Father. Dad, your humble spirit is with me always. Mom and Dad, I love you and cherish both of you for being loving parents.
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Chapter 1: Introduction to the Study

Emotional intelligence has garnered attention over the last several decades and researchers are still interested in learning more about the term *Emotional Intelligence*. The term emotional intelligence was first introduced by Salovey and Mayer in 1990. Salovey and Mayer (1990) formulated a theory believing emotional intelligence is shaped by IQ. However, Goleman (1995) stated that emotional intelligence trumps IQ in meaningful skills. According to Goleman (1995), it is important for leaders to display meaningful skills to ignite, inspire, motivate, and create enthusiasm in others.

Researchers seek to understand the interconnection or relationship between emotional intelligence and leadership. Goleman, Boyatzis, and McKee (2013) believed the primal aspect of leadership is emotional leadership, and followers look for empathy in leaders. Goleman (1998) introduced five components of emotional intelligence deemed important for management and leadership development: empathy, self-awareness, self-regulation, social skills, and motivation. In addition, Goleman et al. (2013) believed the primal job of leadership is to create resonance and to prime good emotions.

Understanding how emotional intelligence is developed in managers is important because, according to Goleman et al. (2013), leaders are made, not born. Goleman et al. (2002) stated that emotional intelligence qualities, such as self-awareness, managing emotions, and empathy, are important in the workplace; especially for leadership. Unfortunately, Pavlovich and Krahnke (2014) mentioned empathy as the largest deficiency in the world. Hence, there is a profound need for people to understand the emotions of others. Emotional intelligence skills are beneficial because great leaders have the ability to inspire, ignite passion, and drive collective emotions in a positive direction (Goleman et al., 2013). Emotional intelligence is recognized as
essential in the workplace, and is increasingly deemed important for successful careers (Nicholls, Wegener, Bay, & Cook, 2012).

It appears that emotional intelligence skills are essential for effective management. Batool (2013) mentioned that leaders with high emotional intelligence and technical skills have consistently outperformed their peers. This study extends Rude’ś (2013) phenomenological research about federal government executives and emotional intelligence development. Rude (2013) pointed to a gap in research regarding the development of emotional intelligence at the organizational level in the federal government. The intent of this research study was to understand how federal government managers perceive development of emotional intelligence skills. This chapter includes the background of the study, the problem statement, purpose of the study, research question, and how the research advances.

**Background of the Study**

It was not known how federal government managers perceive the development of emotional intelligence skills. It is important to understand how emotional intelligence is developed because Goleman (1995) asserted that emotional intelligence determines success in management and is more important than cognitive ability, and trumps IQ in relevant skills. Goleman (1995) argued emotional intelligence is more important than IQ as a measure of human qualities. Furthermore, according to Iuscu, Neagu, and Neagu (2012), success requires more than IQ, the traditional measurement of intelligence.

Emotional intelligence is essential for effective leadership and making important decisions (Yadav, 2014). Hill-Smith (2013) regarded empathy as a primary trait of emotional intelligence. However, research conducted by Holt and Marques (2012) revealed college students consistently ranked empathy lowest among essential leadership skills. The research conducted by
Holt and Marques (2012) exposed an impending problem because college students are potential leaders and managers in the federal government. Therefore, it is important to understand how federal government leaders perceive development of emotional intelligence skills.

Emotional intelligence is considered a critical soft skill necessary for managerial success (Srivastava & Nair, 2010). Leaders and managers lacking emotional intelligence skills cannot control their own emotions and often sabotage subordinate relationships. It is important to understand how leaders in the federal government perceive development of emotional intelligence skills in the workplace.

Rude’s (2013) suggested more emotional intelligence research was needed at the organizational level in the federal government. Moreover, development of emotional intelligence is a predictor of performance and success (Clanton, 2013). The focus of this study was to gain an understanding of how managers in the federal government perceive development of emotional intelligence skills in the workplace.

Problem Statement

It was not known how managers in the federal government perceive the development of emotional intelligence skills in the workplace (Rude, 2013). This study contributes to understanding how managers in the federal government perceive development of emotional intelligence. Rude (2013) concluded that diverse factors contribute to EI development; effective EI development is based on experience; social and cultural experiences aid in developing EI; and, effective leadership is inherently developed based on EI experiences. This research focuses on federal managers’ perceptions of emotional intelligence, and explores the relationship between effective leadership, job performance, job satisfaction, employee motivation, and ethical behavior.
Empathy is regarded as the primary trait for development of emotional intelligence skills (Hill-Smith, 2013). However, Holt and Marques (2012) found empathy was ranked lowest when study participants were asked to identify essential qualities for effective leadership. It is essential for managers to possess high levels of emotional intelligence to enhance their ability to create optimistic and productive work environments (Badea & Pana, 2010). Furthermore, Goleman (2014) asserted, employers need to seek empathic leaders when hiring, promoting, and developing leaders.

Additionally, Rude (2013) declared that a lack of emotional intelligence competencies is generally the reason for major deficiencies in leaders’ effectiveness. Developing emotional intelligence skills are important and trumps development of cognitive skills (Goleman, 1995). The federal government is the largest employer in the United States; therefore, it is important to understand how managers in the government perceive development of emotional intelligence.

**Purpose of the Study**

The purpose of this qualitative phenomenology study was to understand how managers perceive the development of EI skills in the workplace. The population in this study were federal government leaders located in the Southwestern region of the United States. The purpose of this study was to gain insight from managers regarding their perceived development of emotional intelligence skills at the organization level in the federal government. The researcher explored participants’ feelings regarding empathy as a prerequisite of EI, and EI as a prerequisite of effective leadership. In addition, this study explores participants’ feelings regarding EI development and effective leadership, ethical behavior, job satisfaction, employee motivation, and job performance.
The first phase of this qualitative study explored the perceived development of emotional intelligence by conducting interviews and collecting response data from all participants. The second phase consisted of interpreting and coding responses. The third and final phase concluded with identifying themes found in the coded responses.

**Research Question**

One research question guided this qualitative study:

How do government managers at a federal agency located in the Southwestern region of the United States perceive the development of emotional intelligence skills?

The phenomenon the researcher explored was the perceptions of the development of emotional intelligence skills in the workplace. The participants’ interview responses were summarized by the researcher. The responses provided relevant verbalized information contributing to understanding how development of emotional intelligence is perceived. The primary goal of this study was to understand how participants perceive development of emotional intelligence. The researcher sought to understand participants’ feelings regarding empathy as a prerequisite of EI, and EI as a prerequisite of effective leadership. In addition, the researcher explored participants’ feelings regarding EI development and effective leadership, ethical behavior, job satisfaction, employee motivation, and job performance.

**Advancing Scientific Knowledge**

More emotional intelligence research was needed at the organizational level in federal government (Rude, 2013). Rude (2013) concluded that diverse factors contribute to EI development; effective EI development is based on experience; social and cultural experiences aid in developing EI; and, effective leadership is inherently developed based on EI experiences. Understanding the perceptions of how federal managers perceive the development of emotional
intelligence addresses the gap in literature and advances scientific knowledge. This study was built upon the following six concepts:

- Empathy is the primary element for developing emotional intelligence (Goleman, 2014; Goleman et al., 2013; Hofelich & Preston, 2012).
- Emotional intelligence is a prerequisite of leadership (Iuscu et al., 2012), and emotional intelligence and effective leadership is positively related (Batool, 2013; Khan, Khan, Saeed, Khan, & Sanaullah, 2011; Srivastava & Nair, 2010).
- Emotional intelligence improves ethical behavior (Dietz & Kleinlogel, 2014; Singh, 2011).
- Emotional intelligence is positively related to job satisfaction (Jorfi, Yacco, & Shah, 2012; Yuan, Tan, Huang, & Zou, 2014).
- Emotional intelligence is positively related to better job performance (Sadri, Weber, & Gentry, 2011; Shahzad, Sarmad, Abbas, & Khan, 2011).

This research advances the body of literature and scientific knowledge, and it advances knowledge of the concepts by exploring federal managers’ perception of developing emotional intelligence. In addition, this study contributes to understanding the connection between EI development and other key workplace factors.

**Significance of the Study**

Emotional intelligent leaders can be vital assets in the workforce. The federal government is the largest employer in the United States (Office of Personnel Management, 2014). This qualitative phenomenological research study can help federal executives and others understand
how federal managers perceive the development of emotional intelligence. Understanding and embracing the importance of incorporating emotional intelligence development with the development of managerial skills is essential (Batool, 2013).

It is important for federal agencies to incorporate emotional intelligence development into career development plans for managers. Emotional intelligence skills are essential for all managers (Batool, 2013). Furthermore, it is important for managers to possess emotional intelligence to connect with subordinates. Emotional intelligence is considered a soft skill that is necessary to enhance positive communication in the workplace, and to create more optimistic work environments for employees (Badea & Pana, 2010).

Emotional intelligence is primarily acquired through an individual’s level of capacity to empathize (Hill-Smith 2013). This necessary soft skill creates positive communication, enhances work relationships, and creates more friendly work environments (Badea & Pana, 2010). In addition, this research is important because previous research studies indicate high levels of emotional intelligence improves leadership skills and practices, ethical behavior, job performance, employee motivation, and job satisfaction (Acha, 2013; Dietz & Kleinlogel, 2014; Jackson-Palmer, 2010; Khan et al., 2011; Sadri et al., 2011; Shahzad et al., 2011; Singh, 2011; Srivastava & Nair, 2010; Yuan et al., 2014). Therefore, this study is significant because it contributes to the body of literature, and advances the body of research.

Rational for Methodology

This study was conducted utilizing a qualitative research method to determine how managers in the federal government perceive development of emotional intelligence skills in the workplace. This qualitative research method is unconstrained by a set of numbers. The qualitative method is more useful for complex problems (Birkinshaw, Brannen, & Tung, 2011).
Utilizing the quantitative method for this study would not allow the researcher to capture experiences and perspectives of research participants. Quantitative methods do not allow for in-depth exploration of a phenomenon. The qualitative method is the best approach for addressing the problem and answering the research question because, according to Yin (2011), qualitative research captures views and perspectives of research participants, and qualitative research represents meaning given to real-life experiences. In addition, Fisher and Stenner (2011) asserted that qualitative methods are increasingly respected among researchers due to in-depth meaning, validity, and reliability of research results.

Furthermore, useful research data is obtained from listening and asking good interview questions (Yin, 2011). Likewise, this qualitative research study was conducted utilizing a semi-structured interview approach, and participants’ responses were recorded to enhance accuracy. In addition, Stuckey (2013) suggested the qualitative approach allows participants to express feelings and emotions, and researchers can expand engaging questions. Following Stuckey (2013), the researcher allowed participants to express emotions and thoughts using their own words.

**Nature of the Research Design for the Study**

The researcher utilized a qualitative phenomenology research design to determine how managers in the federal government perceive development of emotional intelligent skills in the workplace. There are several qualitative research designs, such as case studies, narratives, grounded theory, historical, action research, and phenomenology designs. The phenomenology design is appropriate for this type of research because it is designed to explicate meanings and the essence of lived experiences. In addition, phenomenology research designs are popular qualitative methodologies utilized in research studies (Simon & Goes, 2011).
The phenomenology design is appropriate to address the research question because the intent of phenomenology research is to understand the feelings and beliefs of participants. The participants’ shared their beliefs, and patterns and themes emerged from the data collected. The data was examined by the researcher to construct an understanding of the phenomenon.

The sample population included in this study are Black, White, and Indian ethnicities, both males and females, ranging in ages from 40-64 years old. The researcher communicated directly with participants and asked open-ended questions to understand and interpret the essence of experiences. An interview guide was utilized to help guide the interview process.

Semi-structured interviews are commonly in qualitative research studies (Stuckey, 2013). An advantage of utilizing open-ended questions is this type of questioning presents opportunities for participants to respond using their own words (Stuckey, 2013). According to Ivey (2012), this type of qualitative design allows participants to provide answers to research questions, express thoughts and feelings, communicate perceptions, and share experiences related to questions.

In addition, as suggested by Yin (2011), the research design followed a five-phase data cycle: compiling, disassembling, reassembling, interpreting, and concluding. NVivo software was used to code data in an effort to identify similarities, perceptions, and common phases. The data collected was separated into themes, then coded in an effort to group similar perceptions, and gain an understanding of how managers in the federal government perceived the development of emotional intelligence skills.

**Definition of Terms**

The definition of terms provides a common understanding of the phenomena, concepts, and technical terms used within the scope of this research study. For the purpose of this study and reader clarification, the following terms are defined:
Effective Leadership. “The extent of goal or performance attainment, follower attitudes about the leader, leader’s contributions as perceived by followers, and the degree of career success” (Rude, 2013, p. 16).

Empathy. An “ability to understand the feelings transmitted through verbal and nonverbal messages, to provide emotional support to people when needed, and to understand the links between others’ emotions and behavior” (Polychroniou, 2009, p. 345).


Motivation. “Motivation is an inner state or condition that results in direction by stimulating behavioral responses” (Jackson-Palmer, 2010, p. 27).

Ethical Behavior. The moral values and conduct of individuals as well as the character, attitude, and disposition of individuals and groups (Singh, 2011).

Job Performance. The completion of tasks directly related to the job and interpersonal behaviors beneficial for the organization (Mishra & Mohapatra, 2010).

Job Satisfaction. “The pleasurable emotional state resulting from the appraisal of one’s job as achieving or facilitating the achievement of one’s job values” (Locke, 1969, p. 316).

Leadership. The ability to influence and motivate others to make successful contributions to organizations (Anand & UdayaSuriyan, 2010).


Transformational Leadership. A type of style that generates positive change, inspiration, and encourages followers to meet goals (Avolio, 2011).
Assumptions, Limitations, Delimitations

Assumptions reflect assumed elements associated with conducting this research study. It is common for research studies to include elements of assumptions. The following assumptions have been made:

**Assumptions.** Three assumptions were made in this study:

- Participants provided honest answers in response to interview questions. This assumption is based on the participants’ understanding their identities will be anonymous, and all data will be kept secure and confidential.
- This research accurately reflects the perception of managers in the Southwestern region. All participants in this study are managers in the Southwestern Region of the United States.
- Participants have managerial experience with a moderate level of management training. The selected participants have served in managerial capacities.

The following limitations and delimitations applied to this research:

**Limitations.** There were three limitations in this study:

- Small sample size. Parameters of the design method limit responses to 10 managers.
- Only managers in the Southwestern region of the United States were participants in this study. Financial limitations preclude participation from managers in other regions.
- Participants were asked to respond to interview questions within a timeframe of one hour. Participants’ interest and time limitations for this study precluded lengthy interviews.

**Delimitations.** There were two delimitations in this study:
• Appropriate generalizations for this study are based on the sample size and location restrictions of the study.

• The conclusions in this study may or may not provide beneficial evidence for federal government executives.

**Summary and Organization of the Remainder of the Study**

Chapter 1 provided an introduction to the research study as it relates to emotional intelligence. Emotional intelligence has garnered the interest of several researchers over the last decades. Researchers have conducted research studies regarding the effects of emotional intelligence, and the relationship between leadership and emotional intelligence. However, emotional intelligence appears to be garnering more attention in the business world as executives are looking for leaders with high emotional intelligence skills (Nicholls et al., 2012). Goleman (1995) argued, emotional intelligence trumps IQ skills, and Goleman et al. (2013) believed great leaders inspire, ignite passion, and have the ability to drive emotions in positive directions. Research suggests empathy is a key component of developing emotional intelligence (Hill-Smith, 2013). In summary, it appears that researchers believe emotional intelligence is a predictor of performance and success.

The following Chapter 2 presents the conceptual framework for this research. Review of literature relating to emotional intelligence is discussed in the next chapter. In addition, research theories and researchers’ conclusions are discussed in Chapter 2.

Chapter 3 describes in detail the research methodology, research design, population and sample selection, sources of data, validity, reliability, data collection procedures, data analysis procedures, ethical considerations, and limitations. Chapter 4 presents details of data analysis, data analysis procedures, interpretations, and results. Finally, Chapter 5 provides a summary of
the study, summary of findings and conclusions, implications, and recommendations for future research.
Chapter 2: Literature Review

The purpose of this qualitative phenomenology study was to understand how federal government managers perceive the development of EI skills in the workplace. The researcher explored participants’ feelings regarding empathy as a prerequisite of EI, and EI as a prerequisite of effective leadership. In addition, the researcher explored participants’ feelings regarding emotional intelligence and effective leadership, ethical behavior, job satisfaction, employee motivation, and job performance. This chapter includes the conceptual framework and discussion of the literature related to the research study. The review of related literature includes examinations of scholarly peer reviewed journals, empirical articles, doctoral dissertations, books, government reports, and other related reports. The researcher also utilized ProQuest, Academic ONEFile, EBSCOHost, and Google scholar. Specifically, the literature review examined scholarly studies relating to emotional intelligence.

Introduction to the Chapter and Background of the Problem

The literature review focused primarily on researcher concepts, beliefs, and conclusions regarding interconnections between emotional intelligence and empathy, and relationships between emotional intelligence and effective leadership, job performance, job satisfaction, employee motivation, and ethical behavior. Essentially, the literature review in this study examined past research concepts, conclusions, and comments related to emotional intelligence. The following six themes are outlined and discussed in the literature review: empathy and emotional intelligence; emotional intelligence and effective leadership; emotional intelligence and ethical behavior; emotional intelligence and job satisfaction; emotional intelligence and employee motivation; and emotional intelligence and job performance.
Managers with high emotional intelligence skills are beneficial and contribute to organizational success (Rude, 2013). Therefore, understanding the perception of how federal managers perceive the development of emotional intelligence will address the gap in literature and advance scientific knowledge. Emotional intelligence is twice as important when compared to IQ and technical skills (Goleman, 2014). Ioannidou and Konstantikaki (2008) also noted emotional intelligence could essentially be more powerful than IQ, and considered empathy as a powerful communication tool. Researchers proclaimed academic intelligence and emotional intelligence are not synonymous (Goleman, 2014; Ioannidou & Konstantikaki, 2008).

Additionally, Goleman (1998) believed emotional intelligence is having the ability to manage personal competences such as empathy, self-awareness, self-regulation, social skills, and motivation. Managers that possess the ability to empathize, handle relationships, motivate, inspire, and manage their own feelings as well as subordinates’ feelings are beneficial for corporations. It is important to understand how emotional intelligence is developed because, according to Iuscu et al. (2012), emotional intelligence is an essential component of leadership. Furthermore, Goleman (2014) proclaimed emotional intelligence skills trumps IQ in relevant skills.

Historically, Goleman’s (1995) book *Emotional Intelligence* propelled emotional intelligence into prominence. However, social intelligence is traced back to 1920, and coined by E. I. Thorndike (Petrides, 2011). Wayne Leon Payne was the first to use the term emotional intelligence in his 1985 academic dissertation (Khan & Butt, 2013). In 1990, Salovey and Mayer defined the term emotional intelligence as having the ability to monitor and regulate individual feelings, feelings of others, and using feelings to guide appropriate thoughts and actions (Goleman, 1998).
Unfortunately, according to Colvin (2014), researchers from the University of Rochester Medical Center and the University of Michigan reported within the last 30 years empathy has declined among college students in the United States. During the last several decades, the study of emotional intelligence has garnered attention, and it appears researchers are still interested and continue to research the term emotional intelligence. Moreover, emotional intelligence continues to garner importance, recognized by researchers as important for career success (Nicholls et al., 2012). Furthermore, Goleman (2014) asserts that employers need to seek empathic leaders when hiring, promoting, and developing leaders. It appears that EI skills are important and essential for leadership success.

Thus, the researcher examined how federal managers perceived the development of emotional intelligence. Another goal of this research was to determine if concepts articulated in empirical studies emerge as perceptions related to developing emotional intelligence skills. Since researchers suggest emotional intelligence is essential for organizational success, it is important to understand how development of emotional intelligence is perceived among federal managers.

**Conceptual Framework**

The concepts identified below guided the focus of this study:

**Concept 1:** Empathy is the primary element for developing emotional intelligence (Goleman, 2014; Goleman et al., 2013; Hofelich & Preston, 2012).

**Concept 2:** Emotional intelligence is a prerequisite of leadership (Iuscu et al., 2012), and emotional intelligence and effective leadership is positively related (Batool, 2013; Khan et al., 2011; Srivastava & Nair, 2010).

**Concept 3:** Emotional intelligence improves ethical behavior (Dietz & Kleinlogel, 2014; Singh, 2011).

**Concept 4:** Emotional intelligence is positively related to job satisfaction (Jorfi et al., 2012; Yuan et al., 2014).
**Concept 5:** Emotional intelligence positively influences employee motivation (Acha, 2013; Jackson-Palmer, 2010).

**Concept 6:** Emotional intelligence is positively related to better job performance (Sadri et al., 2011; Shahzad et al., 2011).

This study is based on empirical research concepts that were identified as a result of the researcher’s literature reviews. Essentially, the conceptual framework in this study captured researchers’ beliefs that were formed by results of empirical research studies. The conceptual framework illustrated on the following page depicts a matrix of conceptions that construct the foundation of this research (Figure 1).

*Figure 1. EI Conceptual Framework*
The EI conceptual framework illustrates six concepts and beliefs connected to emotional intelligence and, thus, form the foundation of this study. Fundamentally, the conceptual framework in this study depicts empathy as a prerequisite of developing emotional intelligence, and emotional intelligence as a prerequisite of effective leadership practices. The framework displays effective leadership practices as essential for enhancing ethical behavior, job satisfaction, employee motivation, and job performance.

Empirical research suggests empathy is the foundation of developing emotional intelligence (Goleman, 2014; Hofelich & Preston, 2012), and several researchers concluded positive relationships exist between emotional intelligence and other key factors, such as effective leadership, ethical behavior, job satisfaction, employee motivation, and job performance (Acha, 2013; Dietz & Kleinlogel, 2014; Goleman et al., 2013; Jorfi et al., 2012; Khan et al., 2011; Lam & O’Higgins, 2013; Sadri et al., 2011). Thus, understanding how federal government managers perceived the development of emotional intelligence provides a better perspective of the phenomenon, and exposes managers’ perceptions at the organizational level.

The conceptual framework model was derived from the literature reviewed and concepts suggesting interconnections and relationships exist between emotional intelligence and other key factors related to successful leadership. The model depicts the connections between emotional intelligence and concepts established as a result of empirical research. Specifically, the visual illustration (Figure 1) identifies empathy as the foundation for developing emotional intelligence, and displays the connection between emotional intelligence and essential workplace elements.

Researchers believed emotionally intelligent leaders demonstrate effective leadership practices (Batool 2013; Khan et al., 2011; Srivastava & Nair, 2010). In addition, researchers suggested positive relationships exist between emotional intelligence and ethical behavior, job
satisfaction, employee motivation, and job performance (Acha, 2013; Dietz & Kleinlogel, 2014; Jorfi et al., 2012; Sadri et al., 2011). The researcher proposes emotional intelligence enhances key factors identified in the conceptual framework. In this qualitative study, the interview questions were derived from previous researchers’ concepts and beliefs. The research questions were designed to understand participants’ beliefs and feelings regarding emotional intelligence and empathy, emotional intelligence and effective leadership, and emotional intelligence and ethical behavior, job satisfaction, employee motivation, and job performance.

Researchers proposed empathy and emotional intelligence are interconnected (Goleman et al., 2013; Hofelich & Preston, 2012). Researchers also proposed emotional intelligence garners effective leadership (Khan et al., 2011; Lam & O’Higgins, 2013; Srivastava & Nair, 2010). In addition, researchers believe emotional intelligence ultimately enhances ethical behavior (Dietz & Kleinlogel, 2014; Singh, 2011), job satisfaction (Jorfi et al., 2012; Yuan et al., 2014), employee motivation (Acha, 2013; Jackson-Palmer, 2010), and job performance (Sadri et al., 2011; Shahzad et al., 2011).

In contrast, other researchers opposed the aforementioned concepts and beliefs. For instance, Singh, Hii, and Lean (2012) found no relationship between empathy and effective leadership, and Antonakis (2004) believed emotional intelligence did not predict leadership effectiveness. Watts (2013) found no relationship between emotional intelligence and ethical behavior. Interestingly, Segon and Booth (2014) suggested that it is possible for managers to be perceived as emotionally intelligent, yet exhibit unethical behavior in the workplace. Fortner (2013) found no relationship between emotional intelligence and job satisfaction, and no relationship between emotional intelligence and employee motivation. Lastly, Clanton (2014) found no correlation between emotional intelligence and employee performance.
The foundation of this research was based on a matrix of conceptions (constructed from the literature review). Researchers suggested the concepts are interconnected with emotional intelligence and necessary for organizational success. The conceptual framework illustration depicts key fundamental elements that are interconnected to emotional intelligence. However, other researchers opposed the beliefs, and suggested emotional intelligence is not interrelated to key factors identified in the conceptual framework (Antonakis, 2004; Clanton, 2014; Fortner, 2013; Segon & Booth, 2014; Singh et al., 2012; Watts, 2013). Thus, this research is relevant and contributes to the study of concepts related to emotional intelligence.

**Review of the Literature**

**Empathy and EI.** The word empathy was coined by German psychologist, Theodore Lipps in the 1880s. Lipps described empathy as the ability to share vicariously the experience of another person (Ioannidou & Konstantikaki, 2008). Empathy is a very powerful communication tool that increases the capacity to share another individual’s state of mind, imagine the position of others, understand what others feel, and experience feelings of others in given situations (Ioannidou & Konstantikaki, 2008). Rosen and Rutigliano (2014) agreed and suggested that empathy has power – although it may be considered a soft skill, it is still powerful in the workplace. Empathy means having the capacity to understand deep aspirations, concerns, and frustrations of other people (Rosen & Rutigliano, 2014). Odom (2012) affirmed that empathy is a soft skill, and the focus on empathy will expose the need for increased education and skill development. Additionally, Goleman (1995) asserted that empathy is the primary factor for developing emotional intelligence. Goleman (1998) pronounced people desperately need empathy and effective communication to feel connected. Moreover, Krznaric (2014) stressed that empathy is the core of being human.
Meaning of Empathy. Krznaric (2014) believed that empathy means having the ability to discover differences, individuality, perspectives of others, realizing personal needs are not necessarily everyone else’s needs, and transporting ourselves into the minds of others. The ability to empathize deserves to be recognized as a powerful tool creating greater depth. Likewise, Ioannidou and Konstantikaki (2008) stressed that empathy is considered an important competency, and people must develop empathy for success in life. Undoubtedly, empathy is an expressed attempt to understand what others are feeling, as individuals are not likely to know exactly how another person feels or exactly what another person is experiencing (Ioannidou & Konstantikaki, 2008). Still, followers seek leaders with empathy for supportive emotional connections, and positive emotions stem from leaders’ ability to express empathy and build rapport with followers (Goleman et al., 2013).

It is important to create the ability to understand and communicate in order to develop constructive relationships. However, sometimes people are not really listening, only waiting for their turn to speak (Ioannidou and Konstantikaki, 2008). Empathy requires greater command of thoughts, mindfulness, and attention to the present experience. It is important to pay attention, be present, and grasp the moment. Greater mindfulness increases empathy levels and promotes greater emotional intelligence (Hill-Smith, 2013).

Hill-Smith (2013) mentioned a research study conducted with leaders participating in the Mindfulness Program at General Mills in 2009; the study revealed 89% of leaders enhanced their ability to listen to others after completion of the 4-day mindfulness course. Holt and Marques (2012) emphatically agreed; empathy means having the ability to listen and understand what others feel. Furthermore, Hofelich and Preston (2012) discovered empathy increases emotional
intelligence, and proclaimed emotionally empathic participants in their study were captured by emotional words.

Decline of Empathy. Holt and Marques (2012) conducted three research studies over the course of three years aiming to identify necessary elements for effective leadership. The researchers found empathy consistently ranked lowest among college students when compared to other necessary elements for effective leadership. Students were asked to identify essential qualities for effective leadership. The key elements included intelligence, charisma, vision, courage, responsibility/commitment, authenticity/integrity, drive/passion, competence/experience, service, and empathy. Over the course of five semesters, students consistently ranked empathy as the lowest quality necessary for effective leadership. The research indicated empathy is declining. Unfortunately, as Goleman (1998) declared, children are growing smarter (higher IQs); however, emotional intelligence is declining. The researcher further noted as far back as the mid-70s studies have shown a steady decline in the emotional intelligence level of children.

Interestingly, Holt and Marques’s (2012) revealed undergraduate students believed empathy is inappropriate in business settings, and oftentimes students lacked familiarity with empathy. Additionally, Holt and Marques (2012) believed empathy is developed through maturity and can be taught in formal and informal educational settings. Likewise, Goleman (1998) suggested emotional intelligence is not like IQ; IQ does not change much after teen years. On the other hand, Goleman (1998) mentioned that emotional intelligence is primarily learned, and continues to develop from learned experiences. Empathy is a key social ability and the roots of empathy are formed during infancy (Goleman, 2005). Additionally, during the year of kindergarten social emotions are ripened (Goleman, 2005). Furthermore, Sen (2012) expressed
emotional intelligence is advantageous when taught early in life and practice helps individuals evolve.

Faye et al.’s (2011) research aligns with Holt and Marques’s (2012) findings. Faye et al. (2011) focused on empathy in medical postgraduates and found older participants reported significantly better self-control and more empathy. Maturity and life experiences contribute to emotional intelligence development (Faye et al., 2011). Anand and UdayaSuriyan (2010) agreed and articulated older age groups have better empathy skills when compared to younger groups. Meaning, age and experience contributes to the ability to regulate emotions. Additionally, according to Castillo, Salguero, Fernandez-Berrocal, and Balluerka (2013), empathy is positively interconnected to emotional intelligence and is important in youth development. Castillo et al. (2013) concluded that it is important to develop empathy during adolescence, and empathic emotional intelligence training increases students’ ability to solve problems peacefully and effectively.

Importance of Empathy. According to Holt and Marques (2012), empathy is under-trained and under-developed in organizations. Nevertheless, the researchers believed empathy is highly appropriate and seems to be a recurring topic and essential for effective leadership. Furthermore, Holt and Marques believed empathy is an essential quality in the 21st century when learning essentials for effective leadership. It is vital for students to understand the importance of empathy as leaders, and universities would do well to incorporate more awareness of empathy in business courses (Holt & Marques, 2012). Colvin (2014) agreed and stressed empathy is a quality employers seek when selecting new hires; however, college students are far less empathic compared to the last generation. Still, Goleman (2014) stressed top organizations are meticulous and are seeking to hire top graduates with emotional intelligence skills.
Interestingly, researchers from the University of Rochester Medical Center and the University of Michigan claimed that empathy has been declining for the last 30 years among college students (Colvin, 2014). Nonetheless, Colvin (2014) believed corporations continually look for empathetic leaders, and further stated that an online search of jobs paying over $100,000 generated 1,000 open positions seeking candidates with empathy or empathic traits. In an effort to emphasize the importance of empathic leaders, Badea and Pana (2010) contended empathy is a prerequisite that is necessary for building effective relationships and garnering effective communication with subordinates.

Likewise, Nicholls et al. (2012) believed emotional intelligence is increasingly recognized as important for career success. Ho and Gupta (2012) suggested organizations need to provide training programs designed to help improve employees’ interpersonal skills, and assessing empathic traits is important when selecting new employees. Srivastava and Nair (2010) agreed and declared emotionally intelligent leaders demonstrate traits including empathy and interpersonal relationships.

**Power of Empathy.** It appears that empathy has power in the workplace and is essential in developing leaders’ emotional intelligence. Rosen and Rutigliano (2014) suggested that a simple smile has the power to stimulate positive feelings, demonstrating sensitivity and interest, and show willingness to help. Moreover, displaying compassion is an effective fundamental of emotional intelligence skills (Rosen & Rutigliano, 2014). Additionally, the power of empathy means having the ability to perceive what others are feeling, the ability to express in words and making sure people feel understood. Understanding others optimizes interactions and is the foundation for genuine relationships. Empathic leaders listen to others, diligently seek to
understand views and behavior of others, and have the ability to make appropriate decisions (Rahman & Castelli, 2013)

Simpson, Clegg, and Pitsis (2014) believed empathy is emerging and considered a dynamic power process. Ideally, empathic leaders have the power to inspire, stimulate enthusiasm, motivate, induce optimism, and create an atmosphere of cooperation. Unfortunately, empathy is often under-utilized and leaders are left subjected to miscommunications, irritations, and stress (Badea & Pana, 2010). It appears all leaders are not capable or have not been trained to demonstrate empathy (Tobak, 2012). Consequently, in an effort to train qualified students, Harvard Business School considered empathy as one of the competencies sought in applicants (Goleman, 1998), and Yale School of Management required potential students to take emotional intelligence tests (Goleman, 2014).

Humphrey (2013) mentioned empathic people emerge as leaders and their followers experience less emotional stress and less physical symptoms. Humphrey (2013) reviewed literature regarding emotional intelligence and empathy. As a result of the researcher’s literature review, the following propositions were generated: emotionally intelligent leaders are resilient, successful in handling intense emotions, more effective with employees, advantageous in developing creativity, possess greater negotiating skills, successful in helping employees cope with stress, more attuned and innovative, and have the ability to motivate and lead employees (Humphrey, 2013).

Additionally, Humphrey (2013) determined empathy and emotional intelligence are vital for success in leadership and social well-being. Similarly, Rahman and Castelli (2013) proclaimed empathy is a pivotal key in leadership effectiveness, and it is essential for leaders to acquire this necessary soft skill for effective leadership in organizations. Furthermore, Rahman
and Castelli (2013) investigated the impact of empathy on leadership effectiveness and concluded that empathic leadership improves leadership effectiveness.

Contrary to other research findings, Singh et al. (2012) found no relationship between empathy and emotional intelligence. Still, several researchers disagreed with Singh et al. (2012), and resolved that empathic leadership ultimately increases leadership effectiveness (Hofelich & Preston, 2012; Humphrey, 2013; Odom, 2012; Rahman & Castelli, 2013).

The review of literature revealed researchers considered empathy as the primary element in developing emotional intelligence (Goleman, 2014; Hofelich & Preston, 2012). Corporations should develop empathic leaders and seek empathic leader when hiring (Goleman, 2014). Therefore, it is important to understand the relationship between empathy and emotional intelligence. Furthermore, if empathy is considered a key element in developing emotional intelligence it is important to understand perceptions. This study will add to the body of existing research as it determined whether an interconnection exist between empathy and developing emotional intelligence.

Leadership and EI. Generally, several researchers have deemed emotional intelligence as the foundation for establishing good leadership (Singh, 2012). Accordingly, Goleman (2014) proclaimed, effective leaders have a crucial similarity – a high degree of emotional intelligence. The author further noted that a high degree of emotional intelligence is primal in leadership because emotions are contagious and followers recognize leaders’ moods. This phenomenon is called mirroring. Consequently, leaders play an important role in determining the emotions of others because it appears followers observe visible leaders and take emotional cues from the top.

Yadav (2014) contended an important trait in this era of diverse corporations is emotional competence, and leadership is dependent on an individual’s level of emotional intelligence.
Similarly, Goleman (1998) believed the crucial difference in effective leadership and mediocre leadership is the leader’s level of emotional competence. Additionally, emotionally intelligent leaders are authentic and genuinely concerned about the best interest of employees (Goleman et al., 2013). Effective leaders have the ability to detect anxiety, calm anxiety, and direct employees towards optimism, and their primary responsibility is to induce enthusiasm among followers (Badea & Pana, 2010). Moreover, effective leaders demonstrate emotional intelligence, persuade others towards common goals, and are attuned to effective communication (Goleman, 2005). Based on the literature review, it appears leaders positively influence or negatively influence emotional climates depending on a leader’s level of emotional intelligence skills.

Yadav (2014) declared rich emotional intelligence ultimately leads to sound satisfaction, optimism, positive attitudes, and high quality interpersonal relationships with an atmosphere of trust. Thus, leaders with high emotional intelligence are in high demand (Hahn, Sabou, Toader, & Radulescu, 2012). Emotional intelligence is essential in leadership and improves leaders’ ability to excel in conquering complex work-related problems (Iuscu et al., 2012).

Effectively, technical and IQ skills are important as a threshold of skills; however, studies reveal emotional intelligence is the prerequisite of leadership (Lam & O’Higgins, 2013). Furthermore, emotional intelligence is essential in making important organizational decisions and is the top trait needed in this era (Yadav, 2014). According to Hahn et al. (2012), it is essential for organizations to recognize the benefits of emotional intelligence and develop leaders and managers that have the ability to generate an atmosphere of emotional resonance.

Lazovic (2012) agreed with Hahn et al. (2012). In a qualitative study, Lazovic (2012) investigated the role of emotional intelligence and management. The researcher concluded managers in the study possessed expert knowledge; however, several managers in the study
lacked leadership skills. Thus, this study exposed the importance of training and development of emotional intelligence. Furthermore, Lazovic (2012) resolved, emotional intelligence begins with executives and affects all levels of organizations. Meaning, emotional intelligence starts with leaders, and managers and subordinates reap the benefits.

Srivastava and Nair (2010) mentioned emotional intelligence seems to be a significant predictor of managerial effectiveness. Specifically, Srivastava and Nair (2010) revealed a significant positive relationship between emotional intelligence and managerial effectiveness. Similarly, Sahoo and Mohanty (2010) investigated the critical factors of effective leadership, and revealed a significant relationship between emotional intelligence and leadership effectiveness. Thus, emotional intelligence appears to be a significant component of effective leadership (Sahoo & Mohanty, 2010).

Sadri (2012) asserted leaders are born and made, and concluded emotional intelligence is a key component for successful leadership. Likewise, Goleman, Boyatzis, and McKee (2002) agreed with Sadri (2012), suggesting emotional intelligence skills are partly inborn and developed through experience, although relatively set by mid-20s. Consequently, organizations should focus on the concept of emotional intelligence as essential for developing effective leadership. Furthermore, as evidence has indicated in several organizations, levels of emotional intelligence are improved with training and development (Sadri, 2013). Generally, researchers agree that a positive relationship exist between emotional intelligence and effective leadership (Batool, 2013; Khan et al., 2011; Srivastava & Nair, 2010). Based on researchers’ comments in the literature review, it seems emotional intelligence is a prerequisite of effective leadership (Lam & O’Higgins, 2013).
On the other hand, Antonakis (2004) disagreed, and suggests a positive relationship does not exist between emotional intelligence and leadership effectiveness. Antonakis argued emotional intelligence does not predict leadership effectiveness, and proclaimed other researchers may be ignorant and have not established scientific guidelines for conducting research. The researcher further suggested emotional tests are not trustworthy instruments for appropriate measurements of emotional intelligence.

Additionally, Antonakis (2004) proposed it is not advantageous for leaders to be too sensitive, and it is inappropriate for leaders to seek to influence emotions of others. Interestingly, Antonakis (2003) argued emotional outbursts could be meaningful and stimulate trust among followers. Nevertheless, Copra and Kanji (2010) contended emotional intelligence skills are increasingly significant and spanning the globe as a means for developing effective leadership skills, better communication, and development of human potential. Furthermore, emotional intelligence determines who will emerge as top leaders, optimizes individual potential, and enhances understanding the world. Moreover, Alston, Dastoor, and Sosa-Fey (2010) asserted increased levels of emotional intelligence translates into broader levels of leadership effectiveness.

**Effective Leadership Practices.** Khan et al. (2011) established the foundation for effective leadership as effective leadership practices. In a quantitative study focused on the relationship between emotional intelligence and leadership practices, Anand and UdayaSuriyan (2010) had the same conclusion. For instance, Anand and UdayaSuriyan concluded that emotional intelligence is relevant for effective leadership practices.

Research studies have been conducted in an effort to understand the relationship between emotional intelligence and the transformational leadership style. Several researchers agreed the
transformational leadership style is an effective leadership style (Batool, 2013; Kahn et al., 2011; Lam & O’Higgins, 2013). Likewise, Aleem and Abaiduallah (2014) mentioned leaders exhibiting transformational leadership behaviors appear to have better results and consequently are more effective. Batool (2013) explored the relationship between emotional intelligence and effective leadership, and found a significant relationship between emotional intelligence and leadership style. Batool (2013) further noted transformational leadership predicts higher ratings of effectiveness when compared to transactional leadership.

Similarly, Kahn et al. (2011) explored the relationship between emotional intelligence and transformational leadership. Kahn et al.’s (2011) findings revealed a positive relationship between emotional intelligence and transformational leadership. Furthermore, Khan et al. (2011) asserted that the transformational leadership style is an effective leadership style for contemporary organizations, and ultimately enhances positive outcomes.

Lam and O’Higgins (2013) agreed with Batool (2013) and Khan et al. (2011), affirming the transformational leadership style is an effective leadership style. Lam and O’Higgins (2013) explored emotional intelligence level and leadership styles, and found a positive correlation between emotional intelligence and transformational leadership style. Lam and O’Higgins’s (2013) research revealed that emotional intelligence levels of all participants correlated positively with work experience and age. However, there were no correlations between emotional intelligence and education, and no correlations between emotional intelligence and gender.

In contrast, Lopez-Zafra, Garcia-Retamero, and Berrios-Martos’s (2012) research revealed emotional intelligence and gender roles predict transformational leadership. Lopez-Zafra et al. (2012) analyzed the relationship between emotional intelligence and transformational
leadership. Results of the study implied female participants had higher transformational leadership scores when compared to male participants, indicating emotional intelligence and gender roles are related to transformational leadership. Generally, regardless of gender roles, researchers agreed the transformational leadership style is an effective style of leadership.

Additionally, Arunima, Ajeya, Sengupta, Mariamma, and Tripathi (2014) explored the relationship between emotional intelligence and two leadership styles: transformational and transactional. The research revealed there is a moderate relationship between emotional intelligence and transformational leadership, and a weak relationship between emotional intelligence and transactional leadership. However, the correlation between emotional intelligence and transformational leadership was significantly stronger than the correlation between emotional intelligence and transactional leadership. Moreover, Fazeli, Farhangdoost, and Fazeli (2011) identified a strong correlation between emotional intelligence and the transformational leadership style. The researchers investigated the relationship between emotional intelligence and transformational leadership. Precisely as Lam and O’Higgins (2013) believed, Fazeli et al. (2015) indicated there is a direct relationship between emotional intelligence and high transformational leadership.

Research studies have revealed positive relationships between emotional intelligence and leadership effectiveness, revealing the importance of hiring leaders with high emotional intelligence and developing emotional intelligence in leaders. Essentially, it appears emotional intelligence is vital for effective leadership. Therefore, it is important to understand the relationship between emotional intelligence and effective leadership practices. This research exposes perceptions regarding the relationship between emotional intelligence and effective leadership.
Ethical Behavior and EI. Ethics is derived from the Greek work ethos – meaning, character or customs (Singh, 2011). According to Singh (2011), the concept of ethics means having a system of conduct, a set of moral values, principles and standards that govern individual and group human behavior. Additionally, Krznaric (2014) believed empathic managers shape ethical visions and provide a means for expanding the moral universe. Moreover, Singh (2011) asserted that researchers have provided evidence to indicate enhancements in the level of emotional intelligence is likely to improve workplace ethics.

Several organizations have incorporated ethical behavior in their corporate values (Singh, 2011). However, Thomann and Wells (2013) contend that distinguishing right from wrong is not always clear, and can be challenging at times. Thus, the researchers suggested organizations must provide guidance for decision making because morals and ethics are not synonymous. For instance, ethical behavior relates to following rules, and morals relate to principles and beliefs. Hence, the core of ethics is behavior and conduct, and organizations must avoid unethical behavior because occasionally unethical conduct is also illegal (Thomann & Wells, 2013). Over the last three decades, ethical conduct has emerged as an important principle in management. Consequently, organizations have established codes of conducts to regulate ethical workplace behavior (Wickham & O’Donohue, 2012).

Singh (2011) examined the relationship between emotional intelligence and ethics in the workplace. The researcher determined that high levels of emotional intelligence increases the existence of workplace ethics. Likewise, Dietz and Kleinlogel (2014) affirmed high empathic managers are more sensitive to the impact of negative behaviors when compared to low empathic managers. Furthermore, Dietz and Kleinlogel (2014) discovered high empathic managers were not willing to cooperate with top executives when told to cut their employee wages. Using a
logistic regression analysis, the researchers determined the odds of cutting employee wages decreased as managers’ empathy increased. The researchers further noted empathic managers function as safeguards for making ethical decisions.

In a quantitative study, conducted by Angelidis and Ibrahim (2011), the researchers discovered emotional intelligence test scores for situationists and absolutists were significantly higher than subjectivists and exceptionists. Situationists and absolutists agreed that positives outcomes are the goal for individual actions. Whereas, subjectivists and exceptionists believed decision-making might not always avoid harming others.

Therefore, Angelidis and Ibrahim (2011) concluded that participants with higher emotional intelligence scores believed decisions should not harm others. Conversely, participants with lower scores are willing to make decisions that negatively impact others. The researchers believed the study reveals strong evidence correlating the level of emotional intelligence with ethical behavior. In other words, managers with higher emotional intelligence possess greater ethical values. Similarly, Watts (2013) argued that emotional intelligence potentially influences appreciation for ethical behavior.

In contrast, Segon and Booth (2014) believed it is possible for managers to be perceived as emotionally intelligent, yet exhibit unethical behavior in the workplace. Segon and Booth (2014) concluded high-profile leaders that were highly respected and praised were later found practicing unethical behavior. Furthermore, Segon and Booth (2014) asserted that high-profile leaders contributed to the global financial crisis.

Nevertheless, Fu (2014) disagreed with Segon and Booth (2014), and agreed with the majority, thus, declared emotional intelligence significantly influences ethical behavior. Furthermore, Fu (2014) examined ethical behavior of employees, and determined emotional
intelligence significantly influences ethical behavior. In addition, Singh (2011) believed ethical work environments have the potential to increase performance and job satisfaction.

**Job Satisfaction and EI.** Locke (1969) described job satisfaction as achieving fulfillment from work, and a pleasurable emotional state that is the result of feelings regarding job value. In addition, Asegid et al. (2014) contended factors such as work environment, salary, benefits, and overall gratification of work influences job satisfaction. Asegid et al. (2014) further proclaimed EI leadership ultimately leads to job satisfaction.

Yadav (2014) contended 50% of job satisfaction is determined by the relationship between managers and employees. Moreover, Hahn et al. (2012) expressed emotional intelligence plays a significant role in influencing job satisfaction, because an effective relationship with the boss ultimately leads to job satisfaction. Furthermore, Jorfi et al. (2012) noted that effective communication and job satisfaction are key topics discussed among managers and employees. Jorfi et al. (2012) found emotional intelligence and effective communication is positively related to job satisfaction. However, in contrast, Fortner (2013) contended there is a negative relationship between emotional intelligence and job satisfaction.

Fortner (2013) explored the relationship between emotional intelligence and job satisfaction. The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) was administered to research participants, and correlation analysis determined a negative relationship exist between emotional intelligence and job satisfaction. Still, several researchers have found positive correlations between emotional intelligence and job satisfaction. For instance, Vigoda-Gadot and Meisler (2010) surveyed public administrators and found emotional intelligence to be positively related to job satisfaction. The results inferred participants’ emotional intelligence level was positively related to job satisfaction. Likewise, Yuan et al. (2014) examined the role of
emotional intelligence and job satisfaction, and found emotional intelligence was positively correlated to job satisfaction.

**Employee Motivation and EI.** According to Hahn et al. (2012), emotional intelligence plays a significant role in influencing motivation in the workplace. Similarly, in an ethnographic study, Jackson-Palmer (2010) determined leaders’ emotional intelligence levels significantly influence employees’ motivation. The researcher found effective leadership and high production were tied to employee motivation. In other words, Jackson-Palmer (2010) found EI positively influences employees’ motivation. As a result, it seems motivation is intrinsically tied to organizational success.

However, Fortner (2013) found a negative relationship between emotional intelligence and motivation. Yet, Arunima et al. (2014) agreed with Hahn et al. (2012), affirming emotional intelligence positively influences motivation. Additionally, Acha (2013) contended leaders with high emotional intelligence have the ability to motivate employees. Furthermore, Acha (2013) revealed emotional intelligence and employee motivation are significantly related. Acha (2013) conducted a descriptive correlation study of federal employees to investigate the link between leaders’ emotional intelligence and employees’ motivation. The researcher found a strong positive correlation between leaders’ emotional intelligence and employees’ motivation. Moreover, Acha reported leaders’ emotional intelligence significantly influenced motivation for employees’ to perform better. Additionally, Lopez et al. (2012) asserted that transformational leaders improve employee motivation, thus, resulting in improved employee performance.

**Job Performance and EI.** Aleem and Abaiduallah (2014) mentioned that several studies have revealed positive relationship between emotional intelligence and job performance. Additionally, the researchers believed managers have to manage their own emotions in order to
enhance job performance in others. Oriarewo, Agbim, and Zever (2014) asserted that emotional intelligence plays an important role in improving work performance, and interpersonal relationships ultimately enhances the ability to achieve greater performance.

**Employee Performance.** Mulla (2010) explored the impact of emotional intelligence on job performance. The researchers measured data results with the Wong and Law Emotional Intelligence Scale. The research results indicated individuals with high interpersonal interactions displayed emotional intelligence as significantly related to increased job performance. Likewise, Mishra and Mohapatra (2010) explored the link between workplace performance and emotional intelligence. The researchers utilized the emotional intelligence test developed by Chadha and Singh in 2001, and found increased performance is associated with emotional intelligence.

Batool (2013) and Humphrey (2013) believed emotional intelligence is related to job performance. Thus, high emotional intelligence in organizations ultimately influences productivity (Lopez et al., 2012). Similarly, Ljungholm (2014) mentioned that higher emotional intelligence leads to higher job performance. Likewise, Shahzad et al. (2011) believed that a positive relationship exist between emotional intelligence and employee performance. Shahzad et al. (2011) examined the impact of employee performance and emotional intelligence, and found employee performance is significantly correlated with self-awareness, self-management, social awareness, and relationship management. Self-awareness, self-management, social awareness, and relationship management are fundamentals of emotional intelligence (Goleman et al., 2013).

Clanton (2013) examined the relationship between emotional intelligence and job performance. The researcher surveyed federal government workers utilizing the Schutte’s Self-Report of Emotional Intelligence Test (SSEEIT) and the Balance Scorecard for government
organizations. Contrary to what other researchers believed, Clanton’s (2013) research revealed no significant correlation between emotional intelligence and employee performance.

**Leadership Performance.** Sadri et al.’s (2011) research examined the relationship between emotional intelligence and leaders’ performance. Subordinates and leaders’ bosses were asked to rate emotional intelligence of leaders and performance of leaders. Interestingly, Sadri et al. (2011) found leaders with high ratings of empathic emotions correlated to higher performance ratings. Additionally, Anand and UdayaSuriyan (2010) mentioned that managers with high emotional intelligence gain outcomes from employees that exceed expectations. Furthermore, Iuscu et al. (2012) believed that emotional intelligence improves leaders’ ability to obtain excellent performance.

Lastly, Hahn et al. (2012) mentioned that a significant number of top performers possess high emotional intelligence. Thus, high emotional intelligence predicts which leaders will emerge as top performers (Chopra & Kanji, 2010), and high emotional intelligence is frequently interrelated to exceptional performance (Malos, 2011). Rahman and Castelli (2013) concluded that empathic leadership improves leadership effectiveness, and leadership effectiveness improves employee performance. Moreover, Batool (2013) contended that high emotionally intelligent leaders with technical skills have consistently outperformed their peers.

Based on the literature reviewed, it appears that empathic leadership and leadership effectiveness might be intrinsically tied to employee performance, which may ultimately result in organizational success. Generally, most of the empirical research mentioned in the literature review suggested a positive relationship between emotional intelligence and leadership effectiveness. In addition, several empirical research studies suggested that emotional
intelligence is positively related to ethical behavior, job satisfaction, motivation, and job performance.

Essentially, it appears emotional intelligence is vital for effective leadership and ultimately garners better ethical behavior. Also, emotional intelligent leadership appears to increase job satisfaction, heighten employee motivation, and enhance job performance. Therefore, it is important to understand the relationship between emotional intelligence and key factors important for workplace success. The majority of empirical studies discussed in the literature review were conducted based on quantitative methodologies. In this study, the qualitative research approach will be utilized, and will be advantageous in exposing perceptions based on in-depth thoughts and experiences related to developing emotional intelligence.

Summary

The literature review primarily discussed the relationship between emotional intelligence and key fundamentals in the workplace. Generally, the majority of researchers in the discussion of literature review agreed and resolved the following elements are influenced by emotional intelligence:

- EI and Empathy;
- EI and Effective Leadership and Practices;
- EI and Ethical Behavior;
- EI and Job Satisfaction;
- EI and Employee Motivation; and
- EI and Job Performance.

However, the literature review revealed some researchers disagreed and opposed concepts regarding positive relationships with emotional intelligence. For instance, Singh et al.
(2012) found no relationship between empathy and effective leadership, and Antonakis (2004) believed emotional intelligence does not predict leadership effectiveness. Interestingly, Segon and Booth (2014) suggested, it is possible for managers to be perceived as emotionally intelligent, yet exhibit unethical behavior in the workplace. Additionally, Fortner (2013) found no relationship between emotional intelligence and job satisfaction, and no relationship between emotional intelligence and employee motivation. Finally, Clanton (2014) found no correlation between emotional intelligence and employee performance.

Nevertheless, several researchers in the literature review discussion suggested that positive relationships exist between emotional intelligence and empathy, emotional intelligence and leadership, emotional intelligence and ethical behavior, emotional intelligence and job satisfaction, emotional intelligence and employee motivation, and emotional intelligence and job performance. The concepts identified in the EI conceptual framework are fundamentally important in the workplace. The majority of literature reviewed suggested that key fundamentals identified in the EI conceptual framework are positively related to emotional intelligence. Based on the literature review and empirical research, it appears that emotional intelligence enhances success in the workplace.

This research is beneficial because it reveals how workplace fundamentals are enhanced by EI leadership. Currently, there are no research studies that construct an EI matrix of concepts that depicts the same workplace fundamentals identified in this research. For the purpose of this research, the researcher developed semi-structured interview questions that were based on the review of literature. The results of this research exposed how managers perceive development of emotional intelligence and identifies fundamental workplace elements that are enhanced by EI leadership.
Utilizing a qualitative study, the researcher examined how government managers perceived development of emotional intelligence. This study reveals managers’ perceptions of emotional intelligence, and reveals interconnections and how positive relationships discussed in the literature review are perceived in the development of emotional intelligence. The following Chapter 3 presents the methodology selected for this research. In addition, Chapter 3 includes the research qualitative methodology and the appropriateness in utilizing the qualitative methodology for this research study. Chapter 3 ends with a discussion of data collection and analysis, ethical considerations, and limitations of the study.
Chapter 3: Methodology

Introduction

The purpose of this qualitative phenomenology research was to understand how federal government managers perceive the development of emotional intelligence skills in the workplace. The population in this study was federal government managers located in the Southwestern region of the United States. Participants include 10 federal government managers from various divisions in the organization. In addition, the goal of this study was to gain insight on the perceived development of EI skills at the organization level in the federal government.

Emotional intelligence skills are essential for all managers (Batool, 2013). It is important for federal agencies to understand how managers perceive the development of EI skills. Furthermore, it is important for managers to possess emotional intelligence to connect with subordinates. Empathy is the primary factor for developing emotional intelligence (Goleman, 1995). Unfortunately, empathy is the largest deficiency in the world (Pavlovich & Krahnke, 2014). Nevertheless, emotional intelligence is a skill deemed necessary to enhance positive communication in the workplace, and to create optimistic work environments in organizations.

This qualitative study involved the following phases. The first phase of this qualitative study explored the perceived development of emotional intelligence by conducting interviews and collecting response data from all participants. The second phase consisted of interpreting and coding responses. The third and final phase concluded with identifying themes found in the coded responses. Contents of this chapter include the population and sample selection, sources of data, and data collection and analysis procedures.
Statement of the Problem

It was not known how managers in the federal government perceive the development of emotional intelligence skills. This research contributes to understanding how managers at the federal government perceived development of EI. Rude (2013) examined the experiences of federal executives in developing emotional intelligence and the author suggested more research is needed at the organizational level. This study will focus on federal managers’ perceptions of emotional intelligence, and explore the interconnections of emotional intelligence and empathy, and emotional intelligence and effective leadership.

Empathy is regarded as the primary trait for development of emotional intelligence skills (Hill-Smith, 2013). Holt and Marques (2012) discovered participants in a research study consistently ranked empathy lowest when asked to identify essential qualities for effective leadership. Nonetheless, Goleman (2014) contended that employers would do well if they sought empathic leaders when hiring, promoting, and developing leaders. It is essential for managers to possess high levels of emotional intelligence to enhance their ability to create optimistic and productive work environments (Badea & Pana, 2010). It appears that effective leaders must develop EI skills.

Rude (2013) declared that a lack of emotional intelligence competencies is generally the reason for major deficiencies in leaders’ effectiveness. Developing emotional intelligence skills are more important than development of cognitive skills (Goleman, 1995). The federal government is the largest employer in the United States; therefore, it is essential to understand how managers at the government perceive development of EI.

Research Question

One research question guided this qualitative study:
How do government managers at a federal agency located in the Southwestern region of the United States perceive the development of emotional intelligence skills?

The primary goal for conducting this research was to understand how participants perceived the development of emotional intelligence. The phenomenon this study explored was how managers perceived the development of EI skills. The participants answered interview questions formulated by the researcher based on results of empirical studies. The participants’ answers provided relevant verbalized information and contributed to understanding how development of emotional intelligence was perceived.

In this phenomenology research study, the researcher functioned as the research instrument by conducting semi-structured interviews. Participants were asked questions developed by the researcher based on concepts and beliefs formed as a result of empirical research studies. The first set of questions were utilized to establish participant demographics. The second set of questions were utilized to gain insight on participants’ perceptions of emotional intelligence. The semi-structured interviews were conducted face-to-face. The qualitative methodology was the best approach for this study because this process allowed information to emerge from the voice of participants. Sources of data included audio-recorded interviews, field notes, and follow-up contact with participants.

In qualitative studies, emerging data assists in developing themes constructed from participants’ perspectives (Creswell, 2013). The qualitative method is frequently employed to explore and understand a phenomenon. In addition, the qualitative method is essential in understanding the essence of an experience (Birkinshaw et al., 2011). Nevertheless, according to Paley and Lilford (2011), it is important to understand that qualitative and quantitative research methods are research tools and are not specifically tied to any particular philosophy.
Research Methodology

According to Ritchie, Lewis, Nicholls, and Ormston (2013), qualitative research can be traced back to Immanuel Kant. Kant wrote *Critique of Pure Reason* in 1781, and proposed that perceptions relates to understanding. During the 1860s-70s, Wilhelm Dilthey proposed it is important to understand lived experiences (Ritchie et al., 2013). In addition, during 1864-1920, Max Weber stressed the importance of understanding and interpreting the meaning of social behaviors (Ritchie et al., 2013). Fisher and Stenner (2011) noted qualitative methods are increasingly respected among researchers due to in-depth meaning, validity, and reliability of research results. Doctoral programs are increasingly recognizing and accepting qualitative research (Weiner, Amick, Lund, Lee, & Hoff, 2011). Moreover, qualitative research methods are crucial for enlightening meaningful understanding, and are valuable approaches that have increased in popularity (Ritchie et al., 2013).

Qualitative studies answer *how* and *why* questions. The research question guided the methodology selected for this research study. As a result, the qualitative method is an appropriate method for this research. This study was conducted utilizing a qualitative phenomenology research method to determine *how* managers at the federal government perceived development of EI skills for success in the workplace. This research study was conducted utilizing a semi-structured interview approach, and participants’ responses were audio-recorded to capture perspectives. The main goal of qualitative research is to capture perspectives of participants, reveal concepts, and interpret meanings (Toloie-Eshlaghy, Chitsaz, Karimian, & Charkhchi, 2011). Moreover, qualitative research captures views and perspectives of research participants, and represents meaning given to real-life experiences (Yin, 2011).
Qualitative research aims to answer how and why questions and aid in understanding perceptions and behavior. Research data can often be obtained from asking good interview questions and listening (Yin, 2011). Yet, there is no single blueprint leading the path for qualitative research (Ulin, Robinson, & Tolley, 2012). However, strong norms have emerged as qualitative research has made important strides (Corley, 2011). Furthermore, a rigorous path is beneficial for understanding perspectives and experiences (Ulin et al., 2012).

Qualitative research is a method of research unconstrained by a set of numbers which makes this method more useful for answering inquiring questions. Another advantage of qualitative research is it allows for more in-depth phenomenal studies. Additionally, Stuckey (2013) suggested the qualitative approach allows participants to express feelings and emotions, and allows the researchers to expand engaging questions.

**Research Design**

Aiming to explore the phenomena, the researcher conducted face-to-face audio-recorded interviews. The researcher communicated directly with participants and ask semi-structured open-ended questions to understand and interpret the essence of participants’ experiences. Generally, open-ended questions allow participants the opportunity to express perceptions from an individual point of view (Creswell, 2013). Accordingly, the qualitative approach is an appropriate design to capture perceptions and the essence of lived experiences.

Qualitative designs allow researchers to concentrate on the research designed frameworks. According to Creswell (2013), there are several forms of qualitative research designs such as ethnographies (cultural group study), grounded theory (sampling different groups and data comparisons to establish theories), case studies (in-depth study of one or more individuals), narrative research (stories about the lives of one or more individuals), and
phenomenological research (capturing the essence of a human experience). For the purpose of this study, the qualitative research design was conducted utilizing the phenomenological approach because this approach is appropriate for investigating and understand perceptions. The research design allowed perceptions to emerge from the voice of participants. In addition, as suggested by Yin (2011), this design followed a five-phase data cycle including compiling, disassembling, reassembling, interpreting, and concluding.

**Population and Sample Selection**

The sample population in this qualitative study was federal managers located in the Southwestern region of the United States. Target participants were 10 federal government managers from various divisions within the organization. Researchers have debated over the appropriate sample size for qualitative research studies. However, the most important factor to consider is saturation (Dworkin, 2012). According to Dworkin (2012), “an extremely large number of articles, book chapters, and books recommend guidance and suggest anywhere from 5 to 50 participants as adequate” (p. 1319).

The sample population included Black, White, and Indian ethnicities, and males and females ranging from 40-64 years old. The researcher communicated directly with participants and asked open-ended questions to understand and interpret the essence of experiences. An interview guide was utilized to help guide the interview process. Utilizing an interview guide helped maintain consistency during the interview process.

This qualitative research employed non-probability sampling. Ritchie et al. (2013) noted qualitative research involves non-probability sampling. According to Elo et al. (2014), purposive sampling is commonly utilized for non-probability sampling. This research was conducted utilizing purposive sampling, which means managers in the Southwestern region were
deliberately selected for this research. Specifically, purposive sampling was selected for this research to reflect perceptions from a particular group. The sample group includes a diverse selection, broad age range, participants with five or more years of management experience, and represents a specific location.

Moreover, Ritchie et al. (2013) suggested purposive sampling should be used when samples are small and diverse. In addition, the researcher noted qualitative samples are normally small because there is a point of diminishing returns that adds no value by increasing the sample size. Furthermore, qualitative sample sizes are more advantageous for smaller scales due to hundreds of bits of information that must be manageable.

The sample group in this study was selected from various divisions of the targeted organization. Afterwards, the participants were contacted via email to explain anonymity, confidentiality, and privacy regarding participation in the research study. The researcher explained to participants that the purpose of this study was to gain insight from federal managers by conducting interviews. In addition, the researcher explained the goal of the research was to understand perceived development of emotional intelligence skills at the organization level. The researcher sent emails to participants explaining that signed consent forms are required for participation in the study, and participants were informed about the option to opt-out anytime during the study.
Sources of Data

The primary source of data was participants’ responses. The researcher allowed participants to express emotions and thoughts using their own words (Stuckey, 2013). Other sources of data included field notes written during interviews, and follow-up telephone conversations with participants.

Validity

In research studies, validity is determined by whether or not research instruments measure what the instrument is intended to measure. Researchers contend validity is not applicable when conducting qualitative research; however, researchers realize there is a need for qualifying checks and measures (Golafshani, 2003; Morse, Barrett, Mayan, Olson, & Spiers, 2008). In qualitative research, validity means establishing credibility, trustworthiness, and confidence in conclusions. Trustworthiness is a result of appropriate rich descriptive, credible, and dependable data (Elo et al., 2014).

To ensure validity of this research, the same criterion was established for selection of participants. Interview questions were derived from concepts formed from empirical research findings. In addition, to ascertain the quality of interview questions, the researcher conducted a pilot study. Furthermore, in an effort to establish validity and correctness of evidence, the researcher verified accuracy by conducting member checks. Thus, participants were contacted to follow-up on audio-recorded verbal responses and field notes transcribed during interviews.

In an effort to improve validity and reliability, triangulation of data was utilized in this study. According to Golafshani (2003), triangulation improves validity and reliability. This qualitative study comprised of three methods for collecting data: audio-recorded responses, field
notes, and follow-up conversations. Moreover, triangulation helps improve precision and validation (Ritchie et al., 2013).

**Reliability**

Generally, reliability is concerned with replicability of research studies. Interestingly, due to the complexity of phenomena research, the concept of replicability is naïve, and researchers suggest qualitative studies should not be repeated (Ritchie et al., 2013). Nevertheless, in qualitative studies, reliability closely resembles dependability and consistency of data (Golafshani, 2003; Morse et al., 2008). Additionally, Ritchie et al. (2013) mentioned that the first requirement in establishing reliability is ensuring data is consistent and dependable.

Participants in this study all had the same opportunity to communicate perspectives relative to the study. To establish dependability and consistency, participants responded to the same semi-structured questions, and questions were asked in the same order. All data was processed in the same manner to support adequate evidence.

Harvey (2014) suggested member checking as a process to improve reliability in qualitative research. Reliability is improved when the researcher conducts follow-up contact with participants for clarification. Accordingly, the researcher increased reliability by conducting member checks.

In addition, data collection for this research study included triangulating data collected, which improves reliability of the study (Golafshani, 2003). Data collection included audio-recorded interviews, field notes, and follow-up contact for clarification. Moreover, Ritchie et al. (2013) noted triangulating data collection helps strengthen conclusions drawn from the study.
Data Collection Procedures

The goal of the data collection process was to capture the language of participants as responses were verbally communicated. Descriptive accounts are fundamental for collecting useful data (Smith & Firth, 2011). The researcher aimed to collect meaningful data to understanding how federal managers perceived development of EI skills. First, the researcher conducted a pilot study. The pilot study was conducted to ensure interview questions were valid for collecting meaningful data from participants. Poorly articulated questions have the potential to be problematic (Weiner et al., 2011). Second, participants were selected based on certain criteria established for purposive sampling. Third, participants selected were contacted to schedule interviews, and interviews were conducted at the convenience of participants.

Confidentially and anonymity was discussed with participants, informed consent forms reviewed and signed, and the option to opt-out anytime during the study was explained. In addition, the researcher explained that audio-recorded data will be erased and field notes will be destroyed after three years. Next, the researcher conducted interviews employing an interview guide with outlined questions. Participants were asked the same questions in the same order to establish consistency and dependability. The researcher asked participants open-ended questions based on concepts and beliefs formulated as a results of empirical research studies. Interviews were audio-recorded, and then transcribed. Participants were contacted for follow-up clarifications. All sources of data were utilized to gain an understanding of in-depth experiences related to perceived emotional intelligence development.

According to Seidman (2013), interviewing is a mode of inquiry that allows participants to share lived experiences. The primary goal of in-depth interviewing is to explore and
understand lived experiences of individuals (Seidman, 2013). In addition, qualitative raw data is collected from transcribed audio-recordings (Ritchie et al., 2013).

**Data Analysis Procedures**

In this qualitative research, the researcher explored how federal managers perceived the development of EI skills. Participants responded to semi-structured open-ended interview questions, and the researcher sought to construct meanings of individual experiences. Non-statistical data was analyzed to address the research question. Specifically, descriptive data was audio-recorded as participants engaged and elaborated on lived experiences.

Data analysis involves transcribing audio-recorded interviews, examining field notes, coding phrases and sentences, sorting codes, categorizing and comparing results (Moustakas, 1994). First, the data derived from interviews was transcribed. Second, interview data was compiled to identify similarities, perceptions, and common phases. According to Moustakas (1994), the ultimate goal is to construct theories or concepts based on research data.

Third, the data collected was assembled and separated into themes and codes to understand how managers at the federal government perceived development of EI skills. Qualitative analysis involves critical thinking, coding descriptions, linking codes and categories, and linking categories and themes (Smith & Firth, 2011). According to Yin (2011), the purpose of coding is to move data methodically to slightly higher conceptual level whereby themes and patterns emerge. Finally, the goal is to interpret themes and patterns based on expressed perceptions to understand lived experiences (Ulin et al., 2012). The qualitative research process is largely inductive, as the researcher seeks to understand descriptive data, interpret findings, and reveal conclusions.
Ethical Considerations

The researcher employed necessary precautions to ensure all data collected from participants remains anonymous and confidentially collected. IRB approval was obtained from Columbia Southern University prior to conducting the research (Appendix D). This study was conducted in accordance with Columbia Southern University IRB guidelines, and adheres to the Belmont Report (1979). Respect and integrity was maintained for all participants during the research process. Additionally, as required, participants signed consent forms that clearly denote confidentially, and the option to opt-out anytime during the study.

Furthermore, in an effort to eliminate risk exposure and ensure confidentiality and privacy, participants were identified utilizing coded information. All data collected will be securely stored for three years in locked files, and destroyed three years after completion of the research report. In addition, recorded data will be erased and all research documents will be shredded. Overall, the researcher diligently ensured the privacy and confidentiality of participants in this study, and participants were not harmed during this study.

Limitations

The research design limitations consist of matters the researcher had no control over. First, this study was limited to a small sample size. Parameters of the designed method limited responses to 10 managers. However, all managers were asked the same open-ended questions for consistency. Second, only managers in the Southwestern region of the United States are participants in this study. Financial limitations preclude participation from managers in other regions. Third, participants were asked to respond to questions within a timeframe of one hour. Participants’ interest and time limitations for this study preclude lengthy interviews. Appropriate generalizations in this study are based on the sample size and location restrictions of the study.
Lastly, this research may or may not provide beneficial evidence for federal government agencies and other organizations.

Summary

Chapter 3 presented a discussion regarding qualitative methodology. Specifically, this chapter encompassed the research methodology and presented a discussion of the statement of the problem, research question, research methodology, research design, sample selection, sources of data, validity and reliability, data collection and analysis procedures, ethical considerations, and limitations of the study. Qualitative methods are increasingly respected among researchers due to in-depth meaning, validity, and reliability of research results (Fisher & Stenner, 2011).

Qualitative methodologies comprise of non-probability sampling. Purposive sampling is a common non-probability sampling method employed for content analysis (Elo et al., 2014). In addition, semi-structured interviews are common interview techniques employed in qualitative research studies because participants verbally respond in their own words (Stuckey, 2013).

Finally, EI skills are essential for all managers (Batool, 2013). This qualitative research study was an interactive process involving interviews aiming to understand lived experiences related to emotional intelligence. In this study, the selected methodology provided individual perspectives about emotional intelligence. The individual perspectives are informative, and help understand the phenomena. The main goal of qualitative research is to capture perspectives of participants, reveal concepts, and interpret meanings (Toloie-Eshlaghy et al., 2011). The following Chapter 4 includes descriptive data, data analysis procedures, and results of the study that describe similarities, differences, themes, and patterns.
Chapter 4: Data Analysis and Results

Introduction

This research explored how managers in the federal government perceived the development of emotional intelligence. Goleman (2014) believed it is beneficial for employers to seek empathic leaders when hiring, promoting, and developing leaders. Badea and Pana (2010) suggested it is essential for managers to possess high levels of emotional intelligence to enhance their ability to create optimistic and productive work environments. Researchers believed that effective leaders develop and exhibit emotional intelligence skills (Khan et al., 2011; Srivastava & Nair, 2010). However, Holt and Marques’s (2012) research study found participants consistently ranked empathy lowest when asked to identify essential qualities for effective leadership. Rude (2013) mentioned, a lack of emotional intelligence competencies is generally the reason for major deficiencies in leaders’ effectiveness.

The phenomenon explored in this research is how federal managers perceived development of emotional intelligence skills in the workplace. Specifically, this research focused on emotional intelligence and empathy, emotional intelligence and effective leadership, and emotional intelligence and other essential workplace elements. This chapter includes a restatement of the problem statement, the purpose of this research study, and research methodology. Specifically, this chapter encompasses the descriptive data analysis and results of this study. Additionally, this chapter summarizes the yielded research outcomes of the study, and presents the overall research results.

In this phenomenology research, participants were asked interview questions developed by the researcher that were based on concepts formed from empirical research. The first set of questions were utilized to establish participants’ demographics, followed by 20 interview
questions formulated to answer the stated research question. The qualitative method was the best approach for this study because this process allowed information to emerge from the voice of participants. The participants’ answers provided relevant verbalized information and their responses contributed to understanding how development of EI is perceived.

One research question guided this qualitative study:

How do government managers at a federal agency located in the Southwestern region of the United States perceive the development of emotional intelligence skills?

The researcher communicated with all participants face-to-face to establish rapport, explain the research study, and obtain participants’ email addresses and phone numbers. The research information and consent forms were emailed as attachments to participants. The body of the email requested each participant review the attachments, and the email informed each participant that the researcher would follow-up to schedule an interview appointment. Later, participants were contacted via email and by telephone to schedule appointments. However, only five participants responded to the initial appointment requests. The researcher emailed and sent text messages to the other five participants again requesting interview appointments. Three participants called the researcher to schedule interview appointments, and the final two participants responded via text messages to schedule interview appointments. Prior to conducting interviews, the researcher gave a copy of the research information and consent form to participants. The research information and consent forms explained the purpose of the study, and the consent form explained privacy rights, confidentiality, and anonymity. Interviews were conducted lasting approximately an hour at locations preferred by participants.
Descriptive Data

This research incorporates in-depth interviews with 10 managers. All managers had at least 5 years of experience in management. The first set of interview questions comprised of demographic questions that revealed information regarding participants’ (P1-P10) education level, age range, number of years employed by the federal government, number of years employed as a federal manager, and overall number of employees managed. In addition, information pertaining to race and gender was documented. The research sample population consisted of six males and four females. In addition, six of the participants had obtained a Master’s degree, and nine had obtained a Bachelor’s degree (Table 1).

Table 1

Participant Demographics

<table>
<thead>
<tr>
<th>Participant</th>
<th>Education</th>
<th>Race</th>
<th>Gender</th>
<th>Age Range</th>
<th>Federal Employee (in Years)</th>
<th>Federal Manager (in Years)</th>
<th>Employees Managed</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1</td>
<td>Bachelors</td>
<td>White</td>
<td>Male</td>
<td>51-60</td>
<td>35</td>
<td>21</td>
<td>225</td>
</tr>
<tr>
<td>P2</td>
<td>Masters</td>
<td>Black</td>
<td>Male</td>
<td>61-64</td>
<td>31</td>
<td>31</td>
<td>30</td>
</tr>
<tr>
<td>P3</td>
<td>Bachelors</td>
<td>Indian</td>
<td>Male</td>
<td>61-64</td>
<td>21</td>
<td>21</td>
<td>28</td>
</tr>
<tr>
<td>P4</td>
<td>Masters</td>
<td>Black</td>
<td>Male</td>
<td>61-64</td>
<td>34</td>
<td>15</td>
<td>100</td>
</tr>
<tr>
<td>P5</td>
<td>Masters</td>
<td>Black</td>
<td>Female</td>
<td>41-50</td>
<td>28</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>P6</td>
<td>Masters</td>
<td>White</td>
<td>Male</td>
<td>31-40</td>
<td>15</td>
<td>7</td>
<td>17</td>
</tr>
<tr>
<td>P7</td>
<td>Bachelors</td>
<td>Black</td>
<td>Female</td>
<td>51-60</td>
<td>10</td>
<td>10</td>
<td>120</td>
</tr>
<tr>
<td>P8</td>
<td>Masters</td>
<td>White</td>
<td>Female</td>
<td>51-60</td>
<td>5</td>
<td>5</td>
<td>119</td>
</tr>
<tr>
<td>P9</td>
<td>High School</td>
<td>Black/Indian</td>
<td>Female</td>
<td>51-60</td>
<td>29</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>P10</td>
<td>Masters</td>
<td>White</td>
<td>Male</td>
<td>51-60</td>
<td>33</td>
<td>19</td>
<td>12</td>
</tr>
</tbody>
</table>
Data Analysis Procedures

After each interview, the data was transcribed from audio utilizing Microsoft Word. Data analysis began by identifying participants’ responses (P1-P10). NVivo was utilized to identify themes and similarities. The researcher thoroughly examined the data, themes, and similarities.

For qualitative research, validity means establishing credibility, trustworthiness, and confidence in conclusions. To ensure validity for this research, the same criterion was established for selection of participants. Participants selected were all federal managers with at least five years of managerial experience. The researcher formulated interview questions derived from concepts identified in the literature review (Appendix B). Additionally, to ascertain the quality of interview questions, the researcher conducted a pilot study. The pilot study was conducted with three managers to ensure clarity and conciseness of interview questions. During the pilot study, managers were interviewed utilizing the same interview questions. Consequently, the pilot study revealed interview questions were clear, concise, and appropriate for gaining descriptive data. The researcher presumed data collected is trustworthy. Trustworthiness is a result of appropriate descriptive, credible, and dependable data (Elo et al., 2014).

In an effort to establish validity and correctness of evidence, the researcher verified accuracy by conducting member checking with each participant. Member checking involved contacting participants to clarify responses after reviewing transcribed data and field notes written during interviews. Triangulating data collection improves validity and reliability (Golafshani, 2003). In an effort to establish triangulation, the researcher used three methods for collecting data: audio-recorded responses, field notes, and follow-up conversations. The use of triangulation improves precision and validation (Ritchie et al., 2013).
In qualitative research, reliability closely resembles dependability and consistency of data (Golafshani, 2003; Morse et al., 2008). The first requirement in establishing reliability is ensuring data is consistent and dependable (Ritchie et al., 2013). Participants in this study all had the same opportunity to communicate perspectives relative to the study. To establish dependability and consistency, participants responded to the same interview questions, and interview questions were asked in the same order. All data was processed in the same manner to support adequate evidence.

The participants are presumed to be credible and reliable sources for verifying qualitative data communicated to the researcher. Additionally, data collection for this research included triangulating data, which improves reliability of the study (Golafshani, 2003). Data collection included audio-recorded interviews, field notes, and follow-up contact for clarification. Triangulating data collection helps strengthen conclusions drawn from the study (Ritchie et al., 2013). Nonetheless, during interview sessions, collection of data, and data analyses, it is possible errors or biases inherently occurred (Turner, 2010). However, the researcher made proactive efforts to reduce or minimize errors in this research study. Therefore, due to minimal chances of errors, data conclusions are not significantly impacted by possible errors.

Results

The research question focused on how government managers at a government agency located in the Southwestern region of the United States perceive the development of emotional intelligence skills. Based on participants’ perspectives, five themes emerged:

- Empathy is a prerequisite of EI
- EI is a prerequisite of effective leadership
- EI leadership enhances job satisfaction
• EI leadership enhances employee motivation
• EI leadership enhances employee job performance

**Evaluation of Research Results**

**Empathy is a prerequisite of EI.** According to the majority of participants, empathy is a prerequisite for developing emotional intelligence skills. P4 stated “empathy is a prerequisite of EI because without empathy an individual cannot display EI.” In addition, P5 stated “empathy and compassion is needed to develop EI skills.” These views align with research that suggests empathy is a primary element for developing emotional intelligence. “Of all the dimensions of emotional intelligence, empathy is the most easily recognized” (Goleman, 2014, p. 13). In addition, Hofelich and Preston (2012) discovered empathy increases emotional intelligence.

One participant believed empathy is not a prerequisite for developing emotional intelligence skills. P2 stated that empathy “is seldom a factor in how leaders view themselves and responsibilities.” This view, while in the minority, aligns with Singh et al. (2012), who found no relationship between empathy and emotional intelligence (EI).

**EI is a prerequisite of Effective Leadership.** The majority perceived EI as a prerequisite for effective leadership. P5 stated “leaders need EI skills to be effective.” Additionally, P9 stated “a good effective leader must have EI in order to be able to interact with people.” Furthermore, P4 commented “leaders that do not have EI skills, do things that are detrimental to organizations.” These participants’ views align with Iuscu et al.’s (2012) conclusion that emotional intelligence is an essential component of effective leadership.

In addition, researchers concluded that EI and effective leadership are positively related (Batooll, 2013; Khan, et al., 2011; Srivastava & Nair, 2010). Srivastava and Nair (2010) stated “emotional intelligence has been hailed by both academicians and practitioners as a soft skill that
is critical for managers to succeed in their professional roles” (p. 313). One participant disagreed with the view of Srivastava and Nair. P1 stated “EI is not a prerequisite of effective leadership.” This view, while in the minority, aligns with Antonakis (2004), who suggested there is no direct relationship between EI and leadership effectiveness.

Although the majority of participants believed EI is a prerequisite for effective leadership, one participant suggested it is possible for leaders to be successful without developing EI skills. For instance, P2 commented, “in most cases public sector leaders are considered successful although they may lack EI skills. When public leaders conform, comply, and support the mission of the organization success is imminent.” Likewise, Antonakis (2004) pronounced effective leadership is not determined by EI skills.

All participants believed that the transformational leadership style is the most effective leadership style. The participants’ views align with Fazeli et al.’s (2011) research that found a significant correlation between emotional intelligence and transformational leadership style. One participant stated “transactional leaders stimulate employees and encourage input from team members to improve processes and products.” Other participants believed EI leaders develop a high level of transformational leadership, adapt more quickly to changes in certain industries, and communicate more effectively with employees.

**EI enhances Job Satisfaction.** The majority of participants believed EI leadership influences employee job satisfaction. P1 stated “when leaders are emotionally engaged with subordinates there is better understanding of situations, and EI serves as a useful tool that helps improve understanding situations which ultimately influences job satisfaction.” Likewise, P4 stated “EI leaders are more successful with employee relationships, and thus creating more job satisfaction among employees. An effective EI leader is concerned about individuals, and, in
return, employees are more satisfied with their jobs.” These views align with Jorfi et al. (2012) and Yuan et al. (2014), who found emotional intelligence is positively related to job satisfaction.

Yuan et al. (2014) stated “individuals with higher EI scores were more likely to have high levels of job satisfaction” (p. 1061). Job satisfaction is one of the key topics discussed among managers and employees (Jorfi et al., 2012). Most of the participants believed EI influences job satisfaction. However, one participant (P6) was unsure, and stated “EI leadership might influence job satisfaction.” P6 has worked for EI leaders and leaders that lack EI skills. However, in both cases P6 was satisfied with his job. This view, while in the minority, is moderately aligned with Fortner (2013), who explored the relationship between EI and job satisfaction and found a negative relationship exist.

**EI enhances Employee Motivation.** The majority of participants indicated EI leadership influences employee motivation. P4 stated “EI leaders have the ability to influence employee motivation because EI leaders develop relationship with employees and understand the needs of others.” P5 commented “EI leaders have the ability to influence motivation by engaging with employees.” Additionally, P7 stated “an EI leader can influence employee motivation because the leader understands how employees feel and can influence the work environment,” and P9 stated “EI leaders build relationships with employees to understand what motivates employees.” These views align with Jackson-Palmer (2010) and Acha (2013). Jackson-Palmer (2010) determined leaders’ emotional intelligence levels significantly influence employees’ motivation.

Acha (2013) suggested that leaders with emotional intelligence have the ability to motivate employees. One participant disagreed, and suggested EI leadership does not influence employee motivation. P2 stated “EI leadership does not influence employee motivation. The motivation of an employee or supervisor is often influenced by the culture of the organization.”
This view, while in the minority, aligns with Fortner (2013) who found a negative relationship between EI leadership and motivation.

**EI enhances Job Performance.** The majority of participants believed EI leadership influences job performance. P7 stated “leaders that understand employees can ultimately influence job performance. In other words, leaders that have the ability to understand emotions of others can also influence the performance of others.” In addition, P10 stated “an organization that exhibits EI leadership and engagement with employees ultimately results in a high performing organization.” These views align with Rahman and Castelli (2013) and Sadri et al (2011. According to Rahman and Castelli (2013), “empathy improves leadership effectiveness which can lead to improved organizational performance” (p. 88).

Rahman & Castelli (2013) implied that empathic leadership improves leadership effectiveness, and leadership effectiveness improves employee performance. Similarly, Sadri et al. (2011) found leaders with high ratings of empathic emotions correlated to higher performance ratings. Anand and UdayaSuriyan (2010) mentioned that managers with high EI gain outcomes from employees that exceed expectations.

However, one participant did not believe EI leadership influences job performance. P2 stated “employees that have a drive to perform will perform. A leader’s level of EI will not influence a high performing individual.” This view, while in the minority, aligns with Clanton (2013). Clanton (2013) found no correlation between EI and job performance.

Additionally, most of the participants in this research agreed that EI skills are equally important when compared to cognitive skills. However, P8 and P9 suggested EI skills are more important than cognitive skills. In comparison, according to Iuscu et al. (2012), success requires more than IQ, and emotional intelligence is essential in leadership and improves leaders’ ability
to excel in mastering complex work-related problems. Likewise, Goleman (1995) declared EI
determines success in management and is more important than cognitive ability. P10 stated “a lot
more emphasis need to be placed on EI training and development because cognitive skills will be
demonstrated and trained, while soft skills are harder to learn and more subjective.”

**EI and Ethical Behavior.** Participants in this research did not confirm that EI influences
ethical behavior. Mixed perceptions regarding EI and ethical behavior were conveyed. For
instance, some participants believed EI influences ethical behavior, some participants did not
believe EI influences ethical behavior, and others were unsure.

P6 stated “it seems that an individual with EI skills would have a sense of consciousness
that prompts appropriate behavior.” P5 stated “ethical behavior is usually formed early in
individuals. Ethical behavior is influenced by grounded values.” P3 stated “ethical behavior is a
combination of learned behavior from role models, combined with an individual’s innate
personality.” On the other hand, P2 stated “if excellence is the driving force, then often
excellence practically overrides an individual’s personal sense of ethical behavior.”

However, P8 stated “EI leaders understand that honesty and integrity plays an important
role in effective leadership.” In addition, P9 stated “EI influences ethical behavior because EI is
intrinsically tied to ethical behavior.” In comparison, Singh (2011) examined the relationship
between EI and ethical behavior in the workplace, and determined that a high level of EI
increases workplace ethics.

Dietz and Kleinlogel (2014) stated “empathetic managers are primed to consider to what
extent their decisions and behavior affect the well-being of others” (p. 464). On the contrary,
Segon and Booth (2014) believed managers can be perceived as having emotional intelligence
and yet exhibit unethical behavior in the workplace. Based on the participants’ views regarding
EI and ethical behavior, none of the previous researchers’ concepts are strongly aligned with participants’ perceptions.

Summary

Chapter 4 exhibited data analysis and results of the research question. Specifically, this chapter captured statements from each participant regarding their perspectives pertaining to a matrix of emotional intelligence concepts. Data derived from interviews revealed participants’ thoughts, experiences, and perceptions related to emotional intelligence.

Overall, the majority of participants believed empathy is a prerequisite of developing EI, and EI is a prerequisite of effective leadership. In general, the majority of participants believed EI leadership influences job satisfaction, employee motivation, and job performance. Interestingly, viewpoints regarding EI and ethical behavior were split into three categories. For instance, some participants were unsure about EI and the impact on ethical behavior; some participants believed EI influences ethical behavior; and others believed EI does not influence ethical behavior.

Lastly, participants believed EI skills are equally or more important than cognitive skills. Only two participants had attended EI training during their federal careers. All of the participants believed that organizations need to place more emphasis on EI training and development. The following Chapter 5 presents a summary of the research findings, conclusions, and recommendations.
Introduction

It is important to understand how emotional intelligence is developed in managers because, according to Goleman et al. (2013), leaders are made, not born. Goleman, Boyatzis, and McKee (2002) identified emotional intelligence qualities such as self-awareness, managing emotions, and empathy as important in the workplace. Emotional intelligence is recognized as essential in the workplace, and is increasingly deemed important for successful careers (Nicholls et al., 2012). It is important for leaders to display meaningful skills to ignite, inspire, motivate, and create enthusiasm in others.

This research contributes to understanding how managers at the federal government perceived the development of emotional intelligence. The participants’ answers provide relevant verbalized information that contributes to understanding how development of emotional intelligence is perceived. This research advances knowledge of emotional intelligence by exploring federal managers’ perception of developing emotional intelligence. In addition, this research contributes to understanding perceptions of emotional intelligence and other key workplace factors. This chapter includes a summary of the research, summary of findings and conclusions, implications, recommendations, and concluding remarks.

Summary of the Study

The purpose of this qualitative phenomenology study was to understand how managers perceived the development of emotional intelligence skills in the workplace. Target participants included federal managers from various departments at a government agency. The purpose of this research was to gain insight from 10 federal managers regarding their perceived development of emotional intelligence skills at the organization level. One research question
guided this qualitative study: How do government managers at a federal agency located in the Southwestern region of the United States perceive the development of emotional intelligence skills?

Researchers from the University of Rochester Medical Center and the University of Michigan reported that within the last 30 years empathy has declined among college students in the United States (Colvin, 2014). Holt and Marques’s (2012) research study found participants consistently ranked empathy lowest when asked to identify essential qualities for effective leadership. A lack of emotional intelligence competencies is generally the reason for major deficiencies in leaders’ effectiveness (Rude, 2013). Thus, the goal of this study was to understand how participants perceived development of emotional intelligence. Understanding EI perceptions is essential because EI leadership is important for success in leadership (Nicholls et al., 2012).

This research was designed to understand perceptions of EI and empathy, EI and effective leadership, and EI and other workplace factors. The participants answered semistructured interview questions formulated by the researcher. Chapter 4 captured views and perspectives of research participants, and encapsulates the essence of perceived development of emotional intelligence. Chapter 5 presents findings revealed in this research, and conclusions determined by the researcher.

**Summary of Findings and Conclusions**

**Empathy and EI.** The findings in this research revealed empathy is a prerequisite for developing emotional intelligence skills. This finding supports researchers that determined empathy is the primary element for developing emotional intelligence (Goleman, 2014; Goleman et al., 2013; Hofelich & Preston, 2012). Participants suggested: empathy helps nurture their
emotional intelligence, individuals cannot display EI without possessing empathy, empathy helps
develop EI skills, empathy is considered a sub-element and essential part of developing EI, and
empathy is essential for developing EI skills as it promotes understanding how others feel.
Likewise, Ioannidou and Konstantikaki (2008) proclaimed that empathy is an expressed attempt
to understand what others are feeling.

Leadership and EI. This research revealed EI is a prerequisite for effective leadership.
This finding validates what previous researchers proposed, EI is a prerequisite of effective
leadership (Iuscu et al., 2012), and emotional intelligence and effective leadership is positively
related (Batool, 2013; Khan et al., 2011; Srivastava & Nair, 2010). Participants in this study
stated: leaders need EI skills for effective leadership, EI skills help leaders control their own
emotions and understand how to react to emotions of others, effective leaders understand
emotions of others, and have the ability to think, feel, and react to challenging situations.
Similarly, Yadav (2014) contended leadership is dependent on an individual’s level of emotional
intelligence.

In addition, participants believed transformational leadership is the most effective
leadership style. This finding aligns with Fazeli (2011), who identified a correlation between
emotional intelligence and transformational leadership style. Participants mentioned that EI
leaders develop a high level of transformational leadership style, adapt more quickly to changes
in certain industries, and have the ability to communicate with employees.

Job Satisfaction and EI. Results of this research show EI influences job satisfaction.
This finding supports Jorfi et al. (2012) and Yuan et al. (2014) research that revealed emotional
intelligence is positively related to job satisfaction. Participants commented that EI leaders
enhance job satisfaction, creates positive work environments, and encourages communication
and feedback. The study aligns with Hahn et al.’s 2012 findings, emotional intelligence plays a significant role in influencing job satisfaction.

**Employee Motivation and EI.** Findings in this research revealed EI leadership influences employee motivation. This supports Acha’s (2013) and Jackson-Palmer’s (2010) findings that reveal emotional intelligence levels significantly influence employees’ motivation. Additionally, participants in this study suggested that EI leadership influences how employees relate to others, and motivated employees are typically content and satisfied. Consequently, motivated employees perform at peak levels.

**Job Performance and EI.** This research revealed EI leadership influences job performance. In comparison, Shahzad et al. (2011) found EI is positively related to better job performance. This research supports Rahman and Castelli (2013) and Sadri et al.’s (2011) research conclusions. Rahman and Castelli (2013) suggested empathic leadership improves leadership effectiveness, and leadership effectiveness improves employee performance. Additionally, Sadri et al. (2011) determined that leaders with high ratings of empathic emotions correlated to higher performance ratings.

Furthermore, this research revealed EI skills are equally important when compared to cognitive skills in the workplace. Some participants suggested EI skills are more important than cognitive skills. The results of this research supports Goleman’s (1995) conclusions. Goleman (1995) believed that emotional intelligence determines success in management and should be considered equally or more important than cognitive abilities.

**Ethical Behavior and EI.** Findings in this research were not conclusive. The research revealed some of the participants believed EI promotes ethical behavior, and some participants were not sure whether or not EI promotes ethical behavior. While others did not believe EI
promotes ethical behavior. Some participants suggested ethical behavior is not improved or influenced by the level of EI skills. Also, some participants conveyed that ethical behavior is influenced by grounded values, and EI skills do not improve ethical behavior of individuals with inherently dishonest spirits. The results of this study does not substantiate previous research findings (Dietz & Kleinlogel, 2014; Segon and Booth, 2014; Singh 2011; Watts, 2013).

In conclusion, a matrix of EI concepts (Figure 1) were found by several researchers (Acha, 2013; Dietz & Kleinlogel, 2014; Goleman, 2014; Goleman et al., 2013; Jorfi et al., 2012; Hofelich & Preston, 2012; Jackson-Palmer, 2010; Khan et al., 2011; Sadri et al., 2011; Shahzad et al., 2011; Singh, 2011; Srivastava & Nair, 2010; Yuan et al., 2014) as positively related to emotional intelligence. However, some researchers (Antonakis, 2004; Clanton, 2014; Fortner, 2013; Segon & Booth, 2014; Singh, Hii, & Lean, 2012; Watts, 2013) found no relationship between EI and the concepts identified in this research. The findings in this study revealed the following: empathy is a prerequisite of EI, EI is a prerequisite of effective leadership, and EI leadership influences job satisfaction, employee motivation, and job performance. However, findings in this study did not confirm that EI promotes ethical behavior.

![Figure 2. Summary of Research Findings](image-url)
Results of this research revealed it is important for managers to possess emotional intelligence to connect with subordinates. Emotional intelligence is a soft skill that is necessary to enhance positive communication in the workplace, and EI leadership creates more optimistic work environments for employees. This necessary soft skill creates positive communication, enhances work relationships, and creates more friendly work environments (Badea & Pana, 2010).

This research captured perceptions about emotional intelligence and other key factors in the workplace. The results of this research is important, and aligns with previous research conclusions that suggested high levels of emotional intelligence improves leadership skills, job performance, employee motivation, and job satisfaction. Although this research revealed mixed perceptions regarding emotional intelligence and ethical behavior some participants suggested EI does improve ethical behavior.

Understanding perceptions of how federal managers perceived the development of emotional intelligence addressed a gap in literature and advanced scientific knowledge. Rude (2013) suggested more emotional intelligence research was needed at the organizational level in federal government. Consequently, this research is significant as it contributes to the body of literature, and advances the body of research by exploring how emotional intelligence is perceived among federal managers.

**Implications**

**Conceptual Implications.** This research focuses on emotional intelligence and other key fundamentals that are essential for workplace success. The conceptual framework in this research captured a matrix of researchers’ beliefs formed by results of previous empirical research studies. Goleman (2014), Goleman et al. (2013), and Hofelich and Preston (2012) conceptually agreed,
empathy is the primary element for developing emotional intelligence. This research supports the belief of previous researcher findings that denoted empathy as a necessary element for garnering emotional intelligence skills.

Khan et al. (2011), and Srivastava and Nair (2010) conceptually agreed, emotional intelligence is a prerequisite of effective leadership. The researchers’ previous findings are supported in this research. Essentially, findings in this research determined EI is a prerequisite of effective leadership. Dietz and Kleinlogel (2014) and Singh (2011) resolved emotional intelligence improves ethical behavior, and Segon and Booth’s (2014) suggested emotional intelligence does not necessarily improve ethical behavior. However, this research does not confirm previous research regarding EI and ethical behavior. In this research, some participants determined that ethical behavior is influenced by morals, grounded values, and is inherently formed early in life.

Yuan et al.’s (2014) research concluded that emotional intelligence is positively related to job satisfaction. This research affirms that EI influences job satisfaction. Essentially, emotional intelligent leaders have the ability to influence job satisfaction among employees. Effective leaders build relationships with employees and seek to understand individuals which ultimately leads to job satisfaction.

Another concept identified in the framework of this research suggested emotional intelligence influences employee motivation (Acha, 2013; Jackson-Palmer, 2010). Findings in this study validated this concept. This research revealed that EI leadership influences employee motivation. Leaders that possess emotional intelligence skills have the ability to inspire and motivate employees. Lastly, Sadri et al. (2011), and Shahzad et al.’s (2011) conceptual beliefs suggested emotional intelligence influences job performance. In comparison, this concept was
supported by findings in this research. Overall, employees’ job performance is enhanced when leaders possess EI skills.

Conclusions in this research indicates that organizations benefit when leadership possess EI skills. Face-to-face interviews strengthen the conclusions in this research study. Interviews were advantageous and provided a means of collecting rich data from participants. In addition, to establish validity and correctness of evidence, the researcher verified accuracy by conducting member checks. However, underlying weakness in this study could be attributed to the limited sample size and the targeted geographical location. Nonetheless, the goal of this study was to gain insight on perspectives of emotional intelligence development from the viewpoint of federal managers.

**Practical Implications.** One practical implication, based on the results of this research is government agencies should provide on-going emotional intelligence training for managers. Many organizations have structured management training. However, structured management training should encompass developing emotional intelligence skills. Government agencies should recognize the importance of EI skills and emphasize development of EI skills for leaders and managers. Incorporating EI development and training into structured management training would be advantageous for government agencies.

Generally, all participants in this research had attended some form of management training, although only two participants mentioned attending at least one EI development or training course. All participants believed organizations need to place more emphasis on EI training and development. It is important for organizations to place emphasis on developing EI skills to enhance leadership and prepare leaders to handle emotional situations. Furthermore,
participants believed organizations that offer EI training and development are enhanced, and
ultimately overall organizational success is improved.

Another implication of this research points to improving or enhancing ethical behavior in
the workplace. This research did not confirm that EI promotes ethical behavior. However,
government agencies should focus on implementing policies and procedures that improve or
enhance leaders’ ethical behavior. Otherwise, ethical behavior could potentially become a greater
issue in the workplace.

Finally, Rude (2013) declared, a lack of emotional intelligence competencies is generally
the reason for major deficiencies in leaders’ effectiveness. Also, developing emotional
intelligence skills are equally or more important when compared to development of cognitive
skills (Goleman, 1995). Since the federal government is the largest employer in the United
States, it is essential for the government to provide adequate training for managers in order to
enhance EI skills. Consequently, leaders that possess EI skills are better prepared to control
individual emotions and respond appropriately to emotions of others.

**Future Implications.** Based on the review of literature, researchers suggested leaders
that possess EI skills are beneficial for the success of organizations (Acha, 2013; Goleman, 2014;
Goleman et al., 2013; Hofelich & Preston, 2012; Jackson-Palmer, 2010; Khan et al., 2011; Lam
& O’Higgins, 2013; Sadri et al., 2011; Shahzad et al., 2011; Srivastava & Nair, 2010; Yuan et
al., 2014). This research determined, emotional intelligence is intrinsically tied to other important
elements in the workplace. Leaders that possess EI skills are better prepared to handle emotional
situations and issues that arise in the workplace. Understanding the benefits of EI leadership in
the workplace is vital for strengthening success in leadership.
Recommendations

**Recommendations for Future Research.** This qualitative research makes contributions and advances scientific knowledge by garnering the perspectives of federal managers. The researcher recommends future research focusing on federal employees’ perceptions of EI leadership. Future research from the employees’ perspectives will enhance insight and present a broader view of EI leadership. More research from the employees’ viewpoint will contribute to understanding the benefits of EI leadership. Also, the researcher recommends exploring EI leadership and the impact on other elements in the workplace. Specifically, framing another conceptual framework that incorporates other important elements in the workplace may be beneficial in garnering more EI scientific knowledge. Also, more evidence could emerge from future research regarding EI and ethical behavior.

Another recommendation for future research is conducting a research study that determines the impact of EI development and training for leaders. The majority of participants in this research had not attended EI training. However, all participants in this research believed more EI development and training would be advantageous for effective leadership.

Finally, due to limitations of this research study, the researcher recommends future study in other geographical areas of the federal government. This research focused on a particular geographical area. However, research studies focusing on other areas may provide different emerging themes that are linked to emotional intelligent leadership. New insights regarding the benefits of emotional intelligent leaders could influence the federal government to embrace EI development and training for all managers.

**Recommendations for Practice.** The researcher recommends the federal government and other organizations embrace the importance of providing EI development and training for
leaders. Specifically, the researcher recommends that management training should comprise of mandatory EI training. In addition, participants in this research believed organizations need to place more emphasis on EI training and development.

Based on the results of this research, EI training is vital for effective leadership development as well as organizational success. Moreover, it is essential for the federal government and other organizations to provide EI training. This research revealed empathy is intrinsically tied to developing emotional intelligence. Alarmingly, previous research discovered college students consistently ranked empathy lowest among essential skills for leadership (Holt & Marques, 2012). Lastly, the researcher concluded organizations that cultivate EI leadership are enhanced, and ultimately overall organizational success is improved.

**Concluding Remarks**

Findings in this research exposed how federal managers perceived the development of emotional intelligence. Specifically, based on perceptions of federal managers, the researcher determined empathy is a prerequisite of developing emotional intelligence, emotional intelligence is a prerequisite of effective leadership, and effective leadership influences job satisfaction, employee motivation, and job performance. Effectively, implementing EI development and training programs should improve workplace atmospheres. Notably, this research concluded, EI skills are equally important as cognitive skills. Hopefully, the results of this study will influence federal executives to design and implement more EI development programs for leaders.

This study highlights the advantages of EI leadership in the workplace. An important conclusion determined in this research is emotionally intelligent leaders seek to understand others. Unfortunately, leaders that lack emotional intelligence competencies do not have the
abilities to grasp the importance of understanding others. It is expected that this research will contribute to the field of emotional intelligence and fill gaps in existing literature. The researcher expects future research could validate findings and conclusions in this study. In addition, the researcher anticipates this research will be beneficial, and provide insight for improving leadership in the federal government and other organizations. Finally, the researcher presumes this study is relevant, and hopefully the research results will compel government agencies and other organizations to emphasize EI leadership.
References


NVivo (Version 11) [computer software]. Burlington, MA: QSR International Pty Ltd.


Retrieved from http://ajbmr.com


Dear Interviewee:

I am a doctoral student at Columbia Southern University. I am conducting a research study to explore how federal government managers perceive the development of emotional intelligence.

I am requesting your participation, which will involve a face-to-face interview that will last no longer than one hour. The interview will be conducted at a location, date, and time that is convenient for you. You have the right to refuse to answer any question and to stop the interview at any time.

Your participation is voluntary. You can choose not to participate, or if you do participate, you can withdraw from the study at any time. Although there are no benefits to you personally, your participation will be beneficial and help understand how federal government managers perceive the development of emotional intelligence.

Your responses will be confidential and anonymous. Your name will not be used in the research report. All data will be secured and stored until 3 years after the study, at which time all research data will be destroyed. I would like to record the interview. However, the interview will not be recorded without your permission. Please let me know if you do not want the interview to be recorded. You can also inform me at any time during the interview if you change your mind and want recording stopped. If you have any questions about your rights as a participant in this research, please send an email to dba@columbiasouthern.edu and someone will contact you.

Sincerely,

Trina Tollett

I ___________________________ consent to participate in the study described; I understand that my participation is voluntary, and that I can withdraw from the study at any time.
Appendix B

Interview Questions

Background Questions

1. How long have you been a federal employee?
2. How long have you managed federal employees?
3. How many employees have you managed?
4. What is your educational background?
5. What is your age range? (31-40) (41-50) (51-60) (61-64)

Research Interview Questions

1. Do you believe empathy is a prerequisite of E.I. development? If so, why?
2. Do you believe E.I. is a prerequisite of effective leadership? If so, why?
3. Is it possible for leaders to be successful without developing E.I. skills? Explain.
4. Is transformational or transactional leadership the most effective leadership style? Why?
5. Do you believe EI skills improve leaders’ ethical behavior? If so, answer #6.
6. How does E.I. influence ethical behavior?
7. Is it important for leaders to create an ethical climate in the workplace? Why?
8. Do you believe E.I. leadership is positively related to job satisfaction? If so, answer #9.
9. How does E.I. leadership influence job satisfaction?
10. Do you believe job satisfaction is important in the workplace? Why?
11. Do you believe E.I. leadership is positively related to employee motivation? If so, answer #12.
12. How does E.I. leadership influence employee motivation?
13. Do you believe employee motivation is important in the workplace? Why?
14. Do you believe E.I. leadership is positively related to job performance? If so, answer #15.
15. How does E.I. leadership influence job performance?
16. Do you believe you possess E.I. skills? If so, answer #17 and #18.
17. How do you manage employees based on the concept of empathic leadership?
18. How did you acquire E.I. skills (innate, developed with maturity, training, etc.)?
19. Do you believe E.I. skills are equivalent or just as important as cognitive skills? If so, why?
20. Do you believe organizations need to place more emphasis on E.I. training and development? If so, why?
Appendix C

U.S. DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT
Fort Worth Regional Office, Region VI
Office of Regional Counsel
801 Cherry Street, Unit #45, Ste. 2500
Fort Worth, TX 76102
Phone: 817-978-5987 FAX: 817-978-5563

March 23, 2015

Site Permission to Conduct Research

To Whom It May Concern:

The Department of Housing and Urban Development (HUD) Region 6 is allowing Trina Tollett who is a Doctorate Student at Columbia Southern University to conduct research as follows:

The research pertaining to the dissertation relates to emotional intelligence. The research will involve interviews during non-duty hours with volunteer agency staff relating to emotional intelligence. The interviews will last approximately one hour and data collected will be used to understand how the development of emotional intelligence is perceived, and all data collected will be destroyed 36-months after completion of dissertation.

Sincerely,

E. Kenneth McDonald

Associate Regional Counsel
## Title

(Include complete reference if using for an article)

<table>
<thead>
<tr>
<th>Title (include complete reference if using for an article)</th>
<th>Emotional Intelligence and Leadership: Federal Government Managers</th>
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</table>

## Problem Statement

Be sure to use the CSU format (It is unknown… and cite the researcher with complete reference information that is recommending your study)

<table>
<thead>
<tr>
<th>Problem Statement</th>
<th>It is not known how managers in the federal government perceive the development of emotional intelligence skills in the workplace (Rude, 2013).</th>
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## Purpose Statement

Use the problem statement to build the purpose statement. Add the methodology, research design, and location (use general terms not specific locations)

<table>
<thead>
<tr>
<th>Purpose Statement</th>
<th>The purpose of this qualitative phenomenology study is to understand how federal government managers perceive the development of emotional intelligent skills. The purpose of this study is to gain insight from managers regarding their perceived development of emotional intelligent skills at the organization level in the federal government. The proposed research aims to explore perceptions about emotional intelligence and empathy. Also, the perceptions regarding emotional intelligence and effective leadership, ethical behavior, job satisfaction, and job performance will be explored. The first phase of this qualitative study will explore the perceived development of emotional intelligence skills.</th>
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intelligence by conducting interviews and collecting response data from all participants. The second phase consists of constructing themes and comparing data collected from participants. The third phase includes interpreting data collected from participants. Lastly, the final phase concludes with summations of data and conclusions based on perceptions, emerging themes and common phases.

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<th>Alignment</th>
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<tr>
<td>List CSU DBA courses that align with your research proposal.</td>
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<tr>
<td>The proposed research study aligns with the following CSU DBA courses: DBA 7240 Doctoral Writing and Inquiry into Research; DBA 8149; and DBA Business Research Methods, and DBA 9606B Methodology.</td>
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<th>Theoretical Basis</th>
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<td>List the theory, concept, or model that frames your research. Provide complete references.</td>
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| **Concept 1**: Empathy is the primary element for developing emotional intelligence (Goleman, 2014; Goleman et al., 2013; Hofelich & Preston, 2012).

**Concept 2**: Emotional intelligence is a perquisite of leadership (Lam & O’Higgins, 2013), and emotional intelligence and effective leadership is positively related (Khan, Khan, Saeed, Khan, & Sanaullah, 2011; Srivastava & Nair, 2010).

**Concept 3**: Emotional intelligence improves ethical behavior (Dietz & Kleinlogel, 2014; Singh, 2011).

**Concept 4**: Emotional intelligence is positively related to job satisfaction (Jorfi, Yacco, & Shah, 2012; Yuan, Tan, Huang, & Zou, 2014).

**Concept 5**: Emotional intelligence positively influences employee

**Concept 6**: Emotional intelligence is positively related to better job performance (Sadri, Weber, & Gentry, 2011; Shahzad, Sarmad, Abbas, & Khan, 2011).

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<th><strong>Population/Sample:</strong></th>
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<td>Please explain how your sample was selected.</td>
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<tr>
<td>The sample population in this qualitative study is federal managers located in the Southwestern region of the United States. Purposive sampling will be used to select the sample population. The sample includes 10 federal government managers. Many researchers have debated over the appropriate sample size for qualitative studies, however; the most important factor to consider is saturation (Dworkin, 2012). According to Dworkin (2012), “an extremely large number of articles, book chapters, and books recommend guidance and suggest anywhere from 5 to 50 participants as adequate” (p. 1319).</td>
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<th><strong>Research Questions and/or Hypotheses</strong></th>
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<td>If you are conducting a quantitative study, each research question must have a hypothesis and a null hypothesis.</td>
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<tr>
<td>R1: How do government managers at a federal agency located in the Southwestern region of the United States perceive the development of emotional intelligence skills?</td>
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<td>The researcher designed questions based on concepts formed by previous researchers.</td>
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<th><strong>Variables or Phenomena</strong></th>
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<tr>
<td>Write the phenomena for a qualitative study (the goal of this qualitative phenomenology study is to understand how federal managers perceive the development of emotional intelligent skills.</td>
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phenomenon will relate directly to the problem statement)

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<tr>
<th>Methodology (quantitative or qualitative)</th>
<th>This study will be conducted utilizing a qualitative phenomenology research method to determine how managers in the federal government perceive development of emotional intelligent skills for success in the workplace. This research study will be conducted utilizing semi-structured interview questions, and participants’ responses will be audio-recorded to capture perspectives.</th>
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<tr>
<td>Research Design</td>
<td>In this qualitative research study, the researcher will employ a qualitative phenomenology design to determine how managers in the federal government perceive development of emotional intelligence skills. In order to explore the phenomena, the researcher will conduct face-to-face audio-recorded interviews with federal managers in the Southwestern region of the United States. The researcher will communicate directly with participants and ask semi-structured open-ended questions to understand and interpret the essence of participants’ perceptions.</td>
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<tr>
<td>Data Collection</td>
<td>The researcher will conduct semi-structured interviews employing an interview guide developed by the researcher that outlines questions and illustrates the order of questions. Participants will be asked the same questions in the same order to establish consistency and dependability. First, qualitative raw data will be collected from transcribed audio-</td>
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For qualitative studies – Case studies must have three sources of data to
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<th>align with Yin (2014) Case Study Research.</th>
<th>recordings (Ritchie et al., 2013). Second, field notes transcribed during interviews will be integrated with audio responses. Lastly, participants will be contacted for follow-up clarifications and additional responses.</th>
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<tr>
<td><strong>Data Analysis</strong></td>
<td>First, the data derived from interviews will be transcribed utilizing Microsoft word. Second, NVivo program coding will be employed to compile interview data by groups of information to identify perceptions, similarities, and common phases. Third, the data collected will be assembled and separated into themes or codes to understand how managers in the federal government perceive development of emotional intelligence skills.</td>
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<tr>
<td><strong>Ethical Considerations/Risks</strong></td>
<td>The research will employ necessary precautions to ensure all data collected from participants will be anonymous and confidentially collected. IRB approval will be obtained from Columbia Southern University prior to conducting the research. This study will be conducted in accordance with Columbia Southern University IRB guidelines, and adhere to the Belmont Report. Respect and integrity will be maintained for all participants during the research process. Additionally, participants will sign informed consent forms that clearly denote confidentiality, and the option to opt-out anytime during the study. Participants will be identified utilizing coding information in an effort to eliminate risk exposure and ensure confidentiality and privacy. All data collected will be securely stored for three years in locked files, and destroyed three years after completion of the research report.</td>
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Recorded data will be erased and all research documents will be shredded. Overall, the researcher will diligently ensure the privacy and confidentiality of participants in this study, and participants will not be harmed as a result of this study.

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<tr>
<th>Limitations</th>
<th>Limitations in this study consist of matters that the researcher has no control over or research design limitations. First, this study is limited to a small sample size. Parameters of the design method limit responses to 10 managers. However, all managers will be asked the same open-ended interview questions. Second, only managers in the Southwestern region of the United States are participants in this study. Financial limitations preclude participation from managers in other regions. Third, participants will be asked to respond to interview questions within a timeframe of one hour. Participants’ interest and time limitations for this study preclude lengthy interviews. Fourth, appropriate generalization for this study should be based on the sample size and location restrictions of the study.</th>
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<td>Common limitations include:</td>
<td>Limited to a specific population in a specific location.</td>
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<td>Limited to a specific time and does not offer long-term analysis</td>
<td>Limited to the perceptions of the participants.</td>
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IRB Approved – see below

Donna Graham, PhD • Full time faculty
Columbia Southern University • College of Business
21982 University Lane • Orange Beach, AL 36561

From: Gary Piercy
Sent: Friday, January 15, 2016 10:11 AM
To: Donna Graham
Subject: FW: Tollett

IRB Approved.

Gary

Gary Piercy, Ph.D. • DBA Lead Faculty
Columbia Southern University • Academic Affairs
Phone: 800.977.8449 x 1925 • Fax: 251.981.3815
21982 University Lane • Orange Beach, AL 36561
Interview question: Do you believe empathy is a prerequisite of EI development?

| P1   | “Empathy is a prerequisite of EI. For most people, empathy helps nurture their emotional intelligence.” |
| P2   | “Empathy not a prerequisite of EI and is seldom a factor in how leaders view themselves and responsibilities.” |
| P3   | “Empathy is a part of EI. Empathy or being empathic is a part of understanding individual emotions.” |
| P4   | “Empathy is a prerequisite of EI because without empathy an individual cannot display EI. Also, empathy is a prerequisite of EI because most people do not really know or understand what EI means, however, people can identify with empathy as a part of EI.” |
| P5   | “Empathy and compassion is needed to develop EI skills. During the course of leadership different issues and situations arise whereby empathy is needed. However, leaders are still responsible for following company rules. Empathic leadership should be an element of the decision-making process for corporations.” |
| P6   | “Empathy is a prerequisite of EI and is fundamental for people to connect with each other. It is difficult for leaders to be effective without empathy.” |
| P7   | “Empathy is a prerequisite of EI because individuals should be able to understand, and put themselves in another person’s position when developing EI skills.” |
| P8   | “Empathy is an important part of EI and helps individuals understand how others feel. Empathy is primary for relating to and understanding others. It is difficult to relate to people without empathy.” |
| P9   | “Empathy is part of developing emotional intelligence. Empathy is a sub-element of emotional intelligence because EI skills require the ability to put yourself in another person’s shoes.” |
| P10  | “Empathy is a prerequisite for EI development. Leaders that lack empathy cannot respond to perceived grievances with companion and sincere care for the employees.” |
Interview question: Do you believe EI is a prerequisite of effective leadership?

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<tr>
<td><strong>P1</strong></td>
<td>“EI is not a prerequisite of effective leadership. EI is something that most leaders learn while serving in leadership positions. Leaders should learn and develop EI for effective leadership, but EI is not a prerequisite of effective leadership. I developed EI during a critical time when many of my subordinates were exposed to trauma as a result of a federal building bombing. Most of my EI skills were learned on the job. When people believe that leaders understand their emotions and have the ability to deal with emotional stress, then leadership is more effective.”</td>
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<td><strong>P2</strong></td>
<td>“EI is not necessarily a prerequisite of effective leadership. The distinction is, in the public sector EI is not necessarily a prerequisite of effective leadership. However, in the private sector, EI is a prerequisite of effective leadership. In the public sector, a leader can be considered an effective leader even though the leader may lack EI skills. This is possible because in the public sector or as a civil servant, it is expected that employees do several things such as conform, comply, and support the mission of the organization.”</td>
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<td><strong>P3</strong></td>
<td>“Maybe EI is a prerequisite of effective leadership. However, I do not know if it is a prerequisite, but I do believe understanding people and their emotions helps develop effective leadership skills.”</td>
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<td><strong>P4</strong></td>
<td>“EI is a prerequisite of effective leadership. Leaders that do not have EI skills do things that are detrimental to organizations. Leaders should be able to read and understand people. Leaders cannot expect employees to be productive without knowing and understanding individual feelings. Leaders have to deal with many different personalities, as a leader, it is imperative to understand how to influence others. EI leaders can relate to other individuals and better understand emotional issues, employee traits, and individual problems.”</td>
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<td><strong>P5</strong></td>
<td>“All leaders need to possess EI skills. Leaders need EI skills to be effective. Employees can be challenging and EI skills are advantageous when dealing with certain employees.”</td>
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<td><strong>P6</strong></td>
<td>“Effective leadership and connecting with employees requires a certain level of EI skills.”</td>
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<td><strong>P7</strong></td>
<td>“I think EI is a prerequisite of effective leadership. Effective leaders are usually smart and understand the emotions of others, they understand how employees think, feel, and can react appropriately to challenging situations.”</td>
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<tr>
<td><strong>P8</strong></td>
<td>“Leaders benefit when they realize the important role that EI plays in effective leadership. EI impacts how leaders work with people and understand people. Ultimately, an EI leader is more effective.”</td>
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<tr>
<td><strong>P9</strong></td>
<td>“A good effective leader must have EI in order to be able to interact with people. A leader without EI skills is not an effective leader because the leader does not have the ability to relate with employees.”</td>
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<tr>
<td><strong>P10</strong></td>
<td>“EI is absolutely a prerequisite of effective leadership. If a leader does not possess EI, the leader will only focus on hard skills. Ultimately, there will not be enough emphasis on emotional or mental well-being of employees.”</td>
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**Interview question: Is it possible for leaders to be successful without developing EI skills?**

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<td><strong>P1</strong></td>
<td>“It is not possible for leaders to be successful without developing EI skills. If leaders do not have the ability to manage their own emotions, then subordinates may believe the leader is cold and uncaring. If leaders are emotionally intelligent, they can adapt their leadership style and skills to any situation. Leaders can be tentative and aware of individual emotions when they possess EI skills.”</td>
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<td><strong>P2</strong></td>
<td>“As long as leaders conform, comply, and support the mission of the organization, leaders can be successful without developing EI skills. From an employee perspective, as long as the employee conforms, and becomes similar to others in their environment, success is likely without developing EI skills. Also, an organization’s culture will define whether or not leaders become successful without developing EI skills.”</td>
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<td><strong>P3</strong></td>
<td>“Success is measured in a lot of different ways. A leader can be successful without a high level of EI. But, I also believe that leaders can be successful with high EI skills, and people will think well of leaders that are more in tuned with emotions and feelings of others.”</td>
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<td><strong>P4</strong></td>
<td>“Leaders have to deal with many different personalities. For successful leadership, it is imperative to understand how to influence others. EI leaders can relate to other individuals and better understand emotional issues, employee traits, and individual problems.”</td>
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<tr>
<td><strong>P5</strong></td>
<td>“Possessing EI skills can be a great tool when certain situations arise. EI skills help leaders control their own emotions as well as communicate with challenging employees. Leaders with EI skills are better prepared for success in leadership and understand how to react when faced with challenging situations.”</td>
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“It is difficult for leaders with very low EI to be successful. A person with high EI skills is usually a high functioning person.”

“Leaders can be successful without developing EI skills because some people have an innate ability to be successful no matter what situations occur. For example, a current presidential candidate is very smart and successful. However, I do not believe that person has emotional intelligence. Some individuals compensate for their lack of EI skills utilizing other skill sets.”

“If leaders do not care about what people think or feel and just tell them to get the job done – then, the leader is not effective and will not be successful as a leader.”

“Successful leaders exhibit EI skills.”

“It is possible for leaders to be successful without developing EI skills. Some industries such as cookie-cutter industries where employees do the same task over and over again only need to ensure that members are performing the task at hand and are not concerned about the emotional well-being of employees. A leader can be successful without developing EI skills in industries where the same tasks are performed over and over again. On the other hand, industries that have customers that interact with employees must ensure leaders develop EI, and demonstrate EI in order for employees to understand the importance of EI skills.”

Interview questions: Do you believe EI skills improve leaders’ ethical behavior? If so, how does E.I. influence ethical behavior? Is it important for leaders to create an ethical climate in the workplace?

“I am not sure whether or not the level of EI skills improves ethical behavior. I would say maybe, however, EI skills might enhance ethical behavior. Ethical behavior is not necessarily improved or influenced by the level of EI skills. In other words, EI skills and ethical behavior is not necessarily simultaneously improved. However, leaders cannot possess a high level of EI and then behave unethically. Emotions and guilt will drive emotionally intelligent leaders to behave ethically. It is important for leaders to create an ethical climate in the workplace; because, if there is not an ethical climate created in the workplace, people will behave unethically. If employees do not believe leaders are ethical, then
employees will not behave ethically. When leaders do not create an ethical climate, then employees will follow with unethical attitudes.”

| P2 | “I do not believe that EI skills influence ethical behavior. In most organizations, the standard of excellence is supposed to be embraced by all employees. If excellence is the driving force, then often excellence practically overrides an individual’s personal sense of ethical behavior. It is important for leaders to create an ethical climate. Ethical climates are needed for setting standards of behavior. Standard of behavior help create ethical climates and are useful for communicating expectations. Creating ethical climates are not limited to leaders but are oftentimes created horizontally in organizations.”  |
| P3 | “Maybe EI is related to ethical behavior. However, I do not believe EI is strongly related to ethical behavior. Ethical behavior is a combination of learned behavior from role models, combined with an individual’s innate personality. I believe that possessing high EI goes well with high ethics and quality leadership. If you have a high EI then you care how people feel about you and this does affect your ethics. A part of leadership is providing an example of high ethics. If leaders do not provide good examples as leaders, then employees will follow and unethical behaviors will be repeated.” |
| P4 | “Ethical behavior is improved by the level of E.I. skills. In order to move organizations forward leaders must know how to control the tone of the organization. In other words, the character of organizations is influenced by ethical behavior, and EI influences ethical behavior. In most cases, when individuals observe positive characteristics of a leader they are more incline to follow the lead. An ethical climate is certainly an advantage to organizations. In order to enhance and move organizations forward leaders must know how to control the tone and ethical climate in the workplace.” |
| P5 | “The level of EI does not influence ethical behavior. Ethical behavior is usually formed early in individuals. Ethical behavior is influenced by grounded values. As leaders, doing what is right, fair, and just must be promoted in the workplace. Leaders are responsible for creating ethical climates and creating positive work environments. Leaders serve as role models as far as exhibiting ethical behavior. Leaders are responsible for setting good examples in the workplace, leading by example, and following the rules.” |
| P6 | “Maybe ethical behavior is improved by the level of EI skills. I think leaders with high EI skills would
| **P7** | “Ethical behavior is not improved by EI skills. I do not believe that EI skills improve ethical behavior of individuals with inherent dishonest spirits. There are people who possess innate dishonest spirits and are predisposed to dishonesty. EI skills do not improve the ethical behavior of dishonest individuals. EI does not influence ethical behavior. However, leaders need to exhibit ethical behavior and be seen as role models. Leaders need to have moral compasses and seek to create ethical climates, and know the difference between right and wrong decisions. Leaders need to set moral standards and establish ethical standards to help improve the workplace atmosphere.” |
| **P8** | “One of the top traits of a good leader is ethical leadership. EI leaders understand that honesty and integrity plays an important role in effective leadership. Most people prefer to work in an environment where people are ethical. Ethical climates are important in the workplace because some employees would be inclined to steal, cheat, and be dishonest.” |
| **P9** | “EI improves ethical behavior. EI influences ethical behavior because EI is intrinsically tied to ethical behavior. Many organizations are responsible for financial transactions, so it is vitally important and crucial to create ethical climates in the workplace. Ultimately, the goal is to create an honest and trustworthy environment in the workplace.” |
| **P10** | “Ethical behavior is improved by the level of EI skills. Leaders that are skilled in EI understand that ethical behavior is a prerequisite to obtaining a high level of trust. Employees will not follow a leader who is not trustworthy and demonstrates unethical behavior. When leaders exhibit unethical behavior, their behavior will be revealed as character flaws and will ultimately undermine the credibility of a leader that claim to have EI skills. Leaders cannot possess EI and exhibit unethical behavior at the same time. A leader can fake EI, but character flaws such as unethical behavior will soon be revealed and thus...” |
no EI is exhibited. It is important for leaders to create ethical climates because cultures that accept unethical behavior erode the fiber of organizations. Thus, when a leader’s unethical behavior is tolerated in the workplace, employees who find it unacceptable will leave and sometimes the leaders will flourish. Ultimately, the demise of the organization is swift and readily apparent such as Enron.”

**Interview questions:** Do you believe EI leadership is positively related to job satisfaction? If so, how does EI leadership influence job satisfaction? Do you believe job satisfaction is important in the workplace?

| **P1** | “EI leadership is positively related to job satisfaction. When leaders are emotionally engaged with subordinates there is better understanding of situations, and EI serves as a useful tool that helps improve understanding situations which ultimately influences job satisfaction. Job satisfaction is important in the workplace. An emotionally intelligent leader has the ability to improve job satisfaction. EI leaders are aware of the mood of their staff and can engage in changing the mood, if needed. Then, organizations can capitalize from better production as a result of employees that are content with their work.” |
| **P2** | “EI leadership is positively related to job satisfaction. EI leaders can identify and link the things that enhance or promote job satisfaction to employees. For example, EI leaders can assign certain job assignments to interest employees, and provide other individual comforts in the workplace. A certain amount of job satisfaction should be associated with work. Also, psychological or mental satisfaction should be included with job satisfaction in order to enhance the mental health of individuals.” |
| **P3** | “I think EI is positively related to job satisfaction. Job satisfaction could be one of several off-springs of EI leadership. It is very difficult to continue doing a good job without job satisfaction. Individuals need to feel or know that they are doing a good job, and must believe they are respected for the work done.” |
| **P4** | “EI leaders are more successful with employee relationships, and thus creating more job satisfaction among employees. An effective EI leader is concerned about individuals, and, in return, employees are more satisfied with their jobs. It is important for employees to be satisfied with their work. When employees are satisfied with their work, employees will go above and beyond expected outputs.” |
| **P5** | “If managers and employees are happy and can relate to each other, there is usually less conflict, which
ultimately promotes job satisfaction. If leaders have open door policies, escalated situations can often be avoided. Employees that are satisfied in the workplace create less conflict.”

P6 “EI leadership might influence job satisfaction. I think that EI leadership influences job satisfaction in some cases. I worked for a leader that did not exhibit EI - just a task master. However, I was still satisfied with my job and learned a lot under the leadership of that person. On the other hand, I worked for a leader that exhibited EI skills which made-up for the lack in other areas, and I was still satisfied with my job. Satisfied employees produce better work. EI is an important component of job satisfaction, but not the only component.”

P7 “Leaders that understand employees have the ability to challenge individuals, and increase job satisfaction by assigning employees satisfying responsibilities. It is important for people to be satisfied with their positions. When individuals are satisfied with their work, the financial benefits are rewarding and more enjoyable. However, employees that are not engaged or not satisfied will ultimately not produce their best work, and might resign or be terminated.”

P8 “Employees are more satisfied with their jobs when they trust leadership. EI leaders understand how to gain the trust of employees. A happy employee is based on how well a leader can manage. When people are satisfied with their work it results in a less stressful environment. Job satisfaction is not just the work performed. The environment is a crucial part of job satisfaction.”

P9 “I think EI leadership is positively related to job satisfaction. An EI leader has the ability to influence job satisfaction because the leader understands emotions and creates a positive atmosphere. Employees will not perform well if they are not satisfied with their job.”

P10 “EI leadership is positively related to job satisfaction. When members of an organization believe that leadership is engaging, caring, allows input, and feedback, then employees will respond in-kind with productivity, improvement, and a zeal for organizational success. EI leadership influences job satisfaction when employees believe the leader has compassion, authenticity, shows interest in employee ideas, and listens to employees. The aforementioned elements impact job satisfaction and influence whether or not employees are satisfied with their jobs. Job satisfaction is important in the workplace. Job satisfaction is one of the most important facets in retaining the best and brightest individuals. When employees are dissatisfied with their jobs, it results in various unfavorable behaviors which are not
conducive to organization success such as increased absenteeism, low productivity, lack of engagement, and high turnover.”

Interview questions: Do you believe EI leadership is positively related to employee motivation? If so, how does EI leadership influence employee motivation? Do you believe employee motivation is important in the workplace?

| P1 | “EI leadership is positively related to employee motivation. Leaders can use EI abilities to achieve goals by motivating employees. EI leaders motivate others by setting examples as role models. A leader’s emotions directly influence moral in the workplace. For instance, the way people do their jobs and relate to others often depends on leadership influence. Employee motivation is important in the workplace. If leaders are not motivated, then usually employees are not motivated. Leaders need to exhibit motivation as role models which results in increased employee motivation.” |
| P2 | “EI leadership does not influence employee motivation. The motivation of an employee or supervisor is often influenced by the culture of the organization. In cultures were creativity is not invited and norms are what is expected, employees are not motivated and ultimately discouraged. Employee motivation can be important in the workplace. However, in the public sector the employees’ objective is oftentimes dissimilar to the leaders. Oftentimes employees are more comfortable with maintaining the status quo and resisting change while leaders might be advocating change and embracing doing something different. At times, the employees’ objective might be to just put in their time, gain seniority, and enjoy the benefits. There are times when management and leaders impact the mindset of employees when they advocate change to the point that employees will reject or resist certain types of directives.” |
| P3 | “EI leadership is positively related to employee motivation. EI leadership helps breed confidence in work and leadership skills, thus providing quality leadership. Quality leadership should in turn produce positive or quality employee motivation. Unmotivated employees are not going to be productive employees. In my opinion, employee motivation is one of the most important aspects of supervision or leadership.” |
| P4 | “EI leaders have the ability to influence employee motivation, because EI leaders develop relationships
with employees and understand the needs of others. EI leaders understand how to motivate others. Employee motivation is very important in the workplace. Normally, employees that are not motivated produce less output.”

P5 “Motivation and overall engagement is important. Unhappy employees are normally not motivated. However, EI leaders have the ability to influence motivation by engaging with employees. Employee motivation is important in the workplace. Motivated employees create a more positive work environment.”

P6 “Maybe EI is related to employee motivation. Some employees are motivated by leaders with EI skills. That is, some employees are really interested in knowing that their leaders care about them individually. I am more concerned about whether or not my leader believes I’m doing a good job. Some individuals require leaders that have high EI skills to motivate them, and others do not require leaders that exhibit EI skills. Employee motivation is important in the workplace. However, some employees are not necessarily motivated by EI leadership. Oftentimes the end product is what motivates people.”

P7 “An EI leader can influence employee motivation because the leader understands how employees feel and can influence the work environment. Leaders need to keep employees motivated because people that have no desire to excel will not produce the same level of work as motivated employees. Employees that are not motivated are not beneficial for workplace operations.”

P8 “EI leaders know how to relate to employees, and understand how employees operate. EI leaders can influence motivation because they understand what others need and how they feel. When people are not motivated by their environment, they become normal performers. Consequently, employees that are not motivated will not perform at peak levels.”

P9 “EI leaders have the ability to motivate employees. EI leaders build relationships with employees to understand what motivates employees. Employees that are not motivated are not very effective. Organizations are likely to miss deadlines when employees are not motivated.”

P10 “EI leadership is positively related to employee motivation. When leaders demonstrate authentic EI, employees’ motivation will line-up with leadership, thus employees are motivated to make the company successful. Employees that are in-tune with the organization’s mission and strategy, and their hearts and minds are engaged then employees are motivated to improve organizational success. Employees need
Interview questions: Do you believe EI leadership is positively related to job performance? If so, how does EI leadership influence job performance?

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<tr>
<td><strong>P1</strong></td>
<td>“EI leadership is positively related to job performance. When leaders are emotionally aware they can relate to employees, as oppose to leaders with no EI skills. When leaders are aware of employees’ emotions they can adapt, understand, and assess the needs of employees. EI leadership influences job performance which leads to increased productivity. When employees’ needs are met, they are ultimately more productive, thus influencing job performance.”</td>
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<td><strong>P2</strong></td>
<td>“EI leadership is not influenced by job performance. Employees that have a drive to perform will perform. A leader’s level of EI will not influence a high performing individual.”</td>
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<td><strong>P3</strong></td>
<td>“There is a connection between EI leadership and job performance. Quality job performance is directly related to employee motivation. Motivated employees are typically content and satisfied employees. Motivation and job satisfaction are definitely factors in job performance.”</td>
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<td><strong>P4</strong></td>
<td>“Employees that are treated well and respected by leaders will ultimately perform better. Leaders that possess EI skills understand how to treat other individuals. Consequently, employees become more productive under EI leadership. Thus, job performance is enhanced.”</td>
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<td><strong>P5</strong></td>
<td>“Overall individuals that have issues will perform better under the direction of a leader that possesses EI skills. A top performer could be distracted if their leader is not equipped to handle certain situations, concerns, or individual problems. In most cases, happy motivated employees will emerge as the best performers. Top performers normally have a good relationship with their leaders.”</td>
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<td><strong>P6</strong></td>
<td>“EI leadership is related to job performance and ultimately influences job performance, but other factors also influence job performance. Yes, EI leadership does influence job performance along with a short list of other factors.”</td>
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<td><strong>P7</strong></td>
<td>“Leaders that understand employees can ultimately influence job performance. In other words, leaders that have the ability to understand emotions of others can also influence the performance of others.”</td>
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| **P8** | “People do not want to perform when leaders lack EI skills. Employees will come to work, but will not
perform at the level of expectation when leaders lack EI skills. Employees that are happy will perform better than employees that are unhappy.”

P9 “I believe EI leadership is positively related to job performance. Effective EI leaders influence job performance as a result of having the ability to motivate employees. Job performance is ultimately increased when employees are motivated."

P10 “EI leadership is positively related to job performance. An organization that exhibits EI leadership and engagement with employees ultimately results in a high performing organization. Furthermore, a high performing organization results in increased profitability. Leaders that are emotionally engaged with employees and show concern for their organization definitely have a positive impact on job performance.”

Interview questions: Do you believe you possess EI skills? If so, how do you manage your employees based on the concept of empathic leadership? How did you acquire EI skills?

P1 “I possess some EI skills. However, I could benefit from developing more EI skills. Before this research interview, I was not really sure what EI skills entailed. However, I now realize that I possess some EI skills and apply EI skills in my workplace. Employees see leaders in a more positive light when they exhibit EI skills. It is easier to develop a relationship with others when leaders possess EI skills. I always asked questions to help me understand how others are feeling. I try to understand their lives (home and work). Understanding the lives of others helps me to become a better leader. When I understood the lives of others, then I understand people better and can provide emotional support. If a manager can understand and provide emotional needs, then employees become better employees, and have better attitudes about their work. A lot of my EI skills were acquired on the job through experience. I think most people are born with some values that influence EI as people grow and develop. I have empathy and I understood and care about people, but as I matured, I utilized more EI skills. I became better at using EI as I matured and experienced dealing with employees that were traumatized. Emotional intelligence equates to using common sense. An effective leader has the ability to assess and understand emotions of others.”
| P2   | “I would rate myself very high regarding emotional intelligence skills. I have managed employees that were severely traumatized by a horrific tragedy. My employees were perpetually grieving during this time. There was a statue in the office that was a constant reminder of the tragedy. I demanded that the statue be moved to another location. The government enlisted psychological resource people to help deal with traumatized employees. Also, whenever I was made aware of employee conformations, I always listen to employees in an effort to understand situations. Furthermore, I exhibited empathy for both employees prior to devising solutions for problems. My EI skills are a gift from Almighty God.” |
| P3   | “Maybe I possess EI skills. I think I possess EI skills. I hope that among my skill set is the ability to be empathic about the concerns and feeling of my staff. My philosophy as a leader is for employees to be productive they must be respected and motivated. I have always tried to be sensitive to subordinate concerns, provide motivation, treat them with respect, and I expect them to be productive. I think sensitivity is part of my personality. My EI skills are partly inborn, developed through training, education, and experience. Of course, this is only one aspect of leadership.” |
| P4   | “I possess EI skills. As a leader, I treat everyone with respect, communicate with all employees, and ask their opinion regarding different issues. I allow everyone on the team an opportunity to express and communicate feelings. As a result of treating everyone with respect and being sensitive to needs of others, leaders can develop better organizations. I believe my EI skills were mostly inborn (a gift from God). Of course, over the years my EI skills have increased with maturity.” |
| P5   | “I possess EI skills. As a leader, I try not to over-react to situations. Crucial conversations often require empathic leadership, especially when an employee’s performance is not positive. Planning and timing is important when negative information is presented to employees. It is good to balance information and present positive information when negative information is unavoidable. My EI skills were acquired with maturity, experience, and training. Maturity and experiences will teach lessons along the way. EI leadership can be taught. However, some leaders are born leaders, and other leaders can be taught how to deal with employee issues and how to react to emotional situations.” |
| P6   | “I believe I possess EI skills. I try to understand my employees and listen when various issues are discussed. I listen carefully about workload fairness and concerns. I often incorporate employees in
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<td>decision-making. I make sure employees have the time to deal with personal issues that are brought to my attention. I have the ability to sense when people need to say more about certain concerns. Also, I facilitate employees’ conversations so that employees are not emotionally harmed. I learned a lot about EI early in life. I learned how to read others as I matured. Most of my EI skills were developed with maturity and experience.”</td>
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<td>P7</td>
<td>“I possess EI skills. Normally, I am not a warm and fuzzy person but I understand when people are going through issues and when they have challenges. I listen to others for understanding, and I exhibit empathic listening without being overly sensitive. My EI skills are mostly innate or inborn. However, due to my environment, my EI skills have been fine-tuned and developed with maturity.”</td>
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<td>P8</td>
<td>“I possess EI skills. In the course of leadership, I always try to improve my EI skills by reflecting on why I do what I do. I take time to learn employees so I can understand why they operate the way they do, and how they interact with my style of management. Sometime leaders have to alter their approach to understand others and influence employees to work as a team. Honesty, integrity, and trust are important factors in building relationships and understanding how others feel. My EI skills are inborn, developed with maturity, environment, and experience.”</td>
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<td>P9</td>
<td>“I think I possess EI skills, maybe. I am not sure if I possess EI skills. However, I am always available for employees to communicate with me to discuss problems, issues, or concerns. I listen to individual problems and I response with positive feedback. I try to create an upbeat environment. My employees know that I am concerned about their issues and will always seek to address concerns or problems with positive solutions. If I possess EI skills I believe those skills are a combination of inborn, developed with maturity, training, and experience.”</td>
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| P10 | “I exhibit EI skills and manage my employees based on empathic management. Empathy is not something that you can purchase. Leaders can read and study empathy, but if empathic leadership is not authentic employees will sense that it’s not genuine. Most employees know when leaders are pretending to be nice, not really interested in their concerns, beliefs, and career goals. Leaders must understand the emotions of employees in order to persuade team members to become valuable employees. An emotionally intelligent leader has the ability to identify interest of employees. Leaders must win the hearts and minds of each individual because employees are different and they have different needs and }
concerns. I became aware of the term “EI” approximately 10 years ago. However, I had acquired EI skills before I understood exactly what was meant by the term “EI skills.” Before this research interview, I was not really sure what EI skills entailed. Based on my understanding of EI skills, I now realize that I possess EI skills and apply EI skills in my workplace. Leaders can learn EI, however, some facets of EI must be innate because people can sense when a leader is not genuinely concerned. If leaders are not concerned about the well-being of individuals, eventually the fake interest will be revealed in a leader’s behavior. My EI is partially inborn and has developed with maturity, training, experience, and self-awareness (focusing on how I treat others, and how my actions, words, and body language effect other people). Sometime EI development is dependent on mentorship, and sometime potential leaders follow task master mentorship with no concept of EI skills. The old management style was production and more production. Of course, that is essentially an old and outdated management style. The new management style evolves listening to people, exhibiting patients, and caring about individuals, understand their concerns, and giving feedback.”

Interview question: Do you believe EI skills are equivalent or just as important as cognitive skills?

P1 “EI skills are just as important as cognitive skills. EI and cognitive skills go hand-and-hand. It would be difficult to function effectively with only one of the skills and not the other. An effective leader should have good cognitive skill as well as good EI skills. I think leaders that do not possess EI skills and cognitive skills will be depressed and unhappy leaders.”

P2 “EI skills and cognitive skills go hand-and-hand.”

P3 “EI skills and cognitive skills are both important parts of leadership. Knowing how to do the work is very important but it can be just as important to know how to influence and motivate employees to produce work.”

P4 “EI skills are just as important as cognitive skills. People need to be able to think, reason, and understand. Cognitive skills help individuals think and reason. However, EI skills allow people to understand the emotions of others and control their own emotions.”
“Unhappy employees need EI leadership - not just a leader with cognitive skills that is unable to identify or understand emotions of others. In leadership, leaders are basically dealing with the emotions of employees. When leaders are not able to focus and do their jobs when emotional crisis arise they are not effective leaders. EI leadership has an impact on the work involvement and productivity. EI skills are just as important as cognitive skills.”

“The most effective people probably possess both EI skills and cognitive skills. However, a person lacking high cognitive skills could make up for that inadequacy with high EI skills. Also, a person lacking high EI skills could make up for that inadequacy with high cognitive skills.”

“A certain level of cognitive skills and EI skills are beneficial. Some people possess more EI skills than cognitive skills and vice versa. However, possessing both EI and cognitive skills is a good thing. The workplace is enhanced when both skill sets are combined.”

“EI skills are more important than cognitive skills. Cognitive skills can be modified and developed as people learn. EI skills are harder to grasp because it is difficult to understand how some people think or feel.”

“I believe EI skills are a little more important than cognitive skills. It is important to have the ability to understand and relate to people. I have worked with managers that do not have the ability to relate to others and do not exhibit EI skills. Managers that do not have EI skills do not care about their employees’ feelings because they are merely task managers, and most of them are micromanagers.”

“EI skills are just as important as cognitive skills especially in customer driven organizations. Employees that communicate with customers must understand EI, and demonstrate EI when communicating with customers. Employees will treat coworkers and customers just as leaders treat employees. EI skills are absolutely just as important as cognitive skills. For instance, it’s great to have the skill to formulate an excel spreadsheet or execute software. However, it is important to have the ability to communicate effectively with others and show empathic concern when issues arise in the workplace.”

Interview question: Do you believe organizations need to place more emphasis on EI training and development?
| P1 | “Organizations need to place more emphasis on EI training and development. Managers at my workplace definitely need EI training, and at a minimum, at least need to know what it is and how it effects employees. Leaders in my workplace need to understand the benefits that can be derived from utilizing EI skills.” |
| P2 | “EI training should always be encouraged. EI training would ultimately impact organizations positively. Public organizations can be impacted politically, and EI training would certainly benefit such organizations.” |
| P3 | “Organizations need to place more emphasis on EI training and development. I believe this aspect of leadership is just as important as other aspects of supervision.” |
| P4 | “Organizations need to place more emphasis on EI training, because in order for organizations to succeed, leaders that have EI skills are needed in the workplace. Leaders that have EI skills are better prepared to manage and understand others.” |
| P5 | “It is important for EI training to be available for all managers and leaders. Most of the leadership training that I have completed includes some EI training. Organizations need to help transition leaders from embracing only cognitive skills and ignoring EI skills. More emphasis is needed on the importance of EI training. EI skills are not necessarily needed daily, but are useful and advantageous when certain situations arise. Leaders need to be taught how to effectively deal with various emotional situations. Good management training incorporates EI training and development. Corporations need to work on developing management training that includes sufficient EI training to enhance effective leadership.” |
| P6 | “Organizations need to provide EI information and place emphasis on EI training for employees. People connect better when they understand each other. Organizations would benefit with more EI training, and it would be in their best interest to emphasis EI training and development.” |
| P7 | “I have experienced only one team building EI exercise in my workplace. The EI training revealed how to deal with different individuals and emotions effectively. The EI training helped the team understand how to control their emotions and understand emotions of others. I think organizations need to place more emphasis on EI training and development.” |
| P8 | “Organization need to offer more EI training and courses, and emphasis need to be placed on teaching
leaders how to apply EI skills. A false assumption is that if an individual attends an EI training, then the leader is equipped to apply EI skills. Some people are very private and do not want others to know their personality and others are not willing to change their behavior and perhaps are not teachable. Some people are naturally good leaders while others are just simple ineffective leaders.”

<table>
<thead>
<tr>
<th>P9</th>
<th>“Organizations are enhanced when they provide on-going EI training and development for leaders.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>P10</td>
<td>“Organization need to place more emphasis on EI training and development. Hard skills are taught in universities and colleges (basic skills needed for certain jobs duties), but schools are not teaching EI (soft skills). In most cases, EI is not learned at home so it is vitally important that organizations place more emphasis on EI training and development. Furthermore, new supervisors are prime candidates for EI training because as time passes bad habits are developed and perceived as favorable management styles. It is much harder to break habits compared to learning new habits. A lot more emphasis need to be placed on EI training and development because cognitive skills will be demonstrated and trained, while soft skills are harder to learn and more subjective. Furthermore, I believe some people struggle with acclimating and exhibiting EI, the soft skill.”</td>
</tr>
</tbody>
</table>
Appendix F

Coding Results: Themes and Similarities

<table>
<thead>
<tr>
<th>Themes</th>
<th>Category</th>
<th>Similarities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Empathy</td>
<td>Concern</td>
<td>Concerned for well-being of others</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sensitive to employee concerns</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Address concerns of others</td>
</tr>
<tr>
<td>Listening</td>
<td></td>
<td>Listen to individual problems</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Listen for understanding</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Listen and discuss issues</td>
</tr>
<tr>
<td>Understanding</td>
<td></td>
<td>Understand emotions of employees</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Understand feeling of others</td>
</tr>
<tr>
<td>Communicate</td>
<td></td>
<td>Communicate with subordinates</td>
</tr>
<tr>
<td>Effective Leadership</td>
<td>Understanding</td>
<td>Understand individuals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Understand emotional issues</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Understand how to react</td>
</tr>
<tr>
<td>Communicate</td>
<td></td>
<td>Communicate with employees</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Open two-way communications</td>
</tr>
<tr>
<td>Feedback</td>
<td></td>
<td>Encourage feedback</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Promote positive feedback</td>
</tr>
<tr>
<td>Relate</td>
<td></td>
<td>Relate to other individuals</td>
</tr>
<tr>
<td>Job Satisfaction</td>
<td>Engaged</td>
<td>Engaged with subordinates</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Employees are engaged</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Increased engagement overall</td>
</tr>
<tr>
<td>Understanding</td>
<td></td>
<td>Leaders understand employees</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Understand job situations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Understand how to gain trust</td>
</tr>
<tr>
<td>Productive</td>
<td></td>
<td>Increased productivity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Employees produce better work</td>
</tr>
<tr>
<td>Themes</td>
<td>Category</td>
<td>Similarities</td>
</tr>
<tr>
<td>-----------------</td>
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<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>Employee Motivation</td>
<td>Understanding</td>
<td>Leaders understand employees</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Understand how employees feel</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Understand needs of subordinates</td>
</tr>
<tr>
<td></td>
<td>Productive</td>
<td>Employees are productive</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Produce more output</td>
</tr>
<tr>
<td></td>
<td>Engaged</td>
<td>Leaders are engaged with employees</td>
</tr>
<tr>
<td>Job Performance</td>
<td>Understanding</td>
<td>Understand how employees feel</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Understand how to treat employees</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Understand emotions of others</td>
</tr>
<tr>
<td></td>
<td>Productive</td>
<td>Employees are more productive</td>
</tr>
</tbody>
</table>

Note: Based on the participants’ perceptions of emotional intelligence, the primary reoccurring element was EI leaders possess the ability to understand emotions, feelings, and needs of employees.