Exploring the relationship between emotional intelligence and resistance to change in a pharmaceutical company

Mignon van der Walt

12935751

Mini-dissertation submitted in *partial* fulfillment of the requirements for the degree *Master* of *Business Administration* at the Potchefstroom Campus of the North-West University

Supervisor: Ms R Scholtz

November 2014

NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

ABSTRACT

In a fast paced change external and internal business environment in which businesses are to deliver to their maximum capacity, there is little room for resistance to change by employees. Acknowledging all the elements responsible for resistance to change within the corporate world, the study aimed to find if there is any relationship between the emotional intelligence of employees and their resistance to change initiatives which slows down company potential to stay abreast of market needs.

By making use of a 4-point Likert type scale and questionnaire data was collected from 47 pharmaceutical representatives based in 5 different provinces within South Africa. The analysis was done based on a variety of statistical methods such as Mann Whitney, Spearman's rho's. The results suggest that there is a definite relationship between the overall emotional intelligence of employees and resistance to change.

The study focusses its efforts on the pharmaceutical industry that offers service and products to healthcare professionals. Perhaps research on other sectors of the business could offer a broader view of the impact of emotional intelligence on resistance to change as the representatives only make up a small proportion of the overall business.

An important insight of this study is that emotional intelligence has proven to play a very significant role in a variety of functions of the business and deserves deeper investigation and attention. Although only a small share of the business formed part of the sample of the study, it is clear that the company has to address resistance to change and the initiators thereof. Little study has been done on the relationship between emotional intelligence and resistance to change within the South African market, adding available data relating to the topic relationship and importance.

Key terms: resistance to change, emotional intelligence, change management, work behaviour.

ACKNOWLEDGEMENTS

Without the support, patience and guidance of the following people, this study would have not been completed. It is to them that I show my deepest gratitude.

- Retha Scholtz, my supervisor, who managed to get me through despite many obstacles along the way. Thank you for seeing it through.

- My husband, Matthieu Lloyd, your on-going motivation, patience and support is deeply appreciated.

- My father, Frederick van der Walt, thank you for believing in me and always being there to show me the way.

- Antoinette Bisschoff for technical, language and typographic editing of the mini-dissertation.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1

NATURE AND SCOPE OF THE STUDY

1.1   INTRODUCTION

"The corporate business environment is characterised by rapid and incessant change due to technology, customer demand and increasingly high levels of competition" (Ireland & Webb, 2009:469). The evolutionary rate at which our day-to-day expectations change in order to realise company goals can be destabilising and demoralising for its people (Vakola, Tsaousis & Nikolaou, 2004:88). Employee productivity is ever so increasing in importance to stay abreast of the challenges faced by internal and external operating environment factors.

The pace and success of any organisational change will depend fully on the participation of all employees involved in the process and their level of involvement and seniority within the company.

As organisational change is planned and mapped out according to tasks and timelines to ensure structured and successful implementation and roll out of the change initiative, the effect on individuals undergoing this change has a much slower onset. It does not have a pre-empted time line and is internally focussed (Holbeche, 2006:71).   Some employees undergo multiple transitions through the change process which holds them back, whereas others might glide through the transition with ease and swiftness (Scott & Jaffe, 1988:25). The change process reaction also varies from one employee to another, none of us reacting according to a script, but based on prior experience. Employees will make use of well-developed but habitual defence mechanisms to protect themselves from the discomfort and anxiety associated with change (Oldhamand & Kleiner, 1990:5) These carefully constructed mechanisms of coping is sometimes found to be a barrier to the acceptance of change and is associated with individual resistance to change (Halton, 1994:11). Although the successful implementation of change initiatives within a corporate organisation has been directly associated with successful personal change, the topic remains neglected when studying organisational change practices (Van Tonder, 2006:8).

Proving that the focus until now encompassed that of a technical appreciation of problem based models which embraces only change practises but excluding the exploration of the equally influential and important human elements of emotions is often mentioned in literature (Bovey & Hede, 2001:372; Vakola, Tsaousis & Nikolaou, 2003:88; Van Tonder, 2006:163).

The study focuses on the specific role emotional intelligence plays and to what degree it is involved in influencing employee resistance toward change as commonly found during periods of alteration.

1.2   PROBLEM STATEMENT

Today's corporate business environment is one of great complexity. It functions at an extremely high pace and change acts as primary driver in staying abreast with global demands and competition. Institutions are under increasing pressure to deliver profit and growth, while satisfying customer needs and expectations which are consistently evolving. Technological developments also demands on going system change which leaves corporate institutions with no option but to bring more efficiency in the manner it deals with change. Beer and Nohria (2000:133) argue that 70% of change initiatives fail due to the lack of strategy and vision, communication and trust. Further and more importantly, the lack of top management commitment, resources, change management skills and resistance to change is rampant. The primary focus of research done within the field of organisational change has predominantly focussed on organisational factors responsible for the failure of change initiatives, neglecting that of the person undergoing the change and their emotions and its role.

The research conducted will enable the pharmaceutical company to fill a void currently found in data pertaining to emotional intelligence within the pharmaceutical industry. The research under investigation will assist in determining whether the emotional intelligence of employees has any correlation to that of their willingness and readiness for change within the working environment. Establishing whether there is any relationship between emotional intelligence (EI) and resistance to change. Second to that data drawn from the questionnaires received will determine the level of maturity amongst employee emotional intelligence within sampled areas of the Western Cape, Eastern Cape, KwaZulu-Natal and Free State.

In summary, the purpose of the study is to determine if any relationship can be found between the level of employee emotional intelligence and that of individuals' capability to embrace change within the organisation without resisting the change initiative.

1.3   RESEARCH OBJECTIVES

The following primary and secondary objectives were formulated for the study:

1.3.1 Primary objective

The primary objective is to explore the relationship between emotional intelligence and resistance to change of the population under investigation.

1.3.2 Secondary objective

The following secondary objectives were devised as a means to address the primary objective:

- To assess the emotional intelligence of the population under investigation; and to
- Determine how staff perceives change, within a change environment and their ability to embrace such change rather than resist it.

1.4 SCOPE OF THE STUDY

This section describes the field of the study, industry demarcation and the geographical demarcation.

1.4.1 Field of the study

The field of the study falls within the subject of *Change Management* and that of employee *Emotional Intelligence* within a pharmaceutical company and whether there is a relationship to be found in sampled areas.

1.4.2 Population

This study is limited to the Pharmaceutical Company within South Africa, more specifically the direct and detail sales department of the business situated in the Western Cape, Eastern Cape, Free State and KwaZulu-Natal.

1.4.3 Geographical demarcation

The area of operation for each branch that took part in the study is allocated in the figure 1.1 below.

Figure 1.1:   Provinces of South Africa

Offices of the pharmaceutical company include those marked with arrows above, with the exception of Gauteng which was not used in the sample. Only branches indicated above were selected for study purposes. This selection was based on different dynamics with respect to employees, and the change environment. Gauteng houses the pharmaceutical head office, which includes the bulk of the company staff. This being the hub of all structures and initiation point to all change initiatives, change seems to be implemented with less resistance. Thus the focus of the study included all provinces not directly led by the head office change management team, but with that of regional sales managers.

1.5   RESEARCH METHODOLOGY

This study was done in two phases, which included a literature review in Chapter 2, and empirical research in Chapter 3.

1.5.1 Literature review

Analysis of secondary sources including books, journal articles, dissertations, papers, internet sources; websites were used in the literature review research.

The literature review assisted in creating a solid platform of knowledge about the primary and secondary problems investigated, to guide the formulation of the empirical research methodology.

1.5.2 Empirical research

The empirical research primarily aims at data collection and the analysis thereof.

1.5.3 Study population

The study population of 50 employees consisted of 4 branches of a pharmaceutical company within 4 different provinces. The study population consisted of all employees within the specific role of sales from those 4 branches. The population was selected based on purposive sampling, a non-probability sampling technique indicating that the sample selected was done so based on the careful selection by the researcher to adequately represent the relevant population to aid in the study.

1.5.3.1 Collection of data

The gathering of data for the study was done by means of two questionnaires. Chapter three covers a detailed description of these questionnaires. Each questionnaire was sent by e-mail with a cover letter which explained the anonymous nature of the study.

The time frame for collection was pointed out to be one week from receiving the questionnaire in an attempt to increase reaction time on the completion of the questionnaires. Some 47 Respondents returned questionnaires in an overnight courier service, upon completion. Approximately 6% of questionnaires sent to respondents were not returned.

Permission was granted by the head of Human Resources and by top management of the company under investigation to make use of employees to attain the necessary data for the research.

1.5.4 Data analysis

Statistical analysis was carried out with the help of the Statistics Consultation Services of the NWU, Potchefstroom campus, by means of SPSS Inc. (IBM, 2014). Descriptive statistics were used to analyse the data and includes means and standard deviations, while inferential statistics were employed to calculate the p-values and the reliability by means of Cronbach alpha.

1.6   LIMITATIONS TO THE STUDY

The population of the study consists of only four branches of a pharmaceutical company and can therefore not be generalised. Further research is recommended including the whole company.

1.7   LAYOUT OF THE STUDY

The study consists of three chapters, namely:

- *Chapter 1* – Includes the introduction, problem statements, objectives and research methodology.
- *Chapter 2* – Literature discussion on resistance to change, and emotional intelligence.
- *Chapter 3* – Contains the empirical research and the results thereof. It further includes recommendations and a conclusion.

1.8   SUMMARY

The mini dissertation was designed to explore the relationship between emotional intelligence and resistance to change in a pharmaceutical company*.*

CHAPTER TWO

LITERATURE REVIEW

2.1   BACKGROUND

Against a backdrop of increasing globalisation, deregulation, the rapid pace of technological innovation, a growing knowledge workforce, and shifting social and demographic trends, few would dispute that the primary task for management today is leading organisational change, (Graetz, 2000:550).

Although a vast majority of organisational change is managed from a technical point of view by means of quantifiable and predictable methods such as development of strategies and driving the bottom-line, organisations tend to forget the human element and what a significant influence it has on the successes and failures of change (Graetz *et al.*, 2012:32).

The objective of the literature review is to shed some light on the concepts of change, the natural resistance towards change and the role and impact of employee emotional intelligence on effectively dealing with corporate change.

Chapter 2 will further include discussions on the role change plays within organisations, the impact it has on employees and the models and theories behind effective management and implementation of change in order to guarantee a successful transition towards the new normal.

As early literature states most failed attempts of initiated change are due to the human aspect, which fails to support the cause. As noted by Bovey (2001:372) large-scale corporate change program failures have been directly linked to the resistance thereof. Therefore, the present study will focus on finding a theoretical literature connection between that of the emotions present during times of change and its connection to emotional intelligence. More so, looking further to discover to what degree this will influence resistance to change. This theoretical discovery will then assist in proving the underlying importance of emotional intelligence and the pivotal role it plays in change and the resistance thereof.

In extensive review of scientific research on emotions based on the basic assumption that has been made by psychoanalysts since Freud arguing that we do not only learn in a cognitive way but we also learn through emotional responses that act without our conscious awareness. Later researchers then confirmed that it is imperative that when we study change we have to include

the emotional aspect of learning along with the cognitive. Both emotional learning capability and cognitive learning should be seen as a unified, interconnected process, when assembling a dynamic change model (Matthews, Zeidner & Roberts, 2000:444).

2.2   CORPORATE CHANGE MANAGEMENT

Change management has been defined as: "the process of continually renewing an organization's direction, structure, and capabilities to serve the ever-changing needs of external and internal customers" (Moran & Brightman, 2001:12).

According to Marquis and Huston (2009:166), "Change is concerned with the implementation of support strategies needed to overcome resistance to change, methods of consultation, prolonged support, identification of the roles of management and the influence of the organisational climate, as well as the structures in place to facilitate and manage change".

In much agreement to the above statement Singh, Saeed & Bertsch (2012:66), however, focuss more on change bringing about the effort to plan, initiate, realise, control and stabilise that which was changed on both a personal and strategic management level.

Change management is the application of a structured process and set of tools for leading the technical and people side of change to achieve a desired outcome. When we put the emphasis on "people" in the organisation during periods of transformation rather than systems, timelines and tasks we automatically call on all employees, on all levels of employment and management to engage in the change process, to realise the corporate common goal and benefits thereof and to take part in playing their leadership role through the transformation (Carter, Ulrich & Goldsmith, 2005).

Change is, however, best described by its nature, hence theoretical reference theorists have developed a change reference still used today. Although change is seen as one concept, the referral to a particular change concept is based on the scale, scope and magnitude of the change. It is described as either being superficial or substantial in nature, referring to it being a task of little structural change such as rearranging office space, to that of high magnitude and impact such as mergers and acquisitions. Common identification of change types as initially identified within the field of change management is set out as follows:

  a. Developmental or referred to as first order versus second order change (Nadler & Tushman, 1995:15).
  b. Transitional (Ackerman, 1984:76).

c. Transformative or incremental (Nadler, 1988:66).

d. Episodic versus continuous (Weick & Quinn, 1999:361).

Developmental change purely betters and develops what is already seen as the status quo, which is currently in practise within the organisation. The transitional phase is where a new status quo is conceptualised and implemented over a set period of time.

In absolute contrast to that of transitional change where the new state is unknown, as it takes shape from the ruins of the old state, transformative change is born.

These categories have further been broken down and refined in theoretical work done by many a researcher, including the body of work done by Nadler and Tushman (1995:15). They have dwelled deeper and categorised change by the cause rather than the nature thereof. Change then stems from either internal or external factors or alternatively referred to as anticipatory or reactive.

Change, despite which nature is managed by means of one or many forms of implementation models, dates back to the 18th century. By further exploration into theoretical models, the researcher will now additionally attempt to conceptualise change processes and the implementation thereof.

Hiatt and Creasy (2003:15) summarised the core and foundation of change management, by identifying primary building blocks on which change hinges on. It makes use of seven principles and stipulates within each where possible opportunities for resistance to change could develop. The model also indicates where focus should be directed to eliminate as much resistance as possible during the change process.

Table 2.1:   Principles of change management

Principles:	**Hiatt and Creasy 2003:16-28**
Senders and receivers	The importance of the first primary principle is simply that of conveying the correct message from sender to receiver, as soon as onset of change sets in. Major causes of resistance to change and the perception that change costing individuals more than that of the reward it brings is related to the interpretation and understanding of the message as it is received from the sender during onset of change. Kotter (2007:5) emphasises the

	importance of parties sharing a common vision, when embarking on the road to change.
Resistance and comfort	Change initiators underestimate the discomfort they create by change. When embarking on such a change endeavour, expect change and plan accordingly, rather than be surprised by the onset of resistance towards it.
Authority for change	Employees resist change in direct correlation to the decreasing levels of authority and sponsorship for change. Thus we note that Hiatt and Creasy supported change initiators to secure the support of powerful stakeholders to act as figure of authority, in order to bring about successful change.
Value systems	Ensure change is in line with the employee's self-interest, and include change agents in the accountability and authority structure, to eliminate resistance to change. Values of control, consistency and predictability are key elements in creating a change environment.
Incremental versus radical change	We find two primary types of change, namely incremental; that which takes place over a longer period of time, allowing more time to adjust to the change environment and expectation. Radical on the other hand, is that which is brought about with immediate effect, relying heavily on the support and guidance of management to ensure success.
The right answer is not enough	Giving the right answer, according to Hiatt and Creasy (2003:15), does not guarantee that the resistance to change would be altogether avoided. Here emphasis is put on the importance of employee buy in and support in order to promote successful change application.

Change is a process	Five steps are identified in the process of change: Awareness of the need to change, desire to participate and support the change, ability to change by implementation of new skills and behaviours, reinforcement to ensure change is sustainable. Hiatt and Creasy suggest breaking change down into manageable sections, and allocating specified time frames to each step, which will increasingly support successful change.

Although the principles act as a guideline to change management and implementation, Kotter (2007:5) provides organisations with a step-by-step change implementation plan, as set out in his debut to 'contributors to change' in 1994. This systematic approach is part of the process orientated models.

Figure 2.1:   Kotter's 8 steps of change

Source: Kotter (2007:5)

1. *Increase urgency for change*

   Insist on creating a sense of urgency amongst those involved in the proposed change. He emphasises that cooperation is of utmost importance, and suggests that employees should understand the importance of the change they are embarking on, in order to assure the survival of the organisation.

11

2. *Build the guiding team.*
3. *Get the right vision.*

Kotter felt strongly about three things which vision is responsible for during the change process, as thereafter agreed upon by many other theorists.

- Clarification of direction for change.
- Motivation to drive toward the correct aim.
- Coordination of people, in an efficient and fast way.

4. *Communicate buy-in.*
5. *Empower action.*
6. *Create short-term wins.*
7. *Don't let up.*
8. *Make change stick.*

By making use of the directive set out by Kotter who has concerned himself with transformational change, Lewin's Change model shares in the belief of the eight steps, but on the other hand sheds more light on the importance of the role and effect on human behaviour. The model acts as one of the fundamental models of planned change management. Lewin believed in two forces of change, those pushing for change and those who strive to maintain the status quo (Helms-Mills *et al.,* 2008:42). As in any organisation, change is received differently by employees. For successful change we would need the workforce to all adapt to the change challenge through three steps as set out below.

- **Unfreezing:**

  This step includes the psychological disconfirmation, the display of current behaviour executed by staff, and the discrepancy thereof between that which the company is striving for. Here we have come to the realisation that the old method of doing is flawed. Thus here we need to separate the old way of doing with that of the new, by "unfreezing" behaviour.

- **Change / transition:**

  Change allows for the development of new behaviours, values and attitudes toward the new state of equilibrium.

  1. Establish that the status quo is not beneficial to the employees.
  2. Engage in assessing the problem from a fresh perspective, and encourage the group to work toward the new solution.
  3. Ensure powerful association and support of leaders and key stakeholders to reassure employees of the change embarked on.

- **Freezing:**

  The old has gone, and the new has set in. As of this point the company is in a stable position, and new methods of doing and thinking can be incorporated into the daily activities of the employees. As we are creatures of habit, ensure the organisation and its employees do not divert back to the old way of operating.

2.3   RESISTANCE TO CHANGE

"Change is disturbing when it is done to us, exhilarating when it is done by us" (Kanter, 1983:63).

On the mass body of theoretical research done in the field of change most researchers have found common stumbling blocks including that of human resistance politics and inter group struggles involved in the change procedure (Kotter, 2012:6).

Resistance is a natural part of the change process and is to be expected. It is equally important to remember that people are naturally resistant to change. Not necessarily the change itself but the unknown factor thereof. Resistance occurs because it involves having to go from the known, to the unknown.

The natural response or reaction of resistance toward organisational change is merely an expression of employee reservation towards that what is expected of them to embrace as the new normal (Singh, & Waddel, 2004:73). This manner of opposition purely attempts to rather maintain the current status quo when confronted with the pressure to embrace the modification thereof. Employee behaviour in opposing managements prosed change initiatives generally aggravates the change agents as it is seen as an attempt to stop, derail or influence the change plan (Bemmels & Reshef, 1991:231). Managers refer to such behaviour as destructive and non-conducive.

The effect of change will give rise to emotional indifferences in any employee exposed to corporate change. As organisations attempt to stay abreast of competitors and the changing environment it functions in, strategies, vision, mission, its workforce and identity might undergo changes which will trigger intense emotions amongst employees (Bartunek, 1994:116). People's reaction towards such change will however differ significantly. Some employees might passively resist, others could embrace or actively undermine it.

Theorists have defined the underlying causes to resistance to change into four categories. However it being categorised, successful change initiatives would still depend on the complete

embrace of employees, their willingness to deliberate the anticipated change, their participation in acquiring an understanding about the change and their aptitude to take the required action necessary to make it stick (Kotter, 2007:96):

- Employees fear the possibility of losing something of value;
- They do not share in the understanding of the need to change;
- Employees are blinded to the benefits of proposed change; and
- Some employees have an inherently low tolerance to change, due to the uncertainty associated.

Employee attitude is a direct reflection of their natural inclination to behave, reason or feel a specific way, might it be positive or negative towards the object of the attitude. Elizur and Guttman (1976:611) further state that attitude does not only consist of the employee's behavioural tendency to act a certain way towards change, but also encompasses their cognitive reasoning about and their emotional reaction to change.

Responses to organisational change can be categorised into two distinct groups, those which lean toward a strong positive and that of the contrasting strong negative, as indicated in the measure of agreement scale found on the questionnaires used during this study. The questionnaires ranged from strongly disagree, thus that of the negative, to strongly agree, that of the positive (Piderit, 2000:783).

Although the positive quadrant encompasses emotional states, attitudes and behaviour such as employee buy-in, team work, commitment and a positive attitude, the negative is known to be associated with anarchy, rejection, despair and resignation (Shweiger & DeNisi, 1991:110).

Furthermore, employees presented with low job satisfaction, low organisational commitment, low trust in the organisation and stress when confronted with significant change, all constitute negative behaviour, resistant to the change.

Table 2.2:   Factors causing resistance to change

Fear of the unknown	Being uncertain about the nature of a change, feeling that you do not know what is going on and what the future is likely to hold
Loss of control	Feeling that the change is being done to you, not by you, worrying that you have no say in the situation and the events taking place

Loss of face	Feeling embarrassed by the change and viewing it as a testimony that the way you have done things in the past was wrong
Loss of competency	Feeling that existing skills and competencies will no longer be of any use after the change
Need for security	Worrying what your role will be after the change
Poor timing	Being caught by surprise with a change that has been sprung on you, or being asked to change at a time when you already feel overworked
Force of habit	Not liking to change existing ways of doing things, feeling comfortable in existing routines and habits
Lack of support	Lacking important support from direct supervisors and/or organisation, not having the correct resources to properly implement the change
Lack of confidence	Lacking in personal confidence that things, once changed, really will be better than before
Lingering resentment	Being recalcitrant because of a lack of respect for the people involved and/or because of anger over the way you have been treated during past change efforts

Source: Mabin, Forgeson and Green (2001).

As Kotter & Cohen (2002:17) discussed in the heart of change: "Instead of compelling show people what the problems are and how to resolve them. They provoke responses that reduce feelings that slow and stifle needed change, and they enhance feelings that motivate useful action. The emotional reaction then provides the energy that propels people to push long the change process, no matter how great the difficulties."

By deploying a model such as that of Kotter described below, organisations assist employees to really understand change, the reason for change, their involvement in the process, and the benefits it would bring about. It also provides a structured means of moving through the change process, by eliminating as many resistance opportunities as possible.

Table 2.3:   Employee understanding of change

Almost always the core method is:	Rarely the core method is:
SEE FEEL – CHANGE	**ANALYSIS - THINK - CHANGE**
Help people see - compelling, eye catching , dramatic situations are created to help others visualise problems, solutions or progress in solving complacency, strategy, empowerment or other key problems within the eight steps.	**Give people analysis -** information is gathered, data analysed, reports written and presentations are made about problems and solutions or progress in solving urgency teamwork, communication, momentum slippage or other key problems within the eight steps.
Seeing something new hits the emotions - The visualisation provide useful ideas that hit people at a deeper level than the surface thinking. This evokes visceral response and reduces emotions that block change and enhances those that support it.	**Data analysis influences how we think -** The information analysis change people's thinking. Ideas inconsistent with the needed change dropped or modified.
Emotionally changed ideas change behaviour or reinforce changed behaviour	**New thoughts change behaviour or reinforce changed behaviour.**

Source: Kotter & Cohen (2002).

2.4   EMOTIONAL INTELLIGENCE

2.4.1   Psychology and the birth of a new theory

The field of psychology traditionally dealt with human behaviour and experience from a pathogenic meta-perspective. "Pathos" or disease was the fundamental focus of finding answers to bring about the prevention and treatment of these illnesses (Barnard, 1994:136)

Prior to World War 2 psychology was aimed at making the "lives of people more fulfilling and productive, and to identify and nurture gifted and talented people" (Luthans, 2002:696). Owing to employment opportunities in clinical psychology after the war, the focus took a significant change towards treating the mentally ill and dysfunctional. With this shift in the field, the positive aspects of human functioning were greatly neglected (Barnard, 1994:136). We do see, however, that this is slowly changing today.

Organisational Psychologists suggested that the attention was given more to that of what is wrong in organisations, teams, leaders and employees rather than identifying that which is right. Luthans (2002:696) was of strong opinion that organisational psychologists stand to gain a world of

knowledge by researching the field of positive psychology. He stated that the field is in need of a "proactive, positive approach emphasising strengths, rather than… to fix weaknesses'. Sound theory and research should lead to the development of positive capacities such as emotional intelligence and effective management of performance improvement within organisations.

A change later occurred in the field of psychology, shifting the focus of study towards that of human behaviour, emphasising more of the positive qualities, human strengths and optimal functioning capabilities rather than that of malfunctioning and weakness (Seligman & Csikszentmihalyi, 2000:5).

Resistance towards the school of thought and marginalisation of emotion rose as organisational behaviour researchers got more involved in constructs of emotion such as job satisfaction. Organisational behaviour scientists were to acknowledge emotions as a "legitimate domain of scientific inquiry" (Munchinsky, 2000:803) bringing about implicit judgement of significant events, revealing our needs, concerns and motives. He continued to argue the importance of Organisational psychologists in clarifying the role of emotions at work, since individuals spend most of their time at work, where they would naturally then feel and think.

2.4.2   Understanding emotional intelligence (EI)

EQ refers to one's ability to be aware of one's own feelings, to be aware of others' feelings, to differentiate among them, and to use the information to guide one's thinking and behaviour (Salovey & Mayer, 1990:185).

Further development and study within the field of emotional intelligence (EI) had Goleman provide a similar definition; "the capacity of organising our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships" (Goleman, 1998:17).

The emotional intelligence proliferates and model thereof has emerged into an influential framework in organisational psychology. Being given the recognition it deserved the general work environment is now acknowledged as a social setting due to daily interaction of employees. It is therefore assumed that the individual's ability to perceive his or her emotions effectively and interacting effectively with others will influence workplace effectiveness (Tournish & Owen, 2004:141).

2.4.3   The link between EI and Change readiness

Organisational effectiveness is influenced by emotional intelligence competencies in areas such as employee recruitment, retention, and development of talent, commitment, morale and health (Bar-On, 2006).

Research shows that managers with high emotional intelligence obtain results from employees far beyond expectations, they manage and steer their own feelings, acknowledge subordinates feelings about work situations and intervene effectively to enhance morale (Cherniss, 2001:5).

The higher the position obtained within the organisation the more important the role of emotional intelligence. Emotional intelligence may well be the missing link that will unite employee ability and their motivation towards job performance (Goleman, 2001:804).

The workplace is loaded with emotions which have a direct effect on how employees think, feel and act. Included in those experiences is that of the challenges we face during periods of change.

Studies have shown that change produces emotional outcomes that can enhance or restrict support for the change (Piderit, 2000:783) and allowing employees a certain level of involvement in the change decision-making process increases their commitment (Lamm & Gordon, 2010:426). Academic literature often use the metaphor 'rollercoaster' to describe the positive and negative experiences of employees at work and the emotions they evoke over time as an effect of change (Goss *et al.*, 1993:97, Kochan, 1999:319, Schneider & Goldwasser, 1998:41).

Some of these responses include excitement, elation, contentment to unease, fear, anger and disgust, which fluctuate over time (Carr, 2001:421, Giæver, 2009:419, Matheny & Smollan, 2005:173). Although emotional reactions to change can be a major source of support or resistance (Piderit, 2000:783) it has enjoyed very little attention and research.

Threats to employee psychological wellbeing such as stress caused by continuous change within the work setting as a cause of negative moods are starting to draw the attention it requires (Brief & Weiss, 2009:279). Stressful events, leaders, organisational climate and perceived organisational support are all emotion and mood generating categories where corporate change can act as primary initiator of negative thus resistant behaviour (Weiss & Cropanzano, 1996:9).

It can almost without doubt be said that change awakes emotional insecurity which according to Storseth (2006:541, Bordia *et al.*, and 2004:507) leads to employees suffering from negative emotions such as sadness, stress and anxiety in response to what might be at risk.

Common socialisation processes, social influences, similarity of tasks, high task interdependence, membership stability and emotional contagion (Brief & Weiss, 2002:279) are all factors which contributes to work group members shared feelings of moods and emotions (Bartel & Saavedra, 2000:197). Employers may engage in particular processes mentioned to facilitate affective experiences at work, an imperative factor to facilitate the before mentioned is perceived organisational support.

Organisational change quickly diminishes the perceived experiences and ideas of employees about the organisation and their role in it, when experiences such as manager support, organisational compensation and employment circumstances are involved in an organisational revolution (Eisenberger & Rhodes, 2002:698). When employees anticipate or experience loss personally affecting them, ranging from power, relationships or even as much as their job itself it is only but natural that negative emotions ascend (Driver, 2009:353, Bryant & Wolfram Cox, 2006:120).

"Social exchange theorists have reasoned that employment is a trade-off between effort and loyalty, and tangible and social rewards". Based on the trade off, we find emotionally intelligent employees portray a more positive attitude contributing to a positive job affect. These employees are also found to exhibit higher levels of organisational involvement, a higher aptitude to perform better and have reduced psychosomatic reactions to stressors such as that brought on by change (Bateman & Organ, 1983:587; Brief & Motowildo, 1986:710).

Due to one's mood and emotional ability to be consciously or unconsciously affected by the mood and emotion of those around you (Shuman *et al.*, 2012:89) research shows that individuals can catch one another's emotions via conscious cognitive processes, emotional responses or mimicry/feedback (Lewis, 2000). Thus during times of corporate change, the emotion and mood of an emotionally intelligent employee can be 'caught' by his or her peers. Thus either that of agreement and embrace of the change or that of resistance could be passed on.

When discussing a theoretical model of the individual change process George and Jones (2001:419) propose that emotionally intelligent employees have greater flexibility and adaption of emotional reactions when the need for change presents itself. Due to these employees having a comprehensive understanding of their own moods, feelings and the meaning thereof within the context of the change situation, they react with far more competence and ease. Based on the body of theoretical work it is safe to say that the obvious connection between that of employee emotional intelligence and their ability to embrace change without resistance is eminent.

Emotional intelligence can be observed when one demonstrates competencies including that of self-awareness, self-management, social awareness and relationship management at appropriate times, to not only be effective within the situation, but to also by learning and mastering skills to translate intelligence into on-the-job-capabilities'(Prins *et al.*, 2011).

2.5   SUMMARY

The literature review focussed predominantly on change and the management thereof during trying times. Literature was also reviewed on emotional intelligence, the inception thereof in corporate environments and the effect of this newly found area of study on corporate environments. Furthermore the literature pointed out the amalgamation of the two confirming the positive relationship between emotional intelligence and that of resistance to change.

CHAPTER 3

EMPIRICAL RESEARCH AND DISCUSSION OF RESULTS

3.1 INTRODUCTION

As stated in Chapter 1, the primary objective of this study is to identify whether a relationship exists between the emotional intelligence of employees and resistance to corporate change.

The purpose of the chapter is to report the results of the empirical research. Structured questionnaires formed the basis of the empirical research and served as measuring instruments.

3.2 GATHERING OF DATA

In this section the development and construction of the questionnaire will be discussed, as well as the study population and the process of gathering information.

3.2.1 Development and construction of the questionnaire

Structured questionnaires were used to assess emotional intelligence and resistance to change.

- Questionnaire 1: Change Readiness. (www.silverandclaret.com)
- Questionnaire 2: Emotional Intelligence. (Oreg)

One approach of quantitative research is the use of a questionnaire, which is the most common method of data collection in field research (Stone, 1978). According to Slater and Athuahene-Gima (2004:227) the survey-based (questionnaire) approach is in many cases the only appropriate method for gathering data in order to address some strategy research questions.

Frazer (2000) added that the overall length of the questionnaire should be well below 12 pages. The questionnaire that was administered to the representatives comprised of 16 questions, thus one page focussed on Change Readiness and a further four pages focussing specifically on emotional intelligence.

According to Zikmund (2000), a questionnaire is "a formalised set of questions for obtaining information from the sampled respondents." Zikmund (2000) further state that it has several objectives namely:

- It should convert the information needed into a set of specific questions that the respondents will be willing and able to answer.

- The questionnaire should motivate respondents to cooperate and to complete the questionnaire.
- Response errors and inaccurate answers should be minimised by the questionnaire. The questionnaire should collect only the relevant information needed to solve the problem.

The questionnaire used for this study, comprises three sections.

Section A: Biographic information

This section was aimed at collating the Biographic information of representatives who took part in the study, currently employed within the sampled regions of South Africa. This enabled comparisons among different groups.

Section B: Resistance to change

The questionnaire measures selected aspects concerning how ready employees are to change opposed to whether they show resistance to change. These aspects included sections referred to as:

Change Readiness:	the overall assessment of their readiness and willingness to embrace corporate change.
Routine Seeking behaviour:	Questions 1-5.
Routine avoidance	Question 4 was dealt with separately due to its negative impact on the reliability of the construct / sub-scale.
Emotional Reaction:	Questions 6-9
Short-term focus:	Questions 10-13
Routine avoidance:	Question 14 was dealt with separately due to its negative impact on the reliability of the construct / sub-scale.
Change of Mind:	Question 15
Consistent views:	Question 16

The instrument assesses the selected attitudes with 16 statements on the basis of a 4-point Likert style scale ranging from strongly disagree (1) to strongly agree (4).

Section C: Emotional Intelligence

The instrument assesses the Emotional Intelligence, by means of the following sub categories:

Emotional Self-Awareness	(3 Questions)
Accurate Self-Assessment	(6 Questions)
Self-Confidence	(7 Questions)
Emotional Self-Control	(4 Questions)

Transparency	(4 Questions)
Adaptability	(5 Questions)
Initiative	(6 Questions)
Achievement	(6 Questions)
Optimism	(4 Questions)
Empathy	(7 Questions)
Organisational Awareness	(4 Questions)
Service Orientation	(7 Questions)
Developing Others	(5 Questions)
Inspirational Leadership	(4 Questions)
Conflict Management	(5 Questions)
Change Catalyst	(7 Questions)
Teamwork and Collaboration	(8 Questions)
Influence	(7 Questions)

The instrument assesses the constructs with a total of 99 statements on the basis of a 4-point Likert style scale ranging from 1 = strongly disagree to 4 = strongly agree.

3.2.2 Study population

All 50 representatives are actively employed within the pharmaceutical company, excluding those of Gauteng formed the population of the study. The questionnaires were sent by courier with a cover letter which explained the anonymous nature of the study.

The time frame for collection was one week from receiving the questionnaire in an attempt to increase reaction time on the completion of the questionnaires. Respondents returned questionnaires in an overnight courier service, upon completion. An estimated 6% of questionnaires sent to respondents were not returned.

3.2.3 Statistical analyses

Statistical analysis was carried out with the help of the Statistics Consultation Services of the North-West University (Potchefstroom campus). The Statistical Package for Social Sciences was used to analyse the data.

The questionnaire responses were summarised by means of descriptive statistics, including means and standard deviations. Cronbach Alphas were calculated to determine the reliability of the constructs. Independent t-tests and Man-Whitney tests were used to test for differences in opinions within certain biographical groups. Spearman's rho was used to test for correlations between constructs.

3.3   RESPONSE TO THE SURVEY

The final response rate was 94% since a total of 47 out of a possible 50 representatives completed the questionnaire.

Figure 3.1:   Region response
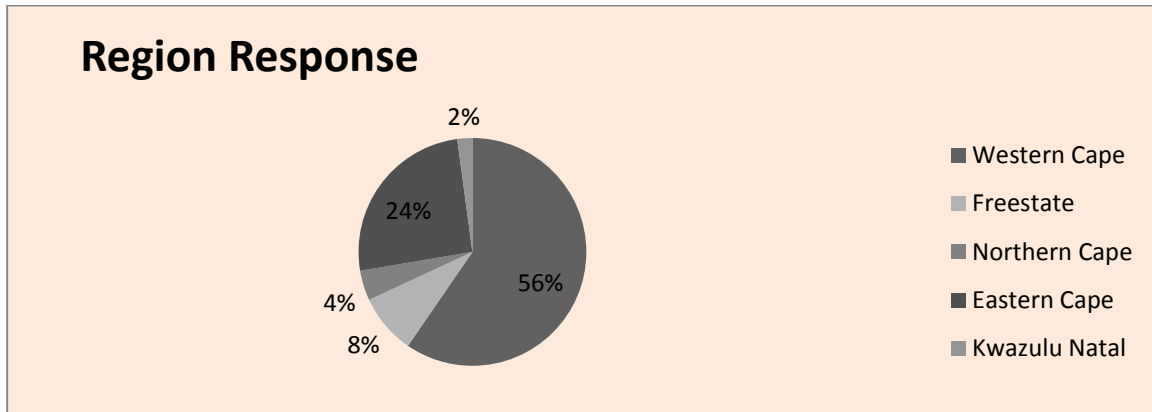
Majority of responses returned from coastal areas.

3.4   RESULTS OF BIOGRAPHICAL DATA

The demographical data that were obtained in the first section of the questionnaire and included questions regarding age, gender, race, region, basic qualifications, years of experience, years of employment, and current position held.

Table 3.1:   Biographical findings

AGE	Frequency
20-25 years	0
26-30 years	5
31-36 years	14
37-42 years	12
43-48 years	13
49-54 years	3
55 years and older	0

No representatives under the age group of 25 participated in the study. Most of the participating employees range between ages of 31 to 48 years of age.

GENDER	Frequency
Male	16
Female	29

According to study population predominantly females are employed at the pharmaceutical company within regions sampled.

Table 3.2:   Race

RACE	Frequency
White	30
Black	3
Indian	4
Other	9

A high number of white employees were recorded with 30 respondents with the smallest ethnical group, black with 3 respondents.

Table 3.3:   Language

FIRST LANGUAGE	Frequency
English	24
Afrikaans	20
Zulu	0
Tswana	2
Other	1

Most respondents reported English as their first language, with no respondents within the sampled areas indicated Zulu as a first language.

Table 3.4:   Qualifications

BASIC QUALIFICATION	Frequency
Matric	9
Diploma	14
Bachelor's degree	17
Master's degree	2
Post Basic Qualification	0
Other... Please state	5

Figure 3.2:   Qualifications
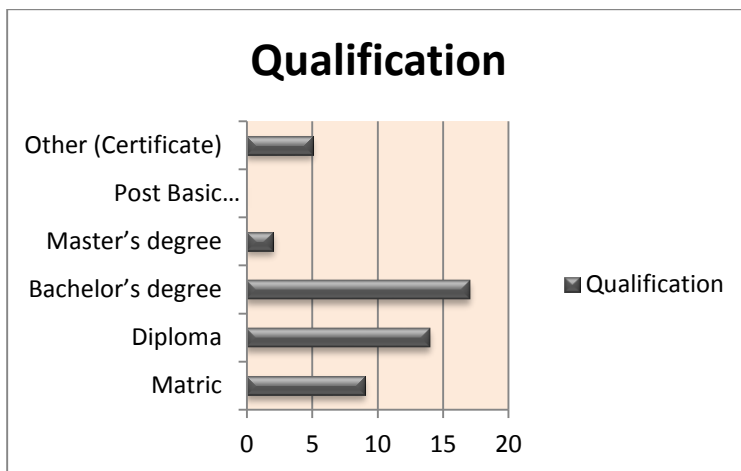
Highest recorded qualification in the sampled group is that of a bachelor's degree.

Table 3.25:   Experience

YEARS OF EXPERIENCE AS REPRESENTATIVE	Frequency
Less than a year	0
1-2 years	3
3-4 years	3
5-7 years	12
8-10 years	9
10 - 15 years	12
15 - 20 years	7
More than 20 years, please specify years:	1

Years of experience as a representative reported high respondent feedback in experience brackets 5-7 and 10-15 years.

Table 3.5:   Experience

YEARS WITH ASPEN PHARMACUTICALS	Frequency
Less than a year	2
1-2 years	1
3-4 years	16
5-7 years	14
8-10 years	6
10 - 15 years	5
15 - 20 years	3
More than 20 years, please specify years:	0

Most respondents have been within the organisation between 3-7 years.

Table 3.6:   Position

CURRENT POSITION	Frequency
Representative Direct	16
Representative Detail	31

More detail representatives at 31 respondents within the sample region than that of their direct counter parts at 16 respondents.

3.5   DISCUSSION OF RESULTS

3.5.1 Descriptive statistics

3.5.1.1   Change Readiness

Table 3.7:   Descriptive statistics of Change Readiness

Scale measures defined: 1: Strongly disagree, 2: Disagree, 3: Agree, 4: Strongly agree.

CHANGE READINESS Statement	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean	Standard deviation
1. I generally consider changes to be a negative thing.	14	29	0	4	1.872	0.797
2. I prefer a routine day over a day full of unexpected events.	3	19	24	1	2.489	0.655
3. I like to do the same things rather than try new and different ones.	12	31	4	0	1.830	0.564
4. I look for ways to change my life whenever routine start setting in.	2	23	20	2	2.468	0.654
5. I'd rather be bored than surprised.	18	26	1	45	1.622	0.535
6. If I were to be informed that there's going to be a significant change regarding the way things are done at work, I would probably feel stressed.	2	22	21	2	2.489	0.655
7. I tense up when informed of changes made to already arranged plans	3	26	18	0	2.319	0.594
8. I stress when arrangements do not go according to plan	3	19	23	2	2.511	0.688
9. I would feel uncomfortable when my manager changes what is expected of me in my role	3	28	16	0	2.277	0.579
10. Changing plans seems like a hassle to me.	8	29	10	0	2.043	0.624
11. I feel a bit uncomfortable even about changes that may potentially improve my life.	14	27	6	0	1.830	0.637
12. When someone pressures me to change something, I tend to resist it even if I think the change may benefit me.	16	28	3	0	1.723	0.579
13. I tend to avoid changes that I know will be good for me.	22	22	3	0	1.596	0.614
14. I often change my mind.	3	25	17	2	2.383	0.677
15. It is hard for others to per sway me and change my mind.	1	29	15	2	2.383	0.610
16. My views are consistent over time.	2	14	23	8	2.787	0.778

On average the respondents disagreed with statement I tend to avoid changes that I know will be good for me" (mean = 1.569 and standard deviation 0.614) and agreed with statement, "My views are consistent over time" (mean = 2.787 and standard deviation 0.778).

3.5.1.2 Descriptive statistics on Emotional Intelligence

Table 3.8:   Descriptive statistics of Emotional Intelligence

EMOTIONAL INTELLEGENCE	FREQUENCIES				MEAN	STANDARD DEVIATION
	Strongly Disagree	Disagree	Agree	Strongly Agree		
Emotional Self-Awareness	0	0	0	0	**0**	**0**
Expresses own feelings	0	2	36	7	**3.111**	**.4381**
Recognises the situations that trigger own emotions	0	0	31	14	**3.311**	**.4682**
Knows how own feelings impact own performance	0	0	30	15	**3.333**	**.4767**
Accurate Self-Assessment						
Acknowledges own strengths and areas of weakness	0	0	26	19	**3.422**	**.4995**
Has a sense of humour about oneself	0	2	31	12	**3.222**	**.5174**
Is not defensive in receiving new information or perspectives about oneself	0	2	33	10	**3.178**	**.4903**
Compensates for own limitations by working with others with the necessary strengths	0	2	30	13	**3.244**	**.5290**
Makes career choices to leverage opportunities to learn new things or broaden one's experiences	0	4	24	12	**3.200**	**.6076**
Seeks out opportunities to broaden one's repertoire of Capabilities	0	2	26	14	**3.286**	**.5537**
Self-Confidence						
Feels confident to work without the need for direct supervision	0	0	18	27	**3.600**	**.4954**
Believes oneself to be among the most capable for a job and likely to succeed	0	0	21	24	**3.533**	**.5045**
Is decisive	0	2	26	17	**3.333**	**.5641**
Presents self in an assured, forceful, impressive and unhesitating manner	0	2	4	22	**3.200**	**.7862**
Has personal presence (i.e. stands out in a group)	0	7	23	15	**3.178**	**.6839**
Assumes significant personal or professional risk to accomplish important goals (e.g. challenging powerful others with an unpopular point of view)	0	10	30	5	**2.889**	**.5730**
Speaks out for a course of action one believes in even when others disagree	0	1	33	8	**3.167**	**.4371**

Emotional Self-Control						
Resists the impulse to act immediately	0	14	24	6	**2.778**	**.7035**
Behaves calmly in stressful situations	1	5	29	11	**3.133**	**.5878**
Stays composed and positive, even in trying moments	0	6	29	10	**3.089**	**.5963**
Calms others in stressful situations	0	2	31	12	**3.222**	**.5174**
EMOTIONAL INTELLEGENCE		**FREQUENCIES**			**MEAN**	**STANDARD DEVIATION**
Transparency						
Behaves consistently with own stated values and beliefs	0	0	26	19	**3.422**	**.4995**
Publicly admits to mistakes even when it is not easy to do so	0	0	32	13	**3.289**	**.4584**
Confronts unethical actions in others	0	11	27	7	**2.911**	**.6333**
Acts on own values even when there is a significant risk	0	3	29	13	**3.222**	**.5596**
Adaptability						
Willingly changes ideas or perceptions based on new information or contrary evidence	0	3	33	9	**3.133**	**.5045**
Applies standard procedures flexibly (e.g. alters normal procedures to fit a specific situation)	0	2	34	9	**3.156**	**.4746**
Smoothly juggles multiple demands	0	13	22	10	**2.933**	**.7198**
Is comfortable with ambiguity	2	19	18	6	**2.622**	**.7772**
Adapts by changing overall strategy, goals or projects to fit the situation	0	3	31	10	**3.159**	**.5258**
Initiative						
Finds and acts upon present opportunities	0	0	32	13	**3.289**	**.4584**
Acts rather than simply waiting to study actions of others	2	3	30	10	**3.067**	**.6876**
Cuts through red tape and bends the rules when necessary to get the job done	5	12	24	4	**2.600**	**.8090**
Goes beyond what is required or expected	0	3	30	12	**3.200**	**.5477**
Seeks information in unusual ways or from sources not typically used	0	10	29	5	**2.886**	**.5793**
Initiates action to create possibilities for the future	0	3	34	8	**3.111**	**.4872**

Achievement						
Sets own standards and uses them to judge performance	0	3	24	18	**3.333**	**.6030**
Expresses dissatisfaction with the status quo and seeks ways to improve performance	0	8	26	10	**3.045**	**.6454**
Sets measurable and challenging goals for oneself or others	0	4	29	12	**3.178**	**.5756**
Makes decisions, sets priorities and chooses goals on the basis of calculated costs and benefits	0	6	24	15	**3.200**	**.6606**
Anticipates obstacles to a goal in order to overcome them	0	3	31	11	**3.178**	**.5347**
Takes calculated risks to reach a goal	0	6	24	13	**3.163**	**.6521**
Optimism						
Persists in seeking goals despite obstacles and setbacks	0	3	32	10	**3.156**	**.5203**
Operates from hope of success rather than fear of failure	0	3	27	15	**3.267**	**.5800**
Does not take setbacks personally	2	17	19	7	**2.689**	**.7926**
Sees obstacles as an opportunity to learn and develop	0	2	32	10	**3.182**	**.4952**
Empathy						
Pays attention and listens	0	0	23	22	**3.489**	**.5055**
Asks questions to understand another person	0	0	24	21	**3.467**	**.5045**
Accurately reads people's moods, feelings or non- verbal cues	0	3	30	12	**3.200**	**.5477**
Respects, treats with courtesy and relates well to people of diverse backgrounds	0	0	18	27	**3.600**	**.4954**
Responds to stereotyping by stating and appreciating another person's uniqueness	0	1	35	9	**3.178**	**.4415**
Demonstrates an ability to see things from someone else's perspective	0	0	34	11	**3.244**	**.4346**
Understands the underlying causes for someone's feelings, behaviour or concerns	0	1	32	11	**3.227**	**.4756**
Organisational Awareness						
Accurately reads key relationships and social networks in groups, organisation or the wider world	0	3	32	10	**3.156**	**.5203**
Understands the organisation's values and culture	0		34	11	**3.244**	**.4346**

31

Understands political forces at work in the organisation	0	4	31	10	**3.133**	**.5477**
Understands the history and reasons for continuing organisational issues	0	2	35	8	**3.133**	**.4573**
Service Orientation						
Maintains clear communication of mutual expectations with customers or client	0	1	24	20	**3.422**	**.5431**
Monitors customer or client satisfaction	0	1	27	17	**3.356**	**.5290**
Takes personal responsibility for resolving customer or client problems non-defensively	0	0	23	22	**3.489**	**.5055**
Makes self-available to customers or clients	0	0	19	26	**3.578**	**.4995**
Matches customer or client needs to services or products	0	0	27	18	**3.400**	**.4954**
Addresses the unexpressed needs of the customer or client	0	3	23	19	**3.356**	**.6089**
Acts as a trusted advisor to a customer or client over time	0	1	29	20	**3.452**	**.5501**
Developing Others						
Expresses positive expectations about others' potential	0	0	36	9	**3.200**	**.4045**
Gives directions or demonstrations to develop others	0	9	30	6	**2.933**	**.5800**
Recognises specific strengths or development opportunities in others	0	7	29	9	**3.044**	**.6013**
Gives timely, constructive feedback in behavioural rather than personal terms	0	3	36	6	**3.067**	**.4472**
Provides long-term mentoring or coaching in the context of a continuing relationship	0	7	29	9	**3.044**	**.6013**
Inspirational Leadership						
Leads by setting vision and direction rather than through formal authority or positional power	0	5	29	11	**3.133**	**.5878**
Stimulates enthusiasm and makes work exciting	0		34	11	**3.244**	**.4346**
Consistently and visibly leads by example and sets a clear standard for teams and colleagues	0	4	36	5	**3.022**	**.4517**
Inspires others to action by articulating a compelling mission or vision	0	12	30	3	**2.800**	**.5477**

Conflict Management						
Brings disagreements and grievances into the open	0	1	12	27	**2.800**	**.6606**
Communicates the positions of those involved in a conflict to all concerned	1	11	32	1	**2.733**	**.5394**
Focuses disagreements on the issues or actions involved rather than on the person	0	1	38	6	**3.111**	**.3827**
Helps de-escalate conflicts	0	4	34	7	**2.978**	**.7226**
Finds a common idea to which all parties in a conflict can endorse	0	1	39	5	**3.089**	**.3582**
Change Catalyst						
States a need for change	0	3	34	8	**3.111**	**.4872**
Expresses an explicit vision for change to those effected	1	10	28	6	**2.867**	**.6606**
Enlists others in pursuit of a change initiative	0	15	27	3	**2.733**	**.5800**
Removes barriers to change	0	6	36	3	**2.933**	**.4472**
Models the change expected of others	1	15	26	2	**2.659**	**.6078**
Personally leads change initiatives	1	19	19	5	**2.659**	**.5683**
Takes a strong, public stand to advocate change despite opposition	0	0	25	20	**2.636**	**.7182**
Teamwork and Collaboration						
Maintains co-operative working relationships	0	0	31	14	**3.444**	**.5025**
Shares information to foster collaboration	0	0	25	20	**3.311**	**.4682**
Expresses positive expectations or respect for others at work	0	0	29	16	**3.356**	**.4841**
Values, solicits and uses others input	0	0	32	13	**3.289**	**.4584**
Identifies and encourages opportunities for collaboration across and within groups	0	0	37	8	**3.178**	**.3866**
Actively promotes a friendly climate, good morale and co-operation	0		28	17	**3.378**	**.4903**
Promotes group reputation with outsiders	0	1	38	6	**3.111**	**.3827**
Builds team spirit by creating symbols of identity and pride	0	3	34	8	**3.111**	**.4872**
Influence						
Expresses concern with own image and reputation, or that of one's organisation	0	5	30	10	**3.111**	**.5730**
Uses factual arguments to persuade and influence others (e.g. appeals to reason or use of data)	0	10	29	11	**3.133**	**.5878**
Takes symbolic actions to have a specific impact on the audience	0	7	28	7	**2.933**	**.6179**

33

Convinces by appealing to people's self-interest	0	3	29	9	**3.044**	**.6013**
Gains the buy-in of influential parties and enlists their help in convincing others	0	3	34	8	**3.111**	**.4872**
Gets people to "Buy-in" or take ownership of ideas or Plans	0	13	34	3	**3.000**	**.3693**
Develops broad, behind-the-scenes support to increase persuasive impact	0	0	26	5	**2.818**	**.6203**

3.5.2 Emotional Intelligence

Consistently high mean values recorded through the questionnaire, indicates overall high levels of emotional intelligence amongst representative staff.

Emotional Self-Awareness:

All respondents with exception of 4% (n=2) agree or strongly agree that they are self-aware. All the respondents believe that they can recognise emotional trigger situations and understand how their feelings impact their performance.

Accurate Self-Assessment:

Same pattern repeats with statistical findings for self-assessment with the majority agreeing to their accuracy in assessing one self. 9% (n =4) of respondents do not make career choices which leverage opportunities or broaden their own experience.

Self-Confidence:

100% of respondents feel confident to work without the need for direct supervision, indicating a high level of self confidence in the workforce.

Although incredibly self-confident, and capable to execute their tasks only 22% (n = 10) of respondents reported that they would not assume significant personal or professional risk to accomplish important goals (for example, challenging powerful others with an unpopular point of view).

73% (n = 33) of participants agreed that they would speak out for a course of action they believe in even when others disagree, although only 18% (n = 8) strongly felt in agreement. Letting us believe that very few respondents will take the action required even when other disagree, but the respondent who is willing to take the initial step, will have significant support in driving such initiatives.

Emotional Self-Control:

The majority of respondents reported high emotional self-control, although in comparison to all previous questions, 31% (n=24) of participants here felt that they could not resists the impulse to act immediately if an instance arose which could possibly trigger emotions. Such behaviour is to be managed; this could be harmful to situations where change initiatives are being implemented.

Transparency:

The majority of respondents reported to behave in a transparent manner with 42% (n=26) of participants strongly agreeing to Behaviour consistent with their own stated values and beliefs. As the statistics indicates, high levels of transparency are reported within the company workforce.

Adaptability:

73% of participants were in disagreement with questions regarding adaptability. Respondents stated that they do not smoothly juggle multiple demands, and 42% (n=21) reported to not be in favour of ambiguous work environments. As the statistics points out, representatives here show that they are not of strong agreement to maintaining a high level of adaptability. The data here deducts that might representatives be faced with high impact change, they may resist such change.

Initiative:

Although 84% of representatives reported agreement (n=30) and strong agreement (n=12) to go beyond what is required or expected in their daily tasks, we note that 41% (n=3), (n=2) are in disagreement and strong disagreement to taking action, they would rather wait to study the actions of others. The same for their willingness to cut through red tape and bending the rules when necessary to get the job done. The deduction based on data reported, are that employees are willing to go the extra mile in their role, but they will not put themselves in a position where they might be singled out, or feel vulnerable.

Thus safe levels of initiative will be engaged in by the majority of the workforce, but employees will not take action where it could involve being exposed. Nor would they take initiative to bring about or lead significant change. Thus, the data lets us be of opinion that this could be an area for possible resistance to change or the lack of initiation thereof.

Achievement:

Employees are mostly in agreement with the questions within achievement, leading us believes that employees are achievement driven and focussed; we also find a higher number of disagreements, compared to previous constructs. We can then deduct that although representatives are achievement driven, they are not aggressive in the manner in which they aim to attain such achievement. If we put the following in perspective with regards to change, and the demands thereof to be successfully achieved, the statistics show that employees might not engage with enough effort to achieve the necessary change desired.

Optimism:

58% (n=19) of respondents agree, (n=7) strongly agree that they take setbacks personally, which has an effect on their future performance and optimism.

Empathy:

63% of respondents (n=30) agree to their ability to accurately read people's mood, feelings or non-verbal cues. While 74 %(n=35) agreed to appreciating another person's uniqueness.

Organisational Awareness:

There was strong respondent agreement towards organisational awareness with mostly 'agrees' and 'strongly agrees' as answer selection. As the data point out, we can thus see that management is keeping employees involved and informed. The theoretical body of work pointed out that employee involvement is of cardinal importance to assist with change initiatives, as this could lead to one of the main causes of resistance.

Service Orientation:

As the role of the employees is 100% based on customer service, it is only expected to report high levels of agreement in this construct. Employees feel that they are capable and able to execute the level of customer service the company expects. Respondents scoring 69% (n=29) in agreement to them acting as a trusted advisor to customers.

Developing Others:

Employees express positive expectations about others' potential, although reports did indicate some (n=7) disagreement in their ability recognise strengths or development of a counterpart. Statistics lets us believe, that with more power to assist in developing others, employees would rise to the occasion in doing so, but their current roles do not allow for such intervention.

Inspirational Leadership:

There was high agreement (n=34) in enthusiasm and that of making work exciting. Also high agreement (n=36) reported on agreement in consistently and visibly leading by example for teams and colleagues.

Conflict Management:

58% (n=27) reported strong agreement in bringing grievances into the open, suggesting that as reported in transparency, employees are able to bring the needed conflict to the attention of their superiors, making the work environment very transparent.

Change Catalyst:

High numbers reported in agreement to assist in bringing about some change, but as the data shows employees are not actively driving or promoting change initiatives. A number of employees are still in disagreement to them enlisting others to bring about change (n=15), personally leading change (n=19) and them personally modelling the change expected of others (n=15).

Teamwork and Collaboration:

Almost all the respondents agreed or strongly agreed with the questions within this construct, proving a very powerful team. Only 1 (n=1) person disagreed on the shared majorities vote that teamwork and collaboration promotes group reputation with outsiders. 7% (n=3) of the sample disagreed that team spirit is built by creating symbols of identity and pride and initiate teamwork, collaboration and cooperation.

Influence:

In agreement to the above report on change catalyst, reports here indicate that there is agreement to influence, but as seen in the data 29.5% (n=13) of employees believe that they can persuade others or get their buy-in and ownership.

3.3.2 Reliability

Table: 3.9: Reliability

Emotional Intelligence	Reliability		
	Cronbach's Alpha	Mean	Standard Deviation
Change Readiness - Routine Seeking	0.706	1.9610	.49510
Change Readiness - Emotional Reaction	0.502	2.3989	.39925
Change Readiness – Short Term Focus	0.774	1.7979	.47388
Change Readiness 4 - reversed		2.5319	.65445
Change Readiness 14 - reversed		2.6170	.67737

Emotional Self-Awareness	.590	3.2519	.34198
Accurate Self-Assessment	.666	3.2570	.32719
Self-Confidence	.831	3.2714	.40738
Emotional Self-Control	.768	3.0556	.46432
Transparency	.630	3.2111	.37293
Adaptability	.720	3.0000	.41996
Initiative	.725	3.0259	.39080
Achievement	.824	3.1785	.45009
Optimism	.760	3.0704	.46498
Empathy	.857	3.3450	.35738
Organisational Awareness	.521	3.1667	.31533
Service Orientation	.958	3.4365	.46272
Developing Others	.823	3.0578	.40815
Inspirational Leadership	.775	3.0500	.39384
Conflict Management	.696	2.9422	.37080
Change Catalyst	.859	2.8032	.43104
Teamwork and Collaboration	.892	3.2722	.34675
Influence	.774	3.0217	.36187

Reliability measures the consistency in which the questionnaires are answered. High reliability assists in forming constructs, which enables us to form a single construct related to the test measure.

The test scores substantiate the above, and verify reliability due to all Cronbach Alphas value ratings scored above 0.5. Due to this finding the researcher was able to formulate constructs within the emotional intelligence and resistance to change questionnaires. Cronbach Alphas can be used to test the reliability and the guideline values (Field, 2009:821).

3.5.4 Correlations

Spearman's rho can be used to test Correlations (Field, 2009:821) and the guideline values for the effect sizes (Ellis & Steyn, 2003:51).

Table 3.10:   Correlations excerpt 1 (Analysis by means of Spearman's rho)

			Change Readiness	Routine Seeking	Emotional Reaction	Short Term Focus	Routine avoidance (4) reversed	Mind changes often (14) reversed	Persuasion	Consistant views
Spearman's rho	AGE	Correlation Coefficient	0.183	0.131	0.232	0.081	0.228	-0.034	0.014	0.027
		p-value	0.219	0.379	0.117	0.586	0.123	0.82	0.926	0.856
	Basic Qualification	Correlation Coefficient	0.04	0.295	0.139	-0.094	0.059	-0.06	-0.193	-0.148
		p-value	0.799	0.058	0.381	0.553	0.711	0.705	0.221	0.349
	Years' experience as representative	Correlation Coefficient	0.141	0.189	0.042	0.111	0.249	0.164	0.055	-0.084
		p-value	0.343	0.203	0.778	0.456	0.091	0.271	0.712	0.577
	Yeas within Pharmaceutical Company	Correlation Coefficient	0.191	0.08	0.056	0.251	.409**	0.173	0.172	-0.003
		p-value	0.199	0.595	0.71	0.089	0.004	0.245	0.247	0.987

p-values are reported for completeness sake, but will not be interpreted, since a convenience sample instead of a random sample was used.

Data suggests that as higher basic qualification levels increase respondents are more prone to look for ways to keep their lives interesting, and appreciates the element of surprise rather than a monotone boring day. This is indicated by the medium correlation (r = 0.295).

Employees with a longer service period within the pharmaceutical field reported that they engage in finding ways to change their lives, when routine starts setting in. Just confirming that as with experience and understanding of one's role and expectations, we tend to be more adventurous with the execution of daily tasks, such as embracing and initiating change. This is indicated by the medium correlation (r = 0.249).

A further finding and medium correlation (r = 0.251) within the short-term focus construct, is that of employees years' within the studied pharmaceutical company and that of short-term focus. The correlation found here indicates that years in service increase respondent tend more short term focussed.

A larger correlation was found between that of routine avoidance and the employees' years within the pharmaceutical company (r=0.409). As the years within the company increase employees are more prone to avoid routine in their daily tasks.

Table 3.11:   Correlations excerpt 2 (Analysis by means of Spearman's rho)

			Emotional Self-Awareness	Accurate Self Assessment	Self-Confidence	Emotional Self Control	Transparency	Adaptability	Initiative	Achieve-ment	Optimism	Empathy	Organisational Awareness	Service Orientation	Developing Others	Inspirational Leadership	Conflict Manage-ment	Change Catalyst	TandC	Influence
Spearman's rho	AGE	Correlation Coefficient	0.221	0.17	-0.006	-0.049	0.052	0.141	.302	0.185	-0.245	0.128	0.029	0.108	0.205	-0.011	-0.071	0.067	0	-0.014
		p-value	0.145	0.264	0.968	0.75	0.735	0.357	0.044	0.223	0.104	0.403	0.85	0.479	0.177	0.942	0.642	0.66	0.998	0.93
	Basic Qualification	Correlation Coefficient	-.339	-0.082	-0.137	-0.201	-0.25	-0.181	-0.037	-0.249	-0.308	-0.283	0.13	-0.206	-.388	-.349	-0.003	-0.215	0.001	0.247
		p-value	0.032	0.614	0.398	0.213	0.119	0.263	0.819	0.121	0.053	0.076	0.425	0.202	0.013	0.027	0.987	0.183	0.996	0.125
	Years' experience as representative	Correlation Coefficient	0.268	0.056	0.148	0.016	0.091	-0.03	.369	0.212	-.321	0.018	-0.05	-0.063	0.101	-0.025	0.14	0.094	-0.165	-0.036
		p-value	0.075	0.715	0.331	0.915	0.554	0.844	0.012	0.162	0.031	0.907	0.743	0.681	0.51	0.871	0.361	0.538	0.28	0.814
	Yeas within Pharmaceutical Company	Correlation Coefficient	0.121	-0.135	.323	0.04	.329	-0.189	-0.001	0.094	-0.233	-0.001	-0.105	-0.215	0.047	-0.055	0.171	-0.013	-0.276	-0.066
		p-value	0.429	0.378	0.031	0.796	0.028	0.215	0.994	0.538	0.124	0.993	0.492	0.156	0.757	0.72	0.261	0.934	0.066	0.665

p-values are reported for completeness sake, but will not be interpreted, since a convenience sample instead of a random sample was used.

All constructs were tested, although only medium and high are discussed.

Age and initiative reported a medium relationship (r=0.302), indicating that as age increases people are more likely to take initiative.
We thus deduce that older employees within the organisation will assist in driving change initiatives, as they have a better understanding and higher reported initiative to do so.

A medium correlation exists between that of employees' years of experience and that of emotional self-awareness (r=0,268). This indicates that employees with more experience tend to better express their own feelings, are capable of recognising emotional trigger situations when faced therewith and comprehends how their own feelings have an influence on their personal performance.

A medium to large relationship (r=0,369) is reflected between that of years of experience of an individual and their willingness to take initiative. Data indicates that as the employees' years increase so do their ability to find and act upon opportunities presented with rather than first studying the actions of others. These employees are increasingly more so able to cut through red tape and go beyond their call of duty.

Both self-confidence and transparency have medium correlations (r = 0,323 and 0,329) with that of representative years within employment at the pharmaceutical company. The data indicates that as employees' years of service increase at the pharmaceutical company studied they feel more confident and decisive of their tasks and presents with assurance. These employees are

also willing to assume risk in order to obtain personal goals. These employees have shown to want to grow their repertoire of capabilities.

The medium correlation (r=0,329) found with that of transparency, suggests that the longer the service within the pharmaceutical company studied, the more employees behave consistently over time, are able to publicly admit to mistakes and confront unethical behaviour when confronted therewith.

Table 3.12:   Correlations excerpt 3 (Analysis by means of Spearman's rho)

		Emotional Self-Awareness	Accurate Self-Assessment	Self Confidence	Emotional Self Control	Transparency	Adaptability	Initiative	Achievement	Optimism	Empathy	Organisational Awareness	Service Orientation	Developing Others	Inspirational Leadership	Conflict Management	Change Catalyst	TandC	Influence
Change Readyness	Correlation Coefficient	-.168	-.307*	-.432**	-.370*	-.185	-.477**	-.368*	-.231	-.406**	-.421**	-.349*	-.382**	-.437**	-.427**	-.267	-.418**	-.258	-.362*
	p-value	.271	.040	.003	.012	.223	.001	.013	.126	.006	.004	.019	.010	.003	.003	.076	.004	.087	.015
Routine Seeking	Correlation Coefficient	-.332*	-.114	-.328*	-.555**	-.383**	-.413**	-.103	-.154	-.449**	-.368*	-.235	-.337*	-.325*	-.511**	-.215	-.297*	-.131	.014
	p-value	.026	.456	.028	.000	.009	.005	.500	.312	.002	.013	.120	.024	.029	.000	.155	.047	.392	.926
Emotional Reaction	Correlation Coefficient	-.090	-.282	-.465**	-.102	.020	-.297*	-.344*	-.130	-.388**	-.384**	-.110	-.244	-.420**	-.352*	-.141	-.390**	.005	-.200
	p-value	.558	.060	.001	.507	.898	.048	.021	.395	.008	.009	.474	.106	.004	.018	.356	.008	.973	.189
Short Term Focus	Correlation Coefficient	-.158	-.321*	-.220	.002	.108	-.385**	-.319*	-.074	-.110	-.184	-.293	-.158	-.362*	-.052	-.133	-.178	-.294	-.363*
	p-value	.300	.032	.147	.991	.478	.009	.032	.630	.471	.228	.050	.300	.015	.733	.383	.241	.050	.014
Routine Avoidance	Correlation Coefficient	-.011	-.225	.039	.048	.050	-.225	-.092	-.255	-.119	-.044	-.389**	-.332*	-.039	-.151	.233	-.231	-.225	-.219
	p-value	.941	.138	.802	.754	.746	.138	.546	.091	.435	.776	.008	.026	.801	.321	.124	.128	.137	.148
Mind Changes Often	Correlation Coefficient	-.089	-.201	.178	-.356*	-.263	.071	.040	-.077	.056	.048	-.197	-.169	.050	-.046	.172	.035	-.208	-.073
	p-value	.559	.185	.243	.016	.081	.641	.792	.616	.716	.756	.195	.266	.742	.766	.259	.818	.171	.635
Persuasion	Correlation Coefficient	.036	-.172	-.237	-.320*	-.049	-.441**	-.457**	-.092	-.129	-.079	-.153	-.128	-.116	-.148	-.340*	-.192	-.302*	-.383**
	p-value	.814	.259	.118	.032	.748	.002	.002	.549	.397	.605	.317	.403	.450	.331	.022	.205	.043	.009
Consistant Views	Correlation Coefficient	.202	.010	-.151	-.442**	-.314*	-.128	-.287	-.463**	-.476**	-.472**	-.208	-.549**	-.157	-.580**	-.519**	-.563**	-.173	-.385**
	p-value	.184	.950	.321	.002	.036	.404	.056	.001	.001	.001	.170	.000	.303	.000	.000	.000	.255	.009

p-values are reported for completeness sake, but will not be interpreted, since a convenience sample instead of a random sample was used.

Change Readiness:
Adaptability has a large negative correlation (r = -0.477) with that of change readiness. Self Confidence, Emotional self-Control, Initiative, Optimism, Empathy, Organisational Awareness, Service Orientation, Developing Others, Inspirational Leadership, Change Catalyst and Influence reported medium to large correlations. From this we deduce that as the employee change readiness increases so does their self-confidence, self-control, organisational awareness and service orientation. Accurate self-assessment and Conflict Management have medium correlations reported with that of Change Readiness.

Routine Seeking:
Routine seeking has large negative correlation with Emotional self-control (r = -0.555) and Inspirational Leadership (r=-0.511) Medium to large correlation reported with Transparency, Adaptability, Optimism and Empathy. Medium correlations with Emotional self-awareness, Self Confidence, Service orientation, Developing others and Change Catalyst.

The data suggests that as employees' transparency, adaptability, optimism and empathy increase so does their behaviour to seek and appreciate routine.

Short term Focus:

Large negative correlations found between short-term focus and that of accurate self-assessment (r=321), adaptability (r=385), initiative (r=319) and developing others (r=362). The data tells us that employees' short-term focus decrease in direct relationship to their adaptability, initiative, self-assessment and ability to development of others increases.

Emotional Reaction:

Medium negative correlation reported between emotional reaction and that of accurate self-assessment, again suggesting that as employees increase in emotional reaction their accurate self-assessment scores decrease in relationship. The same negative application was found amongst adaptability, self-confidence, empathy, developing others, inspirational leadership and that of change catalyst.

Routine Avoidance:

Medium negative correlations exist between routine avoidance and that of organisational awareness (r=-0.389) and service orientation (r=-0.332). The negative correlation in the data points to the negative relationship between routine avoidance and the above mentioned. This suggests that as employees become more routine-avoiding the likes of their service orientation and organisational awareness would decrease in direct correlation.

Mind Changes often:

A large negative correlation also exists between an employee's emotional self-control and their tendency to often change their minds. Suggesting that as employees' data increase in "mid changes often" they would decrease in self-control.

Persuasion:

Medium negative correlations are reported between Persuasion and emotional self-control (r = -0.32) and influence (r = -.0.38). Large negative correlations found amongst adaptability, initiative. This indicates that as levels of persuasion increase self-control, influence adaptability and initiative would decrease.

Consistent views:

Large negative correlations reported on achievement, optimism, inspirational leadership, conflict, change catalyst and service orientation. Thus as consistent views increase the employees focus on achievement, optimism, inspirational leadership and conflict would decrease.

3.3.4 Independent T-Test and Mann-Whitney Test: Change and Emotional Intelligence correlation

In the case of small samples or groups the Independent t-test and Mann-Whitney tests can be used to test for difference between groups (Field, 2009:821) and the guideline values for the effect sizes (Ellis & Steyn, 2003:51).

Table 3.13: Independent T-Test and Mann-Whitney Test: Change and Emotional Intelligence correlation

Race Grouped		N	Mean	Std. Deviation	Std. Error Mean	T-Test Effect size	p-Value T-Test	Mann Whitney Effect size	p-Value Mann Whitney
Change Readyness	Direct	16	2.1920	.41790	.10447	0.22	.387	0.18	.218
	Detail	31	2.0980	.30987	.05565		.435		
Routine Seeking	Direct	16	1.9844	.51209	.12802	0.07	.819	0.00	.980
	Detail	31	1.9489	.49426	.08877		.822		
Emotional Reaction	Direct	16	2.4375	.51235	.12809	0.11	.639	0.06	.685
	Detail	31	2.3790	.33461	.06010		.683		
Short Term Focus	Direct	16	2.0000	.44721	.11180	0.67	.034	0.27	.069
	Detail	31	1.6935	.45966	.08256		.035		
Routine Avoidance	Direct	16	2.5625	.89209	.22302	0.05	.821	0.01	.946
	Detail	31	2.5161	.50800	.09124		.849		
Mind Changes often	Direct	16	2.8750	.71880	.17970	0.54	.060	0.33	.027
	Detail	31	2.4839	.62562	.11236		.076		
Persuasion	Direct	16	2.1875	.54391	.13598	0.47	.115	0.18	.234
	Detail	31	2.4839	.62562	.11236		.102		
Consistant views	Direct	16	2.8125	.75000	.18750	0.05	.875	0.03	.853
	Detail	31	2.7742	.80456	.14450		.872		
Emotional Self Awareness	Direct	14	3.3571	.42294	.11303	0.36	.168	0.14	.346
	Detail	31	3.2043	.29411	.05282		.236		
Accurate Self Assessment	Direct	14	3.2857	.30904	.08259	0.12	.698	0.03	.823
	Detail	31	3.2441	.33921	.06092		.688		
Self Confidence	Direct	14	3.4286	.48849	.13055	0.47	.082	0.25	.088
	Detail	31	3.2005	.35110	.06306		.132		
Emotional Self-Control	Direct	14	3.3036	.44048	.11772	0.82	.014	0.39	.009
	Detail	31	2.9435	.43641	.07838		.017		
Transparency	Direct	14	3.3929	.41271	.11030	0.64	.026	0.31	.035
	Detail	31	3.1290	.32832	.05897		.047		
Adaptability	Direct	14	3.1714	.45646	.12199	0.55	.065	0.30	.041
	Detail	31	2.9226	.38532	.06921		.090		
Initiative	Direct	14	3.2024	.51132	.13666	0.50	.040	0.23	.117
	Detail	31	2.9462	.29934	.05376		.099		
Achievement	Direct	14	3.3833	.51982	.13893	0.57	.039	0.26	.085
	Detail	31	3.0860	.38938	.06993		.070		
Optimism	Direct	14	3.3214	.43222	.11552	0.83	.013	0.40	.007
	Detail	31	2.9570	.43984	.07900		.015		
Empathy	Direct	14	3.3980	.38893	.10395	0.20	.510	0.07	.661
	Detail	31	3.3210	.34623	.06218		.532		
Organisational Awareness	Direct	14	3.1429	.33561	.08970	0.10	.738	0.11	.442
	Detail	31	3.1774	.31087	.05583		.746		
Service Orientation	Direct	14	3.4388	.51191	.13681	0.01	.983	0.03	.838
	Detail	31	3.4355	.44773	.08041		.984		
Developing Others	Direct	14	3.1429	.53452	.14286	0.23	.353	0.17	.266
	Detail	31	3.0194	.34002	.06107		.437		
Inspirational Leadership	Direct	14	3.2679	.46476	.12421	0.68	.011	0.31	.039
	Detail	31	2.9516	.31898	.05729		.032		
Conflict Management	Direct	14	3.0571	.50492	.13495	0.33	.165	0.13	.372
	Detail	31	2.8903	.28677	.05151		.264		
Change Catalyst	Direct	14	2.9592	.50563	.13514	0.45	.103	0.18	.229
	Detail	31	2.7327	.38109	.06845		.151		
Teamwork and Collaboration	Direct	14	3.3036	.40046	.10703	0.11	.688	0.03	.826
	Detail	31	3.2581	.32586	.05853		.713		
Influence	Direct	14	3.0918	.38254	.10224	0.27	.388	0.01	.951
	Detail	31	2.9900	.35400	.06358		.406		

p-values are reported for completeness sake, but will not be interpreted, since a convenience sample instead of a random sample was used.

Figure 3.5: Change and emotional intelligence of detail versus direct.

Short-term focus:

Medium difference based on effect sizes of the t-test (effect size = 0.67) and the Mann-Whitney (effect size = 0.27). The direct average recorded a mean value of (mean=2, Std Deviation =0.45) suggesting their opinion of disagreement with short-term focus. The detail team disagreed tending to strongly disagree (mean=1.69, Std Deviation=0.46).

Mind changes often:

Medium difference reported based on effect sizes of t-test (0.54) and the Mann-Whitney test (0.33). The direct team on average agreed (mean=2.88, Std Deviation=0.72) with changing their mind often than the detail team who reported a mean value of (n=2.48, Std Deviation =0.63) lean slightly more to disagree.

Emotional Self Control:

A large difference reported by the effect sizes of the t-test (0.82) and a medium to large difference by the Mann-Whitney effect size (0.39). On average the direct team agrees to strongly agree with statements of emotional self-control (mean=3.30, Std Deviation=0.44) where detail tend to disagree a little more with a mean value of 2.94 (Std Deviation 0.43).

Transparency:

Medium differences reported between that of the direct and detail team. The T-test (effect size = 0.64) and Mann-Whitney test (effect size 0.3) both suggest that there is a medium difference between the direct team's opinion (mean =3.39 Std Deviation =0.41) and detail mean (mean=3.13, Std Deviation 0.33) indicating the detail and the direct team to on average be in agreement with the transparency statements, but the direct team having a higher tendency to strongly agree too.

Optimism:

A large difference was reported by making use of the T-test (effect size = 0.83) and medium to large by the Mann-Whitney test (effect size =0.4). The direct mean (mean=3.3, Std Deviation=0.43) and the detail mean (n=2.96, Std Deviation=0.44) indicated that the direct team is in agreement to strongly agree with statements of optimism, where the detail team is in agreement only.

Inspirational leadership:

The effect size of the t-test indicated a medium to large difference (0.68) and the effect size of the Mann-Whitney test (0.31) indicated a medium difference. The direct team (mean = 3.27, Std. Deviation = 0.46) on average agree to strongly agree on the statements within the construct and the detail team (mean = 2.95, Std. Deviation = 0.32) on average agreed. As described in the theoretical body of work done in Chapter 2, in order to drive change initiatives and act as a change catalyst solid leadership behind the cause is imperative. This characteristic is often associated with that of emotional intelligence and has proven to be an important asset to possess in order to implement a new order. Thus our finding of disparity between detail and direct sales representatives indicates where the development focus should be and where our potential lies for future drivers of change. The direct team, based on statistical scores should be deployed to

coach, support and lead as they scored high in their emotional capabilities including that of vision, enthusiasm, and inspiration by articulation of a compelling mission and a clear set of standards.

Change catalyst:

Medium difference indicated by the t-test (effect size = 0.45) and a small difference indicated by the Mann-Whitney test (effect size = 0.18). Mean values confirming the detail teams higher tendency to disagree (mean=2.73, Std Deviation =0.38) than the direct team (mean=2.96, Std Deviation=0.50) who borders on agreement.

Table 3.14:   Change and emotional intelligence of white versus other races

Race Grouped		N	Mean	Std. Deviation	Std. Error Mean	T-Test Effect size	p-Value T-Test	Mann Whitney Effect size	p-Value Mann Whitney
ChangeReadyness	white	30	2.1941	.32445	.05924	0.49	.090	0.18	.235
	other	16	2.0089	.38144	.09536		.111		
Routine Seeking	white	30	1.9972	.41145	.07512	0.22	.373	0.12	.431
	other	16	1.8594	.62562	.15641		.435		
Emotional Reaction	white	30	2.4833	.37100	.06774	0.54	.061	0.18	.230
	other	16	2.2500	.42817	.10704		.076		
Short Term Focus	white	30	1.8333	.45169	.08247	0.18	.511	0.09	.559
	other	16	1.7344	.53595	.13399		.535		
Routine Avoidance	white	30	2.5667	.50401	.09202	0.07	.747	0.02	.871
	other	16	2.5000	.89443	.22361		.786		
Mind Changes often	white	30	2.6000	.56324	.10283	0.10	.682	0.01	.967
	other	16	2.6875	.87321	.21830		.720		
Persuation	white	30	2.5000	.62972	.11497	0.50	.101	0.25	.095
	other	16	2.1875	.54391	.13598		.088		
Consistant views	white	30	2.9333	.69149	.12625	0.42	.125	0.24	.108
	other	16	2.5625	.89209	.22302		.160		
Emotional Self Awareness	white	28	3.2381	.34969	.06608	0.15	.625	0.11	.476
	other	16	3.2917	.34157	.08539		.623		
Accurate Self Assessment	white	28	3.2083	.30640	.05790	0.34	.231	0.17	.272
	other	16	3.3333	.36474	.09119		.257		
Self Confidence	white	28	3.3010	.37159	.07022	0.19	.486	0.10	.499
	other	16	3.2098	.48055	.12014		.518		
Emotional Self-Control	white	28	2.9554	.34730	.06563	0.44	.072	0.18	.232
	other	16	3.2188	.60467	.15117		.125		
Transparency	white	28	3.1786	.33923	.06411	0.20	.468	0.06	.695
	other	16	3.2656	.44224	.11056		.502		
Adaptability	white	28	2.9214	.36652	.06927	0.44	.105	0.16	.301
	other	16	3.1375	.49379	.12345		.140		
Initiative	white	28	2.8869	.28708	.05425	0.80	.002	0.37	.013
	other	16	3.2500	.45134	.11283		.008		
Achievement	white	28	3.0131	.38536	.07283	1.02	.001	0.46	.002
	other	16	3.4583	.43674	.10918		.002		
Optimism	white	28	2.9196	.26399	.04989	0.64	.005	0.26	.082
	other	16	3.3229	.62943	.15736		.025		
Empathy	white	28	3.2449	.31312	.05917	0.65	.030	0.33	.031
	other	16	3.4792	.36285	.09071		.039		
Organisational Awareness	white	28	3.1250	.32275	.06099	0.24	.422	0.23	.125
	other	16	3.2031	.27717	.06929		.403		
Service Orientation	white	28	3.3010	.44218	.08356	0.76	.017	0.33	.029
	other	16	3.6384	.42094	.10523		.017		
Developing Others	white	28	2.9214	.36652	.06927	0.89	.007	0.43	.004
	other	16	3.2500	.36878	.09220		.008		
Inspirational Leadership	white	28	2.9821	.32581	.06157	0.39	.130	0.23	.134
	other	16	3.1719	.48921	.12230		.179		
Conflict Management	white	28	2.9000	.28021	.05296	0.18	.455	0.03	.852
	other	16	2.9875	.49244	.12311		.521		
Change Catalyst	white	28	2.6735	.36856	.06965	0.72	.012	0.32	.032
	other	16	3.0089	.46502	.11625		.020		
Teamwork and Collaboration	white	28	3.1875	.29561	.05586	0.51	.071	0.26	.088
	other	16	3.3750	.36799	.09200		.093		
Influence	white	28	2.9286	.35952	.06794	0.64	.040	0.31	.043
	other	16	3.1592	.32258	.08065		.036	0.33	

Change readiness:

Medium to low test scores in the T-Test (effect size = 0.49) and Mann-Whitney test (effect size = 0.18), Mean values suggest that on average the white employees (n=2.1, Std Deviation 0.32) tend to disagree with the statements found in the change readiness construct. The other employees tend to more so disagree with a mean value and standard deviation of (n=2.0, Std Deviation 0.38).

Emotional reaction:

Reports a medium significance in difference between the two races, T-test (effect size = 0.54) and Mann-Whitney test (effect size = 0.18). The white employees (mean=2.4, Std Deviation=0.37) tend to have a lower tendency to feel stressed when advised about significant change which might take place at work than the other races (mean=2.2, Std Deviation=0.42). They are also on average less prone to tense up when advised about change being made to finalised arrangements in comparison to that of other races who took part in the study as the data reported their opinion in disagreement to the construct.

Persuasion:

This construct reported a medium significance with that of the Mann-Whitney test (effect size = 0.50) and the T-test (effect size = 0.25). Indicating that white employees (mean=2.8, Std Deviation=0.62) would be less resistant to change when confronted with potentially beneficial alterations in comparison to the data of the other races (mean=2.1, Std Deviation=0.54).

Initiative:

Data reported a large significance in the difference amongst the two races. T-test (effect size = 0.80) and Mann-Whitney test (effect size = 0.37). Employee races reported mean values of white (mean=2.8, Std Deviation=0.28) and other (mean=3.2, Std Deviation=0.45) confirming that the "other" employees are in agreement to them taking initiative on many levels. Data suggests that "non-white employees" have a higher tendency to act upon opportunities rather than waiting to study the actions of others. They are willing to cut through red tape and would bend the rules when necessary to get the job done. The white employees are in disagreement with the construct, explaining their disagreement with their willingness to go beyond what is required or expected in their roles.

Achievement:

The Mann-Whitney (effect size = 0.46) and T-Tests (effect size = 1.02) delivered a large and medium significant difference in achievement amongst the two racial grouping. Although the white employees (mean=3.0, Std Deviation=0.38) agree to their ability to take calculated risks and setting measurable however challenging goals for themselves. The "other" races (mean=3.4, Std Deviation=0.43) surveyed, does prove a harder point by statistical measures. They tend to agree more to their willingness to express their dissatisfaction with the status quo. This suggests

that the white employees are achievement driven but less so than that of the other races surveyed.

Optimism:

The same trend follows through to employees' optimism, where a medium significance is reported within both test measures for the "other" races employed by the pharmaceutical company, taking part in the study. T-Test (effect size = 0.64) and Mann-Whitney test (effect size = 0.26). The other races (mean=3.3, Std Deviation=0.62) are on average in agreement with the construct, thus more persistent in seeking goals despite obstacles, operate from hope of success rather than the fear of failure and do not take setbacks personally. These employees are more prone to see obstacles as an opportunity to learn and develop in comparison to the white employees (mean=2.9, Std Deviation=0.26) who reported to be in disagreement with the construct.

Service orientation:

Data reports a large significant difference in the T- test (effect size = 0.76) and a medium significance level in the Mann-Whitney (effect size = 0.33). The mean values suggest that the "other" races (mean=3.6, Std Deviation=0.42) are of strong agreement that they are very service orientated. These employees monitor customer satisfaction, readily makes themselves available to customers where needed and acts as a trusted advisor to their clients. They further believe in, maintaining a clear communication of mutual expectations with their customer base. Although white employees (mean=3.3, Std Deviation=0.44) are also heavily service orientated, the "other" races in the company reported to have a higher tendency to agree in this construct.

Developing others:

A distinct significant difference in reported data under the construct of developing others, was determined by a T-test (effect size = 0.89), Mann-Whitney tests (effect size = 0.43). Here data suggests that the white employees (mean=2.9, Std Deviation=0.36) tend to disagree with some of the construct statements where the other employees (mean=3.2, Std Deviation=0.36) are in a state of agreement. This confirming that the other races surveyed are more prone to express their positive expectations regarding others' potential and recognises strengths in others. They would engage in giving others direction and would be willing to demonstrate where needed for the development needs of others. These employees would also provide constructive feedback in behavioural terms rather than personal terms.

Influence:

Reported medium differences during the t-test (effect size = 0.64) and the Mann-Whitney test (effect size = 0.31). The white employees (mean=2.9, Std Deviation=0.35) disagree with the statements in the construct in comparison to that of agreement documented for the other races (mean=3.1, Std Deviation=0.32). Herewith we can state that the other races would get buy-in, take ownership of ideas, develop support to increase their persuasive impact and express their concerns with the organisational and personal image and reputation.

3.5.6 Summary

The aim of Chapter three was to determine whether the primary objective of the present study could be proved using statistics. In order to do this, the secondary objectives needed to be tested.

One can thus confirm that there is empirical evidence to suggest that there is a linear relationship to be found, between the level of emotional intelligence of the employees, and that of their resistance to change.

3.6 CONCLUSION AND RECOMMENDATIONS

3.6.1 Introduction

The theoretical analysis in chapter 2 reveals that there is in fact a definite relationship between that of a person's emotional intelligence and resistance to change. The statistical analysis in Chapter 3 confirms the theory with linear relationships between the two. It was found that all emotions are on trial on a daily basis at work, which avails a platform for reaction by employees exposed to testing circumstances which awakes emotions such as sadness, stress, anxiety and resistance to the proposed risk. Risk which is predominantly brought about by the insecurities in employees, regarding change.

Emotionally intelligent employees however was found in theory and practise to portray a more positive attitude which does not only contribute to a more positive job affect but also exhibits higher levels of organisational involvement, better overall performance in their role and lesser reaction to stress, as brought about by organisational change. All of which plays a major role in corporate efficiency, effectiveness, employee satisfaction and lastly organisational profitability.

As found in the study we can with confidence say that employees of the pharmaceutical company along the sampled regions of South Africa, have shown high levels of emotional intelligence, which has indicated a linear relationship to that of resistance to change, thus these areas have more buy-in into change initiatives, due to the emotional intelligence state of employees.

Accurate self-assessment of employees, thus high emotional awareness and understanding of ones emotions and emotional state, have left employees considerably more prepared, equipped and ready to embrace change. Subsequent to the resistance factor, we have also found sampled employees to be more prone in taking initiative, which adds greatly to driving change initiatives.

In conclusion the mini-dissertation was set out to determine if there was a relationship to be found between the emotional intelligence of employees and that of their resistance to change within a pharmaceutical company. The theory and practical testing by means of statistical data suggests that such a relationship is evident, and that the emotional intelligence of employees has a positive outcome on that of their ability and willingness to conform to the new order instead of resisting the change initiative.

3.7 RECOMMENDATIONS GOING FORWARD

As the study was only a proof of concept, tested in four provinces in South Africa, the researcher suggests an in-depth study including all sales employees across all divisions in all areas including that of Gauteng and the Northern Province. After recognising the relationship found, and realising the importance of emotional intelligence amongst employees to drive change initiatives, one should further investigate the employees' perceived feeling of support during times of organisational change. This could substantiate how employees see the current change model utilised by the company, and how effective the current model is on ground level. After which further results could be utilised in building a new organisational change model, which would guarantee smooth transition through all implemented change initiatives.

The current study also highlighted the importance of emotional intelligence not only for the purpose of resistance to change but to the overall functioning of the business, which should be seen as a big driver in staff development programs going forward.

Recommendations:

Create a better foundation of values, mission and vision for staff to leverage off in order to use as platform to lead change.

Implement more leadership training to transform the leadership style of representatives into transformational leaders. Transformational leaders will embrace change, and secure smooth transition in the change process of new systems to be implemented which may be a possible merger or structural changes.

Introduce emotional intelligence training and development in the training programme of the company. As this module is utilised to educate all new recruits, this could set the foundation for the development of higher emotional intelligence which would lead to smoother change initiatives.

Employees who scored low on the emotional intelligence assessment, should receive extra attention in training to ensure the necessary development of emotional maturity.

REFERENCE LIST

Ackerman L.S. 1984. Change management; Basics for training. *Training and development journal.* 40(4) 67-68.

Bar-On, R. 2006. The Bar on model of emotional social intelligence. *Psicothema*, 18.13-25. http//www.eiconcortium.org Date of access: 10 Jul. 2014.

Bartel, C.A., and Saavedra, R. 2000. The collective construction of work group moods. *Administrative Science Quarterly*, 45(2), 197-231.

Bartunek, J., & Reid, R. 1992. The role of conflict in a second order change attempt. In D. Kolb & J. Bartunek (Eds.), *Hidden conflict in organizations: uncovering behind the scenes disputes* (pp. 116-142). Newbury Park: Sage.

Bateman, T.S & Organ, D.W. 1983. Job satisfaction & the good soldier: The relationship between affect and employee "citizenship". *Academy of Management Journal,* 26, 587-595.

Beer, M., & Nohria, N. 2000. Cracking the code of change. *Harvard Business Review*, May/June, 133-41.

Bemmels, B. & Reshef, Y. 1991. Manufacturing employees and technological change. *Journal of Labour Research*, 12(3), 231-46.

Bordia, P., Hobman, E., Jones, E., Gallois, C., and Callan, V. 2004. Uncertainty during organizational change: types, consequences, and management strategies. *Journal of Business and Psychology*, 18(4), 507-532.

Bovey, W.H. 2001. Resistance to organisational change: the role of cognitive and affective processes. *Leadership and Organisational Development Journal*, 22(8), 372-382.

Brief, A.P., Weiss, H, M. 2009 "Organisational behaviour; Affect in the workplace. *Annual Review of Psychology*, 53(1), 279-307.

Brief, A.P., & Motowidlo, S.J. 1986. Prosocial organisational behaviour. *Academy of Management Review.*11, 710-725.

Bryant, M., & Wolfram Cox, J. 2006. Loss and emotional labour in narratives of organizational change. *Journal of Management and Organization*, 12(2), 116-130.

Carr, A. 2001. Understanding emotion and emotionality in a process of change. *Journal of Organizational Change Management*, 14(5), 421-434.

Carter, L., Ulrich, D., & Goldsmith, M. (Eds.). 2005. *Best practices in leadership*. 2nd ed. London: Wiley.

Cherniss, C., & Goleman, D. (eds). 2001. *The Emotionally Intelligent Workplace*. San Francisco, CA: Jossey-Bass.

Driver, M. 2009. From loss to lack: stories of organizational change as encounters with failed fantasies of self, work and organization. *Organization*, 16(3), 353-369.

Elizur, D. & Guttman, L. 1976. The structure of attitudes toward work and technological change within an organization. *Administrative Science Quarterly*, 21, 611-23.

Ellis, S.M. & Steyn, H.S. 2003. Practical significance (effect sizes) versus or in combination with statistical significance (p-values), *Management Dynamics,* 12(4), 51-53.

Field, A. 2009. *Discovering statistics using SPSS*. 3rd ed. London: Sage Publications.

Frazer, L. 2000. *Questionnaire design and administration: a practical guide*. London: Wiley.

George, J.M., & Jones, G.R. 2001. Toward a process model of individual change in organisations. *Human Relations*, 54 (4), 419-444.

Giæver, F. 2009. Looking forwards and back: exploring anticipative versus retrospective emotional change-experiences. *Journal of Change Management,* 9(4), 419-434.

Goleman, D. 1998. What makes a leader? *Harvard Business Review*, 76, 93-102.

Goleman, D., Boyatzis, R., & McKee, A. 2001. *Primal Leadership*. Boston, MA: Harvard Business School.

Goss, T., Pascale, R., & Athos, A. 1993. The reinvention rollercoaster: risking the present for a powerful future. *Harvard Business Review*, 7(6), 97-108.

Graetz, F. 2000. Strategic change leadership. *Management edition*, 38(8), 550-562.

Graetz, F., Rimmer. M., and Smith, A. 2012. *Managing organisational change*. Brisbane: Wiley.

Halton, W. 1994. Some unconscious aspects of organisational life; contributions from psychoanalysis. In Obholzer, A and Zagier Roberts, V. (Eds) (1994), The unconscious at work. London: Routledge. (pp.11-19).

Helms-Mills, J., Dye, K., & Mills, A.J. 2008. *Understanding organisational change*. New York, NY: Routledge

Hiatt, J., and Creasy, T.J. 2003. *Change management: The people side of change.* Boulder, CO: Prosci.

Ireland, R.D., & Webb, J.W. 2009. Crossing the great divide of strategic entrepreneurship: Transitioning between exploration and exploitation. *Business Horizons*, 52, 469-479*.*

IBM. 2014. Statistical Package for Social Science (SPSS). Version 22, Release 22.0.0. IBM Corporation and its licensors.

Kanter, R.M. 1983. *The Change Masters.* New York, NY: Simon and Schuster.

Kochan, F.K. 1999. Professional development schools: Riding the roller coaster of change", *Peabody Journal of Education*, 74(3/4), 319-321.

Kotter JP. 2007. Leading change: Why transformation efforts fail. *Harvard Business Review,* 85(1), 96-103.

Kotter, J.P. 2012. *Leading change.* Boston, MA: Harvard Business School.

Kotter, J.P., & Cohen, D. 2002. *The heart of change: real life stories of how people change their organizations.* Boston, MA: Harvard Business Press.

Lamm, E., & Gordon, J.R. 2010. Empowerment, predisposition to resist change, and support for organizational change. *Journal of Leadership and Organizational Studies*, 17(4), 426-437.

Luthans, F. 2002. Organizational behaviour. 9th ed. Boston, MA: McGraw-Hill.

Marquis, B.L., & Huston, C.J. 2009. *Leadership roles and management functions in nursing: Theory and application.* 6th ed. New York, NY: Williams & Wilkins.

Matheny, J.A., & Smollan, R.K. 2005. Taking change to heart: exploring emotions experienced through change events. In Ashkanasy, N.M., Zerbe, W.F. and Härtel, C.E.J. (Eds), The Effect of Affect in Organizational Settings: Research on Emotions in Organizations, Vol. 1, Elsevier, Oxford (pp. 173-210).

Matthews. G., Zeidner. M, & Roberts. R.D. 2000. *Emotional Intelligence: Science and Myth*. Cambridge, MA: MIT.

Moran, J.W., Brightman, B.K. 2001. Leading organizational change. *Career Development International,* 6(2), 12-27.

Nadler, D. 1988. Organisational frame-bending: types of change in the complex organisation. In: R. Kilmann and T. Covin (eds) Corporate Transformation. San Fransisco, CA: Jossey Bass. (pp. 66-83).

Nadler, D., & Tushman, M. 1995. Types of organizational change: from incremental improvement to discontinuous transformation, in: D. A. Nadler et al. (eds) Discontinuous Change: Leading Organizational Transformation. San Fransisco, CA: Jossey Bass. (pp. 15–34).

Nadler, D.A. 1981. Managing organisational change; an integrative perspective. *The journal of Applied Behavioural Science*, 17(2), 191-211.

Oldham, M., & Kleiner, B.H. 1990. Understanding the nature and use of defence mechanisms in organisational life. *Journal of Managerial Psychology*, 5(5), I-Iv.

Piderit, S.K. 2000. Rethinking resistance and recognizing ambivalence: A multidimensional view of attitudes toward an organizational change. *The Academy of Management Review,* 25(4), 783-794.

Prins, A., Van Niekerk, E., and Weyers, A. 2011. *Emotional intelligence, tipping point in workplace excellence.* Johannesburg: Knowres.

Rami Shani, A.B., & Noumair, D.A. 2014. *Research in Organizational Change and Development.* London: Howard House.

Rhodes, L., & Eisenberger, R. 2000. Perceived organizational support: A review of the literature. *Journal of Applied Psychology*, 87(4), 698-714.

Salovey, P., & Mayer, J.D. 1990. Emotional Intelligence. *Imagination, Cognition and Personality.* 9, 185-211.

Schneider, D.M., & Goldwasser, C. 1998. Be a model leaser of change. *Management Review*, 87(3), 41-45.

Scott, C.D., & Jaffe, D.T. 1988. Survive and thrive in times of change. *Training and Development Journal*, 14(6), 25-27, April.

Seligman, M.E.P., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychologist, 55,* 5-14.

Slater, S.F, & Athuahene-Gima, K. 2004. Conducting survey research in strategic management". In research methodology in strategy and management, Vol 1, David J. Ketchen J., Don Bergh, eds. Amsterdam: Elserivier.

Stone, E. F. 1987. Research methods in organisational behaviour. Glenview: Scott Forsman.

Shuman. V, Wagner. U, Walter. H, & Scherer. K. 2012. *The Social Dimension of Emotion Regulation.* Cape Town: Frontiers media.

Singh, K., Saeed, M., & Bertsch, A. 2012. Key factors influencing employee response to change: a test in the telecom industry in India. *Journal of Management Policy and Practise*, 13(3), 66-80.

Singh, M., & Waddel, D. 2004. *E-business Innovation and Change Management*. Hershey, PA: Idea.

Storseth, F. 2006. Changes at work and employee reactions: organizational elements, job insecurity, and short-term stress as predictors for employee health and safety. *Scandinavian Journal of Psychology*, 47(6), 541-550.

Tournish, D., & Owen, H. 2004. Key issues in organisational communication. *Corporate Communications: An International Journal*, 9(2), 146-158.

Weick, K.E., & Quinn, R.E. 1999. Organizational change and development. *Annual Review of Psychology*, 50, 361-386.

Weiss, H.M., & Cropanzano, R. 1996. Research in Organisational Behaviour. Greenwich, CT: JAI.

Appendix A: Questionnaire

INSTRUCTIONS FOR COMPLETING THE QUESTIONNARE ON

'Exploring the relationship between emotional intelligence and resistance to change in a pharmaceutical company'.

1. Answer each question by indicating the chosen option with a tick (√) in the appropriate block OR fill in the information asked in the provided space.

2. Tick (√) only in the space provided for answer.

3. The questionnaire consists of the six (3) sections and you are requested to complete ALL the sections.

SECTION A: Biographical data

SECTION B: Readiness for Change

SECTION C: Emotional Intelligence

4. Section B: This questionnaire provides you with an overall picture of your readiness and willingness to change. It indicates your current change mind-set, allowing you to identify where you can develop and grow throughout the change process. It will ask you specific questions regarding your behaviour; the accuracy of the test depends solely on your honesty in answering.

 5. Section C: This Emotional Intelligence Questionnaire provides you with an overall picture of your emotional intelligence. It is an indication of your current preference for the different competencies within the emotional intelligence model, allowing you to focus on your strengths and develop your weaker areas.

This questionnaire will ask you specific questions about your behaviour. Your responses to these questions will be for your eyes only. A true reflection of your emotional intelligence skills depends on your willingness to accurately rate yourself.
Think about how you behave in a range of situations, not just the ones you are comfortable with or handle well.

6. It will take you approximately 10 minutes to complete the questionnaire.

7. No contact particulars is recorded thus study is done anomalously, in order to protect you in the feedback process.

Please submit back to your manager upon completion.

QUESTIONNARE

<table>
<tr><td></td><td>**FORM NO:**</td><td></td></tr>
</table>

SECTION : A   BIOGRAPHIC INFORMATION

AGE	ANSWER		1
20-25 years			
26-30 years			
31-36 years			
37-42 years			
43-48 years			
49-54 years			
55 years and older			

GENDER	MALE	FEMALE	2

RACE	ANSWER		3
White			
Black			
Indian			
Caucasian			
Other			

REGION / PROVINCE	ANSWER		4
Gauteng			
Western Cape			
Free State			
Northern Cape			
Eastern Cape			
Kwazulu Natal			
North West			

FIRST LANGUAGE	ANSWER		5
English			
Afrikaans			
Zulu			
Tswana			
Other			

BASIC QUALIFICATION	ANSWER	6
Matric		
Diploma		
Bachelor's degree		
Master's degree		
Post Basic Qualification		
Other... Please state		

YEARS OF EXPERIENCE AS REPRESENTATIVE	ANSWER	7
Less than a year		
1-2 years		
3-4 years		
5-7 years		
8-10 years		
10 - 15 years		
15 - 20 years		
More than 20 years, please specify years:		

YEARS WITH ASPEN PHARMACUTICALS	ANSWER	8
Less than a year		
1-2 years		
3-4 years		
5-7 years		
8-10 years		
10 - 15 years		
15 - 20 years		
More than 20 years, please specify years:		

CURRENT POSITION	ANSWER	9
Representative Direct		
Representative Detail		

B: CHANGE READYNESS

C: EMOTIONAL INTELLEGENCE

Statement	Strongly disagree	Disagree	Agree	Strongly agree
1. I generally consider changes to be a negative thing.	1	2	3	4
2. I prefer a routine day over a day full of unexpected events.	1	2	3	4
3. I like to do the same things rather than try new and different ones.	1	2	3	4
4. I look for ways to change my life whenever routine start setting in.	1	2	3	4
5. I'd rather be bored than surprised.	1	2	3	4
6. If I were to be informed that there's going to be a significant change regarding the way things are done at work, I would probably feel stressed.	1	2	3	4
7. I tense up when informed of changes made to already arranged plans	1	2	3	4
8. I stress when arrangements do not go according to plan	1	2	3	4
9. I would feel uncomfortable when my manager changes what is expected of me in my role	1	2	3	4
10. Changing plans seems like a hassle to me.	1	2	3	4
11. I feel a bit uncomfortable even about changes that may potentially improve my life.	1	2	3	4
12. When someone pressures me to change something, I tend to resist it even if I think the change may benefit me.	1	2	3	4
13. I tend to avoid changes that I know will be good for me.	1	2	3	4
14. I often change my mind.	1	2	3	4
15. It is hard for others to per sway me and change my mind.	1	2	3	4
16. My views are consistent over time.	1	2	3	4
TOTAL SCORE:				

Emotional Self-Awareness				
Expresses own feelings				
Recognises the situations that trigger own emotions				
Knows how own feelings impact own performance				
Accurate Self-Assessment				
Acknowledges own strengths and areas of weakness				
Has a sense of humour about oneself				
Is not defensive in receiving new information or perspectives about oneself				
Compensates for own limitations by working with others with the necessary strengths				
Makes career choices to leverage opportunities to				
learn new things or broaden one's experiences				
Seeks out opportunities to broaden one's repertoire of				
Capabilities				
Self-Confidence				
Feels confident to work without the need for direct supervision				
Believes oneself to be among the most capable for a job and likely to succeed				
Is decisive				
Presents self in an assured, forceful, impressive and unhesitating manner				
Has personal presence (i.e. stands out in a group)				
Assumes significant personal or professional risk to accomplish important goals (e.g. challenging powerful others with an unpopular point of view)				
Speaks out for a course of action one believes in even when others disagree				

|				
Emotional Self-Control				
Resists the impulse to act immediately				
Behaves calmly in stressful situations				
Stays composed and positive, even in trying moments				
Calms others in stressful situations				
Transparency				
Behaves consistently with own stated values and beliefs				
Publicly admits to mistakes even when it is not easy to do so				
Confronts unethical actions in others				
Acts on own values even when there is a significant risk				
Adaptability				
Willingly changes ideas or perceptions based on new information or contrary evidence				
Applies standard procedures flexibly (e.g. alters normal procedures to fit a specific situation)				
Smoothly juggles multiple demands				
Is comfortable with ambiguity				
Adapts by changing overall strategy, goals or projects to fit the situation				
Initiative				
Finds and acts upon present opportunities				
Acts rather than simply waiting to study actions of others				
Cuts through red tape and bends the rules when necessary to get the job done				
Goes beyond what is required or expected				
Seeks information in unusual ways or from sources not typically used				

Initiates action to create possibilities for the future				
Achievement				
Sets own standards and uses them to judge performance				
Expresses dissatisfaction with the status quo and seeks ways to improve performance				
Sets measurable and challenging goals for oneself or others				
Makes decisions, sets priorities and chooses goals on the basis of calculated costs and benefits				
Anticipates obstacles to a goal in order to overcome them				
Takes calculated risks to reach a goal				
Optimism				
Persists in seeking goals despite obstacles and setbacks				
Operates from hope of success rather than fear of failure				
Does not take setbacks personally				
Sees obstacles as an opportunity to learn and develop				
Empathy				
Pays attention and listens				
Asks questions to understand another person				
Accurately reads people's moods, feelings or non- verbal cues				
Respects, treats with courtesy and relates well to people of diverse backgrounds				
Responds to stereotyping by stating and appreciating another person's uniqueness				
Demonstrates an ability to see things from someone				
else's perspective				
Understands the underlying causes for someone's				

feelings, behaviour or concerns				
Organisational Awareness				
Accurately reads key relationships and social networks in groups, organisation or the wider world				
Understands the organisation's values and culture				
Understands political forces at work in the organisation				
Understands the history and reasons for continuing organisational issues				
Service Orientation				
Maintains clear communication of mutual expectations with customers or client				
Monitors customer or client satisfaction				
Takes personal responsibility for resolving customer or client problems non-defensively				
Makes self available to customers or clients				
Matches customer or client needs to services or products				
Addresses the unexpressed needs of the customer or client				
Acts as a trusted advisor to a customer or client over time				
Developing Others				
Expresses positive expectations about others' potential				
Gives directions or demonstrations to develop others				
Recognises specific strengths or development opportunities in others				
Gives timely, constructive feedback in behavioural rather than personal terms				
Provides long-term mentoring or coaching in the context of a continuing relationship				

Inspirational Leadership				
Leads by setting vision and direction rather than through formal authority or positional power				
Stimulates enthusiasm and makes work exciting				
Consistently and visibly leads by example and sets a clear standard for teams and colleagues				
Inspires others to action by articulating a compelling mission or vision				
Conflict Management				
Brings disagreements and grievances into the open				
Communicates the positions of those involved in a conflict to all concerned				
Focuses disagreements on the issues or actions involved rather than on the person				
Helps de-escalate conflicts				
Finds a common idea to which all parties in a conflict can endorse				
Change Catalyst				
States a need for change				
Expresses an explicit vision for change to those effected				
Enlists others in pursuit of a change initiative				
Removes barriers to change				
Models the change expected of others				
Personally leads change initiatives				
Takes a strong, public stand to advocate change despite opposition				
Teamwork and Collaboration				
Maintains co-operative working relationships				
Shares information to foster collaboration				

Expresses positive expectations or respect for others at work				
Values, solicits and uses others input				
Identifies and encourages opportunities for collaboration across and within groups				
Actively promotes a friendly climate, good morale and co-operation				
Promotes group reputation with outsiders				
Builds team spirit by creating symbols of identity and pride				
Influence				
Expresses concern with own image and reputation, or that of one's organisation				
Uses factual arguments to persuade and influence others (e.g. appeals to reason or use of data)				
Takes symbolic actions to have a specific impact on the audience				
Convinces by appealing to people's self-interest				
Gains the buy-in of influential parties and enlists their help in convincing others				
Gets people to "Buy-in" or take ownership of ideas or plans				
Develops broad, behind-the-scenes support to increase persuasive impact				

Appendix B: Letter from language editor

Esselen str 71
Potchefstroom
2531

Tel: (018) 293-3046

CK 95.17794\23

December 6, 2014

TO WHOM IT MAY CONCERN

Re: Letter of confirmation of language editing

The dissertation "**Exploring the relationship between emotional intelligence and resistance to change in a pharmaceutical company**" by **Mignon van der Walt** was language, technically and typographically edited. The sources and referencing technique applied was checked to comply with the specific Harvard technique as per North-West University prescriptions. Final corrections as suggested remain the responsibility of the student.

Antoinette Bisschoff
Officially approved language editor of the NWU since 1998
Member of SA Translators Institute (no. 100181)