

Exploring the relationship between managers' emotional intelligence and job satisfaction in the personal protective equipment industry

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

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May 2016

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ACKNOWLEDGEMENTS

From the bottom of my heart I would like to thank:

Our Father in Heaven

For giving me the strength, talent and dedication to complete this MBA degree

My family and friends

The love of my life, Morné, who made me laugh when times were tough, supported and encouraged me when it was needed and, most of all, for just being there;

My mother and father, who believed in me, trusted that I would not fail and just showed me love;

My dearest grandmother, for all her love, prayers, words of encouragement and always believing in me;

My supervisor and study group

Ms. Retha Scholtz, for all her guidance and abundant patience, and for making it possible for me to complete my MBA. It would not have been possible without her input and knowledge;

My study group Marelle, Elsa, Pieter and Philip – if not for “TAKE5!” it would not have been possible for me to complete this MBA, so I thank you for your motivation, support, commitment and weekend get-togethers;

Last but not least

Mrs. Christine Bronkhorst at the Ferdinand Postma Library (North-West University), for all her assistance with the research and her prompt replies;

The Statistical Consultation Services of the North-West University, Potchefstroom campus, for the statistical analysis of the empirical data;

My colleagues, Mr. Peet Pieterse and Mrs. Erika Stols, for all their support;

And, most importantly, Mrs. Wilma Pretorius for her assistance with any and all things, for not asking questions and always just wanting to help from her heart. Thank you for being our MBA mother!

ABSTRACT

The purpose of this research was to explore the relationship between managers' emotional intelligence (EI) and job satisfaction within the personal protective equipment industry. Numerous studies have been conducted regarding these two concepts; however extremely few could be found regarding these concepts in relation to the personal protective equipment industry.

A survey questionnaire was designed to elicit information from individuals within a business that is a notable market leader in the personal protective equipment industry in South Africa, regarding their perceptions of job satisfaction and EI. The complete questionnaire consisted of three sections. Section A comprised 99 EI questions reflecting the participant's current preference for the different competencies within the emotional intelligence model, indicating EI strengths and development areas. There was no grading, however. If the participants mostly scored "usually", "almost always" or "always" for a specific section, this indicated a strong association with that certain competency. The short form of the Minnesota Satisfaction Questionnaire developed by Weiss *et al.* (1967:2) formed Section B and consisted of a 5-point Likert-type scale with 20 items. This scale is broadly used in the literature, being a familiar and constant instrument used among previous researchers and yielding outstanding coefficient alpha. Section C consisted of the biographical information of all participants. The validity of the measuring instrument was assessed by using factory analysis and calculating Cronbach alpha coefficients, with the assistance of the Statistical Consulting Service at the North West University, which analysed the data by making use of the IBM SPSS Statistics Version 22 (SPSS Inc. 2015).

A literature study was completed for this research that focused mainly on exploring the impact EI has on a managers' behaviour and how it impacts other elements of a business, such as the job satisfaction of employees. Elements such as leadership were also covered in this literature review. At the end of this paper various conclusions will be drawn and recommendations made on the basis of this literature review and the results obtained from the questionnaire.

The participants in the study were 58 employees of Select PPE (Pty) Ltd, who were located in different areas in South Africa. Select PPE's main business focus is supply, delivery and record keeping of personal protective equipment, altering and enhancing the system to suit the specific needs of each customer. Select PPE's main market is the mining sector, but is not limited to it and includes the agricultural, oil, gas and retail markets.

The results show that there is a definite relationship between managers' EI and job satisfaction within the personal protective equipment business. With regard to the job satisfaction of the employees of Select PPE (Pty) Ltd, the results indicated that they tended to be more positive about intrinsic aspects of job satisfaction. However various limitations exist regarding this study,

one of which is that the results of this study are not representative of the entire population of Select PPE (Pty) Ltd.

KEY WORDS: Emotional intelligence; job satisfaction; personal protective equipment

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LIST OF ABBREVIATIONS

Abbreviation	Description
EI	Emotional Intelligence
SPPE	Select PPE (Pty) Ltd
MSQ	Minnesota Satisfaction Questionnaire

CHAPTER 1: NATURE AND SCOPE OF THE STUDY

1. INTRODUCTION

Much emphasis is placed on the notion that it is critical for a manager to possess the soft skill emotional intelligence (EI) if he or she is to succeed in his or her profession. However, previous researchers have neglected the area of human emotions and the impact of those emotions on the workplace (Srivastava & Nair, 2010:324). Serrat (2009:1) found that EI had an impact on important outcomes within a business, including individual performance, organisational productivity and the development of individuals. High EI means having a good understanding of emotions, attitudes and interpersonal skills, and enhances people's potential and behaviours. Serrat (2012:7) mentions that modern businesses focus on ways to improve performance and have realised that assessable benefits can result from higher EI. Performance improvements can include better retention and recruitment, increased sales and more effective leadership.

Serrat (2009:1) found that effective leadership was one of the performance improvements that could result from high levels of EI. High EI also influences the job satisfaction of an individual. With regard to job satisfaction, Parvin and Kabir (2011:113) caution that it is important to note that it is not the same as motivation. Leaders need to realise that people do not want to be managed but prefer to be led, facilitated, supported and convinced rather than controlled (Coetsee, 2011:55). Successful managers can be described as having a team that performs well and in which the individual members are satisfied with their jobs. Coetsee (2011:69), moreover, mentions that the underlying value of job satisfaction is related to the awareness that the manager/leader is responsible for the total human being in any organisation, and therefore not only for his or her mental abilities but also for the creation of a motivating climate in which employees are afforded the opportunity to experience enjoyment and a sense of satisfaction.

Necessary managerial skills identified by Coetsee (2011:69) include emotional intelligence, knowledge, intelligence, values and personality traits such as drive, self-confidence and integrity. However, they also need to know the business in order for it to be successful. As employees are promoted to higher positions of management/leadership in organisations, their ability to do their job successfully depends on emotional intelligence abilities more than technical abilities (McShane & Von Glinow, 2010:105). EI involves a combination of capabilities that allow an individual to be aware of, to understand and to be in control of their own emotions, to discern and understand the emotions of others and to use this knowledge to enhance their success and the success of others (Anon., 2010). With regard to EI, Coetsee (2010:70) indicates that it entails a strong self-monitoring personality as the manager/leader needs to be sensitive to situational and emotional cues from employees as well as their own. They need to be able to adapt to situations

and build relationships with employees. Various authors, including Goleman, agree with Coetsee (2010:71) that managers/leaders with low EI will exhibit the following:

- immature behaviour
- inability to listen to people
- self-centredness

The aim of this study was to explore the relationship between the emotional intelligence of managers and the influence thereof on the job satisfaction of employees in the personal protective equipment industry (PPE) industry.

1.1 PROBLEM STATEMENT

McShane and Von Glinow (2010:108) describe job satisfaction as a person's assessment of his or her job and work environment. Consequently, satisfied employees have a favourable evaluation of their jobs based on their observations and emotional experiences. However, the opposite can also be true; having dissatisfied employees can result in various outcomes, such as lower job performance (Coetsee (2011:50). Some employees might keep up productivity but experience job dissatisfaction or look for another job. Thus, there are various elements that can impact the job satisfaction of employees.

As stated by McShane and Von Glinow (2010:392), some managers tend to undermine employee empowerment and commitment because they focus on power as managers rather than on the employees' needs. Coetsee (2011:7) mentions that it is important to know that the distinction between management and leadership has become outdated. Managers cannot be successful if there are not good leaders and leaders will be ineffective if they do not manage. Thus, management and leadership are indistinguishable and today's leaders/managers focus on realising the potential of their team members as they believe that they can be successful only if their teams are successful.

Goleman (2006:35) describes emotional intelligence as having an understanding of one's own feelings, having empathy for the feelings of others and the regulation of emotion in a way that enhances living. As previous research suggests, emotional intelligence is a significant predictor of the effectiveness of managers (Srivastava & Nair, 2010:324).

Against this background the following research objectives were formulated.

1.2 OBJECTIVE OF THE STUDY

1.2.1 Primary objective

The primary objective of this study was to explore the relationship between managers' emotional intelligence and job satisfaction within the PPE industry.

1.2.2 Secondary objectives

The following secondary objectives were formulated to support the primary objective:

- To determine whether there is any relationship between the various components of EI and managerial behaviour and employee job satisfaction.
- To determine whether managers/leaders having high EI predicts job satisfaction.
- To gain insight into the business of Select PPE as an organisation and the impact of its managers' emotional intelligence on the employees.
- To validate the reliability of the questionnaire by means of statistical analysis.
- To suggest possible recommendations for future research and the SPPE business.

1.3 SCOPE OF STUDY

1.3.1 Field of study

The field of this study is an aspect of industrial psychology within a specific organisation, with a focus on the relationship between the EI of managers and job satisfaction in the personal protective equipment industry. The study was conducted using employees from Select PPE as participants, by making use of a questionnaire survey. Personal protective equipment, also known as "PPE", is equipment that is worn by employees to minimise exposure to serious workplace injuries and illnesses. Injuries and illnesses might be caused by contact with chemical, radiological, physical, electrical, mechanical or other hazards (Anon., 2015). Little previous research can be found with regard to this theme in the PPE industry.

1.3.2 Overview of the business

For the purpose of this study, Select PPE (Pty) Ltd (SPPE) was investigated. Figure 1.3.3-2 below reflects the major markets SPPE currently services.

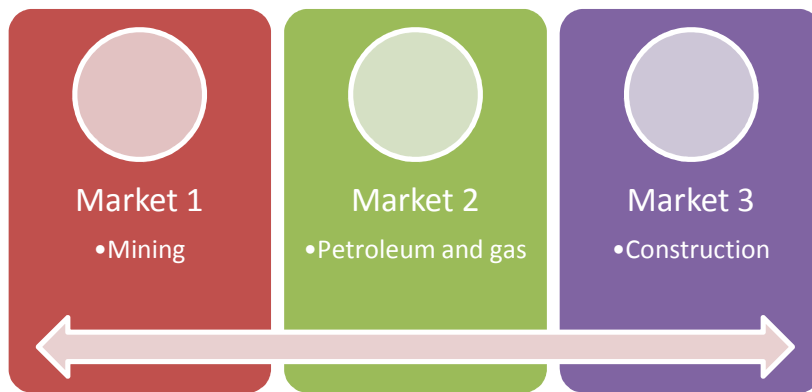


Figure 1.3.2-1: Select PPE's major target markets

The PPE industry is an extremely aggressive and competitive market, and it requires a business to offer quality products with competitive pricing, as well as fast, efficient service, if it is to gain and retain market share.

1.3.3 Select PPE (Pty) Ltd

SPPE provides PPE that protects workers. It has to guarantee the effectiveness of its products by ensuring that they are compliant with regulations and of a high quality. Founded in 1998, Select PPE focuses on delivering multi-branded products to clients on-site through its on-site stores, with the clients' specific needs fulfilled per site. Figure 1.3.3-1 below displays the current holding structure of Select PPE.

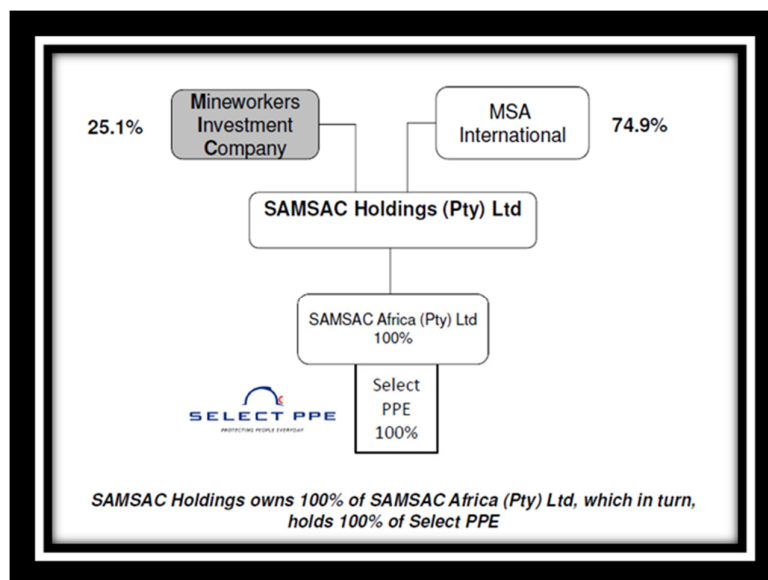


Figure 1.3.3-2: Select PPE's organisational structure

SPPE provides its customers with partnership-based management solutions for the procurement and individually recorded issuing of PPE (Anon., 2015). SPPE provides its customers with outsourced management processes that enforce application specific SPPE procedures, and also controls, delivers and tracks its usage on-site.

1.3.4 On-site stores

SPPE currently has 160 on-site PPE stores situated throughout South Africa. These stores are set up according to the needs of each customer and according to health and safety standards per customer, including those stipulated by law. SPPE comprises various PPE onsite stores and distribution centres. Inventory values vary depending on the size of the store and the stock holding of each store is calculated to ensure the customer can be serviced adequately, with the stores having an average stock holding of three weeks' supply and the distribution centres a minimum of six weeks' inventory.



Figure 1.3.4-1: On-site store and container store

Figure 1.3.4-1 is an illustration of the various on-site stores SPPE can offer to customers depending on their specific needs. Figure 1.3.4-2 shows the provinces (marked in red) in which SPPE currently provides the onsite store service.

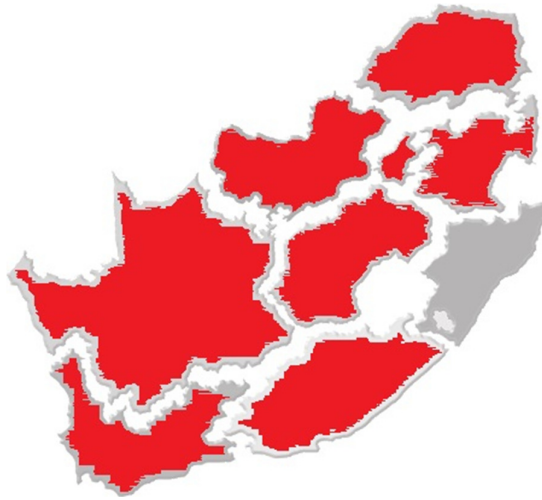


Figure 1.3.4-2: Select PPE stores and distribution centres

SPPE attempts to provide products that are compliant with regulations and provides supporting documentation per individual customer. This is done by implementing strict controls with regard to each on-site store and the client-specific needs by making use of their management software system. The benefit of this system to the customer is that it makes the issuing of PPE faster, it is flexible and also cost-effective as PPE abuse can be monitored and tracked.

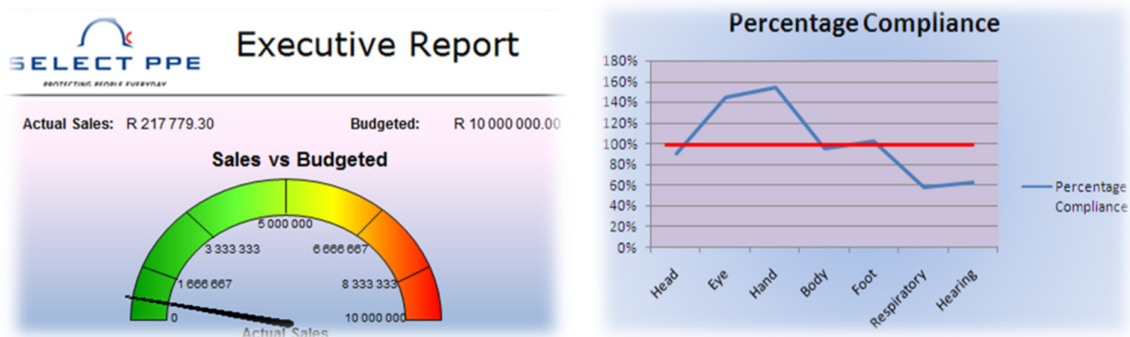


Figure 1.3.4-3: Customised reports

With regard to customer-specific needs, SPPE provides customised reports, as shown in Figure 1.3.4-3. These reports show various elements that are beneficial to the customers, including:

- Issuing of products per employee
- Record keeping per employee
- Exceeding within COP items
- Top spenders
- Spend per product group
- Combination report for all business

- Analysed management reports to site manager
- Comparisons between budget and actual spend
- Improve transaction time and through flow
- Number of scanned transaction slips
- Easy access to client employee data
- Dashboard report (executive reports), weekly to management
- Product specific reporting
- Monthly group management report on all site sales to category implementation manager



Figure 1.3.4-4: Current business partners

Figure 1.3.4-4 displays a few of the current customers that receive these customised reports.

1.3.5 Retail stores

SPPE also recently expanded its business by entering the retail market and opening four retail stores in Rustenburg, Kathu, Mossel Bay and Randfontein, as displayed in Figure 1.3.5.



Figure 1.3.5: Select PPE Retail stores

SPPE has numerous strategies in place to expand the business, both within the existing markets and by entering new markets. These strategies will be accomplished only if all the employees contribute positively to the goals of the organisation.

SPPE has a large number of employees who engage with clients on a daily basis and whose behaviour directly reflects on the business. It is thus of great importance that their conduct reflects positively on the SPPE brand. One concept that can contribute to a positive image of the brand is the job satisfaction of these employees. For the purpose of this study, the business of SPPE was used to explore whether there is any relationship between the EI of managers and the job satisfaction of its employees.

1.4 RESEARCH METHODOLOGY

1.4.1 Literature review

For the purpose of this study the main focus of the literature review was to explore the impact EI has on a managers' behaviour and how it impacts other elements of a business, such as the job satisfaction of employees, and whether there is a relationship between these two concepts, with particular emphasis on the PPE industry.

1.4.2 Empirical study

A quantitative approach was followed in this research. The measuring instrument was questionnaires aimed specifically at SPPE employees, varying from the junior store issuing clerk to the senior managers. The questionnaires were sent to the participants via their company email, because all the employees had access to mail.

The Minnesota Satisfaction Questionnaire (MSQ) is a common measure of job satisfaction that abstracts satisfaction as being related to either intrinsic or extrinsic aspects of a job. Intrinsic satisfaction refers to how people feel about the nature of their job tasks and extrinsic satisfaction relates to aspects of the job that are external to job tasks or to the work itself (Weiss *et al.*, 1977:1). This MSQ was used to determine the level of job satisfaction within the business. However, due to the nature of the SPPE business, with employees working shifts, being in different areas and pressures of the day-to-day needs of the client, it was decided to use the short form of the MSQ. This form comprises 20 items from the long-form MSQ that best represents each of the 20 scales in the long form. The factor analysis of the 20 items also results in indicators of either intrinsic or extrinsic satisfaction (Anon., 2010).

The Silver and Coulter EI Questionnaire was also included in the questionnaire to determine the EI of all the employees, including supervisors. According to Sindi *et al.* (2014:75), the EI questionnaire has various limitations with regard to accuracy and validity. However, despite these limitations, these self-reported tests can assess various competencies, such as problem solving, team building and leadership skills, which are very useful in increasing individual's self-awareness of a variety of emotion-related manageable skills. The EI self-reported measures can be of great value when used within a personal development plan context. This was the reason for using this as the EI questionnaire.

The last element of the questionnaire consisted of questions about the biographical information for possible future correlations with the data gained from this survey.

1.4.3 The questionnaire

The questionnaire consisted of the following sections:

- Section A: Emotional intelligence
- Section B: Job satisfaction
- Section C: Biographical information

1.4.4 Data gathering

Emails were sent to randomly selected SPPE employees, from junior employees to senior management. A response rate of 90% was expected as this would have provided a more than satisfactory representation of the employees in the South African operations, and the relationship between managers and employees.

1.4.5 Target population

The questionnaire was distributed to 58 SPPE employees from various areas in the business, with a range of the following job titles:

- Issuing clerks
- Directors
- Regional managers
- Area managers
- Account clerks
- Credit controllers etc.

1.5 LIMITATIONS OF THE STUDY

As this study is focused on the PPE industry, the first limitation is that this study is not a representation of all businesses in other sectors.

Due to the limitations of time and financial resources, Select PPE was selected for this study.

1.6 LAYOUT OF STUDY

Chapter 1	• Nature and scope of study
Chapter 2	• Overview of the business: Select PPE (Pty) Ltd
Chapter 3	• Literature review
Chapter 4	• Results and discussion of empirical study
Chapter 5	• Conclusion and recommendations

CHAPTER 2: LITERATURE REVIEW

2. INTRODUCTION

In this chapter the literature regarding EI and job satisfaction will be described. Locke (2009:119) highlights the positive outcomes of job satisfaction, namely that employees who are satisfied with their jobs tend to withdraw less, perform better and have healthier, happy lives. Schermerhorn *et al.* (2011:73) conclude that job satisfaction tends to be lower in big businesses and higher in smaller businesses. Employees who are satisfied with their jobs are more likely to be productive and profitable, irrespective of the size of the business (Locke, 2009:119).

Locke (2009:119) further concludes that providing employees with mentally challenging work will enable a business to achieve a satisfied workforce. It is the job of a manager to achieve business and personal objectives by making use of other people and their abilities. Successful managers need to know the importance of emotional intelligence, develop their own emotional intelligence and use it to attain their goals (Anon., 2014:7). Srivastava and Nair (2010:324) found that emotional intelligence was a reliable predictor of managerial effectiveness. Thus hiring managers on the basis of their emotional intelligence could guarantee a better fit with managerial positions, with the result of gaining higher levels of effectiveness.

2.1 EMOTIONAL INTELLIGENCE

Goleman (1995:34) describes emotional intelligence as the ability to motivate oneself and continue in the face of obstructions, control impulse and delay indulgence, control one's moods and keep distress from flooding the ability to think. An emotionally intelligent person's characteristics consist of traits such as confidence, independence, empathy, interpersonal relationship and happiness (Srivastava & Nair, 2010:318). EI is increasingly seen as an important predictor of success in the workplace and is a skill that all leaders in all areas can take advantage of. Success as a leader will therefore depend on their level of EI, the reason being that EI provides for ways to understand the behaviour, capabilities, operating styles and the way people think (Connelly, 2007:5).

Previous research has shown that over the last two decades businesses have seen a great shift in management style, whereby roles have become more customer focused and knowledge based, with the need to work as a team (Anon., 2014:5). This has resulted in businesses with cultures that are less autocratic than they used to be with fewer levels of management. Organisations with employees/leaders/managers who have highly developed social skills are able to be just as successful as those who have excelled academically. Thus emotional intelligence (EI) is not a

new concept but rather one that has gained general acknowledgement as a key element of workplace success (Anon., 2014:5). Connelly (2007:5) states that EI can be used in interviews, customer relations, selecting staff, developing managers and human resource planning within the business.

2.1.1 Emotional intelligence competencies

Effective leaders constantly move between the domains displayed in Figure 2.1.1-1 below to build strengths and look for opportunities to learn more about themselves, as well as noting their reactions in different situations (Connelly, 2007:7). Figure 2.1.1-1 illustrates a popular model that organises EI into four dimensions that represent the recognition of emotions in ourselves and others, as well as the regulation of emotions in ourselves and others. These dimensions are also found in other models of EI; however according to McShane and Von Glinow (2010:105), there is no definitive list of abilities representing EI because the experts disagree on these abilities.

	Yourself (personal competence)	Other people (social competence)
Recognition of emotions	Self-Awareness	Social Awareness
Regulation of emotions	Self-Management	Relationship Management

Figure 2.1.1-1: Dimensions of emotional intelligence

These dimensions will be discussed in relation to Figure 2.1.1-2, which is a clear illustration of the five competencies that Goleman (2006:45) identified to describe the term “emotional intelligence”.



Figure 2.1.1-2: Golman's Emotional Intelligence Domains/Competencies (Golman, 2006:43)

- *Self-awareness*

Self-awareness entails being able to understand your own feelings and using them to make various decisions, to reflect on your real capabilities and build self-confidence. According to McShane and Von Glinow (2010:106), self-aware people are better at evaluating their personal reactions to particular situations and using this awareness as conscious information. Connelly (2007:15) explains that competencies associated with self-awareness include the following;

- Emotional self-awareness – recognising one's emotions and the impact it has on one's life
- Accurate self-assessment – identifying one's strengths and limitations
- Self-confidence – knowing your own self-worth and capabilities

- *Self-motivation:*

This is the ability to persevere if a person is faced with setbacks or failures (Robbins & Judge, 2013:74). Daniel Goleman (cited by Anon., 2011) identifies four elements that constitute motivation:

- Personal drive to accomplish, the need to improve or to meet definite standards;
- Commitment to personal or business goals;
- Taking the initiative – using opportunities themselves;
- Optimism – being able to keep going and pursue goals even if there are setbacks.

The advantages of people being self-motivated include that they are more confident, tend to be more organised, and have good time-management skills and more self-esteem than their less motivated counterparts.

- *Self-control:*

Self-control refers to the ability to be in touch with your emotions and not allowing them to interfere with the end goal but rather assist one to facilitate it. Connelly (2007:26) describes self-control as the ability to control one's state of mind; it is about the ability to feel positive emotions and being able to express these emotions to others. Connelly (2007:26) notes the following abilities that form part of self-management:

- Emotional self-control – the ability to control impulsive emotions
- Trustworthiness – to be honest and act according toward one's values
- Flexibility – the ability to work with different people in various situations
- Optimism – being able to see opportunities and the good in other people
- Achievement – being able to develop one's performance to meet one's own standard of excellence
- Initiative – the ability to take action when necessary

- *Social awareness:*

Social awareness means understanding others' feelings, considering their viewpoints, the way of interacting with individuals' emotional responses and developing relationships with different people. Competencies related to social awareness include:

- Empathy – being able to understand other people's emotions, needs and concerns
- Organisational awareness – being able to understand the politics in the organisation and how it affects the people working there
- Service – being able to understand and meet the needs of customers

- *Social skills:*

This competency means being able to have an understanding of situations and social networks, and the ability to interact with changes appropriately. McShane and Von Glinow (2010:106) describe social awareness as the skill of being able to recognise and understand the emotions of

other people. This ability consists of having empathy and an understanding of and sensibility to the feelings, situations and thoughts of others.

Previous research suggests that people with high EI are better with interpersonal relations, perform better in jobs that require emotional labour, make better decisions that involve social exchanges and are more successful in aspects of job interviews (McShane & Von Glinow, 2010:106).

McShane and Von Glinow (2010:106) mention that most jobs involve a level of social interaction with co-workers or external stakeholders, and employees need EI to work effectively. Therefore, teams whose members have high levels of emotional intelligence perform better than teams whose members have low EI.

As teams with high levels of EI perform better, businesses want all employees to have high EI. EI is not completely innate, which means that the ability to understand and manage emotions can be learnt (Connelly, 2007:4). Consequently, the activities used to develop EI will be discussed next.

2.1.2 Developing emotional intelligence

EI is critical in jobs that are very stressful, as with most management positions or in conflict situations. In these situations, the ability to reason sensibly will be critical; other employees might be handled in a constructive manner in stressful situations and self-control will be fundamental. EI will be required to make sound decisions in challenging situations. Although EI is a critical factor in various jobs, it might not be easy to cultivate (Rees & Porter, 2008:211).

EI can be developed through various means, such as personal coaching and regular feedback, and will also increase with age (McShane & Von Glinow, 2010:107). However, as stated by Serrat (2009:7), emotional intelligence skills can be learnt, but for that to happen, people have to be personally motivated, need to practice extensively what they learn, receive feedback and emphasise their new skills.

Cartwright and Solloway (2007:3) state that various activities have been designed to assist the process of developing and increasing the dimensions of emotional intelligence within a business. These are the following:

2.1.3 Self-awareness

Self-awareness can be developed only if the necessary time and effort is put into the activities listed below. Connelly (2007:16) also mentions that an important element of developing self-awareness is to be able to recognise the areas/activities in which one needs to develop, and to initially make an effort to develop and strengthen those activities

Cartwright and Solloway (2007:3) include the following as characteristics and activities that can develop self-awareness: personal vision and values, understanding/knowing oneself, knowing one's values and beliefs, understanding and using personal motivation (trellis of experience), self-confidence, integrity, learning to be comfortable with yourself, knowing one's personal power and how it impacts others, and what motivates a person.

Connelly (2007:17) mentions various key actions that an individual can take to improve the abovementioned activities/areas to develop one's self-awareness:

- Rate yourself – self evaluation
- Complete formal assessment tests
- Elicit feedback from others

2.1.4 Self-management

Cartwright and Solloway (2007:3) note the following as activities that can develop self-management: working with one's intuition, becoming a role model, formulating personal goals, positive thinking, personal change management, self-coaching, and cultivating self-esteem and self-respect.

In order to develop one's self-management abilities, Connelly (2007:32) mentions various things that an individual can do to manage one's emotions;

- Take time to reflect on what is happening and your emotions, and think of the various ways you can react
- Take time out – remove yourself from the situation
- Think of all feedback as constructive feedback

Connelly (2007:35) also mentions that managing the effects of stress helps one to build self-management. Negative reactions to stress include poor concentration, negativity and feelings of doom. These need to be handled by challenging one's negative thought patterns, being aware of perfectionist tendencies and getting rid of negative attitudes.

2.1.5 Social awareness

Social awareness helps one to know what others think about one. However, research indicates that we are not very good at this anymore. According to Goleman (cited by Connelly, 2015) competencies related to social awareness are:

- Empathy: understanding another person's emotions, needs or concerns.
- Organisational awareness: the ability to understand the politics within an organisation and how this can affect the employees in the organisation.
- Service: the ability to understand and satisfy the needs of clients and customers.

Other elements include the following:

- Recognising and appreciating differences and similarities – people, cultures, protocols etc.
- Identifying and accepting the behaviours and emotions of others
- Understanding and entering someone else's world
- Pacing and leading
- Mirroring
- Initiating conversation
- Recognising and understanding organisational values/behaviours/beliefs

2.1.6 Relationship management

Activities to develop relationship management capability include the following:

- Developing problem solving skills:
- Resolving conflicts
- Negotiation and mediation
- Seeking win-win solutions
- Agreeing to disagree
- Knowing when to fight and when to walk away
- Assertiveness – helping others to be more assertive
- Establishing and building long-term relationships
- Recognising what drives and motivates others
- Developing and maintaining openness, trust and honesty
- Being a change promoter

Connelly (2007:46) summarises the abilities needed to develop relationship management capability as follows:

- Influence – being able to persuade others
- Inspirational leadership – being able to provide a vision that motivate others
- Developing others – giving feedback and building skills and knowledge
- Change catalyst – realising the need for change and giving support to the change process
- Conflict management – to be able to settle misunderstandings, differences and disputes
- Building bonds – to be able to create networks
- Teamwork and collaboration – to be able to build effective teams

To summarise, relationship management includes the process of identification, analysis and management of relationships with individuals who are part of your team and also those individuals not a part of your team (Newton, 2014:42).

2.1.7 Gender differences, management level and race in emotional Intelligence

Connelly (2007:8) notes that men and women have more similarities than differences with regard to EI. The reason for this is that each person has a unique set of personal strengths and weaknesses. Nevertheless, it is well known that women are more aware of their emotions, more empathetic and socially more skilful. Men, by contrast, tend to be more optimistic, self-confident, handle stress better and adjust to change more easily. A study done by Mahanta (2015:52) in the service industry found that employees, regardless of gender and age, benefitted from high EI in the form of a low interference of personal life with work and work with personal life, and, as a result, having a better work-life balance. Furthermore this study suggests that emphasis should be placed on recruitment within a business and that EI should be included as a criterion for recruitment, particularly for senior level positions.

According to Hooijberg *et al.* (1997) previous research regarding EI and management levels suggest that as individuals ascend the organisational hierarchy, their emotional intelligence becomes an increasing relevant determinant of who will and will not be successful. Further findings by Cavallo and Brienza (2001) indicate that senior managers with high level of EI perform better, suggesting that there is a strong relationship between superior performance in leaders and emotional competence.

With regards to race in EI, Roberts *et al.* (cited by Pillay *et al.*, 2013) found conflicting results in the study that evaluated ethnic group differences in EI. In an American context, Van Rooy *et al.*

(cited by Pillay *et al.*, 2013) found that black people scored higher than White people on the total EI scale.

2.1.8 Benefits of emotional intelligence

By developing EI, individuals can increase productivity and be more successful at what they do, while also helping others to become more productive and successful. The outcomes of EI development also include elements that are known to reduce stress. This is achieved for both individuals and businesses by controlling conflict; promoting and understanding relationships; and developing stability, continuity and harmony (Serrat, 2009:2).

Connelly (2007:9) further notes various advantages of being an emotionally intelligent leader:

- EI provides skills for building effective and emotionally intelligent teams.
- EI allow leaders to understand the emotions of their team members.
- Emotionally intelligent leaders know they are responsible for their own feelings and manage their emotions more effectively.
- EI gives leaders the ability to create a positive work environment for themselves and others, which leads to the benefit of low staff turnover and increased productivity.

Research done by Rathi (2014:65) found that the display of positive emotions by employees within the service industry created positive outcomes for their businesses and therefore employees need to regularly adjust their emotions. However, not all employees are equipped with the necessary skills to manage their emotions and research indicates that individuals with high levels of EI are better skilled to successfully manage their emotions than those with low EI. Therefore businesses in the service industry need to focus on hiring employees with high EI and a high service orientation.

Previous research conducted by Ouyang *et al.* (2015:151) also indicates that much focus is placed on promoting job satisfaction in modern life, along with a special interest in the positive individual traits of employees. Based on the results of previous research, it is believed that employees' job satisfaction can be improved by enhancing the abilities of employees to control and manage emotions and being trained to cope with stress in a positive manner, thus developing EI (Ouyang *et al.*, 2015:151). This statement suggests that EI can lead to the job satisfaction of employees and therefore job satisfaction will be discussed accordingly.

2.2 JOB SATISFACTION

Job satisfaction (also referred to as employee satisfaction) signifies one of the most intricate areas that managers are faced with in today's business world when it comes to the management of employees. Various studies have indicated that job satisfaction has a big impact on the motivation of workers, while the level of motivation has an impact on productivity, which in turn has an impact on the performance of the business (Aziri, 2011:77). Job satisfaction is thus important within any business and is, notably, an outcome of an effective manager (Schermerhorn *et al.*, 2011:14). For managers to be effective they need to create a work environment in which an employee can achieve job satisfaction (Schermerhorn *et al.*, 2011:72). However despite its general usage in scientific research, as well as in everyday life, there is no global agreement on what job satisfaction is.

Coetsee (2011:45) nevertheless describes job satisfaction as an attitude that an individuals have towards their jobs. Robbins and Judge (2013:74) add that when people talk about employee attitudes, they usually refer to job satisfaction, which describes a positive feeling about a job. This is determined by evaluating the job characteristics; people with high levels of job satisfaction have positive feeling about their jobs, while a person with a low level of job satisfaction has negative feeling.

Schermerhorn *et al.* (2011:73) state that managers can determine the job satisfaction of employees by observing and interpreting what people say and do while going about their jobs or through more formal examination. For example, interviews or questionnaires can be used to determine the level of job satisfaction

2.2.1 Outcomes of job satisfaction

Great emphasis is placed on quality of work-life adding to the importance of job satisfaction, as Schermerhorn *et al.* (2011:73) observes. This contributes to the statement by Locke (2009:108) that job satisfaction is related to various outcomes that are important to both individuals and businesses. Schermerhorn *et al.* (2011:73) describes these outcomes as follows:

- *Withdrawal behaviours:* There is a strong relationship between job satisfaction and physical withdrawal behaviours such as staff turnover. Workers who are satisfied with their job are less absent from work and more likely to remain with their current employer, in contrast with those who are dissatisfied and are probably looking for other jobs or are likely to quit.
- *Organisational citizenship:* Job satisfaction is also linked with organisational citizenship behaviours. These flexible behaviours reflect a willingness to "go the extra mile" in a person's

work, referring to these persons as good organisational citizens who do things not required of them.

- *At home affect:* What happens to us at home can affect our work attitudes and behaviours. Conversely, what happens to us at work will also have an effect on our behaviours at home. This is referred to as the “spill-over” effect.

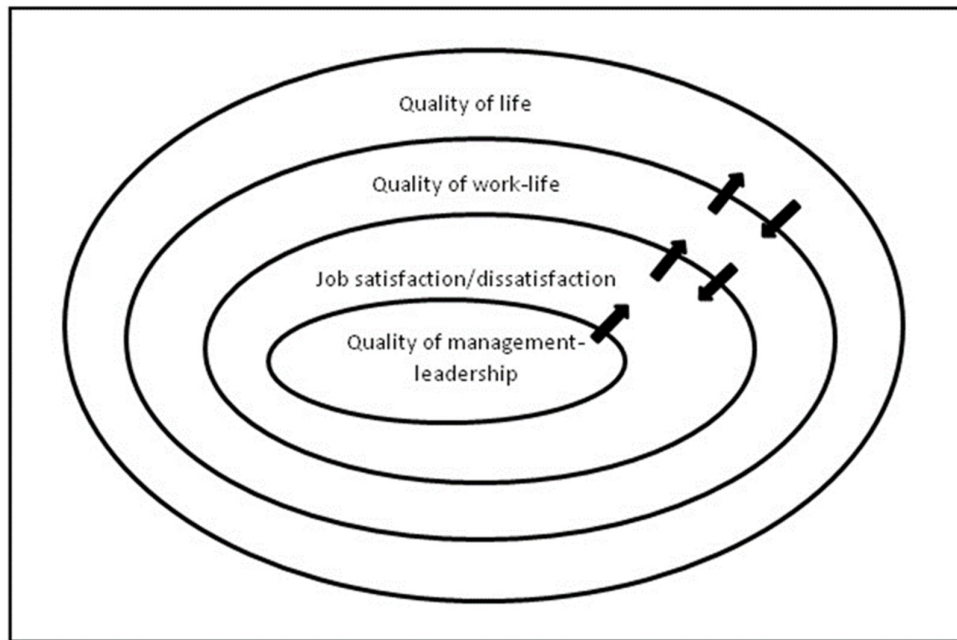


Figure 2.2.1 – 1: Job satisfaction/dissatisfaction spill-over (Coetsee, 2011:46)

Figure 2.2.1 indicates that job satisfaction or dissatisfaction not only has consequences with regard to what individuals experience at work but snowballs to affect other aspects of an individual's life. The figure shows that management leadership is the most significant determining factor of job satisfaction, while job satisfaction is the most significant determining factor of the quality of an individual's work-life, while the quality of work-life is a significant determining factor of an individual's quality of life in general (Coetsee, 2011:46). According to Schermerhorn *et al.* (2011:77), research has revealed that people with higher job satisfaction on a daily basis will show more positive after-work home effect. Thus, according to Coetsee (2011:46), the most effective way to increase job satisfaction is to create a motivating climate. Therefore it is important to explore the relationship between job satisfaction and motivation.

2.2.2 Job dissatisfaction

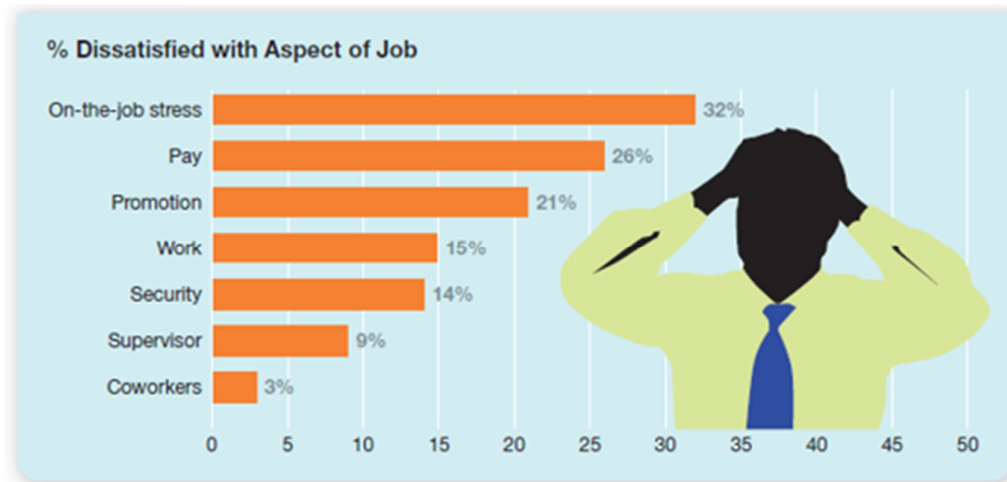


Figure 2.2.2: Main causes of job dissatisfaction according to Saad (cited by Robbins & Judge, 2013:79)

Figure 2.2.2 indicates that the main causes of job dissatisfaction are job stress, promotion and pay. According to Kaye and Jordan-Evans (cited by Gregory, 2011:31), if employees feel that their employers only care about the business's revenue rather than the employees, it could lead to job dissatisfaction and also increase the staff turnover rate of the business. Another contributor to dissatisfaction is a lack of communication in the workforce caused by managers who isolate themselves and cannot relate to their employees on a personal or professional level, as noted by Branham (cited by Gregory, 2011:31). Poor communication can result in employees feeling separated from the business, leading them to underperform as they become unsure about their jobs. This is detrimental to the wellbeing of the company because when an employee feels neglected, he or she will tend to perform at a lower level. If the company fails to create growth opportunities for the employees it will lead to employees feeling frustrated as they are unable to reach their full potential, which in turn leads to job dissatisfaction. Businesses further need to ensure that they provide training opportunities for employees to keep them motivated, as Branham (cited by Gregory, 2011:32) mentions.

2.2.3 Job satisfaction and motivation

Motivation within a business context refers to the readiness to exercise high levels of effort to attain organisational goals, due to these efforts' capacity to satisfy some individual need (Robbins & Coulter, 2002:16).

Robbins and Coulter (2002:16) mention that the measure of intensity or drive is the effort element and that high levels of effort can only lead to favourable job performance if that effort is channelled in a direction that benefits the business. Figure 2.3.1-1 is an illustration of the motivation process, reflecting motivation as a need-satisfying process.

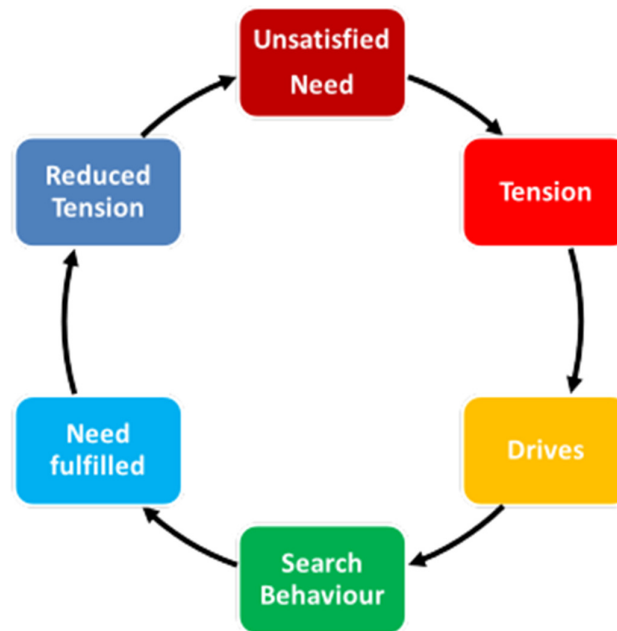


Figure 2.3.1-1: The motivation process (Robbins & Coulter 2002: chapter 16)

Robbins and Coulter (2002:16) explain that a need refers to an internal state that results in various outcomes appearing attractive. Tension is created when a need is not satisfied and this stimulates the drive within an individual. Goals are found and if these goals are reached they will satisfy the need and reduce the tension. Motivated employees are in a state of tension and in order to relieve this tension they exercise effort. Various theories exist with respect to motivating employees, such as Maslow's hierarchy of needs, goal-setting theory and expectancy theory.

According to McShane and Von Glinow (2010:7), a manager does not motivate people directly but can create the necessary work environment that can encourage employees to be more efficient and effective. Below is a diagram showing an open system model of creating a motivating climate. It shows that a manager needs to increase the right inputs, which can be transformed to create the wanted outputs of job satisfaction and the commitment of employees, who will evidently be more motivated. If a manager can succeed in creating this environment, it should lead to some level of job satisfaction for the employees.

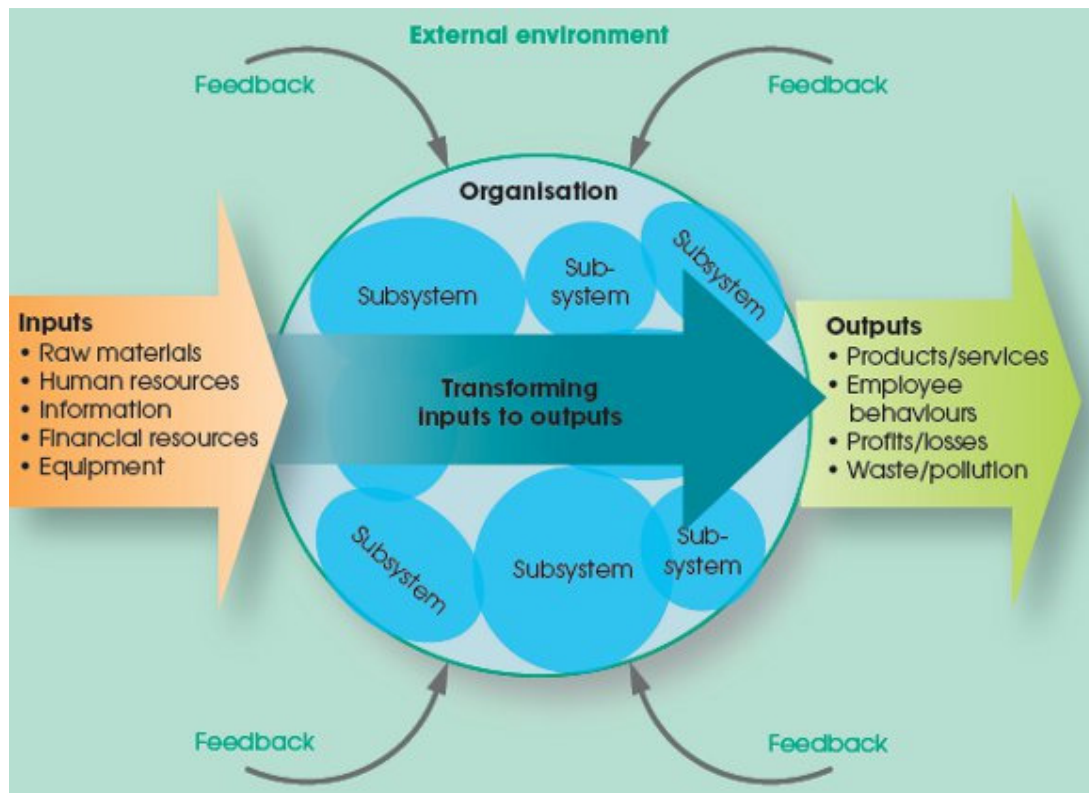


Figure .2.3.1-2: Open-systems perspective of organisations (McShane & Von Glinow, 2010:8)

It is important to note that job satisfaction is influenced by a number of factors. Thompson and Heron (2005:392) give the example that if a manager does not handle an employee's concerns about career or job design issues, it could influence the motivation and commitment of the employee negatively. Trust is another factor that should be taken into consideration. If it is not present between the employee and manager, this could lead to a low level of motivation, less job satisfaction and poor job performance. Previous research has found that an employee's emotional intelligence is also one of the elements associated with the level of job satisfaction and the performance of the employee (Sy *et al.*, 2006:461).

2.2.4 Job satisfaction and performance

According to Schermerhorn *et al.* (2011:76), three different positions exist regarding the relationship between job satisfaction and performance namely:

- *Job satisfaction causes increased performance* – if job satisfaction causes high levels of job performance, managers should increase employees' work performance by making them happy.

- *Performance causes job satisfaction* – managers need to focus on employees' performance and this will result in employees feeling good about their jobs if they perform well.
- *Job satisfaction and performance influence one another* – this position is that the correct reward allocated in the right way will influence both job satisfaction and performance positively and the two will mutually influence each other.

Previous research by Christen *et al.* (2006:147) indicates that job satisfaction has a substantial, positive effect of job performance. This positive effect has implications for a business that wants to motivate and retain capable employees, because it implies that activities to increase job performance can lead to improved employee job satisfaction. Therefore benefits such as reduced turnover and less absence, as result of improved job satisfaction, can be used to justify the cost of this policy, even if it is only directed toward improving job performance.

2.2.5 Job satisfaction and job characteristics

Figure 2.2.5 illustrates the job characteristics model. Hackman and Oldman (1976:255) explain this model by stating that there are five primary job dimensions that prompt three psychological states that lead to various outcomes that benefit the individual and the work. The relations between the core job dimensions and the critical psychological states, and between the critical psychological states and the personal/work outcomes, are moderated by the employee growth need strength.

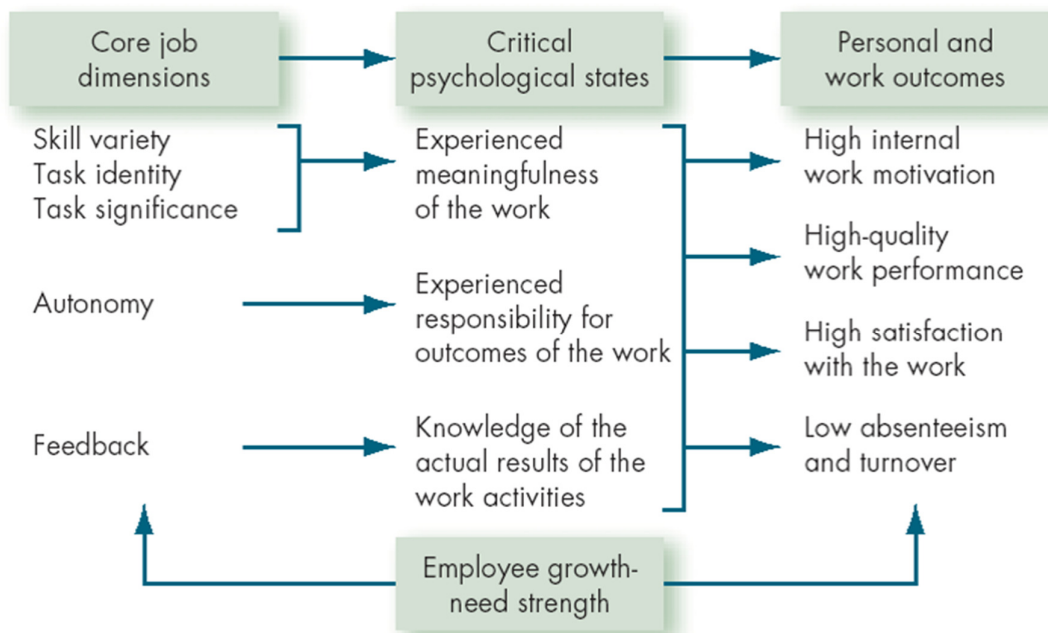


Figure 2.2.5: The job characteristics model (Hackman and Oldman, 1976:255)

Robbins and Coulter (2002: chapter 16) agree that the job characteristics model identifies five primary job characteristics, the interrelationships between the characteristics, and the impact these characteristics have on employee productivity, motivation and satisfaction.

The job characteristics model indicates that a job can be described in five core dimensions, which can be defined as follows:

- *Skill variety* – the degree to which a job needs various activities to enable an employee to use a number of different skills and talents
- *Task identity* – the degree to which a job needs the completion of an entire and recognisable piece of work
- *Task significance* – the degree to which a job has a substantial impact on the lives or work of other people
- *Autonomy* – the degree to which a job provides substantial freedom, independence and discretion to the individual in scheduling the work and determining the procedures to be used in carrying it out
- *Feedback* – the degree to which carrying out work activities required by a job results in the individual obtaining direct and clear information about the effectiveness of his or her performance

Figure 2.2.5 shows that important work is created with a combination of skill variety, task identity and task significance. Thus if three characteristics exist in a job it can be predicted that the individual will see his or her job as important, appreciated, and worthwhile. Jobs requiring autonomy give a job an unavoidable a feeling of personal responsibility for these results and if feedback is provided the employee will know whether he or she is performing effectively. Internal rewards are obtained when an employee is given feedback on results and is told that he or she personally (autonomy of work creates responsibility) has performed well on a task that he or she cares about (skill variety, task identity and/or task significance create experienced meaningfulness). A job characterised by these conditions will result in greater employee motivation, performance and satisfaction. The job characteristics model demonstrates that the links between the outcomes and job dimensions are moderated by the strength of the individual's need to grow (the individual's desire for self-esteem and self-actualisation). This means that the critical psychological state will be experienced by individuals with a high growth need and their response to their job will be positive if it includes the core dimensions. If jobs are enriched individuals with low growth needs do not necessarily achieve high performance or satisfaction (Robbins & Coulter, 2002: chapter 16).

Locke (2009:111) provides empirical data to demonstrate that intrinsic job characteristics are the most constant significant situational forecaster of job satisfaction and that various methods can be used to increase intrinsic job characteristics (Locke, 2009:111):

- Job rotation: This involves employees performing different jobs, that is, employees rotating once they have mastered a job and it ceases to be challenging.
- Job enlargement: This involves expanding the number of tasks related to a certain job.
- Job enrichment: Involves increasing the responsibility of the job.

2.2.6 Conclusion

To conclude, previous research by Gregory (2011:36) found that management should seek to support the happiness of employees as this will have a positive effect on them. This will not only add benefit to the employee but also the business. The research further suggests that businesses tend to disregard the cost associated with unhappy employees, especially in the economic environment of today, and actually believe these employees will tolerate unpleasant working conditions. However, this is not the case and, as previously mentioned, various reasons for employee dissatisfaction are within the control of the business and better management practices will enable the business to remove those reasons. The business's labour cost will be reduced when satisfied employees work harder for the business and plan to continue working for the company.

CHAPTER 3: RESULTS AND STATISTICAL ANALYSIS

3. INTRODUCTION

The main objective of this study is to explore the relationship between managers' emotional intelligence and the job satisfaction of employees within the PPE industry. In particular, the aim of this study is to assess whether there is a definite correlation between the EI of a supervisor and the level of job satisfaction that an employee experiences within the work environment.

3.1 RESEARCH DESIGN

A quantitative research design was followed using a questionnaire as measurement instrument to determine the relationship between job satisfaction and EI. It was decided to design a questionnaire specifically for SPPE employees to attain information regarding their perceptions of job satisfaction and EI. The questionnaire consisted of three sections. Section A comprised an existing questionnaire from Silver and Claret, which has 99 questions about EI. Section B also comprised an existing questionnaire, the MSQ (short form), with 20 questions about job satisfaction. Section C consisted of eight questions regarding the participant's biographical information.

Section C addressed the following components of job satisfaction (Schermerhorn *et al.*, 2011:73):

- Working conditions
- Chances for advancement
- Freedom to use own judgment
- Praise for doing a good job
- Feeling of accomplishment

The SPPE employees who participated in this study were informed that the purpose of this questionnaire was to explore emotional intelligence and whether it impacted job satisfaction at PPE companies in South Africa.

3.1.1 Survey distribution

The distribution of this survey is limited to SPPE employees in South Africa. Due to the employees being very widely spread within South Africa and operating at differing times, not all the

employees were able to take part in this survey. Therefore, it is important to note that the completed questionnaires are not representative of the full population of the company. The distribution of the population is as follows:

- Employees working at the head office in Randfontein, South Africa
- Employees working at the distribution centre in Randfontein, South Africa
- Employees working at the administration office in Rustenburg, South Africa
- Employees working on-site at various stores in the following areas in South Africa:
 - * Klerksdorp
 - * Sishen
 - * Carletonville

3.1.2 Population description

For this study, all employees across all levels in the business were requested to complete a questionnaire. The population of the employees ranged from lower level to top level staff, consisting of following reporting structures:

<i>Positions</i>	<i>Supervisor (position reports to this person)</i>
Issuing clerks	Area manager
Credit controllers	Finance manager
Area manager	Regional manager
Directors	Managing director
Regional managers	Area managers
Account clerks	Credit controllers

3.1.3 Research instruments

A questionnaire was e-mailed to all the employees after obtaining permission to do so. The researcher was available at all times to assist any employee if there were any questions regarding the questionnaire.

3.1.4 QUESTIONNAIRE

No existing questionnaire was found that explored the effect of EI on job satisfaction, thus a questionnaire was designed by using two existing questionnaires, placed in distinct sections of the questionnaire, to explore the relationship between EI and job satisfaction.

The questionnaire consisted of three sections:

- Section A – Emotional intelligence
- Section B – Job satisfaction
- Section C – Biographical information

All the questions in Section A were measured on a Likert scale, indicating the following:

1 = Never	2 = Rarely	3 = Usually	4 = Sometimes	5 = Almost Always	6 = Always
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Questions in Section B were measured on a Likert scale that indicated the following:

1 = Very dissatisfied	2 = Dissatisfied	3 = Neither	4 = Satisfied	5 = Very Satisfied
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The questions in Section C consisted of Likert scale selections reflecting the age group, gender, race, qualification, department etc., and open-ended questions regarding job description and place of work.

A copy of the questionnaire is provided in Appendix A.

3.2 STATISTICAL ANALYSIS

The statistical analysis was done with the assistance of the Statistical Consulting Services of the North-West University, Potchefstroom Campus. The data from the 58 questionnaires returned were captured and the data was submitted to the Statistical Consulting Service. The Statistical Consulting Service analysed the data by making use of the IBM SPSS Statistics Version 22 (SPSS Inc. 2015).

Cronbach alpha coefficients were used to assess the reliability and validity of the measuring instruments. As Kelley (cited by Cronbach, 1951:297) notes, any research that is based on measurements has to be concerned with the accuracy or reliability of the measurement. A reliability coefficient illustrates whether the test designer was correct in expecting a definite collection of items to produce interpretable declarations about various differences.

3.2.1 Frequency distribution and descriptive statistics

A total of 58 questionnaires were completed by respondents situated in Randfontein, Rustenburg and Sishen. 43% of the population consisted of men and 57% of females. The analysis of Section C of the questionnaire reflected the information indicated in the following tables:

AGE GROUP			
≤ 29	30 – 39	40 - 49	50 - 59
34.5%	36.2%	24.1%	5.2%

Table 1: Age distribution

RACE GROUP				
Black	White	Coloured	Indian	Other
39.7%	51.7%	3.4%	3.4%	1.7%

Table 2: Race group distribution

ACADEMIC QUALIFICATION					
Lower than matric	Matric	Certificate	Diploma (Technical College)	University degree	Post graduate degree
3.4%	29.3%	31.0%	17.2%	6.9%	12.1%

Table 3: Academic qualification distribution

The analysis of Section C further reflected the distribution of all the participants/employees within SPPE’s functional department, as Figure 3.4.1-1 displays.

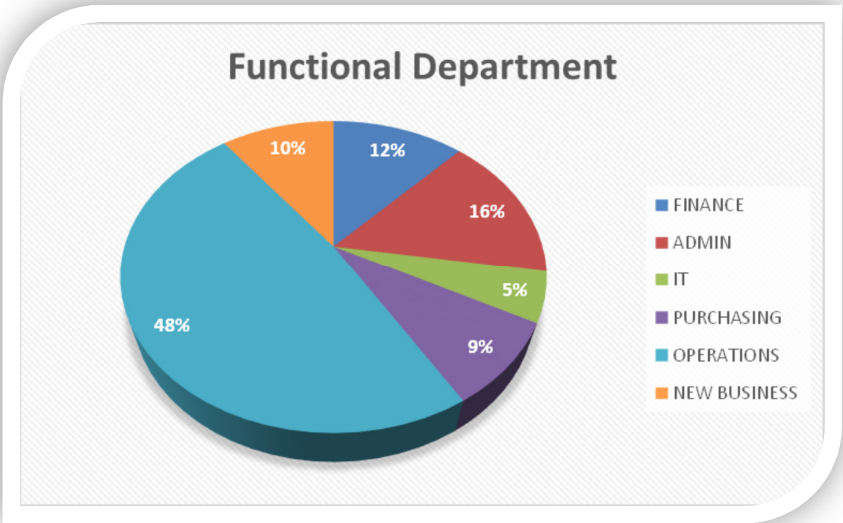


Figure 3.4.1–1: Employee per functional department

Figure 3.4.1-2 shows the reporting structure within SPPE, that is, the supervisor to which the participants report.

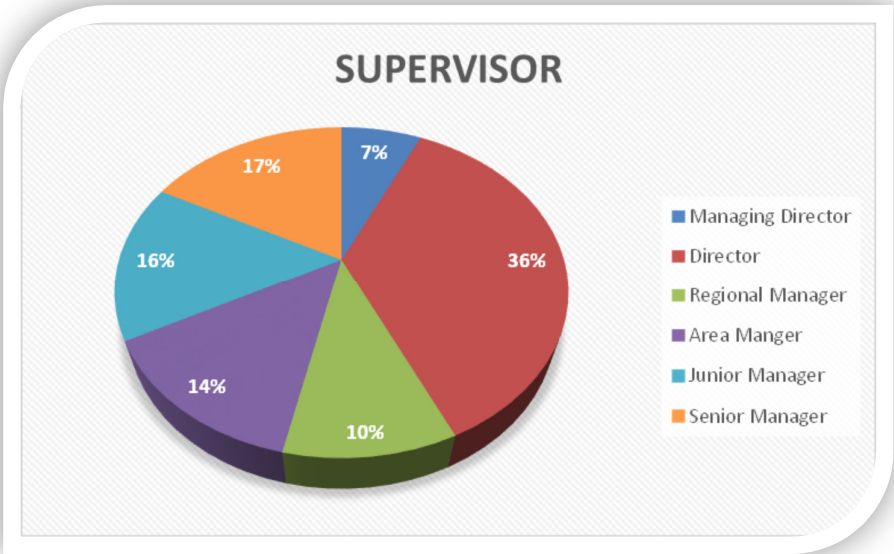


Figure 3.4.1–2: Distribution of participants’ supervisors

Sections A and B are summarised in Tables 4 & 5, which display the minimum, maximum, mean and standard deviation for each question that the participant responded to:

Table 4: Section A summarised

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Self awareness	58	2.00	6.00	4.7759	.86436
Self assessment	58	2.50	6.00	4.7471	.74224
Self confidence	58	2.57	6.00	4.6453	.79842
Self control	58	2.25	6.00	4.4828	.91510
Transparency	58	3.00	6.00	4.5733	.77517
Adaptability	58	1.80	5.80	4.0655	.92557
Initiative	58	2.67	5.67	4.1897	.86543
Achievement	58	2.33	6.00	4.4454	.87213
Optimism	58	2.25	6.00	4.5819	.83691
Empathy	58	1.57	6.00	4.8079	.85654
Organisational awareness	58	2.00	6.00	4.6638	.92782
Service orientation	58	2.14	6.00	5.0591	.87534
Developing others	58	1.40	6.00	4.6517	.86212
Inspirational leadership	58	1.50	6.00	4.6293	.92982
Conflict management	58	2.00	6.00	4.2172	1.05849
Change catalyst	58	1.00	6.00	4.1404	1.10446
Teamwork	58	2.38	6.00	4.8944	.85256
Influence	58	1.43	5.86	4.3054	.96870
Valid N (listwise)	58				

Table 5: Section B summarised

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Being able to keep busy all the time	58	3.0	5.0	4.293	.5301
The chance to work alone on the job	58	2.0	5.0	4.207	.6948
The chance to do different things from time to time	58	3.0	5.0	4.379	.6709
The chance to be "somebody" in the community	58	1.0	5.0	4.052	.9629
The way your boss handles his/her workers	58	1.0	5.0	4.086	.9231
The competence of your supervisor in making decisions	58	2.0	5.0	4.155	.7207
Being able to do things that don't go against your conscience	58	2.0	5.0	3.948	.8870
The way your job provides for steady employment	58	3.0	5.0	4.207	.6948
The chance to do thing for other people	58	3.0	5.0	4.293	.5622
The chance to tell people what to do	58	2.0	5.0	3.672	.8248
The chance to do something that makes use of your abilities	58	3.0	5.0	4.207	.5544
The way your company policies are put into practice	58	1.0	5.0	3.707	.9735
Your pay and the amount of work you do	58	1.0	5.0	3.207	1.1811
The chance for advancement in this job	58	1.0	5.0	3.603	1.0249
The freedom to use your own judgment	58	1.0	5.0	3.828	.9010
The chance to try your own methods of doing the job	58	2.0	5.0	3.948	.7591
The working conditions	58	1.0	5.0	3.931	.8758
The way your co-workers get along with each other	58	2.0	5.0	3.948	.8040
The praise you get for doing a good job	58	1.0	5.0	3.603	.9355
The feeling of accomplishment you get from the job	58	1.0	6.0	4.138	.8470
Valid N (listwise)	0			79.414	16.3276

3.2.2 Cronbach's coefficient alpha test

Cronbach's alpha measures internal consistency, revealing how closely related a set of items are in a group. It is measured on the reliability scale. An alpha with a "high" value does not imply that the measure is unidimensional. Measuring internal consistency can be done to provide evidence that the scale in question is unidimensional by making use of additional analyses, for example the exploratory factor analysis method. Technically, Cronbach's alpha is not a statistical test but a coefficient of reliability (Anon, 2015). Nunnally (1978:295) indicates 0.7 to be an acceptable reliability coefficient, but lower thresholds are sometimes used in the literature

For Section A, the three questions indicated below had a Cronbach coefficient value of 0.343, indicating that they were not very reliable, and the question regarding situations that trigger

emotions gave a negative value. These questions were therefore excluded, giving all the other questions a Cronbach coefficient value ranging from 0.585 – 0.962.

Table 6: Section A questions

I feel comfortable to express my own feelings
I am able to recognise the situations that trigger my emotions
I know how my feelings impact my performance

With regard to Section B, the following questions in Table 7 had a Cronbach coefficient value of 0.797, evaluating the level of job satisfaction.

Table 7: Section B questions

Question 1
Question 2
Question 3
Question 4
Question 7
Question 8
Question 9
Question 10
Question 11
Question 15
Question 16
Question 20

The following questions in Table 8 had a Cronbach coefficient value of 0.794, relatively lower than the previous questions evaluating the level of job satisfaction.

Table 8: Section B questions

Question 5
Question 6
Question 12
Question 13
Question 14
Question 19

Thus all the questions included in Section B had a Cronbach coefficient value of above 0.79, indicating an internal consistency, relating to the level of job satisfaction.

3.2.3 Descriptive statistics for the selected sections

The Cronbach coefficient alpha was calculated and used to calculate the descriptive statistics for each section of the questionnaire, as displayed in Table 9 below.

Table 9: Descriptive statistics of Sections A(EI) &B(Job satisfaction)

	Number of Participants	Mean	STD Deviation
SECTION A	58	4.549	1.1091
SECTION B	58	3.971	0.0555

This displays a mean of 4.549, indicating that the participants “Usually” or “Almost Always” agreed with the statements made in Section A regarding EI, with a standard deviation of 1.1091.

Section B displays a mean of 3.971, which indicates that the participants mostly felt satisfied with the elements of job satisfaction. However, they tended to have a higher level of intrinsic job satisfaction, as Table 10 shows.

Table 10: Descriptive statistics of job satisfaction

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Job Satisfaction	58	2.95	5.00	3.9707	.46017
Intrinsic	58	3.25	5.00	4.0977	.41948
Extrinsic	58	2.00	5.00	3.7270	.68020
Valid N (listwise)	58				

3.2.4 Test for correlation between sections

The purpose of this study was to explore the relationship of the EI of managers to the job satisfaction of employees. However, determining this on the basis of a specific manager and his employee would have contravened various ethical elements of the business as a specific employee would have had to be linked to a manager. Therefore, for the results of this study to be practical, a meaningful a correlation significance of 0.1 was used.

Table 11: Significant correlation between Section A(EI) and Section B(Job satisfaction)

Significant Correlation		
Self awareness	Correlation Coefficient	.258
	Sig. (2-tailed)	.050
	N	58
Initiative	Correlation Coefficient	.259*
	Sig. (2-tailed)	.049
	N	58
Optimism	Correlation Coefficient	.258
	Sig. (2-tailed)	.051
	N	58

Table 11 shows that there is a significant correlation between job satisfaction and the three elements of EI, namely self-awareness, initiative and optimism. Other elements of EI also have significant correlations to job satisfaction, but it is not statistically meaningful.

3.2.5 Test for differences between sections

The tables below display the means for groups in homogeneous subsets. Due to the fact that the group sizes are unequal, the harmonic mean of the group size was used. For the following subsets, the Harmonic Mean Sample Size = 7.496.

Table 12: Means for supervisor in terms of job satisfaction

Job Satisfaction		
Tukey B _{a,b}		
SUPERVISOR	N	Subset for alpha = 0.05
		1
4.0	8	3.8313
3.0	6	3.8417
6.0	10	3.9450
5.0	9	3.9722
2.0	21	4.0405
1.0	4	4.1375

A total of 21 participants report to supervisor 2 (Operations Director) and four to supervisor 1 (MD), which means values tended to be higher than for the remaining supervisors. This implies that employees reporting to these two set of supervisors tended to have higher levels of job satisfaction than the other groups.

In terms of self-confidence as an element of satisfaction, Table 13 clearly shows that employees (directors) reporting to the managing director tended to have the highest level of self-confidence, with a mean of 5.42. There could be various reasons for this tendency, such as number of years' experience within the business, level of education or maybe salary size. This could be another focus area for future research.

Table 13: Means for supervisor in terms of self-confidence

"Self confidence"		
Tukey B _{a,b}		
SUPERVISOR	N	Subset for alpha = 0.05
		1
2.0	21	4.2993
3.0	6	4.4524
5.0	9	4.6984
6.0	10	4.8571
4.0	8	4.9821
1.0	4	5.4286

Table 14 shows that employees reporting to the higher level supervisors had the highest transparency mean level, with 5.20 and 5.18. This is an element that can create trust within the business if these supervisors are able to filter this transparency through to the other job levels (Shriar, 2015).

Table 14: Means for supervisor transparency

Transparency		
Tukey B _{a,b}		
		Subset for alpha = 0.05
SUPERVISOR	N	1
4.0	8	4.1875
5.0	9	4.3889
2.0	21	4.4643
6.0	10	4.6500
1.0	4	5.1875
3.0	6	5.2083

The adaptability results in Table 15 display a mean of 5.2 for employees reporting to the managing director. This could be due to various reasons, including level of experience, level of education or level of EI. Further research could be done to determine the reason.

Table 15: Means for supervisor adaptability

Adaptability		
Tukey B _{a,b}		
		Subset for alpha = 0.05
SUPERVISOR	N	1
2.0	21	3.8857
3.0	6	3.9000
5.0	9	4.0000
4.0	8	4.0750
6.0	10	4.1400
1.0	4	5.2000

Table 16 shows a mean of 4.83 for employees reporting to supervisor 1 and 4.56 for those reporting to supervisor 6 in terms of initiative. This is a bit of a contrast if one takes into account that employees reporting to supervisor 6 are lower level employees, while employees reporting to supervisor 1 are senior managers.

Table 16: Means for supervisor initiative

Initiative		
Tukey B _{a,b}		
		Subset for alpha = 0.05
SUPERVISOR	N	1
2.0	21	3.9048
4.0	8	4.0833
5.0	9	4.1852
3.0	6	4.2778
6.0	10	4.5667
1.0	4	4.8333

The majority of the participants that report to supervisor 2 tended to have lower levels of empathy, with a mean value of 4.60, while the highest level of empathy, with a 5.33 mean, was indicated by that of those employees reporting to supervisor 4 as displayed in Table 17.

Table 17: Means for supervisor in terms of empathy

Empathy		
Tukey B _{a,b}		
		Subset for alpha = 0.05
SUPERVISOR	N	1
2.0	21	4.6054
6.0	10	4.6286
1.0	4	4.7857
3.0	6	4.8333
5.0	9	5.0000
4.0	8	5.3393

Table 18 displays a mean value of 5.31 for employees reporting to supervisor 1. This can be assumed to be correct because these employees are directors of the business and therefore have to have a high level of organisational awareness. The table also shows a 4.42 mean value for employees reporting to supervisors 2, which can be seen as a development area within the business.

Table 18: Means for supervisor in terms of organisational awareness

Org awareness		
Tukey B _{a,b}		
SUPERVISOR	N	Subset for alpha = 0.05
		1
3.0	6	4.3750
2.0	21	4.4286
6.0	10	4.6750
5.0	9	4.8056
4.0	8	5.0000
1.0	4	5.3125

Table 19 displays the fact that employees reporting to supervisor 4 have a mean value of 5.66, indicating that these employees are focused on giving a service to their clients. For employees reporting to supervisor 2, it seems that this is another area in which development is required, as the mean value of 4.68 indicates.

Table 19: Means for supervisor in terms of service orientation

Service orientation		
Tukey B _{a,b}		
SUPERVISOR	N	Subset for alpha = 0.05
		1
2.0	21	4.6871
3.0	6	4.9762
6.0	10	5.1857
5.0	9	5.2222
1.0	4	5.2500
4.0	8	5.6607

As top level employees reporting to supervisor 1, they tend to have a higher sense of importance regarding the development of others, with a mean value of 5.2, as Table 20 shows. Employees reporting to supervisor 2 have a mean value of 4.28, indicating an area that needs to be developed in the business.

Table 20: Means for supervisor in terms of developing others

Developing others		
Tukey B _{a,b}		
SUPERVISOR	N	Subset for alpha = 0.05
		1
2.0	21	4.2857
6.0	10	4.7800
4.0	8	4.8000
5.0	9	4.8444
3.0	6	4.8667
1.0	4	5.2000

3.2.6 Test for differences in gender and race group

According to Ellis and Steyn (2003:51), the effect size is independent of the sample size and is a measure of practical significance. It can be understood as a large enough effect to be important in practice and is described for differences in means for the relationship in two-way frequency tables and also for a multiple regression fit.

Table 21 shows that in terms of gender, achievement and conflict management tend to be important within the business, with males having the higher impact, with a mean value of 4.74 and 4.49.

Table 21: Means for supervisor in terms of developing others (Male = 1 & Female = 2)

Group Statistics					
GENDER		N	Mean	Std. Deviation	Effect size
Self control	1.0	25	4.7000	.92702	0.41
	2.0	33	4.3182	.88449	
Adaptability	1.0	25	4.3040	.93474	0.45
	2.0	33	3.8848	.89027	
Achievement	1.0	25	4.7400	.97430	0.53
	2.0	33	4.2222	.72369	
Conflict management	1.0	25	4.4960	1.06163	0.46
	2.0	33	4.0061	1.02162	

Table 22 shows that self-control and optimism have the highest effect size, with 0.69 and 0.62 respectively, and thus impact on the business. The results indicate that males have the greater impact with regard to these two satisfaction elements.

Table 22: Means for supervisor in terms of developing others

Group Statistics						
RACE		N	Mean	Std. Deviation	Std. Error Mean	Effect size
Self control	1.0	23	4.8043	.90753	.18923	0.69
	2.0	30	4.1750	.87629	.15999	
Optimism	1.0	23	4.8804	.82182	.17136	0.62
	2.0	30	4.3667	.83494	.15244	
Job satisfaction	1.0	23	3.8065	.47249	.09852	0.55
	2.0	30	4.0650	.43710	.07980	
Extrinsic	1.0	23	3.5072	.67883	.14154	0.51
	2.0	30	3.8556	.62932	.11490	

CHAPTER 4: CONCLUSIONS AND RECOMMENDATIONS

4. INTRODUCTION

In this chapter the conclusions that could be made will be discussed, taking into consideration the literature review in relation to the results described in the previous chapter. On the basis of these conclusions, various recommendations will be made on how to improve the EI and job satisfaction of employees in the business.

4.1 CONCLUSION

The abovementioned statistical analysis revealed that EI had an overall mean value of above 0.4 for the participants, suggesting that the participants have a high level of EI. In terms of job satisfaction, the participants also had a positive response, with a 0.4 mean. Moreover, with regard to the relationship between the EI of managers and the effect on the job satisfaction of employees, there is a definite correlation. The correlation is clearly displayed in the results as 43.1% of the sample population, consisting of 21 participants which report to the Operations Director (supervisor 2) and an additional four participants reporting to the Managing Director (supervisor 1), having a mean value that is higher than the remainder of the sample population, suggesting that employees reporting to these two set of supervisors tend to have higher levels of job satisfaction.

The reason for this could be that supervisor 2 and 4 have higher levels of EI and know how to manage employees better due to their academic education. The results from this study therefore confirm previous research by Sy *et al.* (2006:461) that an employee's emotional intelligence is also one of the elements associated with the level of job satisfaction and the performance of the employee. Various elements have an impact on job satisfaction, such as remuneration and organisational behaviour, as well as with EI elements such as self-awareness, self-confidence, optimism and empathy levels.

Ealias and George (2012:37) state that EI and job satisfaction are two concepts that are of great interest in the modern work environment. Not only do they provide a competitive edge in business life, but also in personal life. However, there are various factors that affect the two concepts and few studies have been conducted on these factors. According to Ealias and George (2012:41), the basic notion with regard to the concept of EI is that more than rational thought is needed for effective action. In order to create energising and directing behaviour, emotion is crucial.

An essential component of organisational climate is job satisfaction. Job Satisfaction can be used as a predictor of employee work behaviours such as absenteeism and turnover, and as an indicator of how employees feel about their jobs. It is therefore important for a business to implement firm and definite steps to improve job satisfaction, as it can also be used to mediate the relationship of personality variables. Furthermore, job satisfaction can partially mediate the relationship between personality variables and unusual work behaviours (Ealias & George, 2012:41).

From the above it is evident that from a business perspective it is important that a manager knows how to get employees to be productive and working to achieve the goals of the business. This would require managers to have the needed EI skills to increase the elements of job satisfaction of employees. Thus the aim of this study was to explore the relationship between the EI of managers and the job satisfaction of employees. This study was approached by focusing on the following specific objectives within the personal protective equipment industry:

- To determine whether there is any relationship between the various components of EI and managerial behaviour and employee job satisfaction.
- To determine whether high emotional intelligence among manager-leaders predicts job satisfaction.
- To gain insight into the business of Select PPE as an organisation and the impact of its managers' emotional intelligence on the employees.
- To suggest possible recommendations for future research and the SPPE business.

These specific objectives were investigated by means of a designed questionnaire that was distributed among the employees of SPPE. A total of 58 questionnaires were completed by the employees of SPPE who participated in this study. As the questionnaire was only completed by a certain number of SPPE employees and not the entire staff, the results obtained from this study are only representative of a sample of the represented population. The following statistical analyses were conducted:

- Frequency distribution and descriptive statistics of the individual items
- Cronbach's coefficient alpha for each section
- Descriptive statistics for the selected sections
- Test for correlation between sections
- Test for differences between biographical information

4.2 LIMITATIONS OF THIS RESEARCH

- The scope of the study was limited to a single business, thus the results cannot be generalised to the entire PPE industry.
- The results obtained in this study are representative of only a sample, and not the entire population.
- Ethical considerations with regard to directly linking a specific manager to a specific supervisor.
- If time constraints and cost were not a limitation, more in-depth research could be done regarding the impacts of EI and job satisfaction, and what the results of these two concepts have on the participants individually.

4.3 RECOMMENDATIONS

4.3.1 Recommendations for Select PPE

- With regard to SPPE, programmes need to be used to build organisational ability to bring out the best in people and create powerful workplace relationships. This will assist in increasing engagement, trust and integrity, building more effective teams, retaining capable employees, providing exceptional customer service and effectively managing change (Ealias & George, 2012:41).
- Communication skills, logical skills, comprehension skills, creative skills and management skills should be developed within SPPE.
- With regard to promotions, recruitment and employee reviews, SPPE should use EI tests within the workplace.
- Employees need to be encouraged to evaluate their EI competency levels and reflect on the level of impact their emotions have on a situation, which should result in finally identifying how they can manage their emotions better in the future, as Newton (2014:8) also suggests.

4.3.2 Recommendations for future research

In terms of future research, the following recommendations can be made;

- Explore the relationship of managers' EI to job satisfaction in the total population of SPPE
- Expand the research population to include various other PPE businesses to arrive at a more accurate representation of the population in the PPE industry
- To research whether salary and education have an impact on the relationship between EI and job satisfaction, employee motivation, trust etc.

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ANNEXURE A

Code number:

PSYCHOLOGICAL ORIENTATION

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PSYCHOLOGICAL ORIENTATION

Exploring emotional intelligence within the personal protective equipment industry

Marishka van der Schyff

Dissertation in partial fulfilment of the requirements for the degree

MASTER OF BUSINESS ADMINISTRATION

At the North-West University, Potchefstroom Campus

Dear Respondent

Emotional intelligence (the ability to identify and manage you own emotions and those of others) is a concept of high interest in today's competitive business environment.

This concept influences both the personal and organisational life of a person equally. The impact of emotional intelligence can create a positive or negative work-life balance. Therefore it might also have an effect on job satisfaction.

The purpose of this questionnaire is to explore emotional intelligence and whether it has an effect on job satisfaction within Personal Protective Equipment companies in South Africa.

Your contribution is highly appreciated.

Marishka van der Schyff

Please complete every question / statement to ensure the validity and reliability of the study.

GENERAL INSTRUCTIONS

Virtually all questions should be answered by marking (X) or **highlighting** the relevant block.

Use the following key to indicate your preference:

SCALE	TERM USED
1	Never
2	Rarely
3	Sometimes
4	Almost Always
5	Always

Please select the number which best describes your opinion about a specific question or statement.

In the example below, the respondent agreed with the statement listed.

My job provides for steady employment	1	2	3	~~4~~	5
---------------------------------------	---	---	---	--------------	---

SECTION A

Please select the most appropriate answer to the following statements by making an “X” over the appropriate number on the 1 to 6-point scale next to the statement.

<i>1 = Never</i>	<i>2 = Rarely</i>	<i>3 = Sometimes</i>	<i>Usually</i>	<i>4 = Almost Always</i>	<i>5 = Always</i>
------------------	-------------------	----------------------	----------------	--------------------------	-------------------

	Never	Rarely	Sometimes	Usually	Almost Always	Always
	1	2	3	4	5	6
I feel comfortable expressing my feelings						
I am able to recognise the situations that trigger my emotions						
I know how my feelings impact my performance						
	1	2	3	4	5	6
I acknowledge my strengths and areas of weakness						
I have a sense of humour about myself						
I am not defensive when receiving new information or perspectives about myself						
I make up for the strengths I do not have by working with others that have the necessary strengths						
I makes career choices to take opportunities to learn new things or broaden my experiences						
I seek out opportunities to broaden my repertoire of capabilities						
	1	2	3	4	5	6
I feel confident to work without feeling the need for direct supervision						
I believe I am capable of doing my job and I am likely to succeed						
I am decisive						
I present myself in an assured, forceful, impressive and unhesitating manner						
I have a personal presence (i.e. stand out in a group)						
I undertake significant personal or professional risks to accomplish important goals (e.g. challenging powerful others with an unpopular point of view)						
I speak out for a course of action that I believe in even when others disagree						

	Never	Rarely	Sometimes	Usually	Almost Always	Always
	1	2	3	4	5	6
I resist the impulse to act immediately						
I behave calmly in stressful situations						
I stay composed and positive, even in difficult moments						
I calm others in stressful situations						
	1	2	3	4	5	6
I behave in a manner consistent with my own values and beliefs						
I publicly admit to mistakes even when it is not easy to do so						
I confront unethical actions in others						
I act on my own values even when there is a significant risk						
	1	2	3	4	5	6
I willingly change ideas or perceptions based on new information or different evidence						
I apply standard procedures flexibly (e.g. alter normal procedures to fit a specific situation)						
I smoothly juggle multiple demands						
I am comfortable with uncertainty						
I adapt by changing overall strategy, goals or projects to fit the situation						

	Never	Rarely	Sometimes	Usually	Almost Always	Always
	1	2	3	4	5	6
I find and act on current opportunities						
I act rather than simply wait for others to make a decision						
I bend the rules when necessary to get the job done						
I go beyond what is required or expected						
I seek information in unusual ways and sources not typically used						
I initiate action to create possibilities for the future						
	1	2	3	4	5	6
I set my own standards and use them to judge performance						
I express dissatisfaction with the status quo and seek ways to improve performance						
I set measurable and challenging goals for myself or others						
I make decisions, set priorities and choose goals on the basis of calculated costs and benefits						

I anticipate obstacles to a goal in order to overcome them						
I take calculated risks to reach a goal						
	1	2	3	4	5	6
I persist in seeking to attain goals despite obstacles and setbacks						
I operate from hope of success rather than fear of failure						
I do not take setbacks personally						
I see obstacles as an opportunity to learn and develop						

	Never	Rarely	Sometimes	Usually	Almost Always	Always
	1	2	3	4	5	6
I pay attention and listen						
I ask questions to understand another person						
I accurately read people's moods, feelings or non-verbal cues						
I respect and relate well to people of diverse backgrounds						
I respond to stereotyping by stating and appreciating another person's uniqueness						
I demonstrate an ability to see things from someone else's perspective						
I understand the underlying cause for someone's feelings, behaviour or concerns						
	1	2	3	4	5	6
I accurately read key relationships and social networks in groups, the organisation or the wider world						
I understand the organisation's values and culture						
I understand political forces at work in the organisation						
I understand the history and reasons for continuing organisational issues						

	Never	Rarely	Sometimes	Usually	Almost Always	Always
	1	2	3	4	5	6
I maintain clear communication regarding mutual expectations with customers or clients						
I monitor customer or client satisfaction						
I take personal responsibility for resolving customer or client problems non-defensively						
I make myself available to customers or clients						

I match customer or client needs to services or products						
I address the unexpressed needs of the customer or client						
I act as a trusted advisor to a customer or client over time						

	Never	Rarely	Sometimes	Usually	Almost Always	Always
	1	2	3	4	5	6
I express positive expectations about others' potential						
I give direction or demonstrations to develop others						
I recognise specific strengths or development opportunities in others						
I give timely, constructive feedback in behavioural rather than personal terms						
I provide long-term mentoring or coaching in the context of a continuing relationship						
	1	2	3	4	5	6
I lead by sharing a vision and direction rather than through formal authority or positional power						
I stimulate enthusiasm and make work exciting						
I consistently and visibly lead by example and set a clear standard for teams and colleagues						
I inspire others to action by expressing a compelling mission or vision						
	1	2	3	4	5	6
I bring disagreements and grievances into the open						
I communicate the positions of those involved in a conflict to all concerned						
I focus disagreements on the issues or actions involved rather than on the person						
I help to de-escalate conflicts						
I find a common idea that all parties in a conflict can endorse						

	Never	Rarely	Sometimes	Usually	Almost Always	Always
	1	2	3	4	5	6
I state a need for change						
I express an explicit vision for change to those effected						
I enlist others in pursuit of a change initiative						
I remove barriers to change						
I model the change expected of others						
I personally lead change initiatives						
I take a strong, public stand to promote change despite opposition						

	1	2	3	4	5	6
I maintain co-operative working relationships						
I share information to foster teamwork						
I express positive expectations or respect for others at work						
I value, asks for and use others' input						
I identify and encourage opportunities for teamwork across and within groups						
I actively promote a friendly climate, good morale and co-operation						
I promote group reputation with outsiders						
I build team spirit by creating symbols of identity and pride						

	Never	Rarely	Sometimes	Usually	Almost Always	Always
	1	2	3	4	5	6
I express concern with my image and reputation, or that of the company I work for						
I use factual arguments to persuade and influence others (e.g. appeals to reason or use of data)						

I take symbolic action to have a specific impact on the audience						
I convince others by appealing to people's self-interest						
I gain the buy-in of influential parties and enlist their help in convincing others						
I get people to "Buy-in" or take ownership of ideas or plans						
I develop broad, behind-the-scenes support to increase persuasive impact						

SECTION B

Please rate the extent to which you feel satisfied or dissatisfied with the following statements by making an "X" over the appropriate number on the 1 to 5-point scale next to the statement.

<i>1 = Very dissatisfied</i>	<i>2 = Dissatisfied</i>	<i>3 = Neither</i>	<i>4 = Satisfied</i>	<i>5 = Very Satisfied</i>
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		Very Dissatisfied	Dissatisfied	Neither	Satisfied	Very Satisfied
		1	2	3	4	5
1	Being able to keep busy all the time					
2	The chance to work alone on the job					
3	The chance to do different things from time to time					
4	The chance to be "somebody" in the community					
5	The way your boss handles his/her workers					
6	The competence of your supervisor in making decisions					
7	Being able to do things that don't go against your conscience					
8	The way your job provides for steady employment					
9	The chance to do thing for other people					
10	The chance to tell people what to do					
11	The chance to do something that makes use of your abilities					
12	The way your company policies are put into practice					
13	Your pay and the amount of work you do					
14	The chance for advancement in this job					
15	The freedom to use your own judgment					

16	The chance to try your own methods of doing the job					
17	The working conditions					
18	The way your co-workers get along with each other					
19	The praise you get for doing a good job					
20	The feeling of accomplishment you get from the job					

SECTION C: BIOGRAPHICAL INFORMATION

The following information is needed to help with the statistical analysis of the data for comparisons among different interest groups. We appreciate your help in providing this important information.

Mark the applicable block with a cross (X). Complete the applicable information.

C1	1	Indicate your age group.	1	2	3	4	5
			≤ 29	30 – 39	40 - 49	50 - 59	60+
	2						

C2	3	Indicate your gender.	1	Male		2	Female	

C3	4	Indicate your race group classification.	1	2	3	4	5
			Black	White	Coloured	Indian	Other
	5						

C4	Indicate your highest academic qualification. Select only one		
	Lower than matric	1	
	Matric	2	
	Certificate	3	
	Diploma (Technical College)	4	
	University degree	5	
	Post-graduate degree	6	

C5	6	What is your job title?

C6	7 Select your functional department.							
	1	Finance	2	Administration (Admin)	3	Human Resources (HR)	4	Information Technology (IT)
	5	Purchasing & Logistics	6	Operations	7	New Business Development	8	Other (Specify):

C7	8 Please indicate your place of work. Select only one			
1	On-site Store		Store code:	
2	Warehouse		Warehouse code:	
3	Head Office			
4	Area Office		Area:	
5	Other:			

C8	9 Please select to whom you report. Who is your supervisor?		
1	MD		
2	Director		
3	Regional Manager		
4	Area Manager		
5	Junior Manager		
6	Senior Manager		
7	Other (Specify):		

**THANK YOU VERY MUCH FOR YOUR VALUABLE TIME AND
INPUT**