

**THE ROLE OF EMOTIONAL INTELLIGENCE IN
LEADERSHIP IN THE FERROMANGANESE INDUSTRY
OF KWAZULU-NATAL**

by

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DEDICATION

This dissertation is dedicated to life and the pursuit of absolute spirituality.

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I would like to extend my heartfelt gratitude to:

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ABSTRACT

Traditionally leadership is associated with cognitive skills such as critical thinking and effective decision-making. Recently, research has determined the even greater importance of emotional intelligence (EQ) in business leadership generally, and specifically in diversity management. This applies equally to industry.

Psychometric assessments of sixty middle managers at *Assmang Manganese*, a large ferromanganese producer in KZN, revealed a major deficiency in diversity management skills, linked to low levels of EQ. In an empirical study, ten of these managers were re-assessed, using a multi-rating system, with regard to five specific categories of EQ considered most relevant to diversity management. The conclusions drawn from this study indicate:

- significant discrepancies between the self-perception of the ten managers and the perceptions of their senior manager and subordinates
- discrepancies between the scores obtained in this assessment and those of the earlier psychometric tests
- that eight of the ten managers displayed low levels of diversity management, especially with regard to tolerance and empathy, and
- that an urgent need exists for training and development in emotional intelligence as a means of enhancing the diversity management skills of middle managers at *Assmang Manganese*.

OPSOMMING

Leierskap word tradisioneel verbind met kognitiewe vaardighede soos kritiese denke en effektiewe besluitneming. Onlangse navorsing dui egter aan dat faktore soos emosionele intelligensie 'n belangriker rol speel in leierskap oor die algemeen en spesifiek in die konteks van diversiteitsbestuur. Dit geld vir bestuur in beide die sakewêreld en die nywerheid.

Psigometriese toetse wat op sestig middelbestuurders verbonde aan *Assmang Manganese*, 'n ferromangaan-nywerheid in KZN, uitgevoer is, het ernstige tekortkominge ten opsigte van hulle vlak van diversiteitsbestuur aangedui. Dié tekortkominge hou direk verband met lae vlakke van emosionele intelligensie. In 'n empiriese studie het tien van hierdie bestuurders hertoetsing ondergaan ten opsigte van vyf kategorieë van emosionele intelligensie wat spesifiek betrekking het op diversiteitsbestuur. Hierdie toetse het self-persepsie sowel as die beoordeling van portuurgroepe ingesluit. Die gevolgtrekkings wat op die studie gebaseer is, dui aan dat:

- beduidende teenstrydighede tussen die self-persepsies van die bestuurders en die persepsies van hulle senior bestuurder en ondergeskiktes bestaan
- teenstrydighede tussen die tellings wat in hierdie toetse behaal is en dié van die vorige psigometriese toetse bestaan
- dat agt van die tien bestuurders 'n lae vlak van diversiteitsbestuur toon, veral ten opsigte van verdraagsaamheid en empatie, en
- dat 'n dringende behoefte bestaan aan opleiding en ontwikkeling in emosionele intelligensie, met die doel om die vlak van diversiteitsbestuur van middelbestuurders verbonde aan *Assmang Manganese* te verhoog.

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	iii
ABSTRACT	iv
OPSOMMING	v
LIST OF TABLES	x
LIST OF FIGURES	xi
CHAPTER 1: NATURE AND SCOPE OF THE STUDY	1
1.1 INTRODUCTION	1
1.2 STATEMENT OF THE PROBLEM	2
1.3 AIMS OF THE RESEARCH	3
1.3.1 Primary objectives	3
1.3.2 Secondary objectives	4
1.4 RESEARCH METHODOLOGY	4
1.4.1 Theoretical research	4
1.4.2 Empirical research	5
1.5 CLARIFICATION OF CONCEPTS	6
1.6 LIMITATIONS OF THE STUDY	6
1.7 CHAPTER SUBDIVISION	7

CHAPTER TWO: EMOTIONAL INTELLIGENCE (EQ) AND LEADERSHIP	8
2.1 INTRODUCTION	8
2.2 HUMAN INTELLIGENCE	8
2.2.1 Generic intelligence	8
2.2.2 Multiple intelligences	9
2.3 EMOTIONAL INTELLIGENCE (EQ)	11
2.4 LEADERSHIP	13
2.4.1 Defining leadership	13
2.4.2 A holistic model of leadership	14
2.4.3 Leadership styles	15
2.5 CATEGORIES OF EMOTIONAL INTELLIGENCE RELEVANT TO LEADERSHIP / MANAGEMENT	18
2.5.1 Self-awareness	18
2.5.2 Self-management	19
2.5.3 Social awareness	22
2.5.4 Relationship management	23
2.6 RELEVANCE OF EMOTIONAL INTELLIGENCE TO LEADERSHIP WITHIN THE CONTEXT OF DIVERSITY MANAGEMENT	26
2.6.1 Defining diversity	26
2.6.2 Diversity in the workplace	27
2.6.3 Emotional intelligence and diversity management	29
2.7 STAFF DIVERSITY IN THE FERROMANGANESE INDUSTRY	32
2.8 CONCLUSION	33

CHAPTER THREE: EMPIRICAL STUDY: THE ROLE OF EMOTIONAL INTELLIGENCE IN DIVERSITY MANAGEMENT	35
3.1 INTRODUCTION – FOCUS ON DIVERSITY MANAGEMENT	35
3.2 IMPLEMENTATION OF THE EMPIRICAL STUDY	35
3.2.1 Selection of assessment criteria	36
3.3 Format and structure of the assessment	36
3.3.1 Selection of participants / testees	39
3.3.2 The 360 Degree method of assessment	40
3.4 COMPILATION OF THE ASSESSMENT QUESTIONNAIRE	40
3.5 SELECTION OF THE QUESTIONS	42
3.5.1 Flexibility	45
3.5.2 Motivation	46
3.5.3 Trust	46
3.5.4 Tolerance	46
3.5.5 Empathy	47
3.6 THE SCORING SYSTEM	47
3.7 ADMINISTRATION OF THE ASSESSMENTS	48
3.8 CROSS-CULTURAL PERSPECTIVE	49
3.9 PROCESSING AND COLLATING THE FEEDBACK	49

CHAPTER FOUR: FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	51
4.1 INTRODUCTION	51
4.2 PROCEDURE ADOPTED IN PROCESSING THE EMPIRICAL DATA	52
4.3 FINDINGS OF THE EMPIRICAL STUDY	53
4.3.1 Interpretation of assessment scores	53
4.3.2 Individual assessment scores	54
4.3.3 Correlation of assessment scores with management diversity	73
4.4 CONCLUSIONS	75
4.4.1 Specific conclusions	75
4.4.2 General conclusions	76
4.5 RECOMMENDATIONS	77
REFERENCES	79
APPENDIXES A: Assessment questionnaires	81
APPENDIXES B: Bar graphs reflecting diversity management scores	88

LIST OF TABLES

TABLE 3.1:	TOP FIVE QUALITIES SELECTED	43
TABLE 3.2:	SCORING SYSTEM	52
TABLE 3.3:	SUBORDINATES	54
TABLE 4.1:	INTERPRETATION OF ASSESSMENT SCORES	58
TABLE 4.2:	MANAGER NO. 1	59
TABLE 4.3:	MANAGER NO. 2	61
TABLE 4.4:	MANAGER NO. 3	63
TABLE 4.5:	MANAGER NO. 4	64
TABLE 4.6:	MANAGER NO. 5	66
TABLE 4.7:	MANAGER NO. 6	68
TABLE 4.8:	MANAGER NO. 7	70
TABLE 4.9:	MANAGER NO. 8	72
TABLE 4.10:	MANAGER NO. 9	74
TABLE 4.11:	MANAGER NO. 10	76
TABLE 4.12:	RATING OF 10 MANAGERS	78

LIST OF FIGURES

FIGURE 2.1:	HOLISTIC MODEL OF LEADERSHIP	16
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CHAPTER ONE: NATURE AND SCOPE OF THE STUDY

1.1 INTRODUCTION

Success in business and industry is largely dependent on effective leadership. Leadership (and, by implication, management) comprises a set of complex skills. Traditionally, cognitive intelligence (such as measured by IQ tests) and specific context-related skills were linked to management capacity, but, over the years, the concept of management has been expanded to include other human dimensions. In addition to decision-making and organisational skill, non-cognitive aspects such as creative thinking skill, initiative, ethics, and particularly the ability to handle people (relationship skills, the ability to elicit teamwork and resolve conflicts) have been added. In recent years, insights gained from research in Cognitive and Industrial Psychology and Neuroscience have revealed the crucial importance of inter-personal skills in effective management practice.

In one way or another, all management skills are related to *intelligence*, or the effective use of the human brain. However, since the publication of Howard Gardner's comprehensive study of intelligence, *Frames of Mind* (1983), the definition of human intelligence has changed dramatically. Cognitive Science (the study of human intelligence) no longer equates intelligence exclusively with the ability to acquire and process knowledge, rational thinking or effective decision-making, but acknowledges that intelligence manifests itself as different types, known as *Multiple Intelligences*, in accordance with diverse skills, abilities, talents and aptitudes which individuals possess. While most of these types of intelligence may loosely be termed *cognitive*, in 1990 the term "emotional intelligence" was mooted, emphasizing the non-cognitive or affective dimensions of intelligence. Intensive research in the last decade has revealed that these

affective aspects are most essential in the context of leadership and business management.

According to Cooper and Sawaf (1997: xi), not only organisations, but also personal lives, have suffered from the practice of disconnecting emotions from intellect. They assert that this cannot be done successfully as research has now proved conclusively that it is emotional intelligence or EQ, rather than raw brain power, or IQ that informs best decisions and effectively drives the most dynamic organisations and ensures fulfilment in life.

It is against the background of these psychological insights that this study is undertaken.

1.2 STATEMENT OF THE PROBLEM

Staff diversity, multi-culturalism, multi-lingualism, affirmative action and employment equity are some of the realities which leadership and management must accommodate and address in the “new” democratic South Africa. This certainly applies to management at *Assmang Manganese*, a fifty-seven year old ferromanganese producer in KwaZulu-Natal. *Assmang Manganese*, approximately 60km from Durban in KwaZulu-Natal, was commissioned in 1959 and originally consisted of two 9MVA submerged arc electric furnaces. The smelter has been expanded over the years, culminating in the upgrade and re-engineering of the original furnace and the commissioning of a further four furnaces. These furnaces can produce either high carbon ferromanganese (HCFeMn) or silica-manganese (SiMn), but are currently producing high carbon ferromanganese.

Given the South African context of this industry, and the fact that employees are drawn from a wide range of cultural, racial and language groups, the need for the

effective management of diversity in the workplace is urgent. The contention is that such management requires more than mere *knowledge* of diversity; it includes aspects such as *attitude*, the need to create a *positive work environment*, the ability to *elicit co-operation and teamwork*, and the effective *resolution of conflict*. In essence, these issues have less to do with knowing and enforcing set rules and procedures, and more with managing people's attitudes to such procedures and their reactions to and relationships with the managers who enforce them. Attitudes, reactions and relationships are emotional (rather than cognitive) considerations, and research into emotional leadership clearly indicates that people who are tasked with managing the emotions of those that they lead, firstly must be able to handle their own (Goleman, 1996). Hence, the need to develop and raise the levels of emotional intelligence of leaders, particularly in the complex and challenging context of diversity management.

Assmang Manganese has, for a number of years, used only technical competencies as the basis for the appointment of its leaders (senior and middle management). However, with the diversification of the workforce within this industry, such leaders have not been effective. Until now, emotional intelligence has not been acknowledged as a requirement for effective leadership in the ferromanganese industry.

This research was prompted by a comprehensive assessment of sixty middle managers at *Assmang Manganese*. This included an assessment of various categories of emotional intelligence. The most significant finding based on the assessments was that over ninety percent of the middle managers who sat for the tests need training in diversity management. Many of the testees reacted to this recommendation with surprise and concern, clearly implying that their *personal perceptions* of their own skills in this area differed significantly from the data yielded by the assessments.

Assuming the validity and reliability of the psychometric tests that were administered, the identified shortcomings need to be addressed. This issue is the basis of the problem which this research sets out to address.

1.3 AIMS OF THE RESEARCH

The research has the following objectives:

1.3.1 Primary objective

Firstly, by means of a literature survey, to define the concept of emotional intelligence and determine its perceived role in business leadership, and particularly its role in the management of diversity in industry.

1.3.2 Secondary objective

To undertake an assessment that will yield 360 Degree feedback regarding the success or otherwise of the diversity management practice of ten selected middle managers at *Assmang Manganese*. This assessment will include the self-perception of the managers, which will be compared with the evaluation contained in the psychometric assessment reports on each manager. The aim, therefore, is not merely to determine their skills level regarding diversity management, but also to determine the validity of their self-perception in this regard.

Thirdly, to use the results of the assessment to conclude whether middle managers at *Assmang Manganese* need training and development in emotional intelligence in order to improve their diversity management skills, and, if so, to determine the precise nature of such training.

1.4 RESEARCH METHODOLOGY

The methodology adopted in this research comprises two distinct approaches.

1.4.1 Theoretical research

The literature survey will be undertaken to gain an understanding of *intelligence* in general, and of *emotional intelligence* in particular. The concept of emotional intelligence will be comprehensively defined, whereafter the focus will shift to the crucial role of EQ in business leadership. The seminal work of Daniel Goleman and Peter Salovey will particularly be consulted in this regard.

Emotional intelligence comprises a number of specific categories or domains which will be individually explored regarding both their nature and their particular relevance to diversity management in business. The insights gained from this survey will then be related to management in heavy industry, and specifically to *Assmang Manganese*.

1.4.2 Empirical research

The research will use the reports based on a battery of psychometric tests done by Triple M Consulting Psychologists on all the middle managers of the total plant of *Assmang Manganese*. These tests included emotional intelligence assessments as well as measures of diversity management. The results of these tests will be compared with those obtained in the empirical study involving all the *operational middle managers* at the plant, i.e. ten middle managers.

The empirical study will take the form of a 360 Degree (multi-rater) assessment, composed of a questionnaire based on five pre-identified categories of emotional intelligence considered to be most relevant to diversity management. The

selection of these five categories will be determined by both the literature survey and the first-hand observation and experience of 112 employees at *Assmang Manganese*. Once the five most important categories have been identified, the format, content and scoring of these questionnaires will be determined by consulting a number of existing EQ assessment instruments which have been tried and tested in practice. Each category of EQ will be tested by means of five questions, which will yield a score for each. Three scores will be obtained for each category: a self-perception score (the manager's personal assessment of his skills level in each category); the scores awarded by the senior Operations Manager, and the scores awarded by a number of subordinates who work under the middle manager being assessed. For this purpose, the questionnaire will be rephrased to reflect the point of view of the employee completing it.

Once the scores for each EQ category have been obtained in this way, the average score for each category, as well as the overall average score for diversity management will be determined. Discrepancies between the self-assessment scores and those awarded by the senior manager and the subordinates will be noted. The scores will then be compared with the evaluation of each manager as contained in the psychometric assessment reports, to ascertain the level of diversity management skill in each case. This comparative analysis will be used to infer the following conclusions:

- the effectiveness of the diversity management practice of each middle manager
- the accuracy of each manager's self-perception in this regard
- the perceived accuracy and validity of the psychometric assessment reports on each manager
- the need for training in diversity management of the managers at *Assmang Manganese*
- the nature and content of such training, if required.

1.5 CLARIFICATION OF CONCEPTS

The following definition is supplied of terminology used in this study:

Ferromanganese: A ferro-alloy with high content of manganese, made by heating a mixture of the oxides MnO_2 and Fe_2O_3 with carbon in a furnace. These substances undergo a thermal decomposition reaction and are used as a deoxidizer for steel.

Other concepts used in this study are clarified in the text.

1.6 LIMITATIONS OF THE STUDY

The scope of this research is limited to the role of emotional intelligence in enhancing diversity management practice in the ferromanganese industry, and particularly to *middle operations managers at Assmang Manganese*.

1.7 CHAPTER SUBDIVISION

Chapter one provides motivation for the research as well as a description of the problem statement. It outlines the aims of the research, the methodology used and clarifies the specific concepts used in the study.

Chapter two involves a literature survey on emotional intelligence; defining EQ and determining its role in leadership and in the managing of diversity.

Chapter three covers an empirical study of the role of emotional intelligence in diversity management and an assessment of the diversity management skills of ten middle operational managers at *Assmang Manganese*.

Chapter four involves the analysis and interpretation of the findings of the data collected, and makes recommendations relating to the research problem and presents a conclusion to the study.

CHAPTER TWO: EMOTIONAL INTELLIGENCE (EQ) AND LEADERSHIP

2.1 INTRODUCTION

The purpose of this chapter is to undertake a literature survey aimed at elucidating a number of aspects relevant to this study. Consideration will be given to the following:

- An understanding of human intelligence
- An understanding of emotional intelligence
- An understanding of the concept of leadership and leadership styles, with particular reference to business management
- Specific categories of emotional intelligence that apply to leadership / management
- The specific relevance of emotional intelligence for leaders in the context of diversity management
- The importance of diversity management in the Ferromanganese industry
- How the above aspects point the way to and validate the empirical study, as described in Chapter Three.

2.2 HUMAN INTELLIGENCE

2.2.1 Generic intelligence

The link between intelligence and leadership appears to be self-evident. However, scientific literature on the topic of human intelligence varies greatly regarding the definition of this concept. The generally accepted understanding of intelligence is reflected by typical dictionary definitions, such as “the ability to

learn, understand and think in a logical way” (Oxford Advanced Learner’s Dictionary, 2005). The terms “intelligence” and “intellect” are often used synonymously – intellect implying “advanced” intelligence.

The use of IQ tests, devised in the early Twentieth Century, distorted ones understanding of intelligence, leading to the belief that people are born intelligent or not, that IQ cannot be changed, and that IQ tests can rank people in terms of their *levels* of intelligence (Swartz, 2004; Goleman, 1996:38). These beliefs gave rise to the idea of *generic* intelligence: the assumption that every human has some degree of intelligence which is loosely equated with critical thinking skill, and that a distinction can be made between “lower and higher order thinking skills” (Baron and Sternberg, 1987: ix). As a result, the teaching of thinking, as a practical means of enhancing intelligence, became the focus of research and cognitive development, especially in the work of luminaries such as de Bono (1986) and Feuerstein (1980).

Sternberg, in refuting the validity of IQ tests as measures of intelligence, proposes instead a triarchic view of intelligence (Sternberg, 1987: 193-200). His triarchic theory incorporates cognitive processing, the environmental context in which intelligence operates, and individual experience. The two latter aspects of his theory are particularly relevant to leadership, as they emphasize the role of context (or environment) and personal experience in defining intelligence, thus expanding the notion that intelligence may be equated solely with critical thinking skill. From this it may be inferred that an understanding of effective leadership cannot be divorced from the leadership context, and that different contexts make different demands of a leader that cannot reasonably be generalised. As this study explores the link between intelligence and leadership in the context of heavy industry, this factor warrants consideration.

2.2.2 Multiple intelligences

The theory of intelligence was greatly expanded after the publication of Howard Gardner's seminal work: *Frames of Mind* (1983). Previously, intelligence had been linked to knowledge, thinking skill and decision-making (Baron and Sternberg, 1987: 43-45), but Gardner proposed seven different *types* of intelligence (which were later increased to eight), known as Multiple Intelligences. This model refuted the view of one kind of intelligence, such as implied by IQ testing, and instead postulated a wide spectrum of intelligences, based on specific skills, aptitudes, abilities and talents, many of which were not *cognitive* in the traditional sense (Goleman, 1996:38).

Swartz (2008) summarises the seven types of intelligences as proposed by Gardner, as follows:

- *Linguistic Intelligence*: Skill in learning and using language, especially verbal conceptualisation.
- *Logical/Mathematical Intelligence*: Skill in numeracy and the ability to process information effectively to arrive at logical conclusions.
- *Visual/Spatial Intelligence*: Practical skill such as displayed by artisans; spatial reasoning; artistic abilities.
- *Musical Intelligence*: Superior musical talent regarding composition and performance.
- *Bodily / Kinesthetic Intelligence*: Skill in physical movement, such as displayed by sportspeople, athletes and dancers.
- *Inter-personal Intelligence*: The skill of interacting with others; effective communication; the ability to maintain healthy social relationships; effective listening skills. (This type of intelligence is particularly relevant to leadership.)

- *Intra-personal Intelligence*: Reflective, introspective skill as a means of understanding 'self', and of aligning one's principles and beliefs with one's feelings (Swartz, 2008: 6-7).

Swartz further correlates types of intelligence with dominance in specific brain areas or quadrants. In terms of his theory, specific intelligences can be coupled with functions controlled by either the left or right brain hemispheres. If effective leadership implies the use of one or more particular types of intelligence, according to Gardner's classification, then it should be possible to determine the generic brain profile of an effective leader. However, doing so would negate Sternberg's contention regarding the role of context and experience in understanding intelligence.

The above elucidation of human intelligence focuses mainly on cognitive skills as related to the functions of the cerebral cortex or thinking brain. The purpose of this study is to explore the role of other areas of the brain, which traditionally are not linked to intelligence in the cognitive sense. In particular, the functioning of the limbic system – the seat of emotions – has been the subject of intensive research in the last decade (Goleman, 1996), giving rise to the concept of emotional intelligence as an even more powerful determinant of human behaviour than cognition. Hence the title of Goleman's seminal publication (1996): *Emotional Intelligence: Why it can matter more than IQ*.

2.3 EMOTIONAL INTELLIGENCE (EQ)

Since the introduction of Multiple Intelligences in the 1980s, the concept of intelligence has been entirely redefined (Gabriel, 2002). That this concept was extended to include the realm of the emotions may be traced to the pioneering research undertaken by Salovey and Mayer (1990), in which they devised an assessment instrument based on people's ability to accurately recognise

emotions in others. On the basis of this approach, they formalised the concept “emotional intelligence”, which they extrapolated to include five distinct domains:

- Knowing or recognising ones own emotions
- Managing ones emotions
- Motivating yourself
- Recognising emotions in others
- Handling relationships (Salovey and Mayer, 1990: 185-211).

This model has since been extended to include other related domains, especially by Goleman (1996), and has further been applied to virtually every human context: personal, academic, and professional. In particular, research has focused on the importance of emotional intelligence in leadership and management (Caruso & Salovey, 2004; Ashkanasy & Daus, 2002).

As EQ is such a broad concept, there appears to be no universally accepted definition of it, but there is general consensus on its essential components. In this regard, Goleman is regarded as the leader in the field of research into and application of emotional intelligence. For this reason, his definition and categorisation of EQ is provided below (Goleman, 1998: 317-318):

Emotional intelligence refers to the capacity for recognizing our own feelings; and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships.

As EQ comprises both personal and inter-personal skills, Goleman identifies five basic emotional and social competencies.

Self-awareness: Knowing what we are feeling in the moment, and using those preferences to guide our decision making; having a realistic assessment of our own abilities and a well-grounded sense of self-confidence

- *Self-regulation*: Handling our emotions so that they facilitate rather than interfere with the task at hand; being conscientious and delaying gratification to pursue goals; recovering well from emotional distress.
- *Motivation*: Using our deepest preferences to move and guide us toward our goals, to help us take initiative and strive to improve, and to persevere in the face of setbacks and frustrations
- *Empathy*: Sensing what people are feeling, being able to take their perspective, and cultivating rapport and attunement with a broad diversity of people
- *Social skills*: Handling emotions in relationships well and accurately reading social situations and networks; interacting smoothly; using these skills to persuade and lead, negotiate and settle disputes, for cooperation and teamwork.

The different perspective that EQ has introduced to an understanding of intelligence is due to a shift in focus away from aspects such as memory, critical thinking and decision-making ability to “non-intellective” elements, comprising affective, personal and social factors (Cherniss, 2000). As the majority of past research had concentrated on the importance of “cognitive” intelligence as a predictor of success, especially in business, the realisation that other factors play an even more significant role (factors such as motivation, self-belief and social skills) necessitated a review of intelligence to include social and emotional competencies such as communication, sensitivity, initiative and inter-personal skills. Cherniss (2000) cites several research studies that confirm that aspects such as mutual trust, respect, persistence, empathy, optimism and the ability to handle stress are far more valid predictors of job performance and occupational success than IQ levels or related cognitive factors. She concludes that “a person’s ability to perceive, identify, and manage emotion provides the basis for the kinds of social and emotional competencies that are important for success in almost any job” (Cherniss, 2000).

While the important role of EQ in facilitating job performance appears to be universally accepted, its specific role in the context of leadership and management needs to be closely examined in the context of this study.

2.4 LEADERSHIP

2.4.1 Defining leadership

Leadership is an extremely broad concept for which there are countless definitions that apply to a wide range of contexts. Perhaps the clearest definition is the one offered by Swartz (2007): “A good leader is one who effectively facilitates the achievement of group goals”. This definition highlights the three universal aspects of leadership: the person who leads, the people who are led, and the communal purpose or goals that unite them.

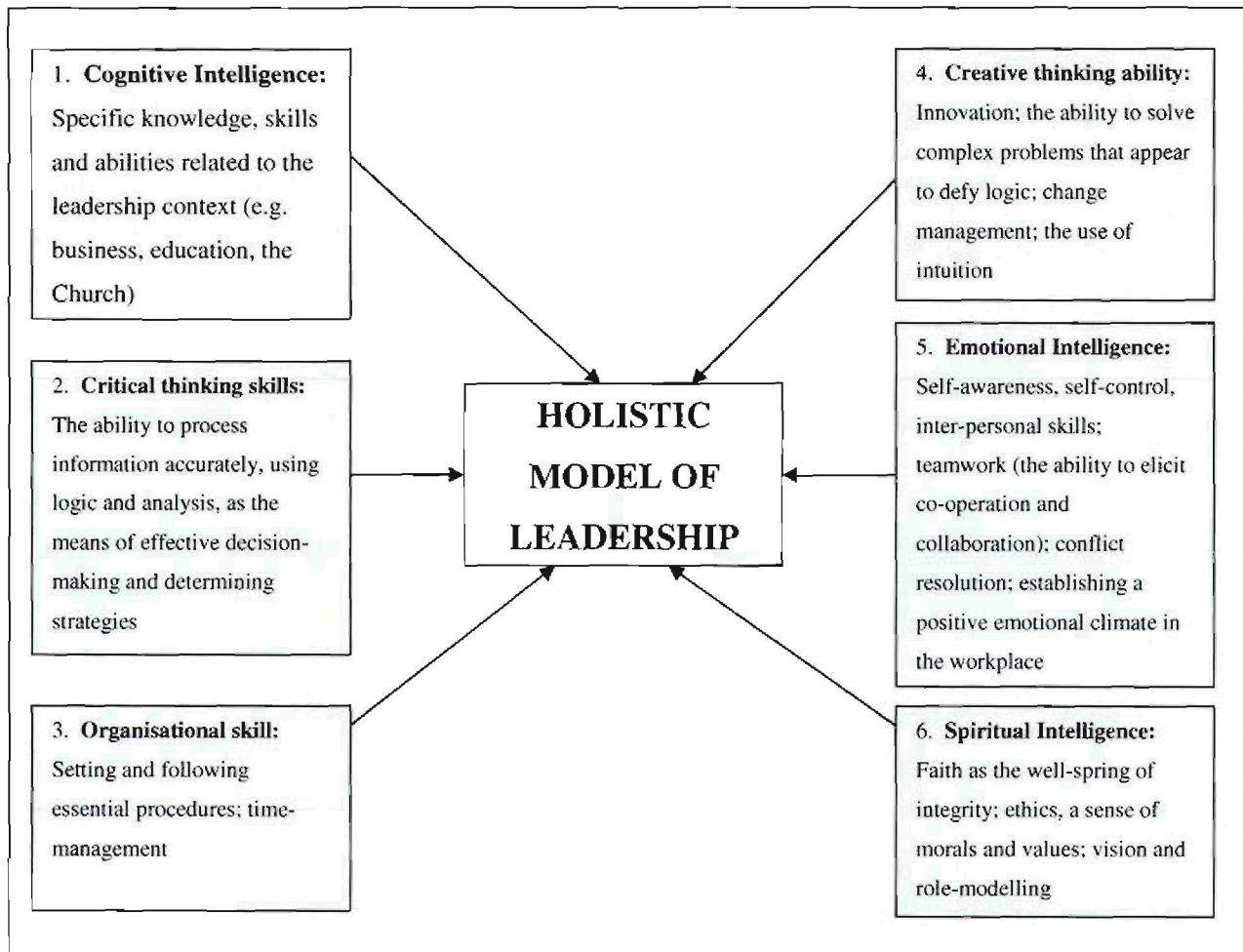
Clearly, there can be no satisfactory *generic* definition of leadership, as the selection of the most appropriate leadership approach depends on the leadership context. As a result, various models or styles of leadership have been identified over the years, which, in turn, imply the display of specific personal qualities and skills. One may assume that elected or appointed leaders possess the experience, qualifications and context-related skills required of their position, but recent research has revealed the need for a number of non-cognitive qualities or skills to ensure effective leadership (Sternberg, 1996).

2.4.2 A holistic model of leadership

Various models of leadership have been proposed over time, and have been adapted according to changing circumstances and perceived need. Swartz (2007) proposes a holistic model of leadership, based on the inter-dependence of types of intelligence required by effective leaders. His model is termed “holistic”

as it draws on the relevant functions of each of the four quadrants of the human brain.

FIGURE 2.1: HOLISTIC MODEL OF LEADERSHIP



In elucidating this model, Swartz prioritises emotional intelligence as the most significant factor in facilitating effective leadership.

2.4.3 Leadership styles

Our understanding of what constitutes a good leader, or an effective manager in the business context, has changed dramatically over the years. Apart from the cognitive skills traditionally associated with successful leaders (such as critical

thinking ability, logical reasoning and decision-making), organisational skill as a means of enhancing efficiency, especially as an element of strategic management, received increased attention (Rosen, 1995: 46-58). The shift away from cognitive models of leadership was largely caused by the acknowledgement of the importance of change within an organisation – to prevent stagnation and ensure sustained growth. It was Einstein who claimed: “You cannot solve tomorrow’s problems with yesterday’s solutions”, as well as: “You cannot solve problems with the same consciousness that caused them”, thus emphasizing the need for creative thinking in leadership. As a result, the perceived need for change gave rise to the concept of *transformational leadership*.

Goleman (1998) describes the transformational leader as follows:

The model of “transformational leadership” goes beyond management as usual; such leaders are able to rouse people through the sheer power of their own enthusiasm. Such leaders don’t order or direct; they inspire. In articulating their vision, they are intellectually and emotionally stimulating. They show a strong belief in that vision, and they excite others about pursuing it with them. And they are committed to nurturing relationships with those they lead (Goleman, 1998:196).

Transformational leaders (also referred to as a *charismatic* leaders) inspire their followers to share their vision and to effect change. What is significant about this model of leadership is the emotional qualities displayed by the leader. Such a leader succeeds through arousing the emotions of his/her followers, appealing to their sense of meaning and value and eliciting their commitment to a shared vision. It is thus apparent that an emotional dimension has been added to the concept of effective leadership and management (Cooper, 2000; Ashkanasy, 2002, Daus, 2002; Hughes, 2005).

Goleman, in the seminal publication: *The new leaders* (2002), distinguish between resonant and dissonant styles of leadership. In defining what they call “primal leadership”, they assert:

Great leadership works through the emotions. No matter what leaders set out to do... their success depends on how they do it... if leaders fail in this primal task of driving emotions in the right direction, nothing they do will work as well as it could or should (Goleman, 2002:4).

They expand this point to claim that intangibles, such as higher morale, motivation, and commitment can only be achieved by leaders who “have found effective ways to understand and improve the way they handle their own and other people’s emotions” (Goleman, 2002:5). When leaders drive emotions positively, this is referred to as “*resonance*”. When they drive emotions negatively, it is termed “*dissonance*.”

In illustrating the difference between resonant and dissonant approaches to leadership, Goleman further distinguish between six distinct leadership styles. All of these styles involve the use of emotional intelligence, effectively or otherwise.

The six leadership styles may be summarised as follows (Goleman, 2002: 67-111):

- *The visionary leader* produces a new vision or provides a clear direction when change is needed, and inspires people to share and commit to that vision.
- *The coaching leader* is able to align people’s personal goals with the goals of the organisation, and thus enhances individual performance by building long-term capabilities.

- *The affiliative leader* creates harmony by building team-spirit and promoting co-operation between people, especially in times of conflict and stress.
- *The democratic leader* values people's input, and facilitates their participation and commitment through the achievement of consensus.

These four leadership styles are examples of resonant leadership, whereas the following two require caution as they may result in dissonance.

- *The pacesetter leader* sets challenging and exciting goals as a means of getting high quality results from a motivated and competent team.
- *The commanding leader* is one who provides clear direction and allays fears in an emergency, in order to initiate momentum in an organisation. This style is also adopted when dealing with problem employees or team members.

According to Goleman et al. (2002), the effectiveness of these styles of leadership depends on the nature of the emotions (positive or negative) displayed by the leader in executing his / her duties, and especially on the emotions elicited in the followers or team members. In the context of emotional intelligence and leadership, it is therefore necessary to explore the nature of these emotions more closely.

2.5 CATEGORIES OF EMOTIONAL INTELLIGENCE RELEVANT TO LEADERSHIP / MANAGEMENT

In elucidating the importance and application of emotional intelligence in the context of leadership and management, Goleman (1996, 1998, 2002) and others (Swartz, 2008; Caruso & Salovey, 2004; Cooper & Ayman, 1997; Hughes, 2005; Cheriss & Adler, 2000) have identified a number of categories or domains of EQ, as well as specific competencies within each domain, that contribute to making

leaders more resonant, and therefore more effective. Despite variations in interpretation and differences regarding the relative value of each emotional skill or competency, there appears to be a large degree of consensus regarding the four essential dimensions of EQ in the context of leadership.

2.5.1 Self-awareness

Self-awareness has variously been described as the ability to be in touch with one's own emotions; to recognise their impact on behaviour; to know own strengths and weaknesses, and to display a high level of self-confidence and self-worth. It also involves having a sense of guiding values and the ability to speak openly about one's own emotions. Self-aware people generally have a sense of humour and are able to respond positively to constructive criticism. Given their self-confidence, they welcome challenges and are less likely to be put off by problems and setbacks (Goleman, 2002: 327-328).

According to Robertson (Robertson, 2007: 16-17), the most basic EQ skill is the ability to perceive our own emotions and how they shape our responses to specific situations and people. Emotions tend to arise intuitively in response to specific stimuli and usually prompt physical and behavioural changes. Emotional awareness also contributes to improved performance as it helps people to align their values and actions (Cherniss & Adler, 2000:14).

Facial expression, body language, choice of words and tone of voice communicate our emotions to others. Consequently, a critical EQ skill is to recognise the ways in which we express our emotions to others, so that we communicate the right messages. This is particularly important when communicating with people from different cultural backgrounds, as they may misinterpret natural emotional responses as signs of disrespect, indifference or even hostility (Battle, as quoted in Robertson, 2007:17). This aspect of self-awareness is thus particularly relevant to the management of diversity.

Wilks (2000: 9-11) refers to self-awareness as a form of “emotional literacy”, and asserts that everyone needs to be able to recognise the emotions that they and others experience and to use the information conveyed by these emotions to cope with the challenges of their daily lives. Self-awareness, according to Wilks, includes acknowledging even inappropriate emotions (such as anger, envy and greed) and not suppressing them.

Cooper (2006), in devising the assessment instrument *The EQ Map* (in use since 1996), expands self-awareness to include not only the ability to recognise your emotions, but to correctly label them and connect them to their source or cause. In addition, once the emotion has been identified, it needs to be assessed in terms of its intensity on a continuum from mild to strong. Furthermore, self-awareness also comprises the ability to verbalise your emotions, i.e. emotional expression (Cooper, 2006: 5-6).

The implications of emotional self-awareness for effective leadership and management are readily apparent. If leaders are out of touch with their emotions, there is no hope of controlling them or regulating the impact they have on others – particularly on their subordinates. This, in turn, will affect leaders’ levels of self-confidence and blur their vision, i.e. they will not have a clear perspective of both personal and communal goals, nor be able to pursue or achieve such goals in a structured and effective manner. Without self-awareness, negative emotional states will persist and continue to reduce levels of performance.

2.5.2 Self-management

Self-management is the broadest category of emotional intelligence, and judging from the extensive research literature on the topic, and the various coaching manuals, it presents by far the greatest challenge for leaders in terms of mastery.

Goleman et al. (2002: 56-59, 328-329) regard self-management as the leader's "primal challenge". To clarify this concept, they sub-divide it into six distinct components or competencies: self-control, transparency, adaptability, achievement, initiative, and optimism.

The urgent need for self-management is confirmed by the neurological fact that negative emotional states reduce "the thinking brain's capacity to focus on the task at hand" (Goleman et al., 2002:56). This effect is traced to the functioning of the amygdala, the "warning system" or "alarm" in the brain, which is directly linked to the limbic system – the seat of human emotions. In times of distress or perceived threat or danger, the amygdala causes an "emotional hijacking", which inhibits the use of the left prefrontal cortex, which usually keeps the amygdala in check. "Because emotions are so contagious – especially from leaders to others in the group ... leaders cannot effectively manage emotions in anyone else without first handling their own" (Goleman et al., 2002:57). What is needed is for leaders to remain calm and optimistic, even under pressure, in order to create resonance.

Self-control is the ability of leaders to manage negative emotions and to channel them in useful ways. *Transparency* is defined as "an openness to others about one's feelings, beliefs and actions", which equates to integrity. Such leaders openly admit their faults and mistakes, and confront unethical behaviour in others (Goleman et al., 2002: 328).

Adaptability refers to the flexibility of leaders in adjusting to new challenges and the handling of problems or crises. Leaders with strength in *achievement* set high personal standards, constantly strive to improve performance, and are pragmatic in setting clear, attainable goals.

Initiative is the ability of leaders to control their own destiny. They create opportunities for growth and are even prepared to bend rules to do so. *Optimism* is the ability to see setbacks and problems in a positive light, and always to expect the best in the future (Goleman, 2002: 328-329).

According to Cherniss and Adler (2007:19), effective self-control does not mean suppressing emotion, but rather the appropriate expression of emotion. In this regard, Cooper (1996:12) refers to “constructive discontent”, which he defines as the ability to use negative situations (such as disagreements) for positive purposes. In this sense, self-management does not require leaders to compromise their principles, but rather to remain calm and consider other perspectives, options and alternatives before making important decisions. Thus leaders are not precluded from expressing their thoughts, emotions and opinions, but should do so in a manner calculated to achieve a high degree of consensus.

Cooper (1996: 8,13) also considers *intentionality* to be a component of self-management: the ability to remain focused and act deliberately to achieve a specific outcome. This, he claims, influences your outlook on life and your overall attitude, be it optimistic or pessimistic.

Wilks (2000: 12, 63-87) asserts that leaders who display self-management skills know when to push their teams to greater heights and when to congratulate them on what they have achieved. He focuses particularly on the need to control aggression, anger, and anxiety.

Caruso and Salovey (2004: 81-89) regard the management of emotions as the keystone of emotional intelligence. This implies a balance of heart and mind, so that your conduct is guided by both your thoughts and feelings. They believe, for example, that anger can be either constructive or destructive, depending on whether you are able to control the emotion or allow the emotion to control your behaviour.

It is clear from the relevant literature and research into EQ that self-management is an essential skill for all leaders and managers. If leaders are subject to emotional hijacking, tend to suppress or inappropriately express negative emotions, or are constantly moody, they create a negative emotional climate or environment in which their teams become dysfunctional or, at best, under-perform. In the context of managing diversity where cultural differences strongly come into play, the impact of poor self-management on the part of leaders is bound to be significant in terms of team performance.

2.5.3 Social awareness

According to Goleman (2002: 330), social awareness can be subdivided into three distinct competencies: empathy, organisational awareness, and service.

Empathy is the skill which is universally regarded as integral to emotional intelligence and which features in the majority of EQ assessment instruments (Bar-On, 1997; Cooper, 2006; Swartz, 2004; Davis, 2004). Goleman defines empathy as the ability “to attune to a wide range of emotional signals” from people or groups, to listen attentively and grasp other people’s perspectives, and “to get along well with people of diverse backgrounds or from other cultures” (2002: 330). Goleman (1998: 27) also includes the following competencies within the category of empathy: understanding others, developing others, leveraging diversity, and political awareness.

Swartz (2008: 34) defines empathy as the ability to put yourself in another person's place and experience his/her perspective, hardship, suffering, and point of view as if it were your own. Cooper (1996:14) equates empathy with compassion, and regards it as the ability "to appreciate and honour another person's feelings and point of view, and to be forgiving of yourself and of others". In this category, Cooper includes the ability to suspend judgements, respect the unique life experiences of others, and unconditional forgiveness. Ashkanasy and Daus (2002: 81) regard empathy as a core element of transformational leadership and explain this skill simply as the ability of leaders to understand how their followers feel.

Goleman (2002: 330) regard organisational awareness as an important aspect of social skills. They define this as the ability to:

...be politically astute, to detect crucial social networks and read key power relationships. Such leaders can understand the political forces at work in an organisation, as well as the guiding values and unspoken rules that operate among people there.

Ashkanasy and Daus (2002: 81-83), in discussing strategies for developing an emotionally healthy organisation, stress the importance of teamwork and collaboration and of consciously creating a positive emotional climate in the organisation through modelling. Through understanding the emotions of their followers or team, leaders are better able to enhance their work performance (Robertson, 2007: 17).

The ability to supply satisfactory customer service is also linked to the emotional intelligence of leaders. Such leaders are able to monitor client satisfaction carefully to ensure a high level of service, and also make themselves available as needed (Goleman, 2002: 330).

The close link between social awareness and effective leadership is stressed in the literature. For example, empathy is the competence most strongly linked to tolerance for diversity (Cherniss and Adler, 2000:25). Empathetic leaders respect and relate well to people from varied backgrounds and are more likely to regard diversity as a strength. Such leaders are able to withhold judgements and hasty criticism, and are in tune with a group's emotional currents and power relationships. In subsuming social awareness within the concept of emotional intelligence, the focus shifts from self-awareness and emotional self-management to an understanding and handling of the emotions of others. This skill is thus essential for managers in a team context.

2.5.4 Relationship management

According to Goleman (2002: 330-332), relationship management comprises the following six elements: inspiration, influence, developing others, change catalyst, conflict management, and teamwork / collaboration.

Leaders with *inspiration* are able to motivate people by means of their vision or shared mission. They are able to articulate the communal mission in an inspiring way that stresses the common purpose. Inspiration is clearly linked with *influence*, which is the ability of leaders to achieve the buy-in of their followers, to get support for an initiative, and to persuade others to adopt specific viewpoints and willingly follow set procedures.

The ability of leaders to *develop others* is based on their understanding of the strengths and weaknesses of the people they lead. They are able to give timely and meaningful feedback and to act as effective mentors or coaches.

Leaders who can *catalyse change* are firstly able to identify the need for change and thereafter facilitate the required change, even in the face of opposition. In

doing so, they use their persuasive powers and find practical ways of overcoming barriers to change.

Conflict management is one of the greatest challenges for leaders and requires a high level of emotional intelligence. Such leaders are able to understand different perspectives, acknowledge conflicting emotions, and find a common ideal that everyone can endorse. Thereafter they are able to redirect energies towards a shared ideal.

In a sense, the ultimate goal of sound leadership is to promote *teamwork and collaboration*. Such leaders are themselves models of respect, helpfulness, support and co-operation. They are able to foster the enthusiasm of their team members, gain their commitment, and build team spirit and identity. In doing so, they forge close relationships that extend beyond the work context.

Goleman et al. (2002) do not specifically focus on *trust* in the context of relationship management, but it is emphasized elsewhere in the literature. Swartz (2008: 34) defines trust as “the extent to which you expect the best from other people, believe them to be honest and reliable, and treat them accordingly”. Trust requires an open mind, rather than a sceptical one, and, in a sense, is a reflection of whether you believe yourself to be trustworthy. Cooper (1996: 16) asserts that leaders are able to use trust “in a transforming way” to enlist support and co-operation. This involves sharing goals with others and expecting others to be accountable for their actions.

Cherniss and Adler (2000: 31) also stress the importance of *assertiveness* in leaders. Such leaders are comfortable with confrontation, and are able to take a stand and be firm when necessary. They set high standards for performance and insist that their team members meet them. They are able to do this without damaging their inter-personal relationships.

Ashkanasy and Daus (2002: 83) contend that sound relationships in the workplace are enhanced by the use of appropriate rewards and compensations. Often praise is sufficient reward for desired behaviours, and relationships are improved when workers know that their achievements are appreciated by their leaders. This is an effective way of building and sustaining rapport.

Appropriate relationship management is almost synonymous with effective leadership. Leaders can no longer remain distant and aloof: they need to be approachable and available to their followers. That is why the commanding and pacesetter styles of leadership, as discussed above, are discouraged, as they are more likely to create dissonance. Such leadership styles strengthen the perception that leaders are distant and lacking in empathy, thus inhibiting healthy relationships that promote team-building and collaboration. On the other hand, the visionary, coaching, affiliative, and democratic styles of leadership, as described by Goleman et al., build resonance and foster teamwork, which facilitates relationship management.

Clearly relationships between leaders and followers are implied in all leadership and business contexts, but whereas in the past leaders were expected to lead through the force of their superior knowledge, qualifications and experience, which endowed them with the required authority and respect, the current trend emphasizes the need for a more humane, supportive and empathetic approach. Leaders who are unable to inspire their followers may command respect and obedience, but are unlikely to procure commitment and collaboration. This applies equally to *influence* as truly influential leaders are able to gain the voluntary buy-in of their followers, rather than through the use of their vested authority. In the same way, leaders who are truly interested in the growth and advancement of those they lead, will pro-actively encourage their personal development in the interests of achieving communal goals. As conflict in the workplace is inevitable and may easily disrupt operations (even leading to aggressiveness and strike actions), the effective resolution of conflict will be

greatly influenced by the nature of the relationship between leaders / managers and team members. Without doubt, such relationships, either positive or negative, are characterised by the emotions that inform them.

A survey of the literature on the components of emotional intelligence that apply to leadership confirms the primal importance of EQ in this context. One of the key challenges to leaders is the management of diversity. It is therefore necessary to understand what is meant by diversity and to consider the role of emotional intelligence in its effective management.

2.6 THE RELEVANCE OF EMOTIONAL INTELLIGENCE TO LEADERSHIP WITHIN THE CONTEXT OF DIVERSITY MANAGEMENT

2.6.1 Defining diversity

Diversity, as all dictionary definitions indicate, means *difference* or *variety*. These differences relate to issues of race, culture, religion, gender, creed and language (mother tongue). Over the centuries, the varying reactions of people to such differences have resulted in acceptance (i.e. embracing diversity) or, more commonly, in prejudice, discrimination, intolerance, stigmatisation and stereotyping.

History confirms that diversity has always been perceived (and still is perceived) as problematic. Nazi Germany believed in the superiority of the Aryan race and persecuted the Jews. Other examples of genocide, always based on ethnic, religious and cultural diversity, include Rwanda, the erstwhile Yugoslavia and, more recently, Sudan. The religious differences between Muslims and Jews have dominated conflict in post-war history, particularly in the Middle East. Catholics and Protestants have clashed for decades in Northern Ireland, and religious differences were the source of the Crusades in the Eleventh to the

Thirteenth Centuries. Women were denied the right to vote for centuries. African culture is confined to the “Third World” and is largely considered backward and inferior. The list indicates that diversity remains the greatest challenge to world peace.

In the United States of America, the descendants of slaves were referred to as “black”, then “Negro”, and today as “African Americans”. These name changes were an attempt to reduce or remove the stigma attached to racial differences. The world is reeling from the real possibility that an African American, with roots in Kenya, may become the first non-White president of the U.S.A. In South Africa, the wounds of Apartheid are still apparent, fourteen years into the “new” democracy.

The problem of diversity is that it often invokes stigmatisation and stereotyping, which are usually associated with prejudice and discrimination. If the workplace is regarded as a microcosm of the world, then diversity in the workplace must be acknowledged as a potential problem that needs to be consciously addressed.

2.6.2 Diversity in the workplace

Goleman (1998: 155-159) emphasizes that group stereotypes have an emotional power that negatively affects performance in the workplace.

Negative stereotypes can cripple work performance. To be successful on a job, people need to feel they belong there and are accepted and valued, and that they have the skills and inner resources needed to achieve, even prosper. When negative stereotypes undermine these assumptions, they hamper performance (Goleman, 1994: 156).

An investigation undertaken by Steele into the destructive power of stereotypes in the workplace (Goleman, 1998: 155-156) reveals that stereotyping creates an

expectation of low performance that negatively affects someone's work abilities – even if that expectation is not openly expressed. Members of groups that are subject to stereotyping experience high levels of anxiety that seriously impair cognitive ability. This applies equally to both race and gender.

It is thus apparent that failure to perform has little to do with skill, and more to do with disabling stereotypes. People who are victims of stereotyping begin to doubt their own abilities, question their talents and undermine their self-belief. This negative reaction could be overcome if leaders changed their expectations and actually regarded diversity as a strength.

Goleman (1998: 154-155) describes leaders who are able to leverage diversity, as follows:

- They respect and identify with people from different backgrounds.
- They understand multiple worldviews and are sensitive to group differences.
- They create opportunities for diverse people to use their talents and skills in service of the organisation.
- They reject all forms of bias, intolerance and discrimination.

In South Africa, the government has imposed quotas regarding gender and race on companies, government departments and even sports teams. Goleman (1998: 158-159) regards such policies as useless and meaningless, as they fail to reap the benefits of diversity. Organisations, they assert, should value the insights of people from diverse backgrounds, as these could lead to organisational learning that enhances competitiveness. This is what is meant by not merely *accommodating* diversity, but actually *leveraging* it to improve organisational performance.

In the typical South African workplace, diversity is a given. With eleven official languages and an even greater number of ethnic groups, cultures and sub-cultures, with a population that comprises Blacks, Whites, so-called Coloureds, and Indians, the need for diversity management is a reality, not an option. As the effective management of diversity is directly linked to EQ levels and especially to specific emotional qualities displayed by leaders, these need to be elucidated and developed to promote harmony, performance and productivity in the workplace.

2.6.3 Emotional intelligence and diversity management

Chief among the emotional qualities linked with diversity management is *empathy*. Goleman (2002:63) regard empathy as critical if leaders are to get along with colleagues from diverse cultures. As cross-cultural dialogue can easily be misunderstood, empathy is the means by which one is able to understand subtleties in body language or interpret the emotional messages that underlie the spoken word. As every group has its own norms for expressing emotion, a misunderstanding of these norms creates emotional distance that strengthens stereotyping and bias (Goleman, 1998:158).

Empathy, as a form of compassion, enables a leader to pause, before reacting impulsively, to consider someone's behaviour and words from a different cultural perspective. In this way, the leader is more likely to withhold judgement or criticism, to forgive errors caused by misunderstandings, and to acknowledge the uniqueness of each individual (Cooper, 2006:14). Most of all, it enables the leader to share and understand the emotional experience of the other.

It is logical that empathy is crucial to diversity management, as feelings of empathy cannot co-exist in the mind with negative attitudes such as bias or stereotyping. Swartz (2008:7) contends that empathy comes naturally to people

with a strength in the lower right quadrant of the brain, but that it is a skill that can be learned, and once learned, is likely to be sustained.

Though empathy is undoubtedly crucial to diversity management, from the above consideration of the various categories and competencies that comprise emotional intelligence, the following emotional qualities may also logically be linked to the effective management of diversity. (Particular emphasis is given to the EQ qualities which emerge from an examination of staff diversity in heavy industry, and specifically in the ferromanganese industry, which is the context of this empirical study.)

Self-awareness is clearly relevant to diversity management. Leaders with a high level of *self-confidence* are less likely to be intimidated by cultural differences or negative attitudes that appear to challenge their authority. They are also, therefore, less likely to misinterpret the forms of emotional expression that may differ from their own. For example, confusion, uncertainty or doubt may be expressed in a way that suggests disrespect or hostility in a different culture (Robertson, 2007:17). In addition, strongly self-aware leaders have a clear sense of their goals and are more likely to be motivated by the need to unite all subordinates – across cultures – in pursuing these goals.

The history of labour unions in South Africa in the past few decades provides ample evidence (e.g. in the form of regular worker intimidation and strikes) of potential conflict in the workplace. Much of this may be attributed to worker diversity, as the perception of “white” bosses and “black” workers persists. (Ironically, despite the coming to power of the ANC in 1994, and the imposed policies of affirmative action, labour unrest has not abated, but appears to be on the increase.) Managers confronted with sustained militancy and constant work disruptions need to remain calm and keep their spontaneous emotions in check, especially when involved in negotiations with aggressive labour representatives. This emphasizes the need for *self-management*, especially *adaptability* and

tolerance. Managers who, in times of labour disputes, rigidly adhere to the status quo and are unable to think flexibly or act pragmatically, are likely to aggravate rather than resolve problems. While this once again calls for empathy, this approach needs to be augmented with compassion, flexibility and patience. This makes great demands on a leader's self-management skills.

Ellis (2002: 17-18), in a discussion of cross-cultural conflict and ways of resolving it, highlights three factors that leaders involved in such situations must take into consideration:

- A leader risks loss of face, as cross-cultural conflict often involves accusations and arguments that may be embarrassing.
- Differences in cultural communication may aggravate discussions or attempts at resolution. Even silence may be misinterpreted as acceptance or rejection of proposals.
- The conflict may be perceived as discriminatory or prejudiced on the part of workers, especially where a history of discrimination and stereotyping exists. Attempts at resolving conflict must therefore take into account the negative emotions involved, which require *sensitivity* and *self-control* on the part of managers.

These factors also stress the need for *social skills* and effective *relationship management*. Chief among these are *respect*, *listening skill*, *positive influence*, and *trust*. From a staff diversity perspective, there is likely to be a high degree of suspicion or mistrust of managers. Trust must therefore be earned, which requires honesty, the expression of genuine concern (through focused listening) and patience on the part of managers. These essential emotional qualities are displayed not only by careful choice of words, but also by facial expressions, tone of voice, gestures and body language (Caruso & Salovey, 2004:27). The research into EQ stresses that emotion is a source of information that must be used intelligently (rationally). An emotionally intelligent manager, when handling

diversity, must not only be able to read emotional cues accurately, but must also be able to read between the lines (Wilks, 2000: 22-30).

Although the study of EQ has necessarily, for the sake of clarity, subdivided the concept into various domains or categories, each with its associated competencies, it is apparent that all these domains and skills overlap and are inter-dependent. In a sense, they may be simplified as the need to be positive in all contexts, to control spontaneous feelings and expressions of negativity, and to be sensitive to the emotions of others. In this context, *emotional contagion* particularly needs to be taken into account: "... how our emotions, positive or negative, affect other people and are, in turn, affected by the feelings of others" (Swartz, 2008:34).

In managing diversity, all of the above aspects are relevant, but ultimately the personality and levels of self-awareness and self-control of managers will have the greatest impact. A consistently positive, motivated, confident and optimistic manager will best be equipped to handle diversity in the workplace effectively.

2.7 STAFF DIVERSITY IN THE FERROMANGANESE INDUSTRY

Assmang Manganese is a ferromanganese producer in KwaZulu-Natal, which faces many challenges regarding the management of staff diversity. Originally the company used only technical expertise as its basis for appointing managers, i.e. the criteria used were entirely cognitive. Inevitably, given the majority of unskilled and semi-skilled black labourers in South Africa, managers tended to be white. Issues of emotional intelligence and particularly social or people skills hardly featured in appointment procedures. However, with the diversification of the workforce, brought about by affirmative action policies and employment equity, it became important to review the requirements of effective management in the industry.

Currently, of the eight senior officials and managers at *Assmang*, there are five white males, one Indian male one African male and one African female. However, of the total workforce of 851 employees, 78% are African, 2% Coloured, 7% Indian and 13% White. Staff diversity is thus a reality at *Assmang* and it presents on-going challenges to management. Strike actions occur fairly regularly and the two national unions representing mine-workers and metal workers are extremely active. This not only presents problems for management, but many of the disputes take the form of internecine struggles which have caused the demise of a number of shop stewards. Given the dangers and pressures associated with this industry, the need for emotional control, especially in the handling of diversity, is critical.

2.8 CONCLUSION

The literature survey has ascertained the following points relevant to the empirical study:

- Traditional intelligence in the form of cognitive skills such as critical thinking, decision-making, knowledge, technical qualifications, experience and expertise, on its own, is insufficient to ensure effective leadership and management.
- Non-intellective or affective skills constitute a crucial component of effective leadership. This implies the need for emotional intelligence.
- The higher the level of emotional intelligence displayed by individual leaders or managers, the more effective their leadership style is likely to be.
- Emotional intelligence in practice is a mix of four basic domains or categories and a wide range of specific qualities or competencies. The

categories of self-awareness, self-management, social awareness and relationship management are inter-dependent.

- Whereas leadership is a broad and *general* concept, the management of workforce diversity in commerce and industry presents *particular* challenges in terms of emotional qualities and competencies. The diverse workforce at *Assmang Manganese* is a case in point.

In addition to the above insights gained from the literature survey, a comprehensive assessment of middle managers at *Assmang Manganese* reveals the need for training in diversity management, which further implies the need to develop the managers' levels of EQ. The empirical study is an attempt to confirm this need and ascertain the exact nature of the required training.

CHAPTER THREE:

EMPIRICAL STUDY: THE ROLE OF EMOTIONAL INTELLIGENCE IN DIVERSITY MANAGEMENT

3.1 INTRODUCTION- FOCUS ON DIVERSITY MANAGEMENT

The role of emotional intelligence as a crucial dimension of leadership has been established. In the empirical study outlined below, the focus shifts to the management of diversity in the metal industry, and specifically to the company: *Assmang Manganese* in KwaZulu-Natal, which has a large staff complement representing a wide range of races, cultures and language groups. (The staff breakdown is: 78% African, 7% Indian, 2% Coloured, and 13% White.) The staff diversity is further complicated by personal differences and viewpoints regarding employee relationships and management styles, and by the fact that members of specific groups are in positions of authority over large numbers of subordinates from different groups. The issue of diversity management is thus extremely pertinent to the effective running of this large industry.

A further indication of the relevance of and need for this study emerged from the comprehensive assessment undertaken by the middle managers, which revealed that over ninety percent of the managers assessed required training in diversity management. That insight, though revealing, is too *general* to point the way to the precise nature of the training needed to address the identified problem. Each of the managers is an individual with a unique personality and a specific style of leadership, and the commonality of their needs cannot be assumed. This study is thus an attempt to establish the *specific* qualities, in the context of emotional intelligence, that are relevant to diversity management at *Assmang Manganese*, and the extent to which a cross-section of middle managers either displays or lacks these qualities. An additional purpose of the study is to determine the

validity of the selected managers' self-perception regarding these identified qualities by conducting a 360 Degree assessment (i.e. an assessment undertaken by the managers themselves, their immediate superiors and a cross-section of their subordinates). A correlation of the feedback obtained from these assessments should contribute significantly to an understanding of:

- the specific qualities required to implement diversity management at *Assmang Manganese*;
- the extent to which middle managers at *Assmang Manganese* currently display these qualities (and their associated skills) in their specific context of diversity management, and
- the nature of the training, if any, required to empower middle management at *Assmang Manganese* to manage diversity effectively.

3.2 IMPLEMENTATION OF THE EMPIRICAL STUDY

3.2.1 Selection of assessment criteria

From the literature survey (as outlined in Chapter Two), it is apparent that the effective employment of emotional intelligence in the management of diversity relates to all four categories or dimensions that are consistently identified with EQ, viz. self-awareness, self-management, social awareness and relationship management. (The number of categories or components identified in the vast research into EQ varies. *Empathy* is often regarded as a separate category, but it may realistically be subsumed under the category of social awareness.) The first step in identifying the criteria to be used in the assessment was thus to consult the extensive literature, especially Goleman (1995: 155-159) and Goleman (1998: 154-160).

To avoid the danger of generalisation, however, and given the unique South African context of a metal industry, the views of a cross-section of employees at

Assmang Manganese were obtained to rate the selected criteria in terms of their relevance to diversity management on site. These views are based on first-hand observation and experience. One hundred and twelve (112) employees were involved in the rating, which required them to prioritise the five most relevant qualities/ attributes / skills from a proffered list of twelve, all of which were briefly defined and explained to facilitate the rating process. The list, which was compiled in random order so as not to influence the rating, is provided below.

EMOTIONAL QUALITIES RELEVANT TO DIVERSITY MANAGEMENT AT ASSMANG MANGANESE

1. Approachability:

An enhanced sense of your responsibility and duty towards others (especially subordinates), which translates into the ability to listen carefully and to address identified problems sincerely. Approachability implies being accessible to others, being trustworthy and having a friendly nature that others respond to.

2. Motivation:

Eliciting willingness, enthusiasm and thus dedication from others, across all cultures, by being a positive role model with whom others easily identify.

3. Initiative:

Identifying opportunities for growth and development and being prepared to take calculated risks and lead from the front.

4. Social skills:

Showing respect for others, irrespective of their social standing, culture or employee capacity; the ability to build relationships; the effective use of communication skills and the skill of eliciting co-

operation and collaboration in a team context, and the ability to listen well, share ideas and promote a positive, friendly work environment.

5. Flexibility:

Being adaptable to circumstances and change, and being able to accommodate others' viewpoints across cultures.

6. Trust:

The inclination to treat people equally and fairly by expecting the best from them, rather than to look for, focus on and emphasise their flaws, shortcomings and past failings. Trust facilitates forgiveness and acceptance of others.

7. Innovation:

The ability to think "out of the box" and generate new ideas to effect desired change and to solve complex problems to the satisfaction of all concerned.

8. Resilience:

The ability to face the inevitable obstacles, setbacks and adversity in life (including at work), without succumbing to despair, fear or desperation. The ability to adapt to negative changes and show renewed persistence and determination in pursuit of common goals.

9. Empathy:

The ability to observe and accurately interpret emotional cues in people (employees) who are experiencing problems, discomfort, distress, discontent, despair and helplessness, and to react appropriately to these cues by willingly providing help, advice,

guidance and support.

10. Self-awareness:

Being in touch with your feelings and how they affect others; being conscious of your strengths, weaknesses and goals; being able to monitor your thoughts, reactions, actions and behaviour, to evaluate them critically and thus change where required.

11. Tolerance: The ability to counter impulsive, stereo-typed reactions, to consider and accept other viewpoints and to exercise patience by maintaining an open mind, thus mastering emotions such as prejudice, irritation, frustration, resentment and anger.

12. Inspiration: Being a positive role model; communicating a common vision and shared purpose, and leading by example to obtain full co-operation from team members.

The collation of the results of the rating undertaken by the 112 respondents revealed a high degree of consensus regarding the top five qualities/skills relevant to diversity management. The list of the top five qualities – and the number of respondents that prioritised them – is provided below.

TABLE 3.1: TOP FIVE QUALITIES SELECTED

THE TOP FIVE QUALITIES SELECTED (IN ORDER OF PREFERENCE)	NUMBER OF RESPONDENTS WHO SELECTED THEM (FROM A TOTAL OF 112)
1. Flexibility	98
2. Tolerance	94
3. Motivation	90
4. Empathy	89
5. Trust	85

n = 112

These five qualities / skills were thus selected to form the basis of the assessment instrument used in this study.

3.3 FORMAT AND STRUCTURE OF THE ASSESSMENT

3.3.1 Selection of participants / testees

Ten middle managers in the Operations Division (South Plant) of *Assmang Manganese* were selected to participate in the assessment. Each of these managers is responsible for supervising, monitoring and promoting the work performance of between five and eighteen subordinates. Each manager, in turn, is under the authority of the Operations Manager, who thus also participated in the assessment of the middle managers. In addition, a number of subordinates, representing a cross-section of races and cultures, were selected to assess each of the ten managers. (This number varied according to the number of subordinates supervised by each manager / supervisor.) Five of the managers were assessed by five subordinates; the remaining five were assessed by ten subordinates. Together with the self-assessments and the assessments by the

Operations Manager, a total of 95 assessments were administered as part of the empirical study.

3.3.2 The 360 Degree method of assessment

To ensure the validity of the empirical research in ascertaining the quality of diversity management at *Assmang Manganese* and determining the training and development needs of management personnel, the use of self-perception assessments alone would not suffice. Davis (2004: 162-163) distinguishes between so-called 'self-report tests' and 'multi-rater tests', and stresses the need for several people to participate in the testing of specific individuals to obtain a reliable result. Swartz (2008: personal interview) relates how he invited several couples to assess each other using the EQ test he had devised, and that the scores obtained in this way not only differed each time, but that scores achieved through self-assessment were consistently higher than the partner's rating of the same person. This points to the unreliability of self-assessment, and for this reason a 360 Degree or multi-rater approach was adopted.

In this study, in addition to the self-perception assessment, top-down tests (assessments by the Operations Manager) and bottom-up tests (assessments by five or ten subordinates) were used to broaden the basis of the assessment and to obtain balanced and reliable feedback. This necessitated a change in the wording of each question to focus on the manager being assessed.

3.4 COMPILATION OF THE ASSESSMENT QUESTIONNAIRE

Once the five main criteria relevant to diversity management in industry had been identified, the assessment questionnaire based on these criteria was compiled. No existing instrument that caters for this specific purpose could be traced and it was apparent that a unique questionnaire needed to be devised. To determine

the most appropriate nature, content, scope and scoring system of the questionnaire, six different EQ assessment instruments were consulted, viz.

- *The Bar-On Emotional Quotient Inventory* (Bar-On, 1987), which had formed part of the comprehensive assessment of sixty managers at *Assmang Manganese*
- *The EQ Map* (Essi Systems, Inc., 1996-2006)
- *The Leaders in Learning Emotional Intelligence Assessment* (Swartz, 2004)
- *The WPQ Emotional Intelligence Questionnaire* (The Test Agency, 2000)
- *The Practical Emotional Intelligence Self-Assessment* (Coaching Leaders Ltd, 2004)
- *Test your EQ* (23 diverse tests) (Davis, 2004)

An examination of the six existing tests revealed a consistent pattern regarding the choice and phrasing of the questions, as well as the scoring system used. The test items take the form of either statements or questions and, based on self-perception, the respondent is required to rate his/her answers, usually on a five-point scale, using guidelines such as:

- 1= Almost never / Very seldom / Not at all true of me
- 2= Rarely / Seldom true of me
- 3= Sometimes true of me
- 4= Often or usually true of me
- 5= Very often or almost always true of me.

The EQ Map (1996-2006) uses a four-point scale in which the guidelines vary according to the content of the questions.

The phrasing used is:

- Very well / Very true
- Moderately well / True
- A little / A little true
- Not at all / Not true at all

Test your EQ (Davis; 2004) comprises 23 different tests, and although most of the tests conform to the scoring system described above, some tests require the respondent to select an answer from four different options that are not rated in the conventional manner.

As the five categories or criteria for use in the assessment had already been determined, it was decided to set five questions in each of the categories that relate directly to diversity management at *Assmang Manganese*. A total of 25 questions were thus used in the multi-rater assessment questionnaire. In examining the existing EQ tests, five questions were found that were entirely relevant to the empirical study, and were used verbatim (thus comprising 20% of the questionnaire). The *format* of the final questionnaire was therefore based on the model used in existing, international EQ assessments (which have been in extensive use for over a decade) to ensure its reliability and validity. The *content* of the questions was determined by first-hand observation and experience of handling the unique staff diversity at *Assmang Manganese*.

Once the self-assessment questionnaire had been compiled, each of the questions was rephrased to reflect the particular respondents' perspective, i.e. the perception of the Operations Manager and that of the 75 subordinates. As 95 questionnaires were completed, this, in effect, means that 2 375 answers had to be collated in the form of feedback, the interpretation of which forms the basis of the empirical study.

3.5 SELECTION OF THE QUESTIONS

Whereas the structure of the assessment, the method of phrasing the questions and the scoring system had been determined by the literature survey undertaken, the actual choice of questions within each of the five pre-determined EQ categories or criteria was largely determined by their relevance to diversity management in the unique context of *Assmang Manganese*.

The entire questionnaire is provided below, followed by a discussion of the questions in each category, in terms of their relevance to the empirical study. (Only the self-perception questionnaire is provided here. The amended formats of the other two assessments, i.e. the one completed by the Operations Manager and the other completed by the subordinates, are included in the Appendices, as is the Scoring Sheet.)

MANAGERS' SELF-ASSESSMENT

Please answer all questions honestly on the answer sheet provided.

A. Flexibility

1. With regard to my subordinates, I apply instructions and regulations precisely at all times and do not allow exceptions.
2. When managing my subordinates, I follow my instincts or intuition, even when facts or existing procedures suggest an opposite course of action.
3. I support a "bottom-up" structure for determining company policy and regulations.
4. I listen to the views of everyone concerned (colleagues and subordinates) when making important decisions.

5. I am able to remain calm when problems and crises occur at work and make the necessary adjustments to overcome them.

B. Motivation

1. I encourage employees to improve their qualifications or expertise through training or formal study.
2. I believe in leading by example and am a good role model to all my subordinates.
3. I am able to inspire people to do their best.
4. I use one-on-one discussions with employees to keep them motivated and to strengthen their commitment.
5. I readily praise and express my sincere appreciation of others for work well done.

C. Trust

1. I regard myself as an approachable person and my subordinates feel free to confide in me on any issue.
2. I prefer to do an important task myself, rather than delegate it to a subordinate.
3. I always take time to get to know my subordinates well before placing my trust in them.
4. I rely on my subordinates to be honest and truthful when providing feedback on any incident or deviation which requires my attention.
5. I generally look for positive qualities in people and trust my subordinates to do their best.

D. Tolerance

1. I am inclined to become impatient under trying circumstances or when dealing with obstinate people.
2. Sometimes, in the heat of the moment when dealing with insubordination, I say things that may hurt or offend others.

3. I consider different points of view (including those that I disagree with) when expressed by people from different cultural backgrounds.
4. When dealing with people who question my authority, it usually has a negative effect on my attitude towards them.
5. I have sometimes been told to calm down or lower my voice during a discussion with subordinates.

E. Empathy

1. Most people regard me as sensitive and caring.
2. I struggle to understand and identify with the behaviour of people from other cultures.
3. I am quick to realise when my subordinates need help, even if they don't ask.
4. My subordinates willingly share their personal thoughts and problems with me.
5. Some people regard me as too critical and stern in dealing with my subordinates.

3.5.1 Flexibility

In compiling the questions in this category, it became apparent from the discussion with the 112 respondents who selected the five main criteria for the assessment that there is a perceived overlap between *flexibility* and *adaptability*, and even, to a lesser extent, with *tolerance*. (Nevertheless, tolerance was considered sufficiently important to warrant a separate category.)

Question 1 is intended to determine whether the respondent is flexible enough to realise that circumstances (which may relate personally to his subordinates) sometimes may not permit or warrant the rigid application of set rules and procedures.

Question 2 is intended to determine whether the respondent is flexible enough to be guided by intuition when dealing with his subordinates, given the cultural differences involved.

Question 3 focuses on whether the respondent endorses a democratic approach to determining company policy, which involves accommodating the viewpoints of his subordinates.

Question 4 relates to the making of specific decisions and whether the respondent is prepared to consult others (including his subordinates) in this regard.

Question 5 attempts to determine whether the respondent is able to avoid over-reaction when problems occur (and thus not impute blame to others), and adapt according to the changed circumstances.

3.5.2 Motivation

The questions in this category are all self-explanatory and focus on whether the supervisor uses encouragement and praise to motivate his subordinates, whether he is able to inspire them and lead by example, and whether he gives personal attention to them (i.e. he regards subordinates as individuals rather than numbers, particularly if they belong to a race or culture that differs from his own).

3.5.3 Trust

The questions in this category relate to *mutual* trust, i.e. whether the supervisor trusts his subordinates and vice versa. Questions 2 and 3 are phrased negatively, whereas the other three questions are positive statements. The focus is on the supervisor's *attitude* to his subordinates, whether he expects the best of them, whether he has sufficient confidence in them to entrust them with important

tasks, and whether his relationship with them encourages them to confide in him, when required.

3.5.4 Tolerance

It is easy for a manager to remain patient and tolerant when all activities at work go according to plan. The real test of tolerance is when things go wrong and the supervisor is tempted to attribute the disruption to specific characteristics of his subordinates, which he generalises to associate with a particular culture or race (e.g. being late for work is regarded as an example of “African time”). Such stereo-typing is bound to trigger intolerance and lead to labelling of employees as “obstinate”, “less intelligent” or “trouble-makers”. The ability to remain calm in the face of argument and disagreements is an indication of tolerance on the part of managers, as is the refusal to allow such disagreements to influence their attitude to subordinates belonging to a particular cultural group or race.

3.5.5 Empathy

In the context of understanding and assessing emotional intelligence, empathy is regarded as so important that it is often considered a separate dimension or component of EQ (Goleman 1996: 96-110). Empathy is also the competency most strongly linked to tolerance for diversity (Cherniss & Adler, 2000: 25). Empathy is more than sympathy; it is the ability to view the world through the eyes of others and even experience their suffering or discomfort vicariously. The questions in this section focus on the extent to which the manager is able to display empathy when dealing with subordinates from other cultures, whether he can accurately read emotional cues that signal a plea for help, and whether he is regarded as sufficiently sensitive and caring by his subordinates to encourage them to confide in him. Two of the questions are phrased negatively, thus allowing subordinates either to confirm or refute both positive and negative qualities in their supervisor.

3.6 THE SCORING SYSTEM

An elementary scoring system is used to obtain the results of the assessment. This system is consistent with that used in most of the existing EQ assessment instruments which were examined. As respondents are asked to rate their answers on a five-point scale, the scoring is effected as follows:

TABLE 3.2: SCORING SYSTEM

Positive statements:	
Rating option	Points scored
1	1
2	2
3	3
4	4
5	5

Negative statements:	
Rating option	Points scored
1	5
2	4
3	3
4	2
5	1

Scores are then totalled and provided as percentages in each category, and as an overall percentage (aggregate).

3.7 ADMINISTRATION OF THE ASSESSMENTS

All the respondents selected to participate in the empirical study were primed beforehand as to the purpose and nature of the assessments, and the scoring system. The importance of *honesty* was stressed, and, to facilitate this, subordinates were told not to put their names on the scoring sheets to guarantee anonymity. All respondents were further assured of the confidentiality of the exercise. To ensure that the subordinates did not influence one another in their perceptions of their common supervisor, all the tests were done simultaneously and under supervision.

3.8 CROSS-CULTURAL PERSPECTIVE

The scores achieved by the ten managers on the self-perception test were obtained first, and then compared with the scores on the tests done by the Operations Manager and the group of subordinates. In addition to their self-perception scores, five managers were scored by six other people, and five by eleven other people. The same Operations Manager scored all ten of the middle managers who were assessed.

As the purpose of the empirical study concerns diversity management, the breakdown of the subordinates in terms of race and culture is important to ensure a cross-cultural perspective of the assessed competencies of the ten middle managers. The breakdown is as follows:

TABLE 3.3: SUBORDINATES

SUBORDINATES	WHITE	AFRICAN	INDIAN	COLOURED
75	7	56	10	2

All the 75 subordinates who participated were men. For the purpose of this study, age was not considered a relevant factor.

3.9 PROCESSING AND COLLATING THE FEEDBACK

The scores obtained by the ten middle managers on the self-perception assessment served as the basis for comparison with the scores obtained on the tests done by the Operations Manager and the subordinates (the multi-rater tests). The *average score for each category* obtained on the multi-rater tests was then compared with the equivalent score on the self-perception tests.

The collation of these scores was used to determine and interpret:

- (i) the degree of competence regarding diversity management of each of the ten middle managers assessed;
- (ii) the accuracy or otherwise of the self-perception of each of the managers regarding his ability to manage diversity at *Assmang Manganese*;
- (iii) the possible need for training in diversity management of all managers at *Assmang Manganese*, and
- (iv) the precise nature and content of such training, if required.

The findings and conclusions based on the empirical study are provided in the following chapter.

CHAPTER FOUR: FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

4.1 INTRODUCTION

This empirical study was prompted, in part, by an earlier comprehensive assessment of sixty middle managers at *Assmang Manganese*, which was undertaken by Triple M Consulting Psychologists. The assessment comprised a battery of tests, which included:

- the Occupations Personality Questionnaire, which measures personality in relation to the work environment.
- the Bar-On Emotional Intelligence Inventory, which measures EQ levels as key determinants of management / leadership effectiveness.
- The Measure on Diversity, which measures levels of diversity management and change management.

The competencies addressed by this battery of tests included the following:

- *Cognitive abilities*: conceptual reasoning, problem-solving and analysis, decision-making.
- *Managing work*: communication, planning and organising, writing and reporting, quality orientation.
- *Managing relations*: inter-personal sensitivity, leadership, persuasion, diversity management.
- *Managing self*: coping with pressure, adapting / responding to change, motivation, action orientation, independence, general disposition.

As reported above, the assessment revealed that over ninety percent of the managers assessed required training in diversity management. In response to

that finding, this empirical study uses a sample of ten middle managers to ascertain the following:

- the validity of the findings of the comprehensive assessment. (Given the size of the sample, only an indication of such validity could realistically be obtained.)
- the average level of competence of each manager in the context of diversity management, based on the assessment of five pre-identified key competencies related to emotional intelligence.
- the accuracy of the self-perception of each of the ten managers regarding these five EQ competencies.
- the possible need for training in diversity management of all managers at *Assmang Manganese*, and, if such training is required, an indication of its nature and content.

The empirical study is based on the premise that emotional intelligence is a key determinant of leadership / management in general, and of diversity management in particular.

4.2 PROCEDURE ADOPTED IN PROCESSING THE EMPIRICAL DATA

The following procedure was used to process the empirical data obtained:

- The ten managers assessed are represented as the numbers 1-10.
- The five pre-determined categories of EQ used to assess competence in diversity management, viz. flexibility, motivation, trust, tolerance and empathy, were scored using a 360 Degree approach (multi-rating), and the scores are given as points obtained out of a possible total of 25 in each category, and as an average score out of 25 for all five categories.

- The scores awarded by the Operations Manager were compared with the self-assessment scores and the scores awarded by the subordinates *in each category*, as were the *average scores* for all five categories. In this way, an overall average score was obtained for each manager, based on the 360 Degree approach, pertaining to his perceived level of diversity management.
- The overall scores thus obtained for each manager were compared with the comments contained in the report on that manager based on the earlier psychometric assessments. (These reports, however, do not include specific scores obtained in each test – only general comments pertaining to levels of competence.)

A total of 95 questionnaires were scored to obtain the comparative results provided below. Bar graphs, reflecting the average scores on a five-point scale of each manager in each of the five categories, are provided in the addenda.

4.3 FINDINGS OF THE EMPIRICAL STUDY

4.3.1 Interpretation of assessment scores

To facilitate the interpretation of the assessment scores in each category, as well as the overall average scores (all of which are provided as points out of a maximum total of 25), the following key is used:

TABLE 4.1: INTERPRETATION OF ASSESSMENT SCORES

SCORE OUT OF 25	INTERPRETATION / IMPLICATIONS
0-5	Extremely weak. Totally lacking in all required skills. A candidate for dismissal.
6-9	Weak. A low level of self-awareness and self-management that reflects an inability to manage others.
10-13	Below average-average. In serious need of training to improve competence in diversity management.
14-17	Above average, but insufficient to manage diversity effectively. A need for training and development is indicated.
18-21	A high level of competence, which may be augmented by relevant, focused training.
22-25	An excellent exponent of diversity management, reflecting high levels of EQ.

4.3.2 INDIVIDUAL ASSESSMENT SCORES

TABLE 4.2: MANAGER NO. 1

Emotional Intelligence Category / Competence	Score awarded by Operations Manager (25)	Self-perception Score (25)	Average Score awarded by Subordinates (25)	Average Score of all Participants (25)
Flexibility	20	20	21.25	20.4
Motivation	20	22	20.25	20.75
Trust	10	13	17.5	13.5
Tolerance	20	10	10.5	13.5
Empathy	10	16	16	14
Average score obtained in all five categories	16	16.2	17.1	16.43

The highest scores obtained by Manager No. 1 are for *Motivation* and *Flexibility* (over 20), while the scores for *Trust*, *Tolerance*, and *Empathy* are significantly lower (13.5, 13.5 and 14 respectively). The three scores awarded for *Motivation* and *Flexibility* are fairly consistent, but notable discrepancies are apparent in the scores obtained for *Trust*, *Tolerance* and *Empathy*. In three categories, the self-perception score is lower than the average score, and in two categories it is higher. The average self-perception score is marginally lower than the overall average for all five categories.

On the whole, the subordinates' rating of this manager is on par with the self-assessment, except in the category of *Trust*, where the subordinates' rating is significantly higher. The Operations Manager's rating is higher than the self-perception rating with regard to *Tolerance*, but lower with regard to *Trust* and *Empathy*.

The overall average for diversity management is 16.43, which is classified as above average, but insufficient to manage diversity effectively. This indicates a need for training and development.

The psychometric assessment report indicates that this manager is "above average on all the cognitive competencies tested." Regarding his ability to work with others and his leadership style, the report indicates that he tends "to be very judgemental when it comes to people who are different". His level of emotional self-awareness is low and in need of improvement. He has difficulty recognising and understanding his feelings, which negatively affects his interactions and decisions. He also has difficulty expressing his emotions. He is further labelled "a perfectionist" who, though he adopts a democratic style of leadership, typically makes the final decision himself. However, the report is somewhat contradictory and uses vague rather than definitive language. It concludes that this manager is "at the upper end of the scale for Total EQ", which "will help optimise his achievements and success".

TABLE 4.3: MANAGER NO. 2

Emotional Intelligence Category / Competence	Score awarded by Operations Manager (25)	Self-perception Score (25)	Average Score awarded by Subordinates (25)	Average Score of all Participants (25)
Flexibility	25	17	17.75	19.9
Motivation	20	14	17.9	17.3
Trust	10	15	17.8	14.25
Tolerance	15	11	15.25	13.75
Empathy	20	14	15.8	16.6
Average score obtained in all five categories	18	14.2	16.9	16.37

The highest score obtained by Manager No. 2 is for *Flexibility* (19.9), followed by *Motivation* (17.3). His lowest score is for *Tolerance* (13.75). There is a consistent discrepancy between the self-assessment scores and the scores awarded by both the Operations Manager and the subordinates. In the category of *Flexibility* this discrepancy is as high as 8 points, while a discrepancy of 6 points is noted in the categories of *Motivation* and *Empathy*. This discrepancy is with the Operations Manager's assessment, the latter being higher in all three mentioned categories. The biggest discrepancy with the subordinates' assessment is 4.25, in the *Tolerance* category. The self-assessment scores are consistently lower in all cases (with one exception), when compared with the average scores for all categories.

This manager's overall average for diversity management is 16.37, which is classified as above average, but insufficient to manage diversity effectively. This indicates a need for training and development.

The psychometric assessment report suggests that this manager is above average in cognitive competencies. Regarding relationship management, his inter-personal interactions need improvement: "... he may have difficulty understanding what others are feeling, and figuring out their intentions". His relationships may thus be "strained". He tends "to have an undemocratic approach to leading people". The report indicates that he does not provide his subordinates with sufficient guidance and supervision and that he has a low level of emotional self-awareness. Although this manager received a high score for flexibility in the empirical study, the report suggests that he needs to be more open-minded and adaptable to change. He tends to focus more on the task than on people. His "low general mood" suggests a need to raise his EQ levels, and training in leadership and diversity management is recommended.

TABLE 4.4: MANAGER NO. 3

Emotional Intelligence Category / Competence	Score awarded by Operations Manager (25)	Self-perception Score (25)	Average Score awarded by Subordinates (25)	Average Score of all Participants (25)
Flexibility	20	24	21.6	21.86
Motivation	20	23	23	22
Trust	20	21	19	20
Tolerance	15	10	19	14.66
Empathy	20	15	19	18
Average score obtained in all five categories	19	18.6	20.3	19.3

Manager No.3 scores highest in the category of *Motivation* (22), followed closely by *Flexibility* (21.86). His lowest score is for *Tolerance* (14.6). There is a fair degree of consistency in the three ratings, except in the category of *Tolerance*, where the self-assessment (10) is well below the other two scores (15 and 19 respectively). In three of the categories, the self-assessment score is above the average score, and in two of the categories (*Tolerance* and *Empathy*) it is below the average. The average self-perception score is marginally lower than the overall average for all five categories (by 0.7 points).

The overall average for diversity management is 19.3, indicating a high level of skill, which may be augmented by relevant training (especially with regard to tolerance of diversity).

The psychometric assessment report indicates that this manager is an effective communicator, but that “his approach may at times be insensitive and confrontational”. In particular, his emotional self-awareness is in need of improvement. His difficulty in recognising and understanding his feelings may negatively affect his interactions and judgements. It is further suggested that he does not have a positive outlook on life, and that he needs to be more open-minded and adaptable to change. He is perceived as an extravert with a strong character, who focuses on the contribution of the whole team rather than on individuals. As such, his subordinates are likely to react differently to his leadership style: some liking it and others disapproving. Training is proposed to sensitise him to other points of view.

TABLE 4.5: MANAGER NO. 4

Emotional Intelligence Category / Competence	Score awarded by Operations Manager (25)	Self-perception Score (25)	Average Score awarded by Subordinates (25)	Average Score of all Participants (25)
Flexibility	10	19	16.25	15.08
Motivation	10	20	14.25	14.75
Trust	20	19	15.25	18.08
Tolerance	15	9	15	13
Empathy	15	13	11	13
Average score obtained in all five categories	14	16	14.35	14.78

Manager No. 4's highest score is for *Trust* (18.08), while his scores for *Tolerance* and *Empathy* are the lowest (both are 13). There are significant discrepancies between the self-perception scores and those of the Operations Manager and subordinates. In the former case, the differences are as high as 9 points (for *Flexibility*) and 10 points (for *Motivation*). There is also a notable difference of 6 points between the self-assessment score for *Tolerance* (9) and each of the other scores (15). In three of the categories, this manager rated himself higher than the average rating; in one he rated himself lower (*Tolerance*), and for *Empathy* the rating was the same. The average self-perception score is higher than the overall average for all five categories (by 1.65).

Manager No. 4's overall average score for diversity management is 14.78, which places him at the lower end of the above average category. This implies that he has insufficient skill to manage diversity effectively and that training and development are indicated.

This is confirmed by the psychometric assessment report, which describes his inter-personal style as "brash". According to the report, he tends to act undemocratically and does not provide sufficient support and guidance for his subordinates. Low self-awareness impacts on his self-control, as he copes poorly with diversity. He shows signs of frustration at work, and may lack motivation and struggle to cope with pressure. The report further indicates that he needs to be more adaptable to change and learn to cope with feelings of self-doubt.

TABLE 4.6: MANAGER NO. 5

Emotional Intelligence Category / Competence	Score awarded by Operations Manager (25)	Self-perception Score (25)	Average Score awarded by Subordinates (25)	Average Score of all Participants (25)
Flexibility	15	21	13.6	16.53
Motivation	10	20	15.6	15.2
Trust	10	19	16.6	15.2
Tolerance	15	9	16.2	13.4
Empathy	10	13	13	12
Average score obtained in all five categories	12	16.4	15	14.46

The highest score achieved by Manager No.5 is for *Flexibility* (16.53), followed closely by the scores for *Motivation* and *Trust* (15.2 each). The lowest score is for *Empathy* (12.). There are significant discrepancies in the scores in four of the five categories (except *Empathy*) when the self-assessment scores are compared with those of both the Operations Manager and the subordinates. In the category of *Flexibility*, the difference is 7.4; for *Motivation* the difference is a high 10; for *Trust* the difference is 9, and for *Tolerance* it is 7.2. Overall, the manager rated himself higher than the *average* scores in four categories.

The overall average Manager No. 5 achieved for diversity management is 14.46, which rates him as just above average, and thus unequipped to manage diversity effectively. A need for training and development is indicated.

The report on the psychometric assessment appears to confirm the deficiencies identified in the empirical study. While this manager has a fairly high rating on cognitive competencies and is strong on planning and conforming to set procedures, he is also described as being “inflexible and rigid in his attitudes and rather forceful in his traditional views”. He is also “prone to anxiety and nervousness when faced with a stressful situation”. In contradiction to his perceived rigidity, the report suggests that he is “sensitive to the feelings of others”, but also “disinclined to make compromises”. It is notable that this manager scored highest in the category of *Flexibility*, yet the report finds him “inflexible and rigid”. Given the major discrepancies apparent in the scores obtained in the empirical study, a low level of emotional self-awareness is indicated, which the report confirms.

TABLE 4.7: MANAGER NO. 6

Emotional Intelligence Category / Competence	Score awarded by Operations Manager (25)	Self-perception Score (25)	Average Score awarded by Subordinates (25)	Average Score of all Participants (25)
Flexibility	15	24	15.2	18.06
Motivation	10	23	14.2	15.7
Trust	15	21	17.8	17.9
Tolerance	15	10	14	13
Empathy	15	15	12.8	14.25
Average score obtained in all five categories	14	18.6	14.8	15.8

The highest score achieved by Manager No. 6 is for *Flexibility* (18.06), followed by *Trust* (17.9). His lowest scores are for *Tolerance* (13) and *Empathy* (14.25). In three of the categories, there are major discrepancies between the self-assessment scores and those of the Operations Manager and subordinates: *Flexibility* (9), *Motivation* (a high of 13) and *Trust* (6). In each of these categories, the self-assessment score is *higher* than the other scores. In the category of *Tolerance*, this manager rated himself *lower* than the others did (by 5 points). Overall, his self-assessment is higher than the average scores in four categories.

Manager No.6's average score for diversity management is 15.8, which indicates that his competence in this regard is above average, but insufficient to manage diversity effectively. A need for training and development is indicated.

The psychometric assessment report indicates that Manager No.6 is a systematic and methodical person who adopts a disciplined approach to his work. The downside of this, according to the report, is that he focuses more on the demands of the task, than on the needs of his subordinates. "He may be forceful and brash... and also irritate colleagues by his rigidity and lack of flexibility... He does not seem to enjoy working with people who think differently from him". He also does not have a strong sense of identity or respect for himself and others. In the light of this report, it is significant that this manager rated himself 24/25 for *Flexibility*, although this perception was not shared by his senior manager or subordinates. It may be concluded that his level of self-awareness is low.

TABLE 4.8: MANAGER NO. 7

Emotional Intelligence Category / Competence	Score awarded by Operations Manager (25)	Self-perception Score (25)	Average Score awarded by Subordinates (25)	Average Score of all Participants (25)
Flexibility	20	15	19	18
Motivation	20	21	21.3	20.75
Trust	15	22	18.67	18.55
Tolerance	20	16	10.67	15.55
Empathy	20	17	10.3	15.75
Average score obtained in all five categories	19	18.2	15.98	17.73

Manager No.7 scored highest in the category of *Motivation* (20.75), followed by *Trust* (18.55) and *Flexibility* (18). His lowest scores were for *Tolerance* (15.55) and *Empathy* (15.75). His self-assessment of his level of *Motivation* is consistent with that of the other scores, but his Operations Manager differs from him regarding his levels of *Flexibility* (by 5 points) and *Trust* (by 7 points). Most notably, his subordinates differ from him regarding his levels of *Tolerance* (5.33) and especially *Empathy* (6.7). This manager rates himself higher than the average scores obtained in four of the five categories (the exception being *Flexibility*).

Manager No. 7's average score for diversity management is 17.73, which indicates that his competence in this regard is well above average, but still insufficient to manage diversity effectively. Some training and development is indicated.

Despite this manager's having scored the third highest of the ten participants in the empirical study, his psychometric assessment report has little to say that is positive. The report variously indicates that he:

- has problems coping with pressure and self-motivation
- seems to "lack the ability to think on his own"
- struggles to stay focused
- lacks confidence in inter-personal interactions
- lacks a strong sense of identity
- is insensitive to the feelings of others, and
- needs to be more open-minded and adaptable to change.

This appears to indicate a low level of self-awareness, especially as this manager rates himself as highly motivated (21/25) and trusting (22/25). However, his subordinates concur with the report in rating his *Tolerance* and *Empathy* as low (10.67 and 10.3 respectively).

TABLE 4.9: MANAGER NO. 8

Emotional Intelligence Category / Competence	Score awarded by Operations Manager (25)	Self-perception Score (25)	Average Score awarded by Subordinates (25)	Average Score of all Participants (25)
Flexibility	20	16	16.5	17.5
Motivation	15	18	15	16.
Trust	20	14	15.76	16.6
Tolerance	15	9	12.5	12.15
Empathy	20	13	12.25	15.1
Average score obtained in all five categories	18	14	14.4	15.47

The highest score achieved by Manager No. 8 is for *Flexibility* (17.5), and the lowest for *Tolerance* (12.15). There are a few discrepancies in the various scores, especially between that of the self-assessment and the Operations Manager: a difference of 6 points in the categories of *Trust* and *Tolerance*, and 7 points in the category of *Empathy*. In all these cases, the self-assessment score is lower than the Operations Manager's score. There are no major differences between the scores awarded by the subordinates and the self-assessment scores. In four of the five categories, this manager scored himself lower than the overall average. In the category of *Motivation*, he scored himself higher. His overall average (14) was lower than the average score for all five categories.

Manager No 8 scored an average of 15.47 for diversity management, which places him in the above average category, implying that his skills level is insufficient to manage diversity effectively. A need for training and development is indicated.

The psychometric assessment report describes Manager No 8 as dependable, and as an effective planner and decision-maker. However, the report notes that he is unlikely to cope with continuous pressure, that he appears to be “rigid about his beliefs and attitudes”, and, at times, “comes across as forceful and confrontational”. He also lacks flexibility in his style of communication. It is significant that the empirical study reveals that he consistently rates himself lower than do his peers and subordinates, all of which indicates low levels of both self-awareness and self-management.

TABLE 4.10: MANAGER NO. 9

Emotional Intelligence Category / Competence	Score awarded by Operations Manager (25)	Self-perception Score (25)	Average Score awarded by Subordinates (25)	Average Score of all Participants (25)
Flexibility	10	18	17.2	15.05
Motivation	15	18	18.2	17.5
Trust	25	14	16.2	18.4
Tolerance	20	12	13.6	15.2
Empathy	10	13	14.4	12.45
Average score obtained in all five categories	16	15	15.92	15.64

Manager No. 9 scores the highest in the category of *Trust* (18.4) and lowest in the category of *Empathy* (12.45). The notable discrepancies in the scores awarded are between those of the Operations Manager and the self-assessment: 8 points in the category of *Flexibility*, 11 points for *Trust*, and 8 points for *Tolerance*. There are no significant discrepancies between the self-assessment scores and those of the subordinates. This manager scores himself higher than the overall average in the three categories, viz. *Flexibility*, *Motivation* and *Empathy*, but lower in the other two categories.

Manager No 9 scored an average of 15.64 for diversity management, which places him as above average, suggesting that his skills level is insufficient to manage diversity effectively. A need for training and development is indicated.

The psychometric assessment report indicates that this manager is a sensitive leader with good listening skills. He is at pains to avoid conflict and seems uncomfortable in his position as leader. The conclusion is that he lacks assertiveness and is often too accommodating (e.g. he avoids criticising others). He obtained a very high EQ score in the psychometric tests, suggesting that he is able to cope adequately with pressure and change. These findings are inconsistent with those obtained in the empirical study. While the report suggests high levels of empathy and tolerance, it is specifically in these categories that this manager assessed himself the lowest (12/25 and 13/25 respectively). This implies a low level of self-awareness (as well as raising questions about the validity of psychometric tests).

TABLE 4.11:MANAGER NO. 10

Emotional Intelligence Category / Competence	Score awarded by Operations Manager (25)	Self-perception Score (25)	Average Score awarded by Subordinates (25)	Average Score of all Participants (25)
Flexibility	20	19	17.6	18.85
Motivation	20	21	17.6	19.5
Trust	20	20	18	19.3
Tolerance	20	19	12.8	17.25
Empathy	20	15	12.2	15.7
Average score obtained in all five categories	20	18.8	15.64	18.14

Manager No.10 scored the highest in the category of *Motivation* (19.5), closely followed by *Trust* (19.3). This is consistent with his own rating. His lowest score is for *Empathy* (15.7). There are no major discrepancies in the 360 Degree ratings, with the exception of *Tolerance*, where his subordinates rated him 6.2 points lower than his self-assessment. This manager rated himself higher than the average score in four of the five categories, and his self-assessment for *Empathy* was only marginally lower. His overall average was also higher than the average obtained in all five categories.

Manager No.10 scored an average of 18.14 for diversity management, which suggests a high level of skill that may be augmented by relevant, focused training.

The psychometric assessment report describes this manager as an effective planner and decision-maker, a practical organiser and a “constructive team member” (rather than a team *leader*). The report notes that he “does not appear comfortable when interacting with people from other cultures”, that he generally “appears tense and unable to manage stress well”, is “somewhat inflexible”, and “likely to feel irritable and impatient when confronted by change”. It further suggests that his private life may be impacting on the pressures he experiences at work. This report is generally inconsistent with the scores obtained in the empirical study, although, according to the scores of his subordinates, this manager displays low levels of tolerance and empathy, which imply the need for more effective social skills.

4.3.3 Correlation of assessment scores with management diversity

As the focus of this study is on the role of emotional intelligence in diversity management, the racial diversity of the managers who were assessed is a relevant factor in the findings based on the study. Of the ten managers assessed, four are White males, four are Indian males, and two are African males. The Operations Manager is an Indian male. The subordinates who assessed the ten managers represent the following races:

African males:	79%
White males :	15%
Indian males :	5%
Coloured males	1%

The rating of the ten managers in terms of their levels of diversity management, based on the scores obtained in the empirical study, is provided in the table below.

TABLE 4.12: RATING OF 10 MANAGERS

MANAGER	RACE	AVERAGE SCORE FOR DIVERSITY MANAGEMENT	RATING, BASED ON EMPIRICAL ASSESSMENT
1	Indian male	16.43	Fourth
2	Indian male	16.37	Fifth
3	White male	19.3	First
4	African male	14.78	Ninth
5	White male	14.46	Tenth
6	African male	15.8	Sixth
7	White male	17.73	Third
8	White male	15.47	Eighth
9	Indian male	15.64	Seventh
10	Indian male	18.14	Second

Of the ten managers assessed, the White males were placed first, third, eighth and last; the Indian males were placed second, fourth, fifth and seventh, and the African males were placed sixth and ninth.

4.4 CONCLUSIONS

It is possible to draw several conclusions from the empirical study undertaken, in terms of the four proposed outcomes stipulated in 4.1.

4.4.1 Specific conclusions

A clear pattern emerges regarding the perceived EQ strengths and weaknesses of the ten assessed managers in the context of diversity management, as reflected by the five categories of emotional intelligence used in the empirical study. Generally, *flexibility* and *motivation* are perceived as their greatest strengths, followed by *trust*. Flexibility is the greatest strength in 40% of the managers, motivation in 35%, and trust in 25% of those assessed. The most pronounced weaknesses were easily identified as *tolerance* (58%) and *empathy* (34%). *Trust* accounted for 8%.

Significantly, *tolerance* and *trust* were the two categories in which the greatest discrepancies were noted (40% in each case).

The 360 Degree assessment used confirms that both the Operations Manager and the subordinates agree with the self-assessment that the strengths of the managers are flexibility and motivation, and that their weaknesses are tolerance and empathy.

What is particularly revealing about the above findings is that the perceived strengths of the managers are both *personal* skills, relating to *self-awareness* and *self-management*, whereas their perceived weaknesses are both *inter-personal* skills, relating to *social awareness* and *relationship management*. As the latter two categories of emotional intelligence are more relevant to diversity management than the former two, there are clear indications that the

management of diversity at *Assmang Manganese* needs to be urgently addressed.

4.4.2 General conclusions

In terms of the proposed outcomes of this empirical study, the following general conclusions may be inferred:

- Only two of the ten managers assessed displayed acceptable levels of emotional intelligence in the context of diversity management. Arguably, even these two would benefit from focused training.
- The average score for diversity management obtained by the other eight managers is 15.8 (out of 25), suggesting an inability to manage diversity effectively.
- These eight managers clearly require EQ training and development to improve their diversity management skills. Such training should particularly (but not exclusively) focus on social and relationship skills such as tolerance, empathy, conflict management, and promoting teamwork and collaboration. The ability to cope with pressure and change is also relevant to these competencies.
- Significant discrepancies between the self-assessment scores and those of the Operations Manager and the subordinates were consistently identified. This raises questions regarding the validity of self-perception instruments, and justifies the use of the 360 Degree multi-rater assessment used in this empirical study.
- From the assessment, no clear pattern emerges regarding the possible superiority of one racial group in terms of diversity management at *Assmang Manganese*. However, given that nearly 80% of the

subordinates involved in this assessment are African males, the fact that the two African managers both featured in the bottom half of the rating (sixth and ninth) suggests that leadership is not necessarily facilitated when managers and subordinates belong to the same race and culture. (Two White managers were placed first and third in the rating.)

- The reports based on the comprehensive battery of psychometric tests were often contradictory in two senses. Firstly, there were contradictions within the reports themselves, such as when a manager was described as “sensitive to the feelings and needs of others” and simultaneously as “rigid and inflexible”. Secondly, the reports differed from the findings in the empirical study by labelling managers who scored very high on flexibility as “rigid and unable to adapt to change”. (This occurred in six of the ten cases assessed.) In addition, manager No.9 obtained the highest score on the Bar-On EQ Inventory (used in the psychometric tests), yet was placed only seventh in the rating of the ten managers in the empirical study. (Despite this high EQ rating in the psychometric tests, the report suggests that Manager No.9 is not “assertive” enough to be an effective leader. As assertiveness is a key component of self-awareness and related to self-management, this appears to be a contradiction which is confirmed in the empirical study.)
- The empirical study appears to confirm the research findings reported in the relevant literature that emotional intelligence is a key component of leadership in general, and of diversity management in particular.

4.5 RECOMMENDATIONS

The empirical study reveals that eighty percent of the managers assessed are in need of training in emotional intelligence to improve their diversity management skills. (Arguably, the other twenty percent would also benefit from such an

intervention.) It would be reasonable to assume, based on these findings, that this need could be generalised to all the managers at *Assmang Manganese*. Such training, while focusing on social awareness and relationship management (particularly the development of empathy, tolerance and teamwork), should include aspects of self-awareness and self-management. This recommendation is based on the fact that most of the managers' self-perceptions differed significantly from the perceptions of their senior manager and their subordinates. This suggests a low level of self-awareness and the need to exercise greater self-control in leading their respective teams. There is a perceived need to be more visionary, to inspire and develop others, to gain greater team commitment through consensus, and to build team spirit. These implications are also supported by research in emotional intelligence in the last decade and by the literature on that subject.

The empirical study confirms these insights and particularly stresses the need for these specified emotional competencies in the context of diversity management in the ferromanganese industry.

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APPENDIX A

The Assessment questionnaires

1. Self-perception questionnaire

Name: _____ Capacity: _____

MANAGERS' SELF-ASSESSMENT

Please answer all questions honestly on the answer sheet provided.

F. Flexibility

6. With regard to my subordinates, I apply instructions and regulations precisely at all times and do not allow exceptions.
7. When managing my subordinates, I follow my instincts or intuition, even when facts or existing procedures suggest an opposite course of action.
8. I support a "bottom-up" structure for determining company policy and regulations.
9. I listen to the views of everyone concerned (colleagues and subordinates) when making important decisions.
10. I am able to remain calm when problems and crises occur at work and make the necessary adjustments to overcome them.

G. Motivation

6. I encourage employees to improve their qualifications or expertise through training or formal study.
7. I believe in leading by example and am a good role model to all my subordinates.
8. I am able to inspire people to do their best.
9. I use one-on-one discussions with employees to keep them motivated and to strengthen their commitment.
10. I readily praise and express my sincere appreciation of others for work well done.

H. Trust

6. I regard myself as an approachable person and my subordinates feel free to confide in me on any issue.
7. I prefer to do an important task myself, rather than delegate it to a subordinate.
8. I always take time to get to know my subordinates well before placing my trust in them.
9. I rely on my subordinates to be honest and truthful when providing feedback on any incident or deviation which requires my attention.
10. I generally look for positive qualities in people and trust my subordinates to do their best.

I. Tolerance

6. I am inclined to become impatient under trying circumstances or when dealing with obstinate people.
7. Sometimes, in the heat of the moment when dealing with insubordination, I say things that may hurt or offend others.
8. I consider different points of view (including those that I disagree with) when expressed by people from different cultural backgrounds.
9. When dealing with people who question my authority, it usually has a negative effect on my attitude towards them.

10. I have sometimes been told to calm down or lower my voice during a discussion with subordinates.

J. Empathy

6. Most people regard me as sensitive and caring.
7. I struggle to understand and identify with the behaviour of people from other cultures.
8. I am quick to realise when my subordinates need help, even if they don't ask.
9. My subordinates willingly share their personal thoughts and problems with me.

Some people regard me as too critical and stern in dealing with my subordinates.

2. Questionnaire completed by subordinates

EMPLOYEES' ASSESSMENT OF SUPERVISORS

This questionnaire will be regarded as confidential. Please evaluate your supervisor honestly. Do not put your name on the questionnaire. Refer to the answer sheet for instructions.

A. Flexibility

1. When dealing with me, my supervisor always applies instructions and regulations precisely at all times and does not allow exceptions.
2. My supervisor is inclined to follow his instincts or intuition, even when facts or existing procedures suggest an opposite course of action.
3. My supervisor supports a "bottom-up" structure for determining company policy and regulations (i.e. he prefers a democratic approach).
4. My supervisor makes a point of listening to the views of everyone concerned (colleagues and subordinates) when making important decisions.
5. My supervisor is able to remain calm when problems and crises occur at work and make the necessary adjustments to overcome them.

B. Motivation

1. My supervisor encourages me to improve my qualifications or expertise through training or formal study.
2. My supervisor believes in leading by example and is a good role model to me.
3. My supervisor inspires me to do my best.
4. My supervisor uses one-on-one discussions with me to keep me motivated and to strengthen my commitment.
5. My supervisor readily praises me and expresses his sincere appreciation when I do good work.

Trust

1. My supervisor is an approachable person and I feel free to confide in him on any issue.
2. My supervisor prefers to do important tasks himself, rather than delegate them to a subordinate.
3. My supervisor doesn't trust people easily.
4. My supervisor always believes my account of any incident or deviation which requires his attention.
5. My supervisor looks for positive qualities in me and trusts me to do my best.

C. Tolerance

1. My supervisor easily becomes impatient under trying circumstances or when dealing with obstinate people.
2. Sometimes, in the heat of the moment when dealing with insubordination, my supervisor says things that hurt or offend people.
3. My supervisor considers different points of view (including those that he disagrees with) when expressed by people from different cultural backgrounds.
4. When my supervisor disagrees with me on any issue, it usually has a negative effect on his attitude towards me.
5. Sometimes my supervisor has been told to calm down or lower his voice during a discussion with his subordinates.

D. Empathy

1. I regard my supervisor as sensitive and caring.
2. My supervisor doesn't understand or identify with the behaviour of people from other cultures.
3. My supervisor is quick to realise when I need help, even if I don't ask.
4. I willingly share my personal thoughts and problems with my supervisor.
5. I regard my supervisor as too critical and stern in dealing with me.

3. Questionnaire completed by Operations Manager

OPERATIONS MANAGER'S ASSESSMENT OF SUPERVISORS

This questionnaire will be regarded as confidential. Please evaluate the supervisors that you oversee honestly. Refer to the answer sheet for instructions.

A. Flexibility

1. When dealing with his subordinates, the supervisor always applies instructions and regulations precisely at all times and does not allow exceptions.
2. The supervisor is inclined to follow his instincts or intuition, even when facts or existing procedures suggest an opposite course of action.
3. The supervisor supports a "bottom-up" structure for determining company policy and regulations (i.e. he prefers a democratic approach).
4. The supervisor makes a point of listening to the views of everyone concerned (colleagues and subordinates) when making important decisions.
5. The supervisor is able to remain calm when problems and crises occur at work and make the necessary adjustments to overcome them.

B. Motivation

1. The supervisor encourages his subordinates to improve their qualifications or expertise through training or formal study.
2. The supervisor believes in leading by example and is a good role model to his subordinates.
3. The supervisor inspires his subordinates to do their best.
4. The supervisor uses one-on-one discussions with his subordinates to keep them motivated and to strengthen their commitment.
5. The supervisor readily praises his subordinates and expresses his sincere appreciation when they do good work.

C. Trust

1. The supervisor is an approachable person and his subordinates feel free to confide in him on any issue.
2. The supervisor prefers to do important tasks himself, rather than delegate them to a subordinate.
3. The supervisor doesn't trust people easily.
4. The supervisor always believes his subordinates' account of any incident or deviation which requires his attention.
5. The supervisor looks for positive qualities in his subordinates and trusts them to do their best.

D. Tolerance

1. The supervisor easily becomes impatient under trying circumstances or when dealing with obstinate people.
2. Sometimes, in the heat of the moment when dealing with insubordination, the supervisor says things that hurt or offend people.
3. The supervisor considers different points of view (including those that he disagrees with) when expressed by people from different cultural backgrounds.
4. When the supervisor disagrees with his subordinates on any issue, it usually has a negative effect on his attitude towards them.
5. Sometimes the supervisor has been told to calm down or lower his voice during a discussion with his subordinates.

E. Empathy

1. I regard the supervisor as sensitive and caring.
2. The supervisor doesn't understand or identify with the behaviour of people from other cultures.
3. The supervisor is quick to realise when his subordinates need help, even if they don't ask.
4. The subordinates willingly share their personal thoughts and problems with the supervisor.
5. I regard the supervisor as too critical and stern in dealing with his subordinates.

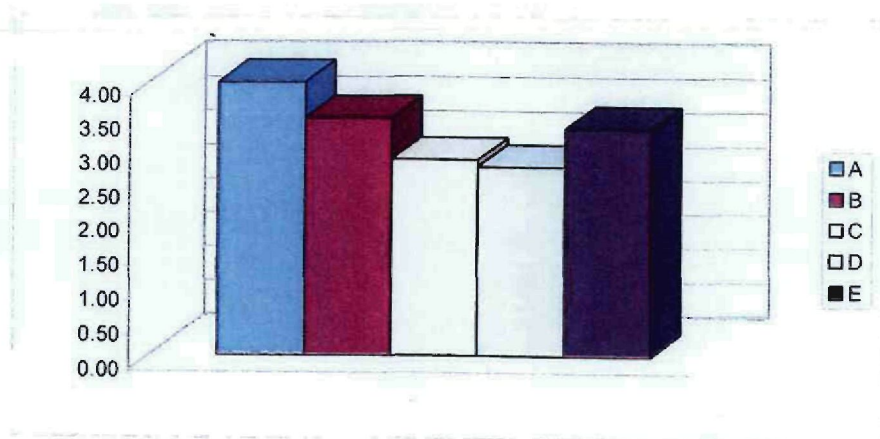
APPENDIX B

Bar graphs reflecting the average scores for diversity management achieved by the ten managers

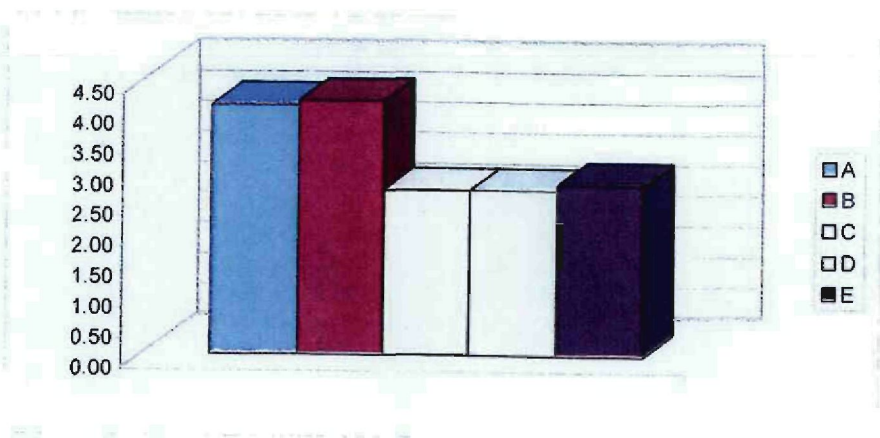
The graphs are based on a five-point scale.

A = Flexibility
B = Motivation
C = Trust
D = Tolerance
E = Empathy

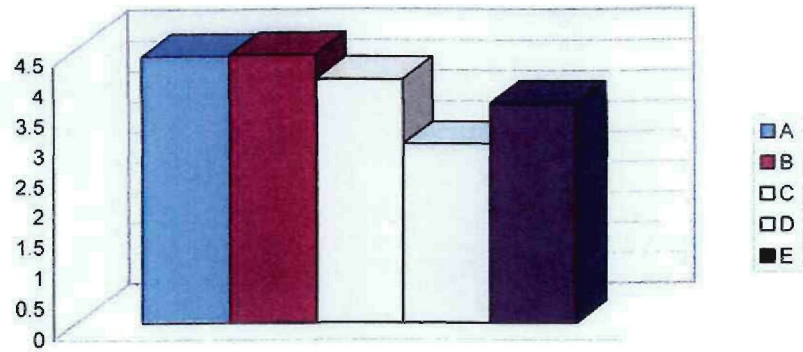
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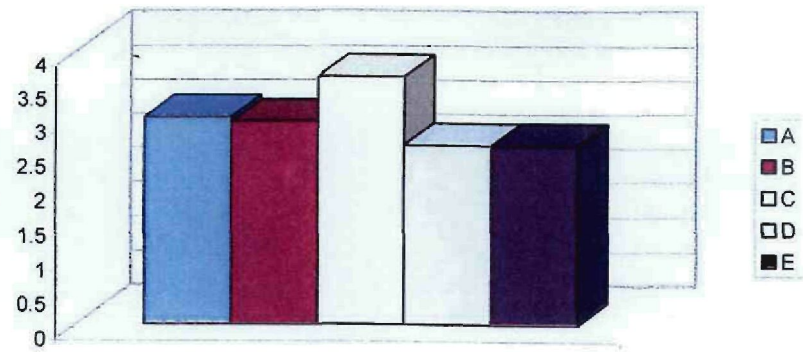
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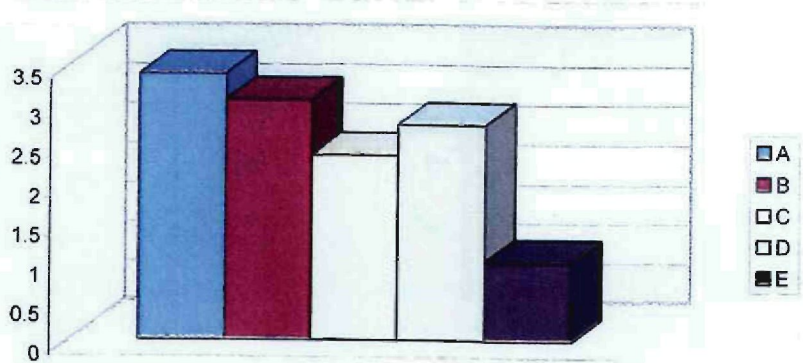
Manager 3



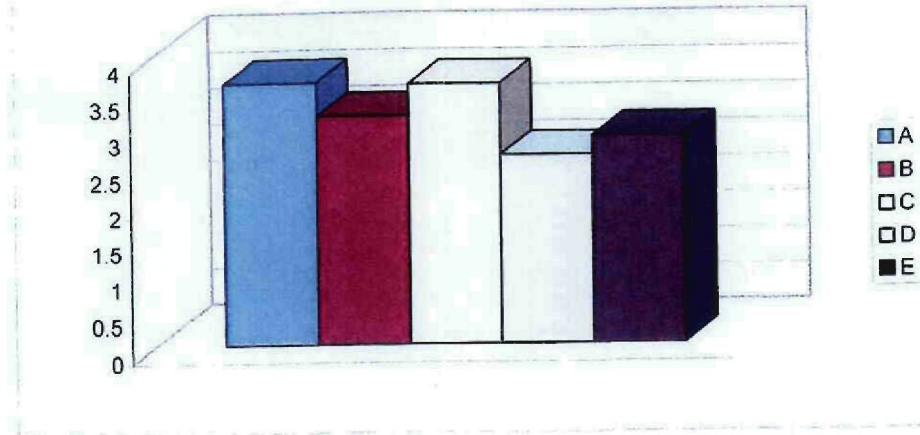
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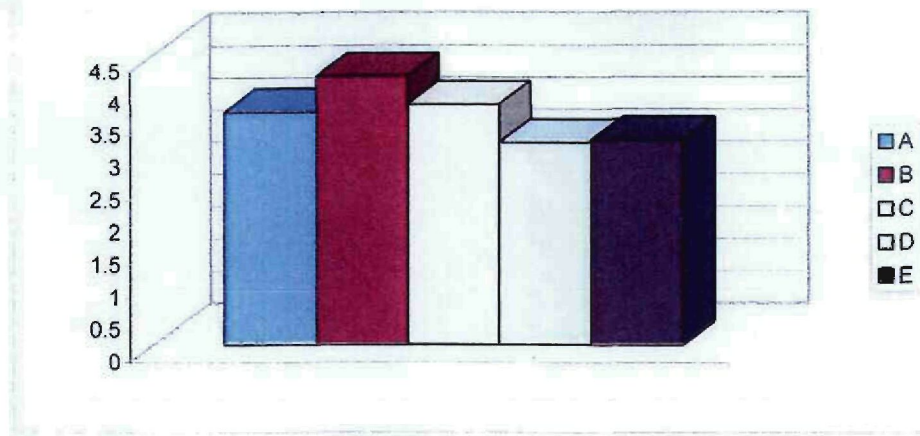
Manager 5



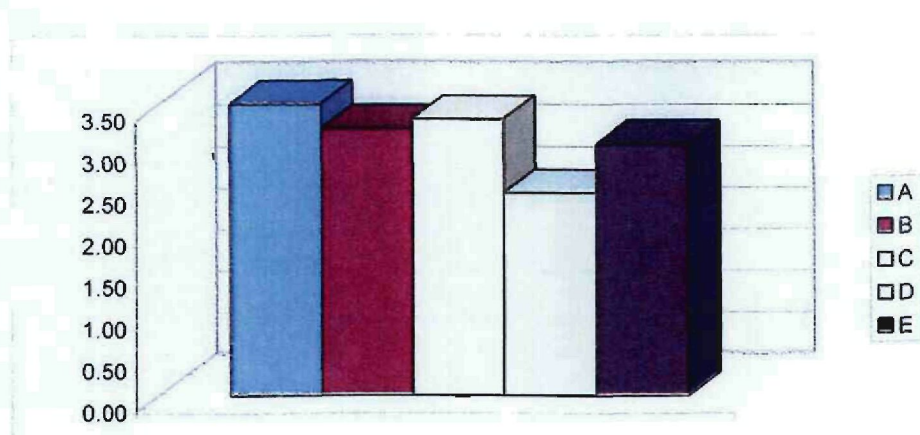
Manager 6



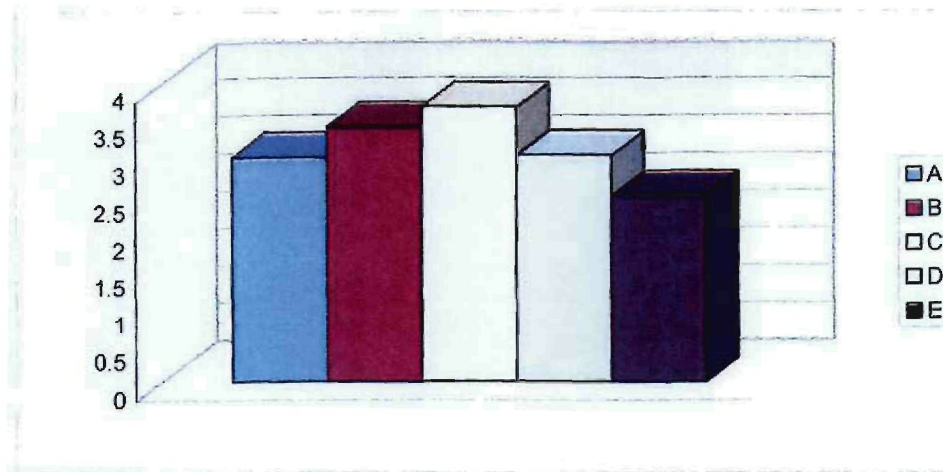
Manager 7



Manager 8



Manager 9



Manager 10

