

**The use of emotional intelligence in the
management of resistance to change by MBA
students of the North-West University,
Potchefstroom Campus**

by

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ABSTRACT

Even though change is regarded as a natural phenomenon, the rate of change seems to hasten in many activities, especially for organisations to survive and remain competitive. This can be complex and exhausting, and individuals' emotional experiences may influence their behaviours and attitudes, affecting performances and production. Subsequently, emotions in the workplace can no longer be ignored and management might need to consider this when resistance to change is managed. Although awareness of emotional intelligence and its importance in the workplace has only recently been recognized, MBA students from the Potchefstroom Business School are encouraged to develop their emotional intelligence in order to reason intelligently about emotions and thus become more effective managers. Since emotions are evident during change and any resistant behaviour, it is proposed to determine whether MBA students will use emotional intelligence to manage resistance to change.

Perceptions on emotional competencies were used in the empirical study, and results from the empirical study indicated that emotional intelligence is perceived to be important when resistance to change is managed, therefore this suggests that emotional intelligence might be utilized during change management.

Emotional intelligence is learned abilities, and the results suggested that these abilities may have developed throughout the MBA programme. Knowledge gained during the programme from complementary modules can also assist students in the use of emotional intelligence during the management of resistance to change.

It is recommended that managers are encouraged to become aware of emotions during change initiatives and that training programmes may include emotional intelligence. More research is also needed to validate the importance and need for emotional intelligence skills in the management of resistance to change.

Key Words: Emotional intelligence, change, resistance, management, MBA

OPSOMMING

Al is verandering 'n natuurlike verskynsel, blyk dit dat die tempo versnel het waarteen aktiwiteite verander. Dit is veral die geval in organisasies waar oorlewing en volhoubare mededinging belangrik is, en kan die proses baie ingewikkeld en uitputtend wees vir individue. Emosionele ervarings kan gedrag en houdings beïnvloed, wat weer prestasie en produksie beïnvloed. Gevolglik kan emosies in die werkplek nie meer geïgnoreer word nie, en moet bestuurspanne dit oorweeg wanneer weerstand tot verandering bestuur word.

Alhoewel emosionele intelligensie en die belang daarvan in die werkplek eers onlangs erken is, word MBA-studente van die Potchefstroom Besigheidskool aangemoedig om hulle emosionele intelligensie te ontwikkel om intelligent oor emosies te besin en derhalwe meer effektiewe bestuurders te word. Aangesien emosies deel van verandering en weerstandige gedrag is, word daar ondersoek ingestel om vas te stel of MBA-studente emosionele intelligensie sal gebruik tydens die bestuur van weerstand tot verandering.

Persepsies van emosionele vaardighede is in die empiriese studie gebruik en resultate daarvan toon dat emosionele intelligensie as belangrik beskou word wanneer weerstand tot verandering bestuur word. Dus: emosionele intelligensie kan moontlik aangewend word as 'n hulpmiddel in die bestuur van verandering.

Emosionele intelligensie behels die aanleer van vaardighede en die resultate van hierdie studie toon dat dit gedurende die MBA-program ook moontlik ontwikkel word. Verdere kennis vanuit komplementêre modules kan studente ook help om emosionele intelligensie gedurende die bestuur van weerstand tot verandering te gebruik.

Voorstelle word gemaak dat bestuurders aangemoedig word om bewus te word van emosies gedurende verandering en dat opleiding emosionele intelligensie insluit. Verdere navorsing is ook nodig om die gebruik en belang van emosionele intelligensie tydens die bestuur van weerstand tot verandering te bevestig.

Sleutelwoorde: **emosionele intelligensie, verandering, weerstand, bestuur, MBA**

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LIST OF ABBREVIATIONS

CEO – Chief executive officer

EI – Emotional intelligence

MBA – Masters of business administration

OD – Organisational Development

PBS – Potchefstroom Business School

CHAPTER 1: NATURE AND SCOPE OF THE STUDY

1.1 INTRODUCTION

In an era of continuous change and increased complexity it can become difficult to adapt to change, but to succeed and maintain a competitive advantage most organisations and individuals have to endure this process. Consequently the management of resistance to change needs more attention and research than before.

Literature shows that change brings upon uncertainty about the future for organisations and their employees; nevertheless, it is a part of everyone's life. External and internal factors influence people greatly and organisational change can evoke quite different emotional experiences. These could influence the behaviour or reactions of individuals towards change and, in turn, contribute to different consequences for the individual and the organisation as a whole.

Although awareness of emotional intelligence and its importance in the workplace have only recently been recognized, the skills might prove to be vital to any manager or chief executive officer (CEO) to manage and lead people through change to attain good business bottom-lines and performances, considering that most business outcomes are achieved through human capital. Not only will managers and therefore organisations as a whole benefit from these skills, but every individual may benefit on a personal level.

Van Tonder (2004:8) argued that without employees, organisations would not exist. Furthermore, the success of a change initiative in the organisation largely depends on whether the employees are engaged in the change initiative. Van Tonder furthers that, "... change occurs at the rate that the individual employee is able to deal with and respond to the change" (2004:8). This supports the idea that the manager, and therefore the organisation, is as successful as the employees are (Coetsee, 2002:6). Van Tonder (2004:123) remarked that "emotions are in evidence in all aspects of perception, thinking and behaviour

and must be considered one of the critical 'success factors' that will differentiate effective from non-effective change initiatives. Despite this observation, organisations treat emotions as the best-kept *non*-secret in the world of change." Complex organisational changes are also more likely to generate negative and intense emotions, which generate more resistance to the change process. Therefore the change process requires more careful and sustained management to reduce resistance (Smollan, 2006:144).

With this in mind, managers might need to develop emotional intelligence skills to sustain successful outcomes during the management of change and developments in organisations. MBA students are therefore the ideal candidates to develop these skills and apply them in management positions.

The following questions come to mind to illustrate the effect and implications of having little emotional intelligence skills when managing resistance to change:

- Are emotional behaviour recognised and understood before operations are affected?
- Are views and experiences of change understood? Does management really listen to understand what might be the causes of resistance to change?
- Can adequate support be offered to employees during a change process?
- Will planned programmes be sufficient?
- Will vacancies be filled with people having the right emotional intelligence skills to sustain corporate competitive advantage through change?

Answers to these questions are pursued during the final conclusion of this study, and although MBA students may be involved in different management positions, they are still occupied with the consequences of human behaviour. Employees are mostly responsible for the business outcomes; hence their attitudes and behaviours can influence the bottom-line.

1.2 PROBLEM STATEMENT

MBA students from the Potchefstroom Business School are encouraged to develop their emotional intelligence skills in order to become more effective managers. This involves the ability to reason intelligently about emotions; thus identify, perceive, understand and manage emotions within themselves as well as in others.

According to Coetsee (2002:70), Daniel Goleman identified the following as characteristics of having a high emotional intelligence:

- Recognise feelings and emotional reactions in yourself and in others, and understand their effect on you and others.
- Understand and treat emotional reactions accordingly.
- Be open to criticism while being aware of own limitations and strengths.
- Control personal moods and emotional impulses, and channel them into useful ways.
- Be open to changes and be able to move people towards the desired direction and to find common ground.
- Be optimistic and challenge goals with energy and persistence.

Coetsee (2002:70) suggested that emotionally intelligent managers should be sensitive to their own situational and emotional cues as well as from others, because it is necessary to adapt behaviour according to such cues.

Since emotions are evident during change and any resistant behaviour, emotional intelligence might be useful as a tool in the management of resistance to change. It is thus proposed to determine whether MBA students will use emotional intelligence to manage resistance to change.

1.3 OBJECTIVES

1.3.1 Primary objective

The primary objective of this study is to determine whether MBA students from the Potchefstroom Business School will make use of emotional intelligence in the management of resistance to change.

1.3.2 Secondary objectives

To reach the primary objective, secondary objectives are formulated for the study:

- Define emotional intelligence and resistance to change with a literature overview of these two concepts.
- Investigate the use of emotional intelligence as a tool in managing emotions during change in order to reduce resistance.
- Design, conduct and interpret the results of an empirical study to test whether MBA students will make use of emotional intelligence in managing resistance to change.
- From the empirical study determine the growth of MBA students' emotional intelligence skills and compare the emotional competencies.
- Determine whether emotional intelligence is perceived to be important when managing resistance during change, and differentiate between the year-groups' responses.
- Consider the relationships among the emotional competencies and its importance when managing resistance during change.
- Make recommendations for future research to be done in aligning emotional intelligence with the management of resistance to change.

These objectives will be dealt with in subsequent chapters (see 1.6 for content overview of chapters), and conclusions within each chapter may contribute to some practical conclusions regarding the use of emotional intelligence in the management of resistance to change.

1.4 RESEARCH METHODS

1.4.1 Literature study

In order to establish a sound theoretical background on the problem, a literature overview is done of emotional intelligence where definitions, models and its role in the organisation are investigated. For the literature overview of resistance to change, attention is given to definitions, reasons, and the nature and management of resistance to change. To investigate the use of emotional

intelligence as a tool in managing resistance to change, emotions during change is studied, and characteristics of change-ready individuals are compared to emotional competencies of emotional intelligence.

1.4.2 Empirical study

The aim of the empirical study is to achieve the other secondary objectives which are attained through the responses of the MBA students on statements relating to emotional competencies. Responses convey emotional intelligence and the importance of emotional intelligence during the management of resistance to change. The statistical analyses are interpreted and conclusions are made on the use of emotional intelligence in the management of resistance to change.

1.4.2.1 Instruments

In the empirical study, a questionnaire was used to collect information. The questionnaire contained statements relating to emotional competencies, as determined by the literature study, whereby the students had to mark two responses against each statement. Likert-type responses were given for easy analysis regarding the emotional intelligence of students and the perceived importance of emotional intelligence in the management of resistance to change.

1.4.2.2 Population

The empirical study included MBA students from the Potchefstroom Business School (PBS) and the platform for the empirical study was the July 2008 study school.

1.5 LIMITATIONS OF THE STUDY

The empirical study includes those MBA students from the Potchefstroom Business School (PBS), thus the results were limited to this university. Even though the study school was compulsory, some students had not attended, limiting the response and thus affecting the conclusions. Another aspect to take note of is the age, cultural and industrial diversity of the students participating in the completion of the questionnaires.

1.6 OVERVIEW OF CONTENT

A short overview of the content of each chapter is given below, and the relationship between the chapters to investigate the use of emotional intelligence in the management of resistance to change is also illustrated in Figure 1.1. The problem statement also relates to the proposed illustration. The chapter content are:

- Chapter 1 – In this chapter the problem statement and objectives were set.
- Chapter 2 – A literature study on the two concepts, emotional intelligence and resistance to change is done where definitions and theoretical overviews are given. Investigations are also conducted on the emotions experienced during change and the use of emotional intelligence during change management to reduce resistance to change. A broad summary of the literature study is then given.
- Chapter 3 – The design of the questionnaire is discussed and a statistical analysis from the data is given. Empirical results are interpreted and discussed to determine the use of emotional intelligence by MBA students to manage resistance to change. A summary of this is also provided.
- Chapter 4 – Practical conclusions are made and a brief evaluation is done to confirm that objectives were met. Recommendations are made and a list of issues for further research is also given.

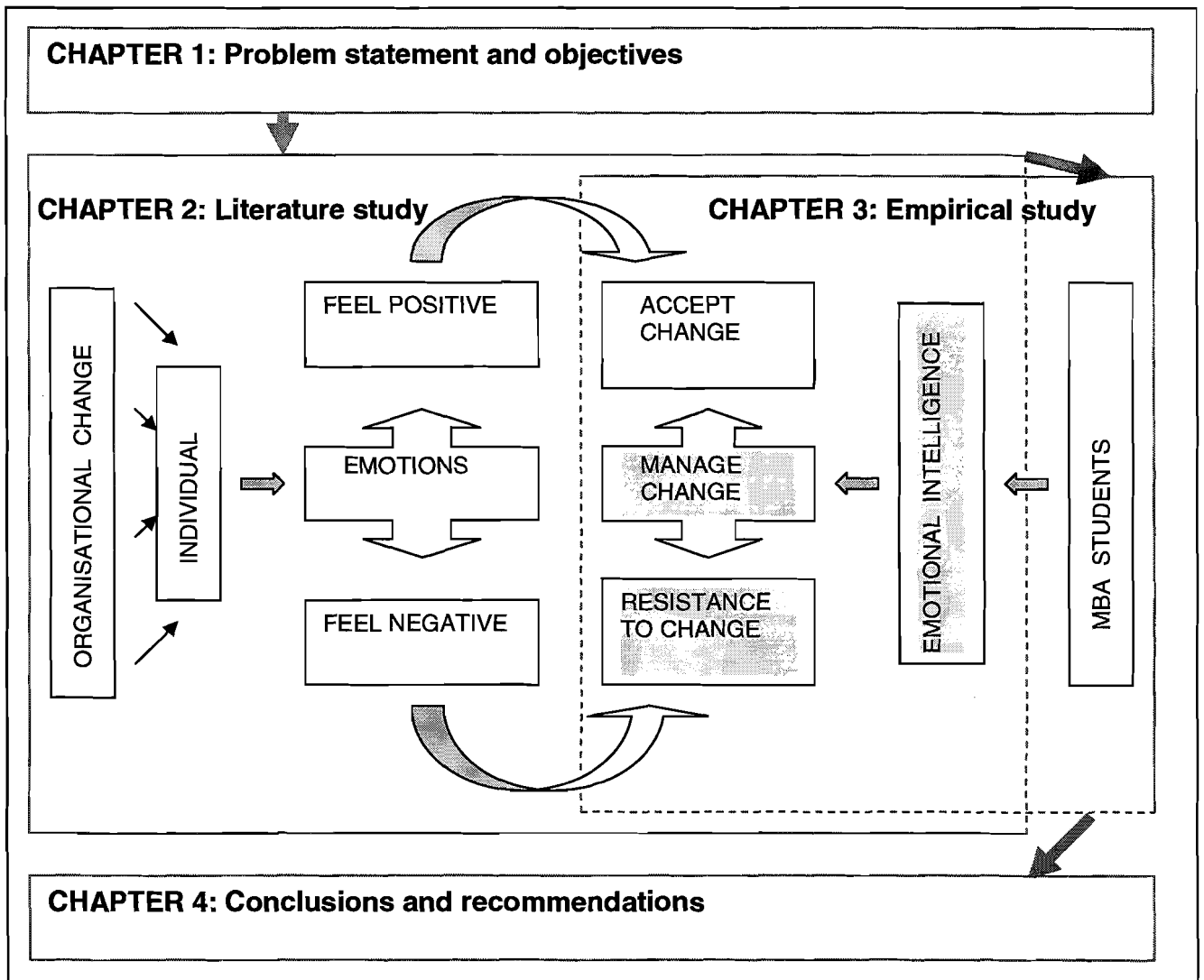


Figure 1.1: Reflection on what to expect from this mini-dissertation

CHAPTER 2: LITERATURE STUDY

2.1 INTRODUCTION

The purpose of this chapter is to present theoretical overviews of emotional intelligence and resistance to change. Thereafter the investigation focuses on the use of emotional intelligence as a tool in managing emotions during change in order to reduce resistance.

2.2 LITERATURE OVERVIEW OF EMOTIONAL INTELLIGENCE

Research on emotional intelligence (EI) began in 1980 and is still in a stage of active development. It connects with several scientific fields such as psychology, neuroscience, self-regulation theories and the search for human cognitive abilities (Zeidner *et al.*, 2004:372). Awareness of emotional intelligence and its importance in the workplace, however, was only recognized in the 1990s after publications from authors such as Daniel Goleman, Richard Boyatzis, Mayer and Salovey.

2.2.1 Definitions and models

To understand this captivating concept better, a few definitions of emotional intelligence are given below in table 2.1.

Table 2.1: Definitions of emotional intelligence

AUTHOR	DEFINITIONS
Bradberry and Greaves (2003:3)	Emotional intelligence is an individual's "ability to use awareness of emotions to manage behaviour and relationships with others."
Weisinger (2000:xvi)	"Emotional intelligence is the intelligent use of emotions: you intentionally make your emotions work for you by using them to help guide your behaviour and thinking in ways that enhance your results."
Goleman	Emotional intelligence is "the capacity for organizing our own

(1998:317)	feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships.”
Zeidner <i>et al</i> (2004: 373)	Emotional intelligence is characterised as “an array of non-cognitive capabilities, competencies, and skills that influence one’s ability to succeed in coping with environmental demands and pressures.”
“Salovey and Mayer (1990:189) in Jordan and Troth (2004:197-198)	Emotional intelligence is “the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions.”

Although Salovey and Mayer’s definition is mostly accepted by other theoretical researchers (Zeidner *et al.*, 2004:373), it is clear from the above definitions that there are different interpretations for emotional intelligence (EI). Nevertheless, all seem to support the following findings (Palmer *et al.*, 2006:93):

- Emotional intelligence is different from general intelligence: it is the intelligence applied to the life domain of emotions.
- There is an individual difference and EI can be developed throughout a person’s life: training can enhance the development.
- EI involves particular abilities to reason intelligently about emotions; those who have mastered it can identify, perceive, understand and manage emotions in themselves and others.

With little consensus about the exact nature of emotional intelligence (EI), a few models exist. Mayer and colleagues differentiate between these models as being either mixed or mental ability models (Zeidner *et al.*, 2004:373):

- “Mixed models” – EI is viewed as a set of cognitive abilities to process and adjust emotional information (emotion-processing skills);
- “Mental ability models” – EI is conceptualised as a combination of skills and attitudes for adaptive personal functioning and coping with environmental demands. This includes multiple aspects of emotional and personal

knowledge related to emotion, including motivation, personality traits, temperament and social skills.

These two differentiated models (mixed and mental ability) are discussed in table 2.2 and 2.3 respectively, with the focus on the literature of the key proponent of each type of model:

Table 2.2: Salovey and Mayer’s model – key proponent on the mixed models

MIXED MODEL
EI CONCEPTUALIZED AS A SET OF EMOTION-PROCESSING SKILLS
SALOVEY AND MAYER’S MODEL
<p>Jordan and Troth (2004:197-198) provide Salovey and Mayer’s model, where emotional intelligence is seen as being multidimensional and that includes four components:</p> <p>Perception – the ability to perceive emotions in oneself, others and situations and to express them and other emotional needs accurately to others. Part of this self awareness is the ability to distinguish between accurate, inaccurate, honest and dishonest expressions of emotions.</p> <p>Assimilation – the ability to use emotions to prioritise thinking by focusing on the information that explains the feelings. This factor also includes the ability to adopt multiple perspectives or mood swings to assess a problem from all sides.</p> <p>Understanding – the ability to understand complex emotions and recognizing likely transitions between emotions with its causes and consequences.</p> <p>Emotional management – regulating your emotions, that is, being able to connect or disconnect from an emotion depending on its usefulness in any given situation. It also means staying open to feelings and managing the emotion (positive or negative) within oneself and others.</p> <p><u>Caruso and Salovey’s interpretation</u></p> <p>Caruso and Salovey approached emotional intelligence as an ability to use four emotional skills in an integrated way to solve important problems. They argued</p>

that the four skills are interrelated, because how people feel, influence what they notice and how they think, remember and make decisions (Caruso & Salovey, 2004:50).

The four skills are:

1. **Identifying emotions** (read people)
2. **Using emotions** (get in the mood)
3. **Understanding emotions** (predict the emotional future)
4. **Managing emotions** (do it with feeling)

If one compares these four skills with the four components earlier, one can see they relate to the same things. Weisinger (2000:xvii) also makes use of these elements and refers to them as the “building blocks” of emotional intelligence. EI is also seen as being instrumental both in helping yourself and others.

Table 2.3: Goleman’s model – key proponent on the mental ability models

MENTAL ABILITY MODEL
EI COVERS MULTIPLE ASPECTS OF PERSONAL FUNCTIONING
GOLEMAN’S MODEL
<p>Goleman simplified his model into four domains with eighteen competencies (Goleman <i>et al.</i>, 2002:37-52) which are learned abilities, each of which makes a unique contribution in helping leaders to lead more effectively – through the creation of resonance – “a reservoir of positivity that frees the best in people” (Goleman <i>et al.</i>, 2002:i): The four domains (self-awareness, self-management, social awareness and relationship management) are also classified into two main groups of competencies:</p> <ol style="list-style-type: none"> 1. Personal competence – here self-management is determined and all competencies in the self-awareness and self-management domains are classified within this competence; 2. Social competence – here relationship management is determined and all competencies in the social awareness and relationship management are included. <p>The following summarises these domains with their competencies:</p>

	PERSONAL COMPETENCE (determine self-management)	SOCIAL COMPETENCE (determine relationship management)
RECOGNITION	1. SELF-AWARENESS <ul style="list-style-type: none"> ▪ Emotional self-awareness ▪ Accurate self-assessment ▪ Self-confidence 	3. SOCIAL AWARENESS <ul style="list-style-type: none"> ▪ Empathy ▪ Organisational awareness ▪ Service
REGULATION	2. SELF-MANAGEMENT <ul style="list-style-type: none"> ▪ Emotional self-control ▪ Transparency ▪ Adaptability ▪ Achievement ▪ Initiative ▪ Optimism 	4. RELATIONSHIP MANAGEMENT <ul style="list-style-type: none"> ▪ Inspirational leadership ▪ Influence ▪ Developing others ▪ Change catalyst ▪ Conflict management ▪ Teamwork and collaboration

Source: Adapted from Goleman *et al* (2002:39) and Barry and Du Plessis (2007:5)

1. **Self-awareness** – Know and understand one’s own emotions with its significance or impact during a situation. Use them as a guide when making decisions while being self-confident and aware of your strengths and weaknesses.
2. **Self-management** – Control emotions and impulses while being honest, trustworthy, flexible, and driven to improve your own standards. Seize opportunities and be optimistic.
3. **Social awareness** – Be sensitive to others’ emotions, listen to their needs and take an active interest in their concerns – especially when they are customers. Be aware of and sense group dynamics and interrelationships.
4. **Relationship management** – Be inspirational and guide others to be able to help themselves. Lead others into a new direction with motivation and good communication skills – build good relationships and employ team building skills. Be influential and persuasive and manage conflicts.

2.2.2 Emotional intelligence in the organisation

Organisations tend to realise that emotional intelligence (EI) might be vital to their success, and four out of five major organisations are now trying to promote EI skills in their organisations (Zeidner *et al.*, 2004:379).

Even though appropriate training can increase costs for the organisation, the individual and overall organisational benefits are overwhelming. These benefits may include the following:

- Emotional intelligence can become a means to promote *team interactions* and *employee development*. This, in turn, provides an opportunity to influence the organisational climate and culture to become more adaptive to the issues of change (Chrusciel, 2006:655).
- Ioannis and Ioannis (2002:328) suggested that emotional intelligence can help individuals learn to *cope with occupational stress* and to *control strong emotions*. And because “coping” is also regarded as a stabilising factor (Van Tonder, 2004:191), this can be important to facilitate adjustment during organisational change.
- Emotional intelligence is also found to be an important factor in increasing organisational *commitment* (Ioannis & Ioannis, 2002:339). This can be very important during change and development programmes.
- Emotional intelligence also gives one the potential to *become skilled* at learning certain job-related emotional and social skills, which can result in outstanding performance at work (Zeidner *et al.*, 2004:377).

Research suggested the following about people with high emotional intelligence levels in an organisation (Vakola *et al.*, 2004:94):

- They experience more *career success*.
- They feel *secure* in their job.
- They have the ability to *lead* more effectively.
- They are more successful in *leadership and performances within a team*.
- They adapt better to stressful situations and employ better *coping strategies*.

Weisinger (2000:xvi) comments that the inability to manage emotions and to communicate inadequately often lead to conflicts among employees, which can contribute to a reduction in production. Lack of emotional intelligence weakens the growth and success of an individual and thus a company.

In the 2002 publication of *Caruso*, Mayer and Salovey (in Coetzee & Schaap, 2005:31), they agreed that successful leaders must have the ability to perceive their own and others' feelings and emotions accurately. Coetzee and Schaap (2005:31) also state that researchers agree that this ability can result in a leader gaining others' trust and loyalty, resulting in better organisational performances. These characteristics are also important during change initiatives.

2.2.3 Conclusions

From the literature study on emotional intelligence some conclusions regarding this concept are made. Practical considerations are also included.

- Emotional intelligence (EI) is a new research field with lots of potential.
- EI involves the ability to reason intelligently about emotions hence the focus is on emotions. With emotions largely ignored within the workplace, EI may not be perceived as important and thus not seen as a possible tool management can utilize to increase the bottom-line, especially during a change initiative. Nevertheless, emotions do affect behaviour, and behaviour influences performances related to revenue, especially in the service industry.
- The cornerstones of EI are skills or cognitive abilities. These can be developed throughout life, and training can enhance this development. For this reason training programmes can be instrumental in this process, where individuals and ultimately the organisation can benefit.

2.3 LITERATURE OVERVIEW OF RESISTANCE TO CHANGE

2.3.1 Definition

Kreitner and Kinicki (2004:685) define resistance to change as “an emotional/behavioural response to real or imagined threats to an established work routine”.

Cummings and Worley (2005:158) state that individuals might generate resistance because of the uncertainty of whether their existing skills and assistance will be of value in the future and because of the insecure feelings regarding benefits for them in the new changed situation.

According to Dent and Goldberg (1999:1), individuals are not resisting the change per se. They may resist loss of status, pay, or comfort. But the unknown, being dictated to, or management ideas (which do not seem feasible from the employee’s view) are the things they mainly resist.

Literature also shows that when individuals feel a loss of control over the source of change, resistance is likely to be present. A suggestion was also made that resistance to change is really representing responses to the obstacles that prevent individuals to change (Msweli-Mbanga & Potwana, 2006:23).

2.3.2 Background on resistance to change

To understand the concept of resistance to change better, attention is also drawn to some literature regarding change itself.

According to Van Tonder (2004:2-4), change is probably the largest phenomenon of time. Yet, the manner in which people pursue their daily routines, all suggest that tomorrow is likely to be similar to yesterday. This indicates a tendency to introduce stability and order in the lives of people, providing comfort and security, making it difficult to accept changes that can disturb our comfort zones. Subsequently, the rate of change seems to hasten in many activities and is now

reaching exceptional levels within the technical and industrial fields (Stickland, 1998:1).

As organisations try to survive and remain competitive within a growing global world, they constantly have to change. This ongoing process can put tremendous strain on organisations and their employees. “Organisational change is of course influenced by environmental change, and will in itself impact on or stimulate individual or personal change” (Van Tonder, 2004:6).

Organisational change theories centred upon individual behaviour emphasize the importance in understanding individual needs and motivations, in an attempt to unlock human resistance to change (Stickland, 1998:44).

2.3.2.1 Sources and reasons for resistance to change

Coetsee (2007a:202) suggested that the sources of resistance can be either individual or in a group, where groups can consist of resistance alliances based on common interests or characteristics.

The reasons for resistance come from three systemic levels, which are in constant interaction, influencing the resistance behaviour of the individual or group. These levels are (Coetsee, 2007a:206-208):

- Individual – include personality factors, needs, values, motivation, expectancies, preferences, abilities, skills, attitudes and fears;
- Social – social systems (social groups, ethnic groups, interest groups or political groups) display resistance due to factors seated in the culture or climate of the system; levels of suspicion, uncertainty and insecurity within a system; unclear vision and lack of communication; insufficient information on the true reasons for change; lack of change management skills; group pressures and group perceptions;
- Cultural – this refers to the dominance and strength of values, traditionalism, conservatism and stubbornness within the cultural environment the individual or group is associated with.

Strebel (1998:159) suggested that failures of major change initiatives can be attributed to the difference in perception of the meaning of change for managers and their employees:

- Managers – for them change means opportunity for the business and for themselves;
- Employees – most of them might view change as troublesome and disturbing.

To close this gap of perception, managers need to reconsider their employees' "personal compacts – the mutual obligations and commitments that exist between employees and the company" (Strebel, 1998:139), thus the relationships among managers and employees. Employees might ask questions regarding their responsibilities, commitment and alignment to company values along this personal compact, which has three dimensions:

1. Formal – the policies and procedures that provide direction and guidelines to managers and employees regarding job descriptions, needs, performance agreements, remunerations and feedback. Questions of employees can relate to what their role and responsibilities are, or what their remuneration will be and how that will relate to performance evaluations.
2. Psychological – this dimension addresses the unspoken aspects of the employment relationship (mutual expectation, reciprocal commitment, trust, dependence, assumptions). Questions might relate to effort, recognition, satisfaction and whether this is all worthy.
3. Social – here the organisation's culture is determined; values and attitudes are observed and evaluated; perceptions are formed and unspoken rules are set. Questions target issues of values (alignment), fairness and truth.

Unfortunately, many managers do not consider the impact change might have in the psychological and social dimensions. A manager's sensitivity to an employee's psychological dimension can be crucial to gain commitment to new goals and performance standards during a change process. Within the social dimension the behaviour of the manager can create a context that induces

commitment, teamwork and motivation, or conflicts can arise and communication breaks down, something that can increase resistance to change (Strebel, 1998:140-145). According to Stickland (1998:145), most organisations unconsciously rely on the norms, expectations and psychological contracts between the employee and employer. These can shift and flex in response to minor changes, given enough time for adjustments and realignment, but for major changes the normal corrective adjustment process is not given time to operate, hence normal emotional cycles of transition are infringed upon and the desired change just does not materialise (see 2.4.1 for emotions during change).

It is important to understand how resistance comes about and to allow some time to gain knowledge in the reasons behind the reluctance to change, hence learning more about the change itself, and therefore enhancing our abilities to manage it more effectively (Stickland, 1998:151-152).

2.3.2.2 Nature of resistance to change

The reactions or interpretation of individual or group perceptions regarding a change process are captured within behaviours. These behaviours can be categorised within different levels of resistance to change. Coetsee (2007b:211-214) explained the nature of resistance to change with a comprehensive model – based on Judson’s model (which is very limited regarding acceptance and resistance zones) which ranges from apathy, the first level of resistance (neutral or transition zone) to aggressive resistance as the last level of resistance (a destructive opposition). The model is illustrated in figure 2.1 where two intermediate forms of resistance are also included. They are the passive resistance level, where mild or weak forms of resistance are encountered, and the active resistance level, which is characteristic of strong but not destructive opposing behaviour. The resistance levels of the model thus imply that opposing behaviour increases from mild resistance (negative perceptions and attitudes) to severe resistance with destructive behaviour (violence, sabotage and killing). The apathy (neutral perceptions and attitudes) level represents a transition zone between resistance and acceptance of change.

APATHY (INDIFFERENCE)		
	↓	↑
Absence of positive or negative feelings and attitudes	↓	↑
Lack of interest	↓	↑
PASSIVE RESISTANCE		
	↓	↑
Negative perceptions and attitudes	↓	↑
Voicing opposing points of view and attitudes in negotiation	↓	↑
ACTIVE RESISTANCE		
	↓	↑
Voicing strong opposing views and attitudes	↓	↑
Doubting adequacy of common dialogue	↓	↑
Peaceful strikes and boycotts	↓	↑
AGGRESSIVE RESISTANCE		
	↓	↑
Proactive spreading of destructive rumours and stories	↓	↑
Overt blocking behaviour	↓	↑
Violent strikes and boycotts	↓	↑
Direct subversion and sabotage	↓	↑
Destruction, terrorism and killing	↓	↑

Figure 2.1: Nature of resistance to change

Source: Coetsee (2007b:212-213)

Resistance to change is mainly perceived as negative, but in some situations it can have a positive and useful purpose. Stickland (1998:138-140) refers to such resistance as “constructive resistance”, where the resistance can produce better understanding of the change process with better solutions and options during implementation.

2.3.2.3 Managing resistance to change

The most effective strategy to manage resistance to change can be implemented when the sources, reasons and nature of the resistance are known (Coetsee, 2007a:203).

Kurt Lewin suggested that any change is resisted by opposite forces. He introduced the idea of managing and removing resistance to change through his three-stage model: unfreezing the current state, moving to the new state and refreezing at the new state (see figure 2.2). The following are the assumptions underlying his model (Kreitner & Kinicki, 2004:678):

- Current behaviours, attitudes and practices are discontinued and new ones are learned during the change.
- Motivation must be involved in the change process.
- Individuals are the heart of any organisation, thus individuals must change.
- Resistance to change is always present.
- Effective change requires reinforcing of new behaviours, attitudes and practices.

William Bridges focused on the psychology of change and how individuals can attempt to cope with change in the workplace. His three stages (endings, neutral zone, and new beginnings) can also be related to Lewin's three-stage model (Stickland, 1998:45). Figure 2.2 illustrates the three stages during change related to both researchers' models.

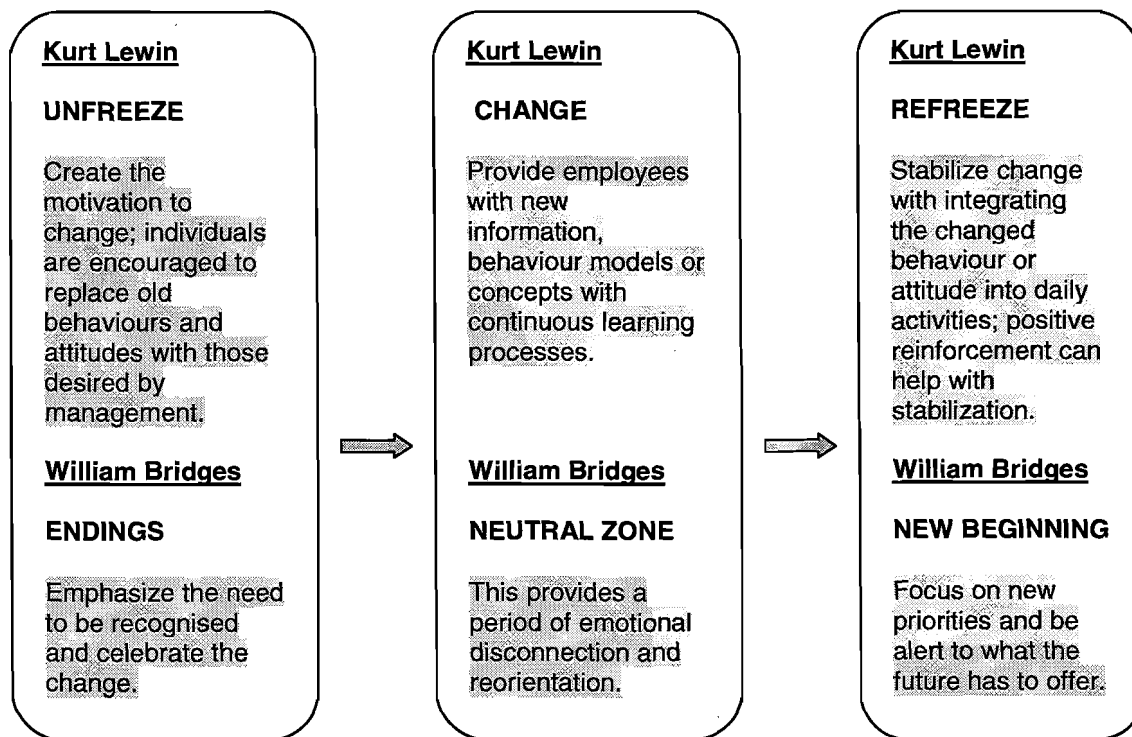


Figure 2.2: Three stages during change

Sources: Literature adapted from Kreitner and Kinicki (2004:678) and Stickland (1998:45)

Significantly changing the behaviour of a single person can be exceptionally difficult, all the more the behaviour of employees within an organisation to achieve the outcomes of a change program. Yet, some organisations succeed in doing just that to maintain a sustainable competitive advantage within a changing environment. Kotter and Cohen (2002:8) state that this kind of success is reached by actions showing people what the problems are and how to resolve it. Change is initiated rather through feelings generated by the truth of the situation, and not through a mindset from analysis (Kotter & Cohen, 2002:1). Instead of changing thinking in order to change behaviour, responses are provoked through feelings that motivate useful action; this emotional reaction provides the energy that propels people towards the change process, no matter how great the difficulties. Figure 2.3 shows the eight steps proposed for successful large-scale change:

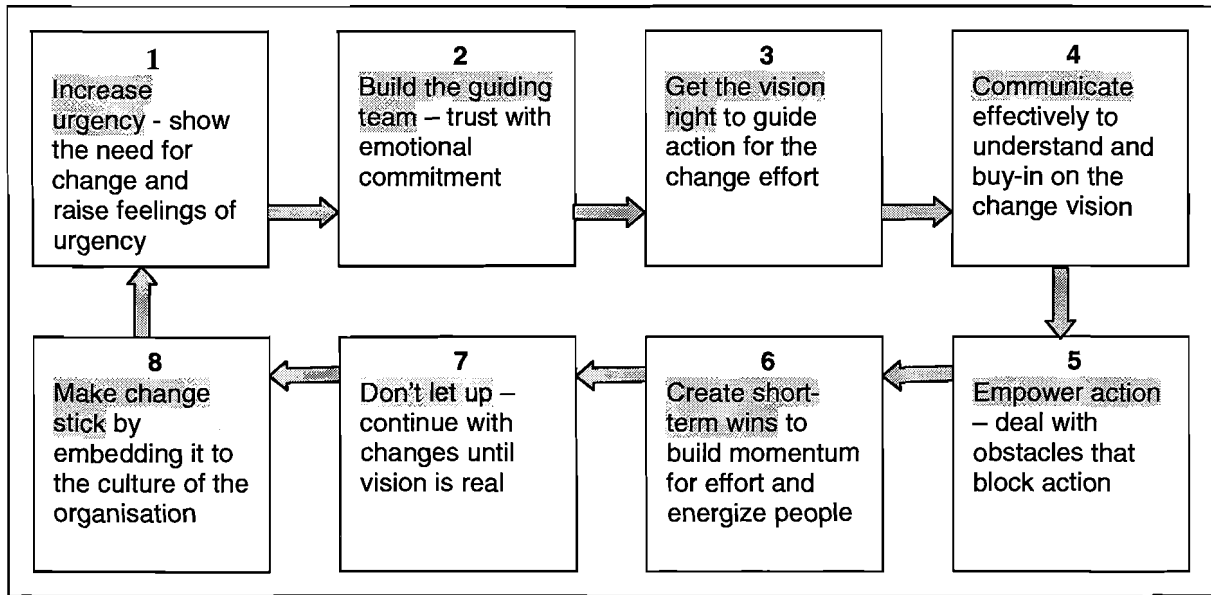


Figure 2.3: Eight steps for successful change in an organisation

Source: Adapted literature from Kotter and Cohen (2002:7)

But actions for managing organisational change has mainly focused on managing change at a group or system level within the organisation, rather than the individual change level (Van Tonder, 2004:163). Van Tonder highlights that it is acknowledged in the literature that individuals' experience of change are different and that they also differ in their willingness and ability to adapt to change, hence different levels of resistance to manage.

Coetsee (2007a:200-202) suggested that resistance to change is one of the most important reasons for failures of change efforts, or at least, the reason for delayed change interventions. He proposed a model, given in figure 2.4, to outline the phases in the management of resistance to change.

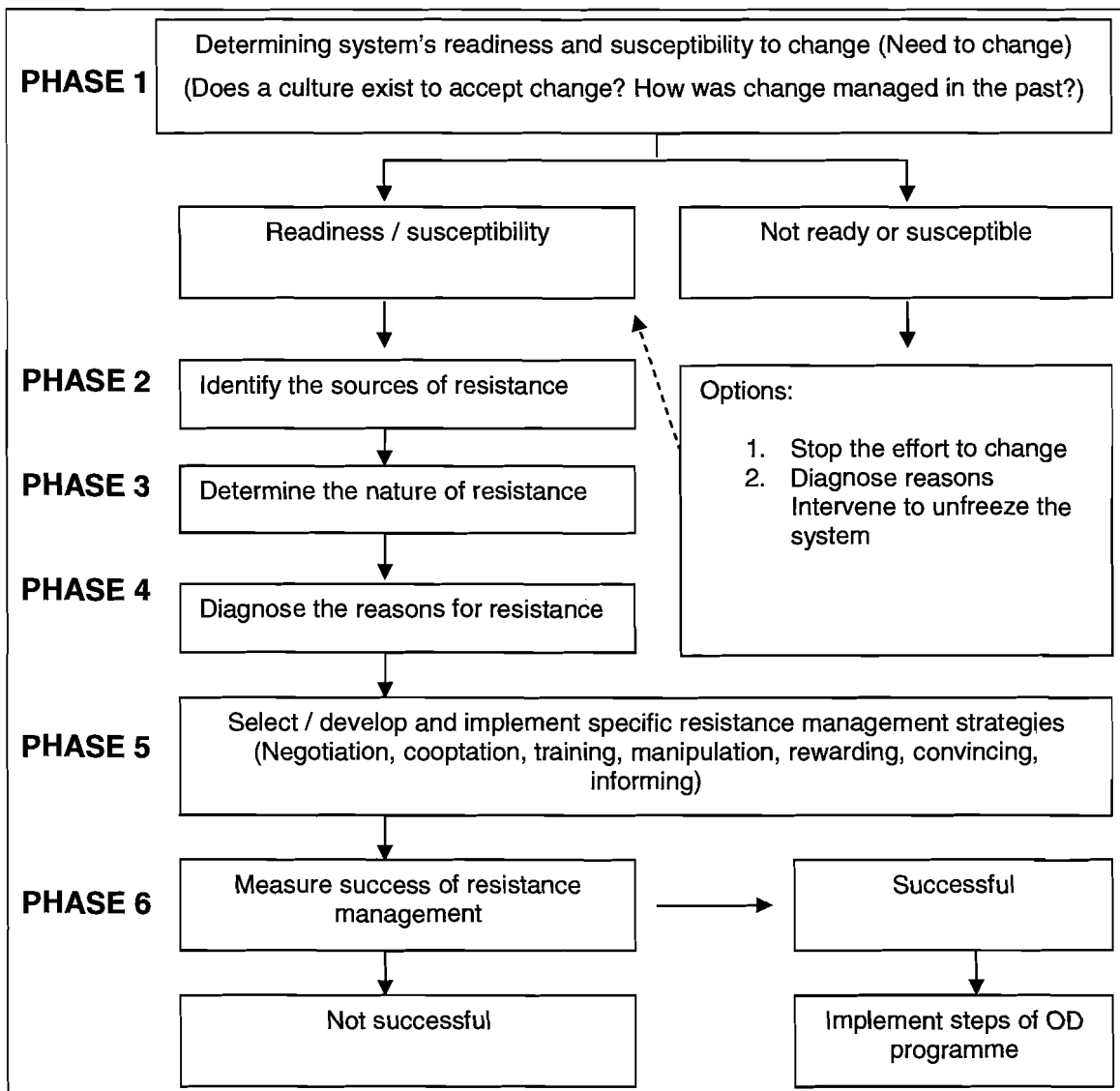


Figure 2.4: The management of resistance to change

Source: Coetsee (2007a:201)

Kreitner and Kinicki (2004:690) suggested the following six strategies for overcoming resistance to change:

- Education and communication – this may take time when many people are involved, but with the correct information the implementation process may be much easier.

- Participation and involvement – to develop an appropriate change programme all stakeholders, especially powerful people with valuable information, must be involved and committed to the change.
- Facilitation and support – although costs may increase, problems regarding adjustment and other change issues may need attention.
- Negotiation and agreement – this might be needed to satisfy resistant parties to comply with the change process.
- Manipulation and co-optation – although future problems may arise, this process can be quick and inexpensive.
- Explicit and implicit coercion – a risky strategy, but quick if time is of the essence, and significant power is available to make changes.

2.3.4 Conclusions

From the literature overview on resistance to change, some conclusions are made:

- Resistance to change may be an unpredictable reaction, due to individual perceptions which may be unrealistic or unknown to others.
- Underlying emotions during change may result in resistant behaviour, and different source, levels and reasons for this resistance can be identified.
- Due to the acceleration of change and its impact, resistance may also increase especially within a business context.
- Maintaining a positive and motivated climate during change is essential for success, which is also influenced by involvement, commitment and trust – all of which may be vital to reduce resistance and thus also negative emotions and perceptions.

2.4 CHANGE MANAGEMENT IN ORGANISATIONS – USING EMOTIONAL INTELLIGENCE AS A TOOL TO REDUCE RESISTANCE

2.4.1 Introduction and background

One consistent oversight in the management of change within organisations is “that the organisation cannot exist without its employees and that change in or within organisations cannot take place or be dealt with effectively if the individual employee is not engaged in the change initiative – to the extent that he internalises and accepts the change and finally supports efforts to facilitate or manage this change process. This lack of participation and involvement is cited as one of the primary reasons why so many organisational change efforts do not produce the desired results and effectively fail” (Van Tonder, 2004:8).

Caruso and Salovey (2004:6) have found that most managers they have worked with have a management style based on reasoning, rationality and logic, where emotions should be isolated from work and decisionmaking. However, making good decisions and being an effective manager cannot happen in the absence of emotions. Scientists have learned that how managers feel, can be an indicator and predictor of organisational performance, and how a management team feels, has a direct impact on a company’s earnings (Caruso & Salovey, 2004:7).

Although little is known about the emotional bases of organisational change, the role of emotions and how employees experience and handle them are being recognised during change (Vakola *et al.*, 2004:94). It is within this emotional framework where organisational developers seek to use emotional intelligence as a tool to reduce or manage resistance to change. If one thinks about it, resistance to change might be displayed as a defence mechanism due to negative, unpleasant and uncertain feelings and emotions. Van Tonder (2004:182) views resistance as a “quality control mechanism, as it provides an indication of what should be retained, modified or abandoned”.

2.4.2 Emotions during change

To understand the possible need of emotional intelligence skills during change management, literature about emotions during change is consulted.

Emotional expression is seldom seen as part of organisational transition and employees who experience change may hesitate to show their emotions due to the fear of being labelled as being resistant to change (Barner, 2008:122). But since behaviour is driven by some emotions, the effect of emotions during change can no longer be ignored.

Because people are all human, it is expected that managers will go through the same individual changes as their non-managerial colleagues. Even though they might understand the change initiatives better and the cognitive change is most unlikely to be as dramatic as that of employees at lower levels in the organisation, due to stress, the emotional experiences of managers are assumed to be the same (Van Tonder, 2004:172-173).

Different emotional experiences, ranging “from anxiety, despair, resignation and despondency, to hope, anticipation, emancipation, joy and excitement” (Van Tonder, 2004:163) are also evoked by a change process. How organisational members interpret the change process might be exposed through emotional content to guide anticipated likely responses and experiences to changes. This is shown in figure 2.5 and table 2.4; however, the features and elements may require some additional research (Van Tonder, 2004:170,172). Although each individual’s perception may be different, these emotional reactions may provide useful and important information for any person involved in a change process. Resistance is also most likely to emerge during the implementation phase of the change process, hence this is where emotional intelligence might be crucial to reduce and manage resistance. By recognising and understanding the emotions, needed strategies for change management can be implemented.

(Please note that A-H and 1-16 are defined and explained in table 2.4.)

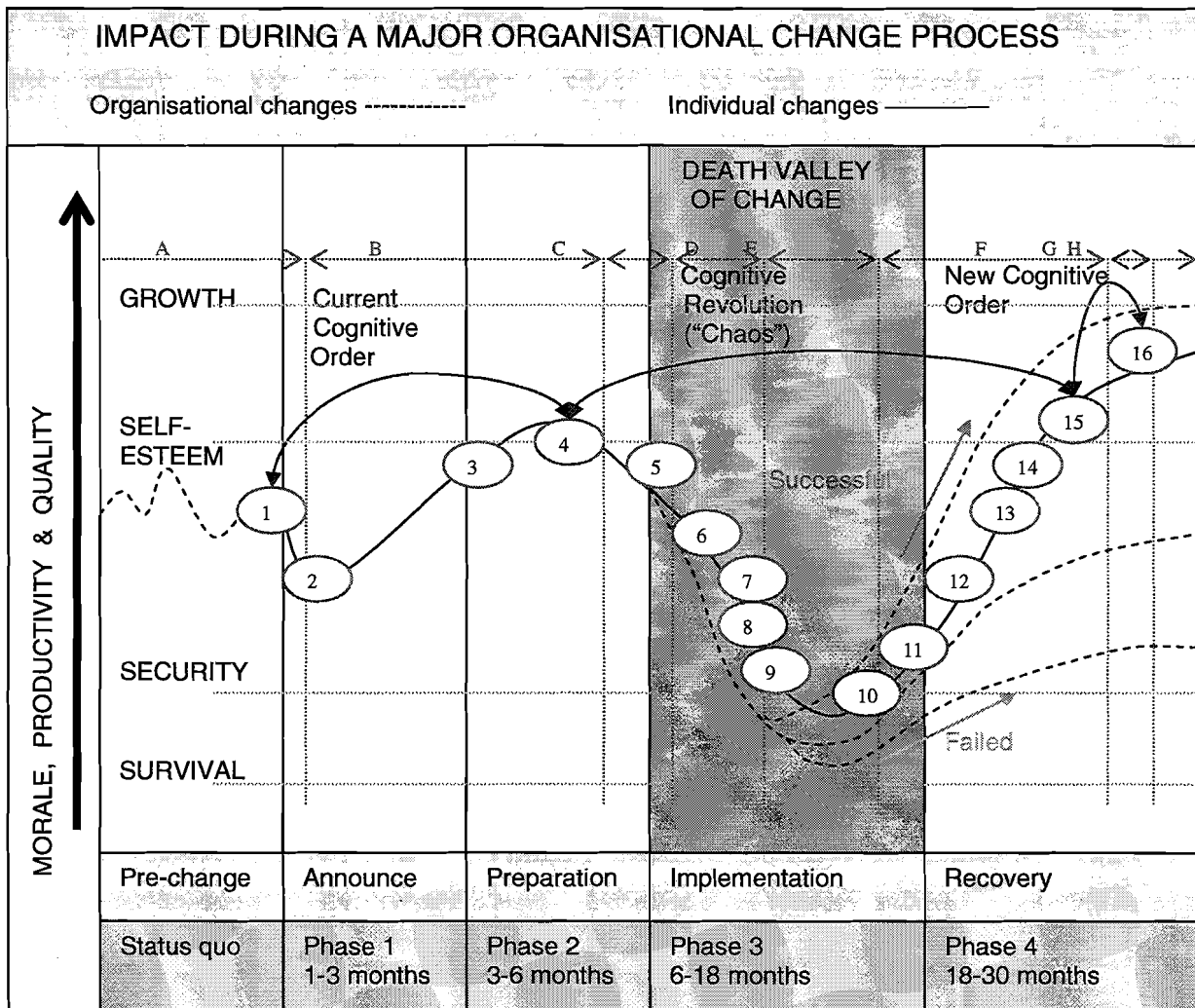


Figure 2.5: Individual and collective change during major organisational change

Source: Figures 8.4, 8.5 and 8.6 adapted from Van Tonder (2004:169-175)

For organisational change to occur, the majority of the workforce has to change at an individual level. The fact that an organisation at its core is nothing other than a social structure implies that sequences of events will also closely relate to the experience of the individual employee. The decrease in morale, productivity and quality will reflect in the change process (Van Tonder, 2004:173-174).

Table 2.4: The experience and impact of change

Managerial experience of organisational change (A – H)		Cognitive change	Individual change through emotions (1 – 15), with loss of emotional energy (4 – 10)
A	Stability – The informed and empowered manager begins the change process with confidence, security and order;	MANAGERIAL Current cognitive order - MANAGERIAL	Current order (1) Calm with no consideration of change; then (2) shock, fear and immobilisation are experienced for a short while, but recover quickly by denying and underestimating the potential change;
B	Anticipation – With announcement optimism and high expectations about change and outcomes exist;		
C	Recognition of complexity – Recognise effort to realise change (resistance and declining performances from employees)		
D	“System failure” – Declining success, ineffective systems. Doubt and anxiety, recognise expectations will not materialise; emotional energy is high;	MANAGERIAL Cognitive revolution (“Chaos”) - MANAGERIAL Cognitive revolution (“Chaos”)	Cognitive revolution (“Chaos”) (3) Denial, disbelief and minimisation of change until change initiatives become tangible; (4) recognition, alarm and anxiety occur (“fight or flight” response); (5) Defensive retreat and resistance – the intensity depend on the perceived severity of the likely impact on the individual level;
E	Crisis – Insecurity, and a sense of powerlessness is felt. Loss of confidence, and capabilities are proving to seem ineffective;		
F	Learning and development – Explore new perspectives, methods, skills and behaviour while searching for meaning and understanding of new context;		
G	Revival – Gain from new behaviours and views. Cognitive reframing;		
H	New order – Energised with trust in own abilities (self-confidence)	New cognitive order	(6) Anger, frustration and blame behaviour are experienced with outbursts and criticism; (7) bargaining begins in an attempt to minimise the anticipated “loss” and impact; (8) a sense of chaos with grief are experienced; (9) Depression sets the darkest cognitive state (“death valley”), which is traumatic and support is needed; the person accepts the situation and (10) resign (“letting go”) with acceptance – emotional energy lost; (11) Openness to new beginnings gives an opportunity to (12) explore and test ; a (13) search for meaning begins (made possible by “letting go” stage); (14) Discovery and understanding proceed to enable person to move to a new cognitive state; (15) Reflection, integration and internalisation begin to foster new behaviours, beliefs and values in the person’s life;
			The person (16) re-emerges , with a new sense of purpose and energy

Source: Literature adapted from Van Tonder (2004:167-176)

The value and implications of having this knowledge on the emotional cycle during change can assist managers to (Van Tonder, 2004:176-177):

- Improve the individual experiences of change, thus implementing appropriate change programmes and improve final outcomes of the change process;
- Provide adequate support with clear communication and understanding of what the change entails – resistance levels can thus be minimised;
- Gaps between expectations and realities of the change can be minimized – assist also in gaining acceptance of change and lessen emotional disturbances;
- Managers at least would understand the cognitive and emotional demands of change and relate these with financial and other performance implications;
- Needed skills and learning are to be implemented as part of the change process to improve the employees' self-esteem and views of change;
- Side-effects of change can be reduced.

Emotional intelligence skills can assist the manager to recognise the emotions during the change process and to react accordingly with the right managerial skills and abilities to reach the desired change outcomes. The abovementioned actions can thus also ease the transition of employees, and thus the organisation, through the change initiative. This conclusion relates to a statement made by Van Tonder (2004:192), "The cognitive 'furniture' can only be rearranged or replaced by entering the 'room' – unfortunately this is only possible through the 'door' of emotions."

2.4.3 Change readiness

Some characteristics of change-ready individuals were found in the literature, which are also compared in table 2.5 to the emotional competencies of emotional intelligence:

Table 2.5: Comparison of personal characteristics of change-ready individuals to emotional competencies of emotional intelligence

Characteristics of change-ready individuals (THE RESULTS DRIVEN MANAGER The essentials of managing change and transition, 2005:50-51)	Emotional competencies (Goleman <i>et al.</i> , 2002:37-52)
<ul style="list-style-type: none"> ▪ Passion – feel excited about new experiences; ▪ Resourcefulness – make the most of any situation; ▪ Optimism – be positive about the future; ▪ Adventurousness – chase the unknown; ▪ Adaptability – change expectations and recovers quickly from difficulties; ▪ Confidence – believe in oneself and one’s abilities; ▪ Tolerance for ambiguity – accept uncertainty 	<p><u>1. SELF-AWARENESS</u></p> <ul style="list-style-type: none"> ▪ Emotional self-awareness ▪ Accurate self-assessment ▪ Self-confidence <p><u>2. SELF-MANAGEMENT</u></p> <ul style="list-style-type: none"> ▪ Emotional self-control ▪ Transparency ▪ Adaptability ▪ Achievement ▪ Initiative ▪ Optimism <p><u>3. SOCIAL AWARENESS</u></p> <ul style="list-style-type: none"> ▪ Empathy ▪ Organisational awareness ▪ Service <p><u>4. RELATIONSHIP MANAGEMENT</u></p> <ul style="list-style-type: none"> ▪ Inspirational leadership ▪ Influence ▪ Developing others ▪ Change catalyst ▪ Conflict management ▪ Teamwork and collaboration

From this comparison, characteristics associated with change-ready individuals correspond to emotional competencies (learned abilities), each of which has a unique contribution to emotional intelligence. Some assumptions are made:

- Individuals with a high emotional intelligence, hence displaying emotional competencies as given, might accept and support change initiatives faster.
- Emotional intelligence skills might provide a means to enhance characteristics in individuals to adapt to change better.

If one considers the emotional experience during change (figure 2.5 and table 2.4), the recovery phase (emotions 11 – 16) might reflect on the characteristics given for readiness to accept change. To reach this point however, one goes through a cognitive revolution during implementation of change (4 – 10) and it is especially within this time where emotional intelligence may be required to accelerate acceptance, understanding and willingness to reduce resistance towards change.

2.4.4 Conclusions

From the literature the following conclusions were made regarding the use of emotional intelligence as a tool in the management of resistance to change:

- To manage change effectively, managers may consider the emotional changes each individual may experience, even though it may differ. Although emotions may remain unseen, it may be mostly visible in the form of resistant behaviour. Within this context, emotional intelligence can be of great value to recognise and understand negative behaviours and to implement appropriate action plans to reduce, manage or eliminate resistance.
- Emotional intelligence improves the individual's ability to understand the change process, that is, to be aware of emotional changes during the change process and to react accordingly. Important to notice is that one may have a high emotional intelligence and still resist the change process due to important reasons; the difference, however, is that appropriate attention and understanding can be provided for the reasons of resistance and the outcomes may still be achieved under pleasant circumstances, impacting on the lasting effects of the change initiative (organisational culture affected).

2.5 SUMMARY OF LITERATURE STUDY

The literature study done in this chapter can be summarised as follows:

- Emotional intelligence can be understood as the ability to interactively manage one's own and others' emotions in such a way as to achieve positive results. This ability differentiates into skills that can be positioned into two models according to the literature.
- Emotional intelligence skills can be learned and improved, and although research on emotional intelligence is still in its early years, findings may prove to be very valuable within the workplace.
- Resistance to change is a natural human response towards anything that may affect the control, security and order within which one is comfortable.
- The unknown generates different emotions which contribute to different behaviours of individuals, and understanding of these emotions can improve choices regarding action plans during the implementation of a change process.
- Different levels of resistance are recognised within the literature where multiple sources and reasons are also discussed. Knowledge of these is very important when management strategies are chosen to manage resistance to change.
- Individuals have to accept change and change within themselves, before any major organisational change can succeed.
- Emotional intelligence can enhance knowledge regarding the experiences during a change process and ultimately assist managers to manage change initiatives better, with the intent to reduce resistance.
- Individuals with a high emotional intelligence may accept and understand change better; hence be more willing and ready for change within an organisation. Training of emotional intelligence skills within an organisation may thus reduce resistance during change.

CHAPTER 3: EMPIRICAL STUDY

3.1 INTRODUCTION

The Potchefstroom Business School (PBS) is part of the Faculty of Economic and Business Sciences at the North-West University. The PBS aspires to high standards in managerial education and training with their focus on professional development and personal growth. With a vision of finding Practical Business Solutions, the MBA degree programme of the PBS was also regarded as highly related and practical according to the Financial Mail's 2008 annual business schools survey. Being rated as one of the best in South Africa, according to students' perceptions, one might also expect the students completing the MBA programme to be equipped with tools to cope with and manage changes within organisations as well as on an individual level. In an era of continuous change and increased complexity it can become difficult to adapt to change and resistance might intensify.

Table 3.1 presents the total number of MBA students registered at the Potchefstroom Business School (PBS) in 2008, according to information provided by the School.

Table 3.1: MBA students registered at the PBS in 2008

Programme year	Registered students
MBA 1	103
MBA 2	73
MBA 3	84
TOTAL	260

Source: Pretorius (2008)

Throughout the three-year programme, students are subjected to different fields of management. Table 3.2 presents some modules that might be relevant to this empirical study, for they might influence the response the respondents made according to their perception of the statements made in the questionnaire.

Table 3.2: MBA management modules relevant to this study

Programme year	Module offered	Relevance to this study
Year 1 : 1 st semester	Organisational Behaviour	Understanding behaviour and emotions within organisations
Year 2 : 1 st semester	Change Management	Gain insight in the management of change and resistance to change
Year 3 : Year course	Strategic Management & Strategic Thinking	Apply insight in an integrative manner

Six compulsory study schools (two per year) are also part of the MBA degree programme and it is within this platform where emotional intelligence skills are also being delivered to students. Considering that emotional intelligence is one of the focus points of this study, it seemed appropriate to choose the July 2008 study school as the platform for the empirical study (see 3.3.2 for comments on the population).

3.2 EMPIRICAL RESEARCH DESIGN

3.2.1 Goals

In reaching the goal in determining the use of emotional intelligence in the management of resistance to change by MBA students of the North-West University, at the Potchefstroom Campus, the empirical study investigates the following issues:

- The growth of MBA students' emotional intelligence skills;
- Comparing the emotional competencies of the population;
- Determining whether emotional intelligence is perceived to be important when managing resistance during change, and differentiating between the year-groups' responses;
- Consider the relationship among the emotional competencies and its importance when managing resistance during change;

- To provide insight into the importance of emotional intelligence of future managers when managing resistance to change;
- To serve as a point of reference for future research.

3.2.2 Limitations

This empirical study is limited with regard to the following:

- Target population – only students attending the July study school during the first two days were approached to complete questionnaires. A low response rate (see 3.3.3 for figures) of the year-groups was a major disappointment for the empirical study. It might have provided more insight in the research question if all the registered students participated in this empirical study.
- The questionnaire used is neither validated nor proven to be a reliable test for emotional intelligence, even though careful assessments were made in preparing the statements in the questionnaire. What is presented in this chapter does not pretend to be a reliable test; rather it is an investigation to gain information into the possible relationship of the two concepts.

3.2.3 Measurement of emotional intelligence and resistance to change

Although there are questionnaires developed to measure emotional intelligence, the purpose of this empirical study is to relate two concepts, not yet found to be related regarding its measurement. The following were some concerns:

- The time factor in completing such a questionnaire;
- How to keep the questionnaire simple and related to the objectives;
- Emotional intelligence can be measured according to emotional competencies, but what about the management of resistance to change?
- How will the use of emotional intelligence be linked to managing resistance to change in the questionnaire?

Some assumptions were made to provide answers to these questions:

- If one statement can elicit two responses, each for every concept, time for completion can be reduced and objectives can be reached.

- Keep the questionnaire as short as possible to eliminate fatigue, since the concepts are very abstract, but stick to the core of the concepts.
- To use emotional intelligence (EI), it must be perceived as important (think logically, one will only be keen to use something if it is perceived to be important). This provided the link between the two concepts and thus a possible way to measure the use of EI when managing resistance to change.

3.3 DATA GATHERING

3.3.1 Aspects regarding the questionnaire

3.3.1.1 Construction

To attain the study objectives, careful assessments were made in preparing the questionnaire (attached as ANNEXURE). Conducting a literature study (Chapter 2) provided the necessary knowledge to present statements to which respondents had to respond to according to their perception of each statement. The statements were structured to determine the emotional intelligence of students within four domains, using the emotional competencies within each domain as a guide in formulating the statements.

The four domains, with their competencies identified within the literature, were:

1. **Self-awareness** – emotional self-awareness, accurate self-assessment and self-confidence;
2. **Self-management** – emotional self-control, transparency, adaptability, achievement, initiative and optimism;
3. **Social awareness** – empathy, organisational awareness and service;
4. **Relationship management** – inspirational leadership, influence, developing others, change catalyst, conflict management, teamwork and collaboration.

The questionnaire was constructed by formulating a total of 32 Likert-style statements; every fourth question related to an emotional competency within a domain, resulting in eight statements per domain. A five-point scale was used, ranging from *strongly disagree*(1), *disagree*(2), *neither disagree nor agree*(3), *agree*(4) and *strongly agree*(5). Please note the value in brackets which are

associated with each response marked; this is the data points used in the analysis.

To investigate a possible relationship between the emotional intelligence response and the importance of that competency when managing resistance during change, another response according to each statement was needed. This time a three-point scale was used, ranging from *no(1)*, *not sure(2)* and *yes(3)* to indicate the importance of the competency.

Each questionnaire was printed on one page for convenience – one side contained the instructions and the other side the questionnaire. To save costs black, white and grey printing was used.

To differentiate between the different year-groups, questionnaires were marked beforehand on the front and each year-group's questionnaires were placed at that particular year's registration table. Administration personnel at each table were informed and they helped to distribute the questionnaires during the registration process. One marked box for all completed questionnaires was provided for easy collection of questionnaires; the box was available and visible for the entire two days.

3.3.1.2 Pilot testing

The questionnaire was subjected to a pilot test to identify weaknesses in the construction and formulation of the statements. Feedback on the content was carefully considered and after suggestions were incorporated, the final questionnaire was distributed during the July 2008 study school.

3.3.1.3 Data rating

To simplify the process during data analysis, space within the questionnaire was provided for office use. Three different data ratings, distinguished with an A (1-5), B (1-3) and C (1-3) were gathered during the data analysis:

1. A – rated the response according to the perception on the statement – measuring the strength of an emotional competency within a domain (example: 1 = strongly disagree = low emotional awareness)
2. B – rated the perceived importance of that emotional competency when managing resistance during change (example: 1 = no = not important)
3. C – to investigate a relationship between emotional intelligence and the importance when managing resistance to change, the same scale of rating is required (“compare apples with apples”). For this purpose, the response marked within A was grouped under:
 - negative response* (1) = A(1) = A(2)
 - neutral response* (2) = A(3)
 - positive response* (3) = A(4) = A(5)

3.3.2 Population

Table 3.1 presented the total number of MBA students registered at the Potchefstroom Business School (PBS) in 2008. Although some circumstances may prevent students to attend the study schools, it is expected that the majority of them will attend them, since it is compulsory. And since emotional intelligence skills are delivered during the study schools, the July study school was chosen as the platform for this empirical study.

Other considerations for choosing this population and platform were:

- Students are exposed to emotional intelligence skills since the first study school, thus even first-year students would have some background about emotional intelligence.
- The aim of this mini-dissertation is directed towards future management; hence MBA students are the appropriate population.
- Occupation of respondents' time to complete questionnaire were considered to be better using this platform, since students are otherwise under time pressure.
- The response rate was expected to be better with a smaller time frame to collect data thus more time for analysis was available, since it was done self.

- Costs and time for distribution of questionnaires and collecting data were decreased.
- Since differentiation between year-groups was made, the platform provided an opportunity to distribute questionnaires to all year-groups.
- Because the population is rather small, no sample was taken and the questionnaires were distributed among the population during registration at the first two days of the study school.

3.3.3 Rate of response

Table 3.3 below presents the figures for completed questionnaires returned among the different year groups in relation to the number of registered students. Although data indicated that approximately only 160 students (Ferreira, 2008) in total attended the July study school on the first and second day, response rates are still rather low, and this was a major disappointment for the empirical study. Consequently, due to this low response rate, the results of the empirical study may be distorted in relation to the whole population.

Table 3.3: Rate of response of the different year-groups

Study year	Registered	Returned	% Response
MBA 1	103	7	6.8%
MBA 2	73	31	42.5%
MBA 3	84	18	21.4%
TOTAL	260	56	21.5%

3.4 DATA ANALYSIS

3.4.1 Statistical procedures used

The data collected from the 56 questionnaires were processed using Excel spreadsheets, where standard Excel functions and the programme PHStat2 version 2.5 were used to analyse data.

Descriptive statistics were used in the calculation of the mean and standard deviation of the population, which are also given in table 3.4. Please note that the median is also given, because some responses in questionnaires were not marked, and a value of zero was given in such a case to complete the data analysis. Those zero data points might have affected the mean, thus the median are preferred to describe the central tendency.

A thorough understanding of the measures is necessary to interpret the results:

- Mean – This is the most common used measure of central tendency. It acts as a balancing point so that smaller data balance out larger ones. But because its computation is based on every data point, and the zero points in the data reflect no responses marked, the median is preferred.
- Median – The median is the middle value in an ordered array of data. In this empirical data, the median can also be associated with the dominant response marked across the statement within the MBA group (please refer to response values given in 3.3.1.1).
- Standard deviation – This is the primary measure of variation with the value in the original units of the data. In other words, it helps you know how a set of data is distributed around its mean. The only time the standard deviation can be zero is when there is no variation at all in the data; that is each response in the sample is exactly the same and therefore equal to the sample mean. A large standard deviation will indicate that the data are spread out, where concentrated data will have a small standard deviation (Levine *et al.*, 2005:116-118).

Table 3.4 shows an interpretation of the results in section 3.4.2.

Table 3.4: Descriptive statistics from responses marked by MBA population

Question number	Emotional intelligence		Statistical results from responses								
			Perception of statement:						Importance during change		
			<ul style="list-style-type: none"> ▪ A represents response on five-point scale ▪ C the adapted three-point scale, which can be compared to B 								
			Mean		Median		Standard deviation		Mean	Median	Standard deviation
A	C	A	C	A	C	B	B	B			
01	Self-Awareness	Emotional self-awareness	4.11	2.87	4	3	0.80	0.51	2.75	3	0.79
05		Self-awareness	3.41	2.28	4	3	1.23	0.89	2.27	3	1.05
09		Accurate self-assessment	3.96	2.68	4	3	0.99	0.66	2.62	3	0.82
13		Emotional self-awareness	4.61	3.00	5	3	0.49	0	2.60	3	0.95
17		Emotional self-awareness	2.62	1.73	2	1	1.15	0.90	2.05	2	1.02
21		Self-awareness	3.57	2.45	4	3	1.20	0.85	2.27	3	1.05
25		Accurate self-awareness	4.23	2.84	4	3	0.89	0.53	2.62	3	0.82
29		Emotional self-awareness	2.20	1.36	2	1	1.08	0.77	2.12	3	1.06
02		Self-Management	Achievement	4.28	2.87	4	3	0.93	0.51	2.55	3
06	Emotional self-control		3.36	2.3	4	3	1.21	0.91	2.60	3	0.83
10	Transparency		3.71	2.52	4	3	1.11	0.79	2.32	3	0.96
14	Optimism		3.80	2.63	4	3	1.02	0.7	2.64	3	0.80
18	Emotional self-control		3.84	2.68	4	3	0.99	0.69	2.66	3	0.79
22	Adaptability		2.62	1.73	2	1	1.24	0.94	2.30	3	1.08
26	Initiative		4.37	2.89	4.5	3	0.84	0.45	2.60	3	0.91
30	Emotional self-control		3.50	2.32	3	2	1.04	0.74	2.46	3	1.01
03	Social Awareness		Empathy	3.57	2.48	4	3	1.11	0.83	2.39	3
07		Empathy	4.02	2.77	4	3	0.90	0.60	2.78	3	0.71
11		Organisational awareness	3.89	2.75	4	3	0.87	0.64	2.61	3	0.84
15		Empathy and service	4.09	2.75	4	3	0.92	0.55	2.68	3	0.76
19		Service	4.12	2.85	4	3	0.81	0.48	2.73	3	0.75
23		Organisational awareness	4.16	2.66	4	3	0.87	0.84	2.84	3	0.53
27		Organisational awareness	3.61	2.53	4	3	0.93	0.69	2.46	3	0.85
31		Empathy and service	3.89	2.75	4	3	0.82	0.58	2.68	3	0.83
04		Relationship Management	Inspirational leadership	4.07	2.77	4	3	0.91	0.57	2.73	3
08	Conflict management		4.03	2.73	4	3	1.23	0.77	2.61	3	0.93
12	Developing others		4.46	2.93	5	3	0.69	0.37	2.70	3	0.81
16	Conflict management		3.48	2.41	4	3	0.91	0.73	2.55	3	0.81
20	Teamwork		4.13	2.84	4	3	0.85	0.53	2.78	3	0.71
24	Change catalyst		4.41	2.89	5	3	0.85	0.45	2.75	3	0.74
28	Developing others		4.12	2.82	4	3	0.93	0.54	2.71	3	0.78
32	Influence		3.96	2.77	4	3	0.83	0.54	2.70	3	0.74

3.4.2 Interpretation of statistical results

Table 3.4 includes all the descriptive statistics described in the previous section. They are arranged within the four domains of emotional intelligence, according to Goleman's model (Chapter 2), with the different emotional competencies reflected in the questions associated with that domain. From this constructed table one can draw different interpretations from the results. The ranges of the descriptive statistics also give one an idea of the positive tendency respondents had in marking their responses. These tendencies already indicate that emotional intelligence and the importance thereof in managing resistance to change might have a positive correlation. Nevertheless caution must be taken, because correlation alone cannot prove that there is a causation effect. Also, the way questions were structured can influence responses as in the case of questions 17, 22 and 29. They were approached from a negative side, hence negative responses were found. These responses can affect the comparative results of the different domains; that is it might be the reason why self-awareness shows to be the lowest domain in emotional intelligence (see figure 3.2).

Table 3.5 shows some interpretations and conclusions regarding the results of the descriptive statistics; please note that interpretations focus on each segment (perception of statement; response A and adapted C and importance during change; response B).

Table 3.5: Interpretation of descriptive statistics

Domain	Some interpretations and conclusions regarding the results
Self-awareness	<ul style="list-style-type: none"> ▪ <u>Emotional intelligence perceptions (A and C):</u> Due to the negative approach of questions 17 and 29 the results on these questions tend to be negative. Question 17 (emotional self-awareness) also showed the highest standard deviation (0.90) for C in this domain, but ironically emotional self-awareness also had no standard deviation (0) in question 13. These adapted response results correlate with the responses from A, hence the lowest standard deviation (0.49) for this

	<p>domain and a median of 5 (strongly agree). Self-awareness showed to have had the highest standard deviation (1.23) for this domain.</p> <ul style="list-style-type: none"> ▪ <u>Importance during change (B):</u> This domain is the only one where the analysis indicates a value less than 3 towards a median in response to the importance of a competency during a change process (2 = not sure). But if one looks at the bigger picture, this result corresponded to question 17, which were negatively approached, and the other questions related to emotional self-awareness indicate a positive response (3 = important during change). The standard deviation (1.02) of question 17 is also high considering the range of 0.79 – 1.06 for this domain. Emotional self-awareness has both the lowest and highest standard deviation (0.79 and 1.06) for this domain. The other competencies are constant on 0.82 (accurate self-assessment) and 1.05 (self-awareness). Even if one would ignore question 17 and 29's results, the standard deviation would still have a range of 0.79 – 1.05. ▪ <u>Conclusion:</u> Even with the negative approach of questions 17 and 29, emotional self-awareness is still the most agreed upon competency in this domain, with the lowest standard deviation for both responses. Furthermore, all emotional competencies are perceived to be important during a change initiative.
Self-management	<ul style="list-style-type: none"> ▪ <u>Emotional intelligence perceptions (A and C):</u> Adaptability in question 22 is overall negatively responded to, but the variation of data was the most for this competency (1.24) in this domain. Important to notice is that adaptability is also the competency with the highest standard deviation within all the domains. Critically, this question can also be viewed as being negatively approached, hence the negative result. This domain is also the only one with a competency with an overall neutral

	<p>response (emotional self-control with value 3 = neither disagree nor agree) and initiative reach a median of 4.5, thus the most agreed upon competency. Although most responses indicate a positive response, large standard deviations exist for this domain, with a range between 0.84 and 1.24.</p> <ul style="list-style-type: none"> ▪ <u>Importance during change (B):</u> All the emotional competencies are perceived to be important during change, and a standard deviation range of 0.79 – 1.08 is presented. Competencies relating to these points are emotional self-control (0.79) and adaptability (1.08). ▪ <u>Conclusion:</u> Initiative is the most agreed on competency for this domain, also with the lowest standard deviation. All competencies are perceived as important during change, with emotional self-control having the least variance in the data.
Social awareness	<ul style="list-style-type: none"> ▪ <u>Emotional intelligence perceptions (A and C):</u> This domain is the only domain where all competencies have a median value of 4 (4 = agree). The variance of data is also much smaller than the previous domains, with empathy having the largest standard deviation (1.11) and service with the lowest (0.81). ▪ <u>Importance during change (B):</u> Again this domain has the smallest variance (0.53 – 0.87), with organisational awareness with a standard deviation of 0.53. ▪ <u>Conclusion:</u> Service is the most agreed upon competency in this domain although all competencies are agreed on. All competencies are perceived to be important, with organisational awareness assigned to the lowest standard deviation for this domain as well for the other domains.
Relationship management	<ul style="list-style-type: none"> ▪ <u>Emotional intelligence perceptions (A and C):</u> This domain consists of two questions where the median is 5 (5 =

	<p>strongly agree): they are questions 12 (developing others) and 24 (change catalyst). The competency, developing others, is also the most agree upon, because of the smaller standard deviation (0.69) between the two. The variance range is 0.69 to 1.23, where conflict management is linked to 1.23.</p> <ul style="list-style-type: none"> ▪ <u>Importance during change (B):</u> <p>The competencies are also all perceived to be important during change, and the standard deviations vary from 0.71 (teamwork) to 0.93 (conflict management).</p> <ul style="list-style-type: none"> ▪ <u>Conclusion:</u> <p>‘Developing others’ is the most agree upon competency, although ‘change catalyst’ is also strongly agreed on. Once again all competencies are perceived to be important with ‘teamwork’ at the lowest standard deviation value.</p>
Whole questionnaire	<ul style="list-style-type: none"> ▪ <u>Emotional intelligence perceptions (A and C):</u> <p>Relationship management is the most agreed on domain, thus emotional intelligence is strong within this domain for the MBA group. Competencies which tend to rise above the others are: emotional self-awareness, initiative, service, developing others and change catalyst. All of these also have a standard deviation of 0.85 or less for response A and 0.48 or less for response C, indicating that variance is not so large, which is very good considering that 23 out of 32 questions have a standard deviation between 0.86 – 1.24 for A and 0.51 – 0.94 for C.</p> <ul style="list-style-type: none"> ▪ <u>Importance during change (B):</u> <p>The range of standard deviation is the smallest within the relationship management domain (0.93 – 0.71 = 0.22), but the social awareness domain contains the competency, organisational awareness, with the smallest standard deviation (0.53) for all the domains. All emotional competencies are considered to be important during change, but organisational awareness (smallest standard deviation (0.53)) seems to be the</p>

	<p>most important. Responses indicate that emotional self-awareness (median 2 = not sure of importance) are the least important and yet, with the negative approach and other positive responses on emotional self-awareness, this may be a wrong perception. Considering this, adaptability might be the least important competency (standard deviation 1.08).</p> <p>▪ <u>Conclusion:</u></p> <p>Only the two domains, social awareness and relationship management, had all positive responses in relation to their competencies (but with the negative approach of questions there may be criticism). Although emotional intelligence may be the strongest within these domains the following competencies have shown to be overall the strongest: emotional self-awareness, initiative, service, developing others and change catalyst. Overall, all the competencies were regarded as important when managing resistance during change, but organisational awareness was perceived as the most important competency.</p>
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3.5 RESULTS RELATED TO OBJECTIVES AND INTERPRETATIONS

3.5.1 The growth of MBA students’ emotional intelligence skills with comparisons between the year groups

Emotional intelligence skills are delivered during the six study schools throughout the MBA programme. Because the programme focuses strongly on personal growth, it is also expected that students gain knowledge and insight in an individual and professional context as they proceed through the three years.

According to the literature, emotional competencies are learned abilities, thus it is possible to develop and grow emotional intelligence skills. The data collected were analysed to determine if there might be any trace of growth in the population’s emotional intelligence within the four domains. The data analysis, as presented in Figure 3.1, provides a perception that this might be the case for this empirical study. Please note that data used to illustrate growth came from the

five point Likert-scale used in A (refer to discussion in 3.3.1). Comparing the positive response rates (agree and strongly agree) for the different year groups, it indicates a high emotional intelligence (EI) across them and that the positive response rates increase towards the third year of study (MBA 3). Hence EI might grow during the course of the MBA programme. A continued study over three years with one year group studying the course may confirm this perception.

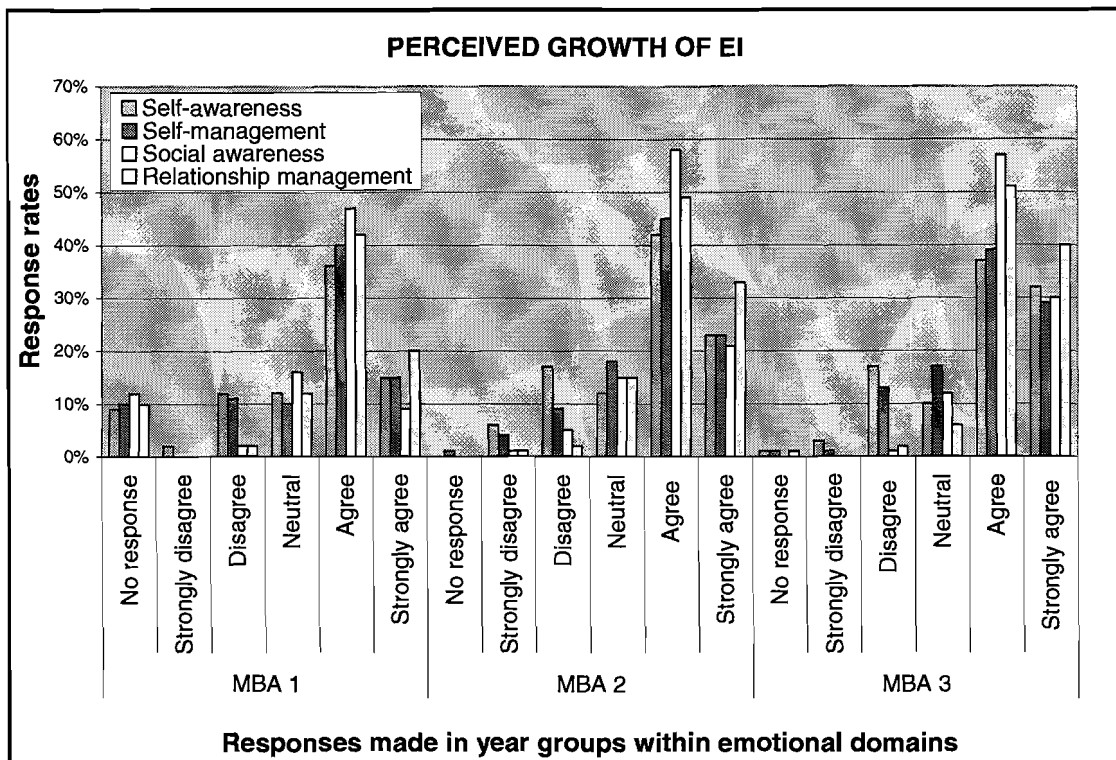


Figure 3.1: Increase of positive responses (agree and strongly agree) from MBA 1 towards MBA 3 regarding perceptions of EI statements

3.5.2 Comparing the emotional competencies of the population

The four domains for emotional intelligence include different emotional competencies for which different responses were gathered. Previously, in table 3.4 regarding the standard deviation in A (responses marked by students), emotional self-awareness has the smallest standard deviation (0.49), hence the most agreed on competency and adaptability the largest (1.24), thus the least agreed on competency. Ironically the domain, self-awareness, with the most

agreed on competency has the largest range 0.49 – 1.23 in standard deviation, thus this domain had the largest spread around the mean. The negative approach of questions may be the reason for this. Consequently, the response rates in this domain are also the lowest as presented in figure 3.2. On the other hand, social awareness (domain) had the smallest spread, standard deviation range from 0.81 to 1.11, hence having the highest agreed on response rate, but relationship management had the overall best agreed on (agree and strongly agree) responses. Looking at the response rates in context of the domains, it is clear that there is a positive movement towards social awareness and relationship management.

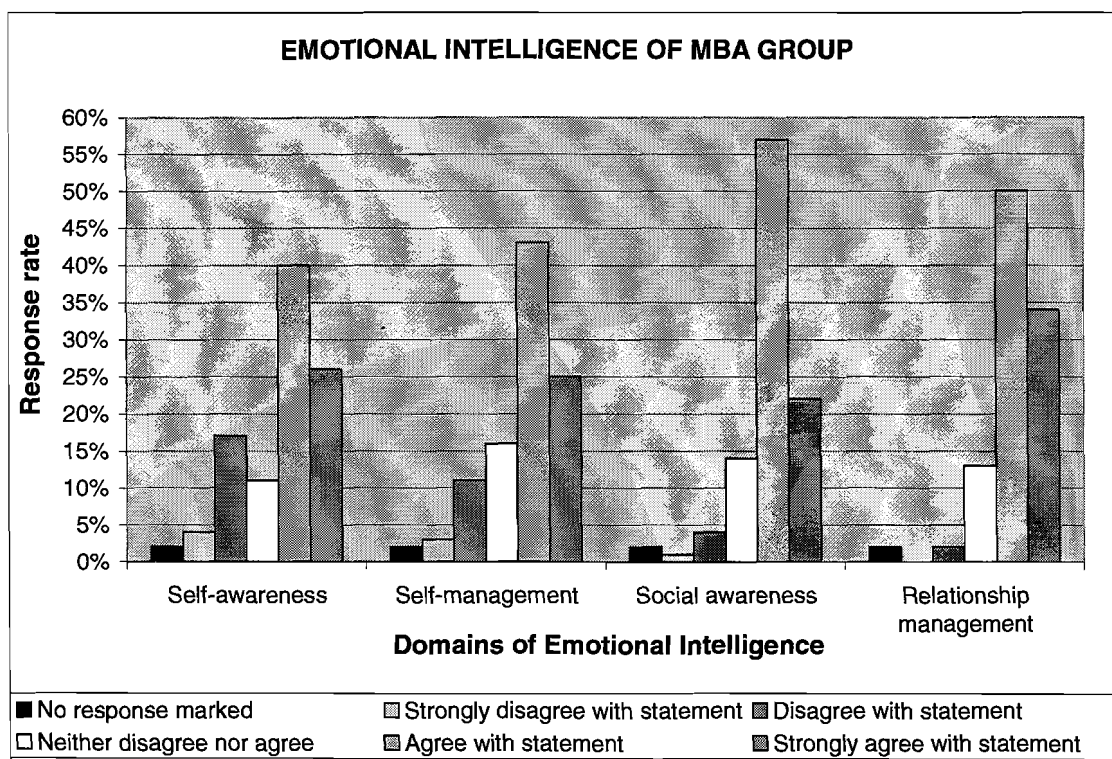


Figure 3.2: Comparisons regarding response rate within the domains

According to the literature, the four domains can also be grouped within two main competencies:

1. PERSONAL COMPETENCE - includes all the competencies of self-awareness and self management;
2. SOCIAL COMPETENCE – includes all the competencies of social awareness and relationship management.

Social competence is thus dominant in the emotional intelligence of the population. This can also be detected with the median given in table 3.4 for the emotional competencies of social awareness and relationship management. The positive movement is also stronger towards relationship management. Ironically, the strongest emotional competencies within this domain are being a change catalyst (median 5) and developing others (median 5). These contribute a lot to this empirical study, since the aim is to make use of emotional intelligence when resistance to change is being managed.

3.5.3 Importance of emotional intelligence when managing resistance during change and the relationship with the emotional competencies

From the interpretation of the statistical results, all emotional competencies were perceived as being important when resistance to change is being managed. To compare results, data from responses in A were adapted (see 3.3.1.3 for explanation for C) and compared with responses in B. One can come to the conclusion that emotional competencies are perceived to be important during change as illustrated in the comparison in Figure 3.3. From this figure, one can see that 60% or more responses in each emotional domain were high in emotional intelligence and perceived as important during change. Relationship management even reached a response rate of over 80% for each concept.

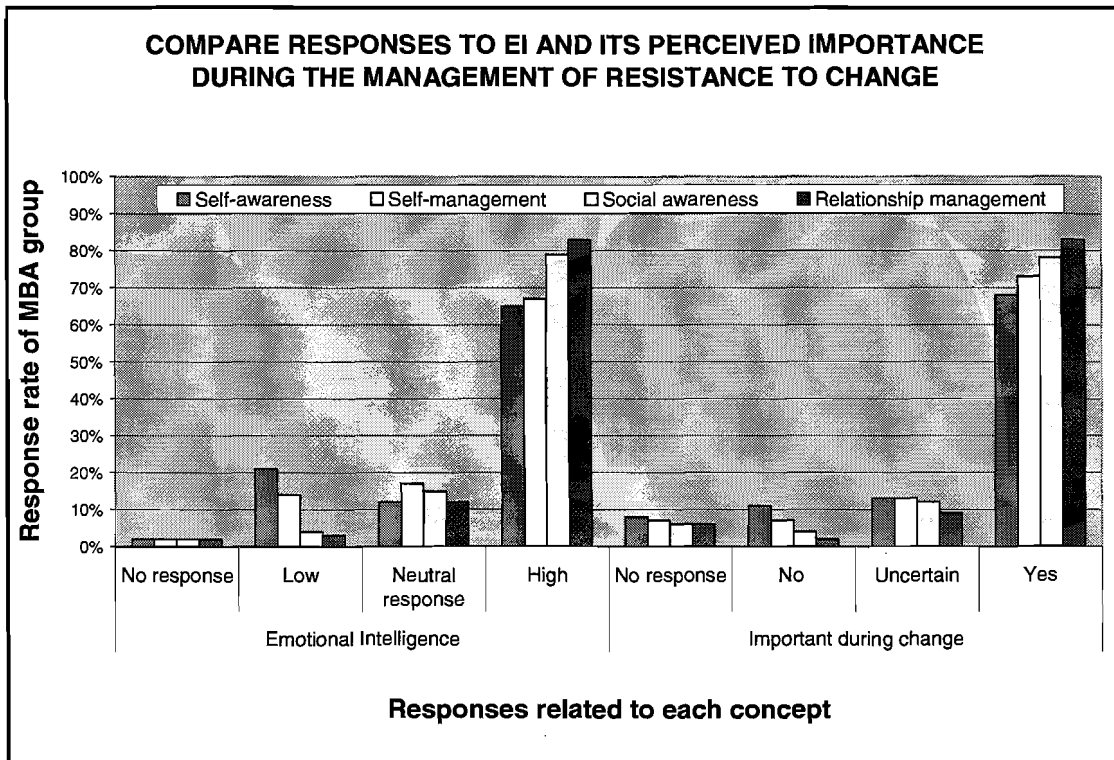


Figure 3.3: Comparisons of responses between emotional intelligence and the importance during change

Thus emotional intelligence will be used during the management process. Organisational awareness, within the social awareness domain, was perceived as the most important competency, which may be important due to the emotional reactions individuals have during a change initiative. It is also this competency which may help managers to implement the right support programme for a change initiative. Emotional self-awareness was again the most agreed on in reaction to emotional intelligence statements. This competency just shows how important emotions are perceived to be, and one can only be sensitive to emotions if one recognises it within oneself.

Comparing responses from the year groups, illustrated in figure 3.4, on the importance of EI when managing resistance, it is also important to notice that relationship management is in the lead throughout the three year groups'

responses. The MBA 3 responses are also dominantly positive and this may be due to knowledge and experiences.

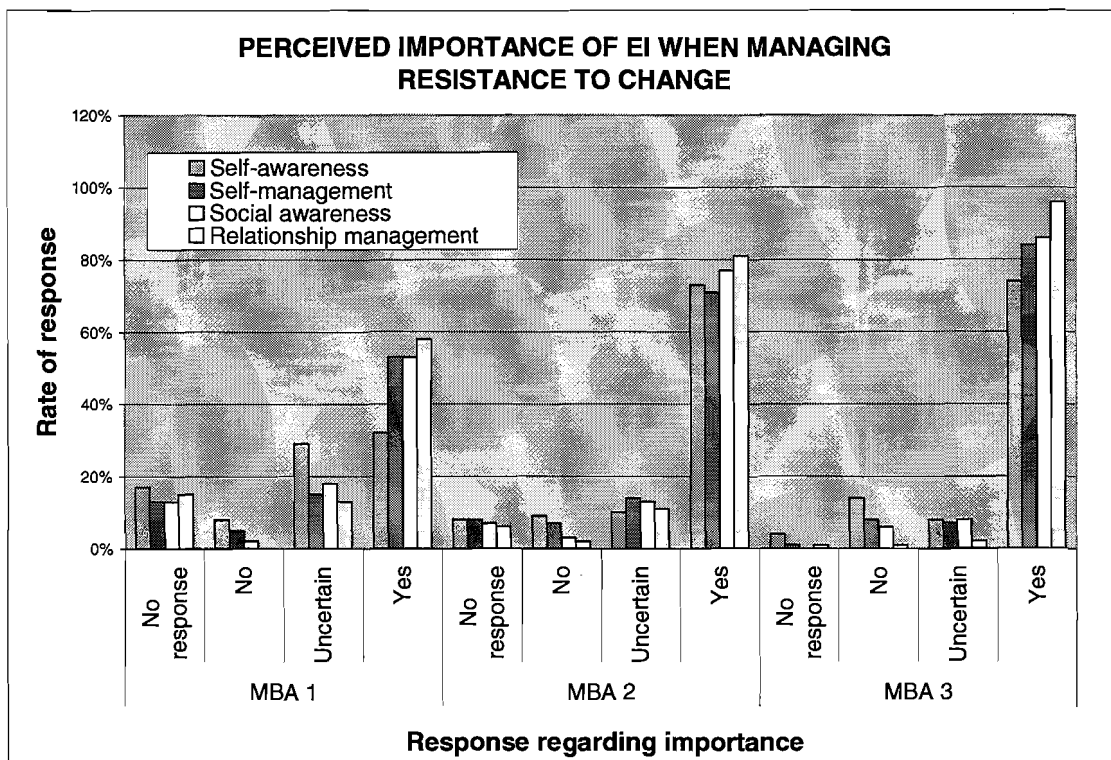


Figure 3.4: Differentiated responses within the year groups, regarding the importance of EI when managing resistance to change

3.5.4 Interpretation and discussion regarding the practical significance of the results

A positive relationship between emotional intelligence and the importance thereof during the management of resistance to change was established in the previous section (3.5.3 and figure 3.3). To manage resistant behaviour, emotional intelligence may contribute to the understanding of emotions and through this understanding, management may be more capable to implement action plans that can produce the desired outcomes.

Responses of MBA students also indicate that emotional intelligence is indeed a skill that can be developed through appropriate knowledge and training. Also, the background on knowledge regarding change management reduced the

uncertainty regarding the concept resistance. This is evident in the responses among the year group as seen in figure 3.4 – response rates relating to uncertainty reduced towards MBA 3.

Some concerns regarding the results are:

- The low response rate from the MBA population – results may not be representative towards year groups, and consequently the whole population.
- Some questionnaires had some unmarked responses either to a statement where both responses were unmarked, or only one response was marked. This may influence results, especially when comparing “EI perception responses (C)” to “important during change (B)”. Zero data points implemented into results may relieve this concern. Figure 3.3 shows the effect when data are compared. Figure 3.1 and figure 3.4 reflect that responses of MBA1 might be affected, even though overall conclusions on the year groups may still hold.

3.6 PROBLEMS ENCOUNTERED

Important problems were encountered during this empirical study, which must be noted when results, interpretations and recommendations are considered. They are presented in table 3.6:

Table 3.6: Problems encountered during the empirical study

Problem	Implication	How it was dealt with
Unmarked statements	This affected the results, especially with the low response rate	An additional rating value of zero was incorporated in the analysis, which was also shown in the results to accommodate for it
Different response rates in A and B from a questionnaire	Comparisons are influenced and results of MBA 1 might not be representative	Attention was given to this response difference, in the interpretation and discussion regarding the practical significance of the results

Late submission of MBA 2 questionnaires	Some data analysis already done was unqualified, BUT important increase in response rate	Gladly included data in new data analysis, luckily it was in the beginning of the data analysis process and all from one year group
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3.7 SUMMARY AND CONCLUSIONS

The low response rate (21.5%) of the MBA students was a big disappointment, even though only about 62% of registered students attended the July study school which served as a platform for the empirical study. Regarding the data analysis the following conclusions are made:

- Emotional intelligence skills are the highest within the MBA 3 year group and a positive trend exists toward this growth, although data were collected from different year groups, a perception exists that these skills may be developed within the management programme over three years.
- Even though the domain “relationship management” showed the highest response rate for both “emotional intelligence” and “importance during change”, the following competencies were overall the strongest: emotional self-awareness, initiative, service, developing others and change catalyst. Although organisational awareness was perceived to be the most important competency, overall all the competencies were regarded as important when managing resistance during change. The MBA management module “Organisational Behaviour” may have influenced responses because students gained knowledge relating to these themes.
- Knowledge gained within the second study year on change management may contribute to the lower response rates on responses labelled as “no response” and “uncertain” towards importance during change within the MBA 2 and MBA 3 year groups.
- A positive relationship exists for emotional intelligence and the importance thereof in the management of resistance to change.

- Even though these results may not be representative of the whole MBA population at the PBS, it is concluded that emotional intelligence may be used during the management of resistance to change.

CHAPTER 4: Conclusions and recommendations

4.1 INTRODUCTION

To bring this study to a close a practical approach to conclusions are made, since conclusions in the previous chapters were made in relation to the objectives of this study. A brief evaluation will be made to confirm that objectives are also met, and recommendations with a list of issues in need of further study will be given.

4.2 CONCLUSIONS

In chapter one, some questions were raised regarding emotional intelligence and the management of resistance to change. From knowledge gained in the literature study done in chapter two, possible answers can be provided:

- With emotional intelligence and knowledge on how individuals may experience change, emotional behaviour can be recognised and understood before operations are affected. And when operations are affected, managers can implement appropriate action steps and coordinate expectations to improve the situation and climate in such a way that resistance to change can be reduced.
- Causes of resistance may be directly visible, but some causes may have another origin – to listen and understand one might need to look between the lines, and emotional intelligence may help managers to notice the emotions underlining the needs when one tries to understand experiences and perceptions of change better.
- To provide the necessary support during a change process, behaviour based on emotions must be recognised and understood. Different levels of resistance can also be associated with behaviours and attitudes, all being influenced by emotions, hence emotional intelligence can contribute in managing resistance.

- Since many organisations realise the value of emotional intelligence, these skills may become a focus point during training and appointment of people in managerial positions.

Some features can be linked to both emotional intelligence and resistance to change:

- Both concepts are related to human *emotions*.
- EI and resistance to change are linked to the individual *perception* one has:
 - EI – ability to perceive and understand emotions and reactions
 - Resistance to change – the emotion and perception influence resistant behaviour (even if one is part of a group).
- Resistance to change is a *natural* phenomenon – just think of the natural forces like gravity and magnetism, our tendency to introduce stability, order and certainty in our lives. Also due to human curiosity and development, it is natural for humans to seek answers and understanding for behaviour and emotional reactions, hence emotional intelligence stimulated.
- Personal *characteristics* that relate to emotional competencies and readiness for change, hence no resistance is: optimism, adaptability and confidence.

It seems as if there may be a connection between the two concepts studied in this mini-dissertation that might need further investigation (see 4.3.1). Even though the response rate of the population was very low, MBA students may use emotional intelligence as a tool when they manage resistance to change. They might not use it intentionally, but with the growth of emotional intelligence combined with knowledge from the MBA programme, it is most likely that it will feature during management. It is definitely perceived to be important and it is assumed that when something is important, it will be utilized in some form.

Conclusions regarding the literature study were made in Chapter 2 and conclusions were made in terms of the empirical results in Chapter 3.

4.2.1 Brief evaluation of objectives

The primary objective of this study was to determine whether MBA students from the Potchefstroom Business School will make use of emotional intelligence in the management of resistance to change. From the empirical results it can be concluded that this might be just the case, but with the low response rate this conclusion might not be valid for the whole population and further research must be done to validate the findings.

The secondary objectives were:

- Define emotional intelligence and resistance to change with a literature overview on these two concepts,
- Investigate the use of emotional intelligence as a tool in managing emotions during change in order to reduce resistance,
- Design, conduct and interpret the results of an empirical study to test whether MBA students will make use of emotional intelligence in managing resistance to change,
- From the empirical study determine the growth of MBA students' emotional intelligence skills and compare the emotional competencies,
- Determine whether emotional intelligence are perceived to be important when managing resistance during change, and differentiate between the year-groups' responses;
- Consider the relationship among the emotional competencies and their importance when managing resistance during change;
- Make recommendations for future research to be done in aligning emotional intelligence with the management of resistance to change.

The literature study in Chapter 2 focused on the two concepts and the importance of emotional intelligence for managers when managing resistance to change; the objective relating to these was met. The other secondary objectives were discussed in Chapter 3 and results from the empirical data were interpreted to meet objectives. The last objective will be dealt with in 4.3.

4.3 RECOMMENDATIONS

Both concepts are individually in need of future research, but aligning them might be a bit complicated due to the large and different research fields that may be involved. Still, anything is possible and with some features already being identified in this mini-dissertation as possible overlaps, future research may begin there to investigate the use of emotional intelligence during the management of resistance to change. Some recommendations to align these two concepts are:

- Create awareness of emotions and the importance thereof within training programmes and within a business context;
- Continue with research to validate the perceived importance of emotional intelligence during the management of resistance to change.

Some issues to investigate are also given in 4.3.1 which may support alignment.

4.4 ISSUES IN NEED OF FURTHER STUDY

- Investigate the growth of emotional intelligence within a particular group, whether a student group or a team involved in training within an organisation; this can also aid in development of emotional intelligence courses or activities to enhance its use.
- The influence emotional intelligence may have during a change programme needs to be studied throughout the course of that programme.
- Identify obstacles to the application of emotional intelligence during the management of change.

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ANNEXURE

QUESTIONNAIRE

**IS EMOTIONAL INTELLIGENCE IMPORTANT
IN MANAGING RESISTANCE TO CHANGE?**

INTRODUCTION

This questionnaire is compiled for a mini-dissertation, and your participation will be appreciated. It should take no more than 10 minutes of your time. Please give a truthful response according to your perception, as all answers will be kept anonymous and confidential.

INSTRUCTIONS

A. Closed ended questions are used, thus your answer is limited to a fixed set of responses which are neither right nor wrong. Choose **one** of the available choices **for each response** and please mark your response with an **X** in the space provided. Please note that there are **two responses per statement**:

- 1) Agreement towards your perception of the statement;**
- 2) Your view whether the statement is important when managing resistance during change.**

Example:

Office use	Statement	Perception on statement					Important during change			Office use
		A 1	A 2	A 3	A 4	A 5	B 1	B 2	B 3	
		C 1		C 2	C 3					
		STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	NO	NOT SURE	YES	
	I like to motivate my colleagues				X			X		

B. Please ignore tables for official use.

OFFICE USE:	1	2	3
QUESTIONNAIRE NUMBER			

Office Use	Statement	Perception of statement					Important during change			Office Use
		A 1	A 2	A 3	A 4	A 5	B 1	B 2	B 3	
		C	1	C 2	C	3	No	Not sure	Yes	
	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree					
	01) I understand and recognise my emotions									
	02) I am driven to meet my own set of values									
	03) I am sensitive to voice tones and facial expressions									
	04) I like to motivate others									
	05) My feelings affect my performance									
	06) I am in control when angry or frustrated									
	07) I want to understand others' perspectives									
	08) The ability to handle other people's emotions is important									
	09) My strengths and limitations are known to me									
	10) One must be open about your feelings, beliefs and actions									
	11) I am aware of emotional currents at work									
	12) It is important to encourage people to develop themselves									
	13) My values guide me in making decisions									
	14) I am optimistic during change, regardless of difficulties									
	15) I listen actively when someone approaches me with a concern									
	16) I resolve conflict situations easily									
	17) I ignore emotions during my daily activities									
	18) You have control over your own state of mind									
	19) You need to recognise and understand others' needs									
	20) I like to inspire others to work together									
	21) My emotions have an impact on my behaviour									
	22) I find it difficult to adapt quickly to changing situations									
	23) You need to be aware of employees' emotions									
	24) Motivation with a meaningful purpose during change is crucial									
	25) Accurate understanding of emotions are important									
	26) I am self-motivated to improve on my work performance									
	27) There are room for emotions at the workplace									
	28) I like to encourage others through feedback									
	29) Feelings are not important when making decisions									
	30) When someone approaches me aggressively, I will stay calm									
	31) I understand the needs of people in different situations									
	32) I am able to persuade others to see my point of view									