Chapter 3

METHODOLOGY

Chapter 1 presented an introduction to the topic of emotional intelligence, the purpose of the study, and a brief description of how emotional intelligence relates to leadership and inter-personal conflicts. Chapter 2 contained a review of the literature concerning emotional intelligence - especially as it has been shown to enhance leadership and conflict management. This chapter includes an analysis of the research design, a description of the population and sample, an explanation of the data collection, a description of the instrumentation, an explanation of the data analysis, and a summary.

Research Design

The purpose of this study was to explore the emotional intelligence levels among managers working at different levels of organizational hierarchy. In this pursuit, it was sought to determine the strength of the relationship that existed between the emotional intelligence scores of managers as measured by the Emotional Competence Inventory (ECI) (Boyatzis et al.,
1999) and their perception of interpersonal conflicts, handling of interpersonal conflicts and leadership styles.

This study was designed to be correlational. It was a relationship study designed to analyze the strength of relationship between variables (Gall, Borg, & Gall, 1996). One limitation to this type of research is the tendency to infer that one event "causes" another event. This is misleading because the impact could be the result of a third variable. Another limitation of a correlational study could be that the relationship between two variables is the result of an artifact. An example would be a false positive relationship between two scales because the scales themselves contained similar items and not because their items are causally related (Gall et al.).

An advantage to the correlation method is its usefulness in studying problems in management and in other social sciences. Correlation research permits the researcher to investigate relationships among a large number of variables. Another advantage of the correlation method is that it provides information about the degree to which certain variables are related (Gall et al., 1996).

In summary, only an experiment can prove a definitive cause-and-effect relationship. Correlation coefficients are best used to measure the degree of relationship between two or more variables and explore possible causal factors (Gall et al., 1996).

Statement of the problem

"Relationship among emotional intelligence, leadership styles and conflict management"

Definitions of Terms

For the purpose of this research, the following definitions apply

1. Emotional intelligence is the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thoughts; the ability to understand emotion and emotional knowledge; and the ability to regulate
emotions to promote professional and intellectual growth (Mayer & Salovey, 1997, p. 10).

2. The term conflict has been employed in different ways reflecting the different levels at which conflicts exist (Deutsch, 1990; Thomas, 1992a). According to Thomas (1992a) there are two broad uses of the term conflict. The first refers to incompatible response tendencies within an individual, e.g., behavioral conflicts where one must choose whether or not to pursue a particular course of action or a goal, or role conflict where one must choose between several competing sets of role demands. The second use refers to conflicts that occur between different individuals, groups, organizations, or other social units. Hence, the terms interpersonal, inter-group, and inter-organizational conflict are used. Putnam and Poole (1987) and Thomas (1992a, 1992b) on the basis of their analysis of numerous conceptualizations and definitions of conflict identified three general themes or properties: interdependence, disagreement, and interference.

3. Leadership is a social skill. It consists of certain attitudes and behavior (acts) towards others and a way of conducting oneself which enables a person to cause others to follow him willingly or which enables one to cause others to follow him for a common goal. The ability of a person to cause others to follow him for a goal is the mark of leadership.

Objectives of the study

In the present study the investigator has considered three variables of interest namely "emotional intelligence, leadership and conflict management." Each of these variables was supposed to be related to each other. The objectives of the study were:

1. To see the relationship of emotional intelligence and leadership.

2. To see the relationship of emotional intelligence and conflict management.

3. To see the relationship of leadership and conflict management.
Hypotheses

In this study following statistical null versus alternative hypotheses were investigated:

1. There is no significant relationship between emotional intelligence and leadership.

2. There is no significant relationship between emotional intelligence and conflict management.

3. There is no significant relationship between leadership and conflict management.

Population and Sample

- A total of 1,125 managers working at different levels of organizational hierarchy made the sample of the study. The organizations were chosen based upon their location and sector. All managers present for work were required to appear and fill their responses in questionnaire provided to them by the research scholar. They were encouraged to give frank and honest responses to all questions.

- A total of 1,125 questionnaires were completed, of which 981 were usable for the purposes of the study. Usable self-reports were available for 161 managers who had also completed the questionnaire.

Delimitations of the study

Certain delimitations of the study must be considered. They are listed below:

1. The study has been delimited to a sample of 981 managers.

2. The data collected was self-reported and, therefore, subject to the limitations of that process.

Instrumentation
The indicator of emotional intelligence that was used in this study was the *Emotional Competence Inventory* (ECI) (Boyatzis et al., 1999). This inventory includes self-awareness, self-management, social awareness and social skills.

**Self-awareness** consists of knowing one's internal states, preferences, resources and intuitions. This dimension contains the competencies of emotional self-awareness, accurate self-assessment, and self confidence.

**Self-management** involves the management of one's internal states, impulses, and resources to facilitate reaching goals.

**Social Awareness** refers to being aware of others' feelings, needs and concerns.

**Social Skills** are the basic skills in interpersonal relationships. It involves adeptness at inducting desirable responses in others.

It consists of 80 items that reflect adaptive tendency toward emotional intelligence. Each item in the questionnaire described a work-related behavior. Respondents used a 7-point Likert scale. The higher the score, the greater the tendency an individual possessed to exhibit emotionally intelligent behavior. The ECI is divided into 4 clusters. An average for each cluster was found by summing responses (1-7) to the corresponding questions that pertain to a cluster and dividing by the number of valid responses.

In addition to the ECI, a questionnaire measuring Interpersonal Conflict and Conflict Management Styles was used. Interpersonal conflict was defined as a phenomenon that occurs between interdependent parties when they experience negative emotional reactions to perceived disagreements and interference concerning the parties' goals. Given the lack of reliable and validated measures of interpersonal conflict, items were developed to assess each of the four definitional properties: interdependence, disagreement and interference. Twenty items, adapted from previous measures (Kilmann and Thomas 1977; Rahim 1983), were used to assess the extent to which students employed five styles (problem-solving, asserting, avoiding, compromising, and accommodating). For each style, two items inquired respondent's own
behaviors, and two items asked about the behaviors of the other party (ies). Conceptually, these indices measure the overall usage of each style by everyone involved, and not only the respondent's own usage of the style. As such, relationships between interpersonal conflicts (reflecting the interdependence, disagreement, interference, and negative emotions of all participants in the project) and conflict management styles (again reflecting the behavioral styles of all project participants) can be investigated. This questionnaire measures five different styles of conflict management: asserting, accommodating, compromising, problem-solving, and avoiding. These styles are seen as general strategies or behavioral orientations that individuals adopt for managing and resolving conflicts.

**Asserting style** (also described as competing, controlling, distributive or contending style) occurs as individuals strive to win. In this style one party make gains at the cost of the gains of other party. Conflict, therefore, is considered a win-lose situation. Like asserting, **accommodating style** (also described as obliging style, non confrontation, yielding, or lose-win style) also occurs when individuals sacrifice their own needs and desires in order to satisfy the needs of other parties. This occurs as individuals oblige or yield to others' positions, or cooperate in an attempt to resolve conflicts. **Compromising** is a third style (also described as mixed motive in game theory) frequently splits the difference or involves give and take behaviors where each party wins some and loses some. **Problem-solving style** (also described integrating style, collaborative, cooperation, solution-oriented and win-win or positive sum style) occurs when individuals in conflict try to fully satisfy the concerns of all parties. Here, actions are aimed at the achievement of goals and objectives of all parties. Hence, it results as a win-win solution. Finally, **avoiding style** (inaction, withdrawal, or ignoring style) occurs when individuals are indifferent to the concerns of either party and refuse to act or participate in conflict. Here, one withdraws, physically or psychologically, abdicating all responsibility for the solution. The style items assessed these behaviors on 7-point scales ranging from 1 (never) to 7 (always).
Leadership styles were assessed by using *The Teal Trust Leadership Style Indicator* (2001). It comprises of 30 items assesses six styles of leadership viz. Pioneering, Strategic, Management/Administrative, Team leadership, Pastoral and Encouraging.

**Pioneer leaders** are those who are willing to push themselves, and take appropriate risks in striving to move forwards to discover and reach long term goals. Pioneering leaders are passionate about the vision, and are wholly committed to it. Pioneering leaders are at their strongest in the early stages of a vision or project. However as time passes they may lose interest in the implementation of a vision, eager to be looking ahead to the next challenge. Strategic Leaders can break down visions and large aims into manageable chunks that are vital for the project. Strategic leaders have the insight and focus to work out ways of achieving the vision, the "how", and are able to persuade the rest of the group to accept this plan. Strategic leaders can bring common sense to a difficult task - able to help people see how the seemingly impossible can be achieved. However, like pioneers, they can be less engaged with the implementation of a task, preferring to leave this to others. Any vision or change will require people able to plan and problem solve, delegate and organize. Without this gift, the best plans may well not get implemented. Managers are often underappreciated, having a leadership style which is less "up-front" than some of the other styles. However, much of the work simply would not get done without Management/Administration leaders. They are able to organize, and follow through on all the necessary tasks and activities to ensure that the project is completed on time. They may struggle to relate to the visionary pioneers - dreaming of achieving the impossible is not their home ground. Team Leadership includes leadership in a group context, whether the leader has a formal leadership role in a group or not. The key strengths of team leaders are a desire to work with others, and an ability to trust them. Team leaders need great humility and servant hood - their sole aim is that the team achieves its goals. What they as individuals achieve is secondary. Team leaders are invaluable - if the church is truly to function as a body, team leaders are needed to ensure harmony and effectiveness in the way the team works. **Pastoral leaders** are real "people people", who have an important role in supporting the pioneers, strategists, team leaders and the rest of the organization, particularly when times are hard. Vision and moving into vision seem less important to pastoral leaders. Pastoral leadership
is often unseen, and often unappreciated publically, yet hugely important. Those who are pastoral leaders can sometimes be threatened by the pioneers and strategists - and at times are irritated by the attention to detail shown by the managers. Yet their contribution to a team is invaluable - take time for a moment to think of a pastoral leader - and you will probably find that they command huge respect and support. Encouraging leaders are able to motivate teams and individuals. They have great discernment into people’s gifts, their feelings and what motivates them, able to release them into fulfilling their goals. Encouraging leaders have the knack of knowing when a quiet word can spur people on, when to challenge and when to support, when to coach and when to give space. Occasionally they may irritate people by appearing less "involved" than other leadership styles - sometimes people want more than just encouragement.

Data Collection

The study was limited to 1125 managers working at different levels of organizational hierarchy. All the participants were contacted and requested to fill their responses in the questionnaire provided to them by the research scholar. The purpose of the study was explained to them and they were encouraged to give frank and honest responses to all questions. Amongst all the responses gathered 981 were usable for the purposes of the study.

Data Analysis

For the purpose of data analysis SPSS software is used. The following statistical were used:

1. Descriptive statistics
2. Cronbach Alpha, to check the reliability
3. P-P plot to check the normality of the data
4. Pearson product-moment Correlation

5. Linear regression

level of significance to accept the results is 0.05 or higher than 0.05