CHAPTER – 5

Conclusions and Recommendations

Conclusions

Consistent with previous research using the EQ-i (Bar-On, 1997; 2000), women were found to score higher than men on the interpersonal dimension. It is worth noting, however, that no differences were found on any of the EQ-i scales when individuals working in an public sector organization were compared with those supervisors working in a private sector school. The same lack of difference was found when the EQ-i measures for junior manager and senior manager were compared. Thus, the overall results of study with respect to the relationship between EI and Managerial ability generalize to junior manager and senior manager working in both a public sector and private sector environment.

The factor analysis of the Managerial ability ratings produced a similar two-dimensional model in all three sets of ratings (self-report, supervisor, and staff). These analyses revealed that raters distinguish between two types of Managerial abilities: task-oriented skills and relationship-oriented skills. The former dimension relates to skills like
managing resources, delegating tasks, and planning for the future; while the latter dimension relates to skills like motivating others, communicating one on one, as well as in small groups. This two-dimensional model of Managerial ability is similar to one identified by Humphrey (2002).

Although a positive relationship was found between the Managerial ability ratings from supervisors and staff, the association was weak and revealed considerable disagreement among raters. There was also little agreement in Managerial ability when the self-report Managerial ability ratings were correlated with supervisor and staff ratings. This pattern is consistent with reports from other researchers (Humphrey, 2002), and is further evidence for the common recommendation in the Managerial ability literature about the need to get Managerial ability ratings from multiple individuals (e.g., supervisors as well as staff members).

Men and women were also compared on each of the Managerial ability ratings (task-oriented Managerial ability, relationship-oriented Managerial ability, and total Managerial ability). Men and women did not differ on any of the Managerial ability ratings, regardless of whether supervisor, staff, or self-report ratings were used. Individuals working in an public sector organization also did not differ from those
employed at a private sector organization on any of the Managerial ability ratings. Junior manager, however, were rated higher than senior manager by their supervisors on task-oriented Managerial ability, relationship-oriented Managerial ability, and total Managerial ability. Senior manager, on the other hand, were rated higher by their staff on relationship-oriented Managerial ability. These results are not surprising, since senior manager are often involved in more inter-personal activities with staff than junior manager.

The above average Managerial ability group scored higher than the below average Managerial ability group on total EI and all four broad dimensions (intrapersonal, interpersonal, adaptability, and stress management). However, the two groups did not differ on the general mood scale of the EQ-i. This pattern of results was consistent regardless of gender, as well as whether the individual worked in an public sector or private sector organization, or was a junior manager or senior manager. The subscales of the dimensions that the Managerial ability groups differed on were also investigated. With regards to intrapersonal abilities, the above average Managerial ability group scored higher than the below average Managerial ability group on the emotional self-awareness and self-actualization subscales. The above average Managerial ability group scored higher than the below average Managerial ability group on the
empathy and interpersonal relationship subscales of the interpersonal dimension but not on the social responsibility subscale. In investigating adaptability skills it was revealed that the above average Managerial ability group scored higher than the below average Managerial ability group on the flexibility and problem solving subscales. Finally, of the two stress management subscales (stress tolerance and impulse control) the above average Managerial ability group only scored higher than the below average Managerial ability group on the impulse control subscale.

The EI and Managerial ability findings are in line with past research on effective Managerial ability. The most effective managers have a combination of both task-oriented Managerial ability skills and relationship-oriented Managerial ability skills (Humphrey, 2002). Behaviors related to emotional self-awareness, self-actualization and impulse control have been found to be important for task-oriented Managerial ability (Humphrey, 2002). Although empathy is likely key for relationship-oriented Managerial ability, it has also been shown to contribute to cognitive skills necessary in task-oriented Managerial ability (Humphrey, 2002; Wolff, Rescosolido, & Druskat, 2002). Another competency necessary to facilitate relationship-oriented Managerial ability is the ability to establish mutually satisfying interpersonal relationships.
Managerial ability positions often entail changing demands, effective managers are likely flexible in the way they behave and use their emotions to approach problems and new situations (George, 2000). Skills related to flexibility and problem solving have been indicated as important for both task- and relationship-oriented Managerial ability (George, 2000).

**Recommendations**

When evaluating Managerial abilities multiple perspectives should be employed (e.g. supervisor and staff ratings), since different raters may offer quite different points-of-view.

Although total emotional intelligence was a significant predictor of successful organisation some dimensions of emotional intelligence were better predictors than others. Specifically, the results of the present study suggest that professional development programs would be wise to focus on promoting or developing the following abilities:

- emotional self-awareness (the ability to recognize and understand one’s feelings and emotions);
• self-actualization (the ability to tap potential capacities and
  skills in order to improve oneself);

• empathy (the ability to be attentive to, understand, and
  appreciate the feelings of others);

• interpersonal relationships (the ability to establish and
  maintain mutually satisfying relationships);

• flexibility (the ability to adjust one’s emotions, thoughts, and
  behaviors to changing situations and conditions);

• problem solving (the ability to identify and define problems
  as well as to generate potentially effective solutions);

• impulse control (to the ability to resist or delay emotional
  behaviors);

There were no differences on the critical EI dimensions
when junior manager and senior manager were compared, as
well as when supervisors working in an public sector
organisation were compared to individuals working in a private
sector organisation. Therefore, professional development
programs that promote and develop these abilities can be used
with a broad range of organization administrator (e.g., junior manager as well as senior manager).

Managing Boards are advised to consider the use of assessment tools for EI in professional development programs, as part of the recruitment process for new managers, and in the process of succession planning.