Assessment of the Relationship between Managers' Emotional Intelligence and Employees' Motivation

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ABSTRACT

Background: Emotional Intelligence is the ability of a person to be completely aware of his/her emotions, and is able to manage and control these emotions, as well as those of others. Emotional Intelligence (EI) traits encompass self-awareness, self-regulation, empathy, high social skills, and motivation. Although this subject is immensely covered abroad, in different job sectors, it is still new to the Lebanese society. Managers in Lebanon take EI for granted and do not truly assess its importance and effects on employees.

Objective: The purpose of this research is to study the effect of managers' EI on employees' motivation, within the Lebanese work environment.

Methodology: This paper uses five employee-motivation indices and studies each in relation to Emotional Intelligence's five aspects. For this purpose, a quantitative parametric methodology that relies on the opinions of two hundred fifty Lebanese employees from different companies and industries is implemented, using a survey questionnaire. Collected data is analyzed using SPSS version 23.0 software, applying descriptive statistics, cross-tabulation and regression analysis in order to study EI's different components' effect on each of the motivation indices.

Results: Results show a positive and statistically significant relation between managers' EIs components and employees' sense of motivation.

Conclusions: The outcomes of the research encourage managers to take Emotional Intelligence seriously and conduct training on the relevant subject in order to better motivate their subordinates.

1. Introduction:

"Emotional Intelligence is a form of social intelligence that involves 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 action". This definition, formulated by Peter Salovey and John D. Mayer in 1990, coined the term Emotional Intelligence. Ever since its appearance in psychology literature, it has been assessed and analyzed in the different areas of jobs and occupations (Khosravi, Manafi, Hojabri, Aghapur, & Gheshmi, 2011). Consider an experiment executed at Yale University by Sigdal Barsade in 1998 as an example; a group of volunteers was to participate in playing the role of managers who met together to distribute bonuses to their employees. What they were not aware of is that a skilled actor was purposely placed among them. The actor made sure to always speak first. In a number of groups, he reflected cheerful enthusiasm, while in others he reflected an ambiance of relaxed warmth. In another number of groups, he created a depressed sluggish atmosphere, and in the remaining groups, he/she projected hostile irritability. The results showed that the actor's emotions were infectious; positive emotions led to improved teamwork, fairness, and overall enhance group performance. The experiment showed that the cheerful groups allocated the money in a more fair and just manner which helped the organization (Cherniss, 2000).

It is safe to say that the current global economy has become a highly competitive medium where companies combat to survive. This is where Emotional Intelligence plays a pivotal role in aiding managers and employees to cope with this dynamically changing and competitive business setting. Researchers have become keen and dedicated to deduce the relation of Emotional Intelligence to motivation and job achievements (Khosravi et al., 2011). Therefore, today Emotional Intelligence is an exceedingly trendy topic profoundly discussed among academic scholars and corporate executives (Njoroge and Yazdanifard, 2014).

This research aims to further study different aspects of Emotional Intelligence, including its definition, history, components, relation to the business world, previous studies, and ways of measurement. It also entails motivation: its definition, sources, theories, and previous studies. Most importantly this research discusses the direct relation and effect of managers' Emotional Intelligence on employees' motivation.

As mentioned earlier, Emotional Intelligence is a relatively new topic that is becoming more popular around the world. However, in Lebanon, Emotional Intelligence is still not widely known and research related to it is scarce. In order to reach advancement in the workplace and benefit from the added values that Emotional Intelligence provides, it is imperative to research this issue and be aware of, as well as comprehend its different characteristics. Some research regarding Emotional Intelligence of managers and its effects on employees' motivation has been conducted globally but whose results may not be applicable to Lebanon. Hence, it is vital to scientifically study this matter in Lebanon and discover the level of awareness of Emotional Intelligence and its importance to employee's motivation.

As for the methodology, a quantitative study is applied. It is based on the survey method where a questionnaire was designed to assess the level of knowledge and the attitude and behavior of the respondents towards Emotional Intelligence. In addition, it measures to what degree Emotional Intelligence motivates them once the managers at the workplace display this trait. Finally, the questionnaire covers the implementation and demographics of the respondents.

2. Literature Review:

During the course of history and in various cultures, the leader in any unit has been considered the person to turn to for guarantee and transparency in hard and threatening situations. In 2002, Goleman, Boyatzis, & Mckee emphasized this idea by stating the following: "the leader has always acted as the group's emotional guide". At the start of modern organizations, the aforementioned has not been visible and was thus thought to be insignificant. It was not accounted for in the goal attainment of an organization or its communication and performance. However, today it is essential to consider the leader's level of Emotional Intelligence (Nordstrom, 2010).

The term Emotional Intelligence was used for the first time in 1985 by Wayne Leon Payne, a graduate student at an alternative liberal arts college located in the USA, when he included it in the title of his doctoral dissertation. Later, it was not used until the year 1990, when two American university professors, John Mayer and Peter Salovey, published a paper titled "Emotional Intelligence" in an academic journal (Salovey and Mayer, 1990). However, New York writer, Daniel Goleman, was the first person to be associated with that term. He took permission from Salovery and Mayer to use the words "Emotional Intelligence" while conducting his own research to write his book on emotions and emotional literacy in 1992. Goleman's book entitled "Emotional Intelligence" was published in 1995. This led to his appearance on the Oprah Winfrey and Phil Donahue shows; his book remained a best seller for a year as per the New York Times. Goleman conceptualized the term "Emotional Intelligence" as a key asset for an organization's success (Guillen & Florent-Treacy, 2011). In a 1997 publication, Mayer and Salovey published their own theories and findings on Emotional Intelligence (Hein, 2005).

The topic Emotional Intelligence was covered by many people, each presenting his/her own ideas and thoughts pertaining to it; Mayer and Salovey (1990; cited in Mayer and Salovey, 1993, p. 433) wrote that EI is a type of intelligence that involves "the ability to monitor one's own and other's feelings and emotions to discriminate among them and to use this information to guide one's thinking and action". Davies Stankov and Roberts (1998) and Zadel (2008) supported Mayer & Salovey's concept of EI in their writings (Nordstrom, 2010).

2.1. Emotional Intelligence:

High levels of EI are linked to better performance in the following aspects: participative management, putting people at ease, self-awareness, the balance between personal life and work, straightforwardness and composure, the building and mending of relationships, doing whatever it takes, decisiveness, confronting employees' problem and finally managing change. In the year 2000, a research was conducted by a center for creative research on 302 managers, age average: 42.7 years old. The result showed that, in general, coworkers appreciated it when their managers were able to control their tempers, stay calm in stressful situations, optimistic about life, and were reliable team members. These leaders tend to be seen as involved, self-aware, composed and well-adjusted (Center for Creative Leadership, 2003). In 1998, Goleman identified the five components of EI,

namely, self-awareness, self-regulation, motivation, empathy, and social skills (cited in Reilly & Karounos, 2009, p. 3). These components are detailed in Exhibit 1.

Exhibit 1. *The five components of EI (Reilly and Karounos, 2009, p. 3)*

Self-awareness
It is the most important component of EI. It is having a profound consideration and acceptance of one's feelings, strong points, weaknesses, need and drives and their respective effect on others. Its characteristics are assurance, truthfulness and accurate self-evaluation and a disparagement sense of humor. In addition, Guillen & Florent-Treacy (2011) contend that self-awareness is the basis for emotional and psychological growth, which is essential to achieving success, and to creating an adequate, trustworthy setting conducive to work collaborations, which in turn will play a positive role in job performance outcomes.

Self-regulation
It is reflected when the manager controls or conveys negative impulses and emotions. A manager with a high level of self-regulation is the one that thinks first and acts second. The problem resides in the fact that these negative emotions can be overpowering, allowing the manager to perceive a threat. Here, Nordstorm (2000) asserts that the key to managing other's emotions is directly related to managing ones' own. Its characteristics include dependability, reliability, comfort with ambiguity, and willingness to change.

Motivation
The best way to define motivation and its dimensions is by describing an employee's passion for working and performing within his environment, not just for financial rewards or pursuit of a status. Motivated persons tend to convey a high level of energy and persistence.Its characteristics are the achievement of optimism especially in a challenging situation, and a high level of commitment.

Empathy
Empathy is the ability to recognize the emotional level and situation of other people, and the ability to effectively react in response to other's emotional reactions. Characteristics include offering a good service to clients and customers, showing compassion and sensitivity within the cross-cultural context, and knowledge in constructing and holding talents.

Social skills
It is the skill, expertise and know-how in managing relations and building connections, plus finding mutuality, and in strengthening bonds. Characteristics include power and efficiency in leading and convincing and proficiency in the management of teams.

2.2. Application of Emotional Intelligence:

Batool (2013) reports that "leaders who have mastered most of the aspects of Emotional Intelligence consistently outperform their peers" (p. 88). Therefore, it is important to shed light on how managers can use EI components to achieve better performance, and thus increase employee's motivation. Exhibit 2 depicts brief examples of how managers can apply the five components of EI.

Exhibit 2: *Application of the five components (Batool, 2013, pp. 88-90)*

Self-Awareness
A manager can first keep a journal in which he/she would write his/her own thoughts and emotions on daily basis. This method helps the said manager to be more self-aware. Another effective way to improve this trait is to take enough time to examine the situation and choose the right way to react and not get caught up in ones' emotions (whether anger or other strong emotions).

Self-Regulation
In addition to staying in control, a manager should be flexible and committed to personal responsibility. To accomplish this, a manager must know his/her values and what is most important to him/her and be aware of the situations where he/she should not compromise. An effective "code of ethics" will help the manager to confront any conflict or ethical issue in the right way. It is essential for a manager to hold himself/herself accountable and not blame others for any mistakes or miss-happenings, for this would earn him/her the respect of his/her peers.

Motivation
A great way to enhance one's motivation is to always remember why one is doing what he/she is doing, what one loves about one's job, and refresh and energize one's goals' statements. A motivated manager is optimistic and can directly motivate employees, which is why a manager must always know where he/she stands and how motivated he/she is to lead.

Empathy
Applying empathy means putting oneself in someone else's position, taking different points of view from different perspectives into consideration. A manager must be able to read body language, which will tell him/her how an employee really feels, thus allowing him/her to respond in the right way; for example, showing his/her appreciation for a job well done.

Social skills
A manager with high social skills knows how to solve conflicts between his/her employees, improves his/her communication skills so as to send out the right message fit to the existing situation/context, and

enhances his/her listening skills, in addition to learning to praise others when it is earned.

2.3. Measurement of Emotional Intelligence:

A few methods are known for the measurement of Emotional Intelligence and its competence (Pérez, Petrides and Furnham, 2005). The first method known has been used for over a decade, the Bar-On's EQ-I (Bar-On, 2004). It was used to evaluate the emotional well-being of thousands of individuals for clinical purposes, yet little is known about its reliability and validity. As for business purposes, the data related to its reliability and validity in this sector are even scarcer. One study worth mentioning is when the EQ-I was used to select recruiters in the U.S. Air Force. Due to this method, an approximation of 3 million USD was saved annually and discrimination amongst the ethnic or racial group was minimal.

The second method is the Multifactor Emotional Intelligence Scale, MEIS (Pérez, Petrides and Furnham, 2005). It is a test of skillfulness. The individual performing the test undertakes a chain of tasks specialized in evaluating the person's perception, identification, understanding, and cooperation with emotions. The MEIS has shown validity.

The third method is the Emotional Competence Inventory, ECI (Boyatzis and Sala (2004). It is a 360-degree mechanism where the individual is rated by people according to the 20 competencies linked to Emotional Intelligence suggested by Goleman. The ECI is in its early stages of development and little is known regarding its validity.

The fourth method is the EQ Map. However, all information related to this test is rather unclear.

The fifth method was developed by Schutte, Malouff, Hall, Haggerty, Cooper, Golden, and Dornheim in 1998. It is a self-reporting gauge that includes 33-item scale supported by Salovey and Mayer's early work in 1990. This test found that "emotional intelligence scale scores predicted first-year college grades suggests the ability of the scale to help identify these individuals. Once identified, these at-risk individuals might benefit from special guidance, training or support" (Schutte et al., 1998, p. 176). The scale showed evidence of validity.

The final method worth mentioning is measuring the Emotional Intelligence by testing specific abilities. The Seligman's SASQ test, for example, tests learned optimism and is able to identify higher performing individuals.

Many of the mentioned methods require further evidence regarding their validity and reliability (Cherniss, 2000).

2.4. Emotional Intelligence and Business:

Goleman was the first to link Emotional Intelligence to the success of any business. Between 1995 and 1998, he researched and analyzed personnel capabilities among leaders in 188 businesses. These capabilities seemed to lead to outstanding performance. The results were grouped into three categories: technical skills, cognitive skills, and competencies related to EI. Goleman's results (role of EI) supported the fact that "EI plays twice a bigger role than technical skills and cognitive abilities in determining leadership effectiveness" (Reilly & Karounos, 2009, p. 1). Similarly, Kemper argued that "for those in leadership positions, EI skills account for close to 90% of what distinguishes outstanding leaders from those judged as average" (Harmes & Credé, 2010).

2.5. Motivation:

The purpose of this research is to study the effect of managers' EI on employees' motivation, within the Lebanese work environment. Therefore, it is necessary to provide a brief review of the concept of motivation and how it is related to EI.

According to Debasish and Sahoo (2015), the "Webster New College Dictionary states that a motive is 'something (a need or desire) that causes a person to act'. Motivate, in turn, means 'to provide with a motive', and motivation is defined as 'the act or process of motivating'" (p. 44). Thus, motivation is "the act or process of providing a motive that causes a person to take some action" (Bushbinder & Shanks, 2007). It is the "process by which a person's efforts are energized, directed, and sustained toward attaining a goal" (Robbins and Coulter, 2009, p. 357). It can also be defined as a driving force within a person which provokes that person to perform an action up to a target level in order to meet some need or expectation. Motivation pertains to human behavior, which varies from an individual to another; as a result, different people are motivated in different ways (Hossain & Hossain, 2012).

Motivation sources can be either intrinsic or extrinsic. Intrinsic sources come from within the individual (e.g., feeling good about getting a job well done). Extrinsic sources pertain to rewards from another person (e.g., bonuses given for exceptional quality work) (Bushbinder & Shanks, 2007). The aforementioned is confirmed; Tripathi (2014) found that performances of employees improve when "there is an increase in motivational factors such as incentives, recognition, and remuneration" (p. 1). She also stated that it is imperative for an organization to take into consideration the needs and feelings of their employees because "a happy worker is a productive worker" (p. 5).

Motivation has been researched for many decades, and the theories of motivation can be divided into two broad categories, content theories, and process theories. "Content theories attempt to explain what drives individuals to act in a certain manner based on the universal understanding that all human beings have needs,

which pursue them to satisfy these needs lead to motivation" (Hossain & Hossain, 2012).

Content theories include the five levels Maslow's hierarchy (1943; cited in Bushbinder & Shanks, 2007) which states that an individual starts by satisfying his/her subsistence needs, and only when lower needs are met will a person move to fulfill next higher level needs. Herzberg's (1959; cited in Robbins and Coulter, 2009, p. 359) two-factor theory consolidated Maslow's needs into two areas of needs: Hygiene factors- lower level motivators, which when present do not provide motivation, but when absent promote de-motivation. Examples of hygiene factors are company's policy, salary, working conditions, security, etc…. As for Motivator factors, they are higher-level motivators that focus on the aspects of work, such as achievement, responsibility, and growth. Followed by several other models like Alderfer's (1969; cited in Yang, Hwang and Chen, 2011, p. 7886), who revised Maslow's hierarchy needs and grouped them into three main categories: ERG, i.e. "existence needs", "relatedness needs", and "growth needs". ERG theory, however, contrasts with Maslow's hierarchy theory in few aspects. According to ERG theory, sometimes one need appears to be more dominant than the others; that is why an individual might be motivated to meet multiple needs at the same time, and a higher level of needs might be fulfilled before the lower level of needs. (Hossain & Hossain, 2012).

Process theories of motivation "concentrate on how individuals' needs influence their own behavior. In this perspective, need accounts for one component of the process through which individuals decide how to behave" (Hossain & Hossain, 2012). Several theories exist including the ones mentioned herein:

Adam's Equity Theory (1963; cited in Robbins and Coulter, 2009) of motivation which "proposes that employees compare what they get from a job (outcomes) in relation to what they put into it (inputs) and then compare their inputs to outcomes ratio with the inputs to outcomes ratios of relevant others" (p. 366). Vroom's (1964; cited in Hossain & Hossain, 2012) Expectancy Theory states that when people perceive the importance and worth of a certain goal, they will work and strive to reach it. This theory states that individuals are motivated to act when they find a positive correlation that shows that effort produces performance and performance lead to rewards. It suggests that employees' motivation relies on expectancy, instrumentality, and valence.

Locke and Latham's (1990; cited in Jones, George and Belkhodja, 2013, p.448) Goal Setting Theory suggests that "the goals organizational members strive to attain are prime determinants of their motivation and subsequent performance". It "considers as well how managers can ensure that organizational members focus their inputs in the direction of high performance and the achievement of organizational goals" (Jones, George and Belkhodja, 2013, p.448).

In his book issued in 1998, Goleman (cited in Palmer & Walls & Burgess and Stough, 2000) proposed that in managing one's emotions, a leader is able to handle the needs of others, and to efficiently motivate employees, thus making them feel at ease. In fact, employees need to know what problems an organization is facing as well as prospective opportunities. At the same time, leaders need to raise each employee's confidence in his/her own capabilities and skills in order to effectively overcome those problems and trials and seize opportunities. Leaders should also be able to evaluate how their followers/employees feel, know how to affect these feelings, and to anticipate all possible reactions to different circumstances and changes, and effectively channel these reactions into what would benefit the organization (George, 2000).

Mckenna (2000; cited in Nordstorm, 2010, p. 10) referred to the "House's Path-Goal Model" which describes four ways of leadership behavior, if applied, managers can motivate their subordinates to become helpful, instructive, participative and achievement-oriented. A high level of importance is given to ways to motivate employees, Mckenna said: "the motivational effect of social needs and the importance of the social environment were recognized, and a link between satisfaction and productivity was advanced" (Nordstorm, 2010, p. 7).

2.6. EI and Motivation:

Many studies have been conducted to research the importance of Emotional Intelligence in different areas and fields of work. But very little are the articles which studied the relationship between managers' Emotional Intelligence and the consequent employees' motivation.

Cavallo and Brienza (2001) address one of the most researched topics, that is, the effect of EI on leadership. They conducted a study on three hundred and fifty-eight managers from Johnson & Johnson Consumer and Personal Care Group to assess the existence of specific leadership skills that differentiate high performers from average performers. One thousand four hundred employees answered a one hundred and eighty-three question survey that covered a different aspect of leadership, including those that were linked to EI. The study reveals a strong relationship between superior performing leaders and emotional competence; a result that supports the theorist's suggestion that EI is a distinguishing factor in leadership performance. Other researchers like Jamali, Sidani and Abu-Zaki (2008) performed an exploratory study on EI within the Lebanese context, empirically investigating variations in EI competency scores in a sample of 225 Lebanese employees/managers. The findings suggest differences in EI scores across different EI competencies for males and

females, with males scoring higher on self-regulation and self-motivation, and females scoring higher on self-awareness, empathy and social skills, and that EI levels increase significantly with managerial position. While, Rathi and Rastogi (2009) assessed the relationship between EI, Occupational Self-Efficacy, and Organizational Commitment by collecting data from 120 employees working in various organizations in India. A positive and significant correlation was observed between EI and occupational self-efficacy (p<0.01); whereas, a positive relationship (not significant) was observed between EI and organizational commitment. Furthermore, Anne H. Reilly and Tony J. Kaounos (2009) explored the link between Emotional Intelligence and Cross-Cultural Leadership Effectiveness in an exploratory research they conducted. The study surveyed a sample of 27 international sales managers from 10 countries that belong to 4 cultural clusters, including Anglo, Southern Asia, Latin Europe, and Eastern Europe. The result confirms that EI is valued more highly than technical skills and cognitive skills, especially that of the social skills.

Prieto (2010) focused his research on emotional abilities that help regulate feelings in order to enhance one's own and other's emotions, to manage emotions to stay focused and motivated towards achieving a goal, to assist performance at challenging tasks, to stay emotionally stable, and to encourage creative thinking. This study indicates that in the foreign language classroom, keeping positive emotions, regulating negative moods, and using the positive emotions to promote other cognitive abilities may be of higher importance than just perceiving one's own and other's emotions at a given period in time. Moreover, Hejase, Al-Sayed, Haddad and Hamdar (2012) assessed in their exploratory study the attitude of 110 Lebanese managers and employees toward the application of EI in their organizations. The observations assessed gave positive indications that the implementation of the EI principles is a successful endeavor but with gaps in the motivation and emotional dimensions.

Non-profit organizations also took interest in this topic and conducted their own studies to identify how to apply EI in order to improve the leader's decision-making processes. Results show that the utilization of an EI checklist can enhance not only the outcome of a decision but also the processes associated with decision-making within the non-profit organization (Hess & Bacigalupo, 2013). On the other side, the banking sector in Pakistan conducted a survey of 50 people to study the link between EI and effective leadership. The result indicates that the relationship between EI and leadership is positive and significant. Also, EI can help diminish stress and enhance workplace performance by directly motivating employees in an organization and improving their productivity to effectively achieve goals and objectives (Batool, 2013).

3. Methodology:

This research is exploratory in nature based on a quantitative parametric approach. For this purpose, a survey questionnaire has been designed and circulated to a sample of employees of different positions, managerial and non-managerial, in diverse industries, including the banking sector, health care, educational, non-profit, and others. The target sample size consisted of 250 employees. The questionnaire was handed manually to the respondents since it is practical, uncomplicated, and provides better observation for the assurance of fully completing the questionnaires.

3.1. Sample selection:

The sample of Lebanese employees is chosen based on judgment and convenience, and on the subjects' willingness to participate and their having no objection to the questions, and without them feeling offended in any way. The final pool represented a sample of the Lebanese society. A total of 370 survey questionnaires were distributed. The total number of filled survey questionnaires received was 250. Sixty-three questionnaires were disqualified because of the strong bias is shown in filling the answers (responses were all skewed to the right or left), 28 were not filled adequately, 21 were half empty, and 8 were not returned. Therefore, the response rate is 67.60%.

3.2. Questionnaire design:

First, an introduction to the topic and its objective is presented followed by a statement of confidentiality where researchers pledge that the collected information is solely used for the research and that the anonymity of respondents is guaranteed. The survey questionnaire consists of 53 questions distributed into four sections. The first section is designed to assess the respondents' knowledge and awareness of the notion of Emotional Intelligence (7 questions based on dichotomous questions of Yes or No and multiple choice questions), the second section measures the attitude and behavior (6 categories are included each with five statements including self-assessment, self-awareness, self-regulation, motivation, empathy, and social skills. These categories utilize a five-level Likert scale that allows the respondents to rate their level of agreement or disagreement as per the following: (5) Strongly Agree: SA, (4) Agree: A, (3) Neutral: N, (2) Disagree: D, (1) Strongly Disagree: SD). The third section assesses implementation (seven questions are included here, where questions 1 and 2 measure if the respondent is receiving Emotional Intelligence training and if he/she wishes to have this training as Yes or No questions. Then, questions 3 through 7 measure the implementation of Emotional Intelligence in the workplace using the aforementioned Likert scale). The fourth section assesses the respondents' demographics (9 questions) including the following variables in the form of multiple choice

questions: age, gender, highest degree earned, total income per month, region, marital status, current work status, type of organization, and job title.

Finally, the questionnaire ends with one open-ended question that allows the respondents to express themselves freely regarding the research subject.

3.3. Data analysis:

All responses were entered into software "Statistical Product and Service Solutions", the SPSS version 23 program, an IBM product acquired by IBM in 2009 (Hejase & Hejase, 2013, p. 58). The study was performed using exploratory and descriptive statistics using frequency and percentage distribution tables. Moreover, the causal analysis was performed using cross tabs and regression analysis to study relationships between variables that may add value to the findings of the research.

4. Results and Findings:
4.1. Descriptive statistics:
4.1.1. Knowledge of Emotional Intelligence:

Results show that 75.2% of the respondents have heard of EI; 64.8% of the respondents know about the added values of EI; and, 68.4% of the respondents believe that EI is an important criterion for recruitment nowadays. Also, results show that 72% of the respondents believe that EI is an important tool for measuring performance; and, 77.6% of the respondents believe that EI helps managers make better decisions.

4.1.2. Manager's Traits:

Respondents have shown an acceptable level of knowledge of EI; however, the researchers decided to assess in-depth knowledge by exploring the respondents' knowledge of specifics of EI as managers' traits in contemporary organizations.

Results show that 33.2% of the respondents believe that self-awareness is an important trait of managers; 28.4% of the respondents believe that self-regulation is an important trait of manager; 20.8% of the respondents believe that empathy is an important trait of managers; 85.6% of them believe that motivation is an important trait of managers, and 53.2% believe that social skills are an important trait of managers. The aforementioned results do not indicate that respondents really have in-depth knowledge of EI, since they scored well below the average on their knowledge of the importance of EI components; this has led the researchers to conclude that respondents and their perception of how managers should behave are still traditional, as indicated in the respondents' concentration on motivation as an important manager's trait.

4.1.3. Respondents' Stance on Motivation:

Results show that 47.2% of the respondents believe that motivation helps improve organizational commitment; 38.8% of the respondents believe that motivation helps improve satisfaction; 88.8% of them believe that motivation helps improve performance; 20.4% of the respondents believe that motivation helps improve personal well-being, and 33.6% believe that motivation helps improve adaptability. The aforementioned results show again that respondents are only acquainted with motivation as a tool that affects performance, with no knowledge of the impact of motivation on the other traits if implemented well. Therefore, the next step is to assess to what extent respondents are motivated when self-assessment issues are raised.

4.1.4. Respondents' Standpoint on their own Self-Assessment:

This section assesses respondents' Self-Assessment practices probed by using 5-level Likert scale statements which help capture the respondents' attitude towards the topic in question. Several statements were assessed. Results are depicted in percent as seen in Table 1.

Table 1: *Respondents' Standpoint on their own Self-Assessment*

Statement	A	N	D	Mean	Std. Dev.
My company values me	62.80	14.00	23.20	3.48	1.057
My work gives me a feeling of personal accomplishment	68.80	08.40	22.80	3.76	1.079
I care about my company's success	76.40	03.60	20.00	3.92	1.037
I am satisfied with my responsibilities and role	66.80	07.20	26.00	3.51	1.073
I want to be the best at work	75.20	07.20	17.60	4.30	.797

Table 1 shows that the respondents are highly willing to make a difference (means of 4.30 and 3.92) in their companies, although on a slighter level (means of 3.48, 3.51, and 3.76) they feel that their organizations do not reflect these desires. On the other hand, the aforementioned employees' enthusiasm does not seem to be met by their organizations in a similar manner as shown in that 9.6% of the respondents answered "yes" when asked if their managers train them on EI, although 86.8% of the respondents answered "yes", when they were asked if interested in receiving training on EI. The

issue of EI shows a large gap between what managers and employees want.

4.1.5. Respondents' Stance on Management:
Several statements were assessed using 5-level Likert scale approach; results are depicted in percent as shown in Table 2.

Table 2: *Respondents' Stance on Management*

Statement	A	N	D	Mean	Std. Dev.
My manager tries to spread a positive attitude by starting his/her day with a smile	68.80	11.20	20.00	3.66	1.193
My manager motivates me by involving me in decision-making	61.20	17.20	21.60	3.52	1.223
My manager does not allow personal conflict to affect our professional relationship	65.20	12.80	22.00	3.56	1.171
My manager helps me look at my complications as a challenge to win	65.20	14.80	20.00	3.58	1.180
The environment at work helps me be more self-confident	60.80	17.20	22.00	3.51	1.203

Table 2 shows that the respondents are above the average in their appreciation of their managers' attitude towards them at work. This is a probable attitude of not applying Emotional Intelligence principles which sustain empathy as one of the principle dimensions; however, within the motivation schemes of the organization to influence performance, managers are seen as appreciative.

4.1.6 Demographics:
Results show that respondents are 49.2% males, and 50.8% females. Respondents' age fall into categories as follows: 2.8% of the respondents are less than 21 years old; 66.8% of the respondents belong to the age category 21- 30; 24.8% belong to the age category 31- 40; 3.6% belong to the age category 41- 50; and, 2% are above 50 years old. Furthermore, results show that 11.2% of the respondents have either a high school or a technical school degree; 51.2% of the respondents hold a BS/ BA degree; 36.8% hold a Master degree/ and, 0.8% hold a Ph.D. degree.
As for the respondents' salaries, results show that 31.6% of the respondents earn less than $1000 per month; 52.4% earn between $1000 and $2499; 9.6% earn between $2500 and $4999; and, 6.4% earn more than $5000 per month. In addition, 44.8% of the respondents live in Mount Lebanon, 40.4% live in Beirut, 10.4% live in South Lebanon, 3.6% live in the North, and 0.8% live in Eastern Lebanon.
Moreover, 187 (74.8%) of the respondents work for profit organizations; 21 respondents work for non-profit organizations (8.4%); 3 respondents work for the government (1.2%); 8 respondents work for health care organizations (3.2%); and, 31 respondents work in the education sector (10%). Furthermore, results show that 4 respondents have an Intern job title (1.6%), 57 respondents have Entry-level job title (22.8%), 101 respondents have Experienced job title (40.4%), 43 respondents have Team-Leader job title (17.2%), 37 respondents have Manager job title (14.8%), and 8 respondents have Senior Manager job title (3.2%).

4.2. Cross-Tabulation:
"To study the relationship between two variables a contingency table is used; it is a table used to classify cases according to two identifiable nominal or ordinal measurement characteristics. A contingency table is a cross-tabulation that simultaneously summarizes two variables of interest." (Hejase & Hejase, 2013). Cross-tabulation of the EI dimensions is presented in Table 3.

Table 3: *Intended dimensions for cross-tabulation stance Self-Assessment * EI Dimensions*

Self–Assessment Dimensions	Emotional Intelligence 5 Dimensions Assessing the Manager
	Self-Awareness (SA)
	My manager is honest with others
	My manager does not respond well to criticism
1. I feel that my company values me	My manager asks for help when he/she needs it
	My manager is able to make firm decisions in
2. My work gives me a feeling of personal accomplishment	challenging situations
	My manager acknowledges his/her own strengths and weaknesses
	Self-Regulation (SR)
3. I care about the success of the company's business	My manager resists the impulse to act immediately
	My manager exerts pressure on me in stressful situations
4. I am satisfied with the responsibility and role that I have at my work	My manager behaves calmly in stressful situations

5. I want to be the best at my own job

My manager acts upon a fixed set of values and beliefs

My manager does not publicly admit to mistakes

Motivation (M)

My manager expresses positive expectations of my potentials

My manager gives directions to develop me

My manager is influenced by fear of failure when seeking goals

My manager leads by formal authority instead of enthusiasm

My manager consistently and visibly leads by example

Empathy (E)

My manager asks questions to understand my opinion

My manager accurately reads my moods, feelings and non-verbal cues

My manager respects me

My manager understands the underlying causes of my feelings, behavior or concerns

My manager respects and relates well to people of diverse backgrounds

Social Skills (SS)

My manager encourages opportunities for collaboration within groups

My manager takes personal responsibility for resolving problems

My manager is pessimistic especially in the face of setbacks

My manager spends some time socializing with colleagues

My manager abides by the rules expected of others

Table 3 shows the five dimensions of the respondents' standpoint on their own self-assessment cross-tabulated with the five dimensions of Emotional Intelligence. Results are shown in Tables 4 to 8, whereby

the grand majority of the correlation coefficients Pearson's α are above 0.66, reflecting either strong positive or negative relationships based on normal approximation and statistically significant with Approx. Sig. < Standard Alpha error α = 5%. These results demonstrate that the different managers' attitude, based on their Emotional Intelligence, have great influence on the personal stance that the employees have on their managers and their organizations.

Table 4: *Cross-tabulations "Company Values Me (Self-Assessment)" * EI Dimensions*

Personal Assessment	Emotional Intelligence 5 Dimensions Assessing the Manager	Pearson's α
	Self-Awareness	
	My manager is honest with others.	0.797
	My manager does not respond well to criticism	-0.709
	My manager asks for help when he/she needs it	
	My manager is able to make firm decisions in challenging situations	
	My manager acknowledges his/her own strengths and weaknesses	0.810
	Self-Regulation	
	My manager resists the impulse to act immediately	0.807
I feel that my company values me	My manager exerts pressure on me in stressful situations	-0.737
	My manager behaves calmly in stressful situations	0.803
	My manager acts upon a fixed set of values and beliefs	
	My manager does not publicly admit to mistakes	
	Motivation	
	My manager expresses positive expectations of my potentials	
	My manager gives directions to develop me	0.797
	My manager is influenced by fear of failure when seeking goals	-0.734
	My manager leads by formal authority instead of enthusiasm	
	My manager consistently and visibly leads by	0.810

example

Empathy

My manager asks questions to understand my opinion — 0.785

My manager accurately reads my moods, feelings and non-verbal cues

My manager respects me — 0.824

My manager understands the underlying causes for my feelings, behavior or concerns

My manager respects and relates well to people of diverse backgrounds — 0.810

Social Skills

My manager encourages opportunities for collaboration within groups — 0.744

My manager takes personal responsibility for resolving problems

My manager is pessimistic especially in the face of setbacks — -0.731

My manager spends some time socializing with colleagues — 0.754

My manager abides by the rules expected of others

in stressful situations — 0.763

My manager acts upon a fixed set of values and beliefs

My manager does not publicly admit to mistakes

Motivation

My manager expresses positive expectations of my potentials

My manager gives directions to develop me — 0.829

My manager is influenced by fear of failure when seeking goals

My manager leads by formal authority instead of enthusiasm — -0.725

My manager consistently and visibly leads by example — 0.786

Empathy

My manager asks questions to understand my opinion — 0.766

My manager accurately reads my moods, feelings and non-verbal cues — 0.781

My manager respects me

My manager understands the underlying causes for my feelings, behavior or concerns

My manager respects and relates well to people of diverse backgrounds — 0.825

Social Skills

My manager encourages opportunities for collaboration within groups — 0.745

My manager takes personal responsibility for resolving problems — 0.816

My manager is pessimistic especially in the face of setbacks

My manager spends some time socializing with colleagues

My manager abides by the rules expected of others — 0.807

Table 5: *Cross-tabulations "I Care about Company Success (Self-Assessment)" * EI Dimensions*

Personal Assessment	Emotional Intelligence 5 Dimensions Assessing the Manager	Pearson's α
	Self-Awareness	
	My manager is honest with others.	0.795
	My manager does not respond well to criticism	-0.680
	My manager asks for help when he/she needs it	
I care about the success of the company's business	*My manager is able to make firm decisions in challenging situations*	
	My manager acknowledges his/her own strengths and weaknesses	0.816
	Self-Regulation	
	My manager resists the impulse to act immediately	0.763
	My manager exerts pressure on me in stressful situations	-0.653
	My manager behaves calmly	

Table 6: *Cross-tabulations "Work Gives Me Feeling of Personal Accomplishment (Self-Assessment)" * EI Dimensions*

Personal Assessment	Emotional Intelligence Dimensions Assessing the Manager	Pearson's α
	Self-Awareness	
	My manager is honest with others.	0.757
	My manager does not respond well to criticism	
	My manager asks for help when he/she needs it	
	My manager is able to make firm decisions in challenging situations	0.830
My work gives me a feeling of personal accomplishment	My manager acknowledges his/her own strengths and weaknesses	0.784
	Self-Regulation	
	My manager resists the impulse to act immediately	0.759
	My manager exerts pressure on me in stressful situations	-0.704
	My manager behaves calmly in stressful situations	0.804
	My manager acts upon a fixed set of values and beliefs	
	My manager does not publicly admit to mistakes	
	Motivation	
	My manager expresses positive expectations of my potentials	
	My manager gives directions to develop me	0.839
	My manager is influenced by fear of failure when seeking goals	-0.756
	My manager leads by formal authority instead of enthusiasm	-0.776
	My manager consistently and visibly leads by	

example

Empathy		
My manager asks questions to understand my opinion		0.767
My manager accurately reads my moods, feelings and non-verbal cues		
My manager respects me		0.828
My manager understands the underlying causes for my feelings, behavior or concerns		0.767
My manager respects and relates well to people of diverse backgrounds		
Social Skills		
My manager encourages opportunities for collaboration within groups		0.744
My manager takes personal responsibility for resolving problems		
My manager is pessimistic especially in the face of setbacks		-0.739
My manager spends some time socializing with colleagues		
My manager abides by the rules expected of others		0.798

Table 7: *Cross-tabulations "I Want to Be the Best at Work (Self-Assessment)" * EI Dimensions*

Personal Assessment	Emotional Intelligence Dimensions Assessing the Manager	Pearson's α
	Self-Awareness	
	My manager is honest with others.	
	My manager does not respond well to criticism	
I want to be the best at my own job	My manager asks for help when he/she needs it	0.757
	My manager is able to make firm decisions in challenging situations	0.857
	My manager acknowledges his/her own strengths and	0.790

weaknesses		
Self-Regulation		
My manager resists the impulse to act immediately	0.692
My manager exerts pressure on me in stressful situations	-0.556
My manager behaves calmly in stressful situations	0.671
My manager acts upon a fixed set of values and beliefs	
My manager does not publicly admit to mistakes	
Motivation	
My manager expresses positive expectations of my potentials	
My manager gives directions to develop me	0.813
My manager is influenced by fear of failure when seeking goals	-0.702
My manager leads by formal authority instead of enthusiasm	-0.726
My manager consistently and visibly leads by example	
Empathy	
My manager asks questions to understand my opinion	
My manager accurately reads my moods, feelings and non-verbal cues	0.767
My manager respects me	
My manager understands the underlying causes for my feelings, behavior or concerns	0.781
My manager respects and relates well to people of diverse backgrounds	0.760
Social Skills	
My manager encourages opportunities for collaboration within groups	0.708
My manager takes personal responsibility for resolving problems	0.815
My manager is pessimistic especially in the face of setbacks	-0.674
My manager spends some time socializing with colleagues	
My manager abides by the rules expected of others	

Table 8: *Cross-tabulations "I am Satisfied with my Responsibilities and Role (Self-Assessment)" * EI Dimensions*

Personal Assessment	Emotional Intelligence Dimensions Assessing the Manager	Pearson's α
	Self-Awareness	
	My manager is honest with others.	0.778
	My manager does not respond well to criticism	
	My manager asks for help when he/she needs it	
	My manager is able to make firm decisions in challenging situations	0.817
	My manager acknowledges his/her own strengths and weaknesses	0.804
	Self-Regulation	
	My manager resists the impulse to act immediately	0.821
	My manager exerts pressure on me in stressful situations	
I am satisfied with the responsibility and role that I have at my work	My manager behaves calmly in stressful situations	0.814
	My manager acts upon a fixed set of values and beliefs	0.457
	My manager does not publicly admit to mistakes	
	Motivation	
	My manager expresses positive expectations of my potentials	
	My manager gives directions to develop me	0.874
	My manager is influenced by fear of failure when seeking goals	-0.728
	My manager leads by formal authority instead of enthusiasm	
	My manager consistently and visibly leads by example	0.839
	Empathy	
	My manager asks questions to understand my opinion	0.831
	My manager accurately reads my moods, feelings and non-verbal cues	0.849
	My manager respects me	0.893

My manager understands the underlying causes for my feelings, behavior or concerns	
My manager respects and relates well to people of diverse backgrounds	
Social Skills	
My manager encourages opportunities for collaboration within groups	0.811
My manager takes personal responsibility for resolving problems	
My manager is pessimistic especially in the face of setbacks	
My manager spends some time socializing with colleagues	0.797
My manager abides by the rules expected of others	0.857

4.3. Causal Analysis:

According to Hejase & Hejase (2013), a "Multiple Regression Model is needed when the researcher faces the scenario where more than one independent variable causes variations in the dependent variable under study" (p. 478). Therefore, the next step is to construct possible relationships which may help analyze the impact of Emotional Intelligence on employees' motivation or organizational factors. For such purpose and to account for the qualitative meaning of the multivariable relationships, standardized betas are used.

$$Y = \beta_1 X_1 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4$$

4.3.1. Regression models:

Table 3 show that causal analysis has led to the generation of 25 multivariable relationships. The resultant models are generated using Stepwise analysis, whereby independent variables are assessed through several calculation cycles in which all independent variables are assessed based on 95% statistical certainty. All variables, whose calculated probabilities are greater than the standardized error of 5%, are excluded. Results for Models 1 to 25 that describe how respondents view their standpoint on their own self-assessment are grouped into five dimensions. Results are depicted in Tables 11 to 15.

Tables 9 and 10 show the regression results of the generated 25 models. For the sake of brevity, details needed to justify the statistical significance of all the models follow the same approach used herein to analyze

Model "1" (Table 9). Results indicate that Model '1' is quantitatively suitable due to the strong values of the coefficient of correlation (R = 0.847) and the coefficient of determination (R2 = 0.718), respectively; however, the model is also qualitatively acceptable and statistically significant with an associated probability of 0.015 (which is less than α = 0.05). ANOVA testing indicates that the regression equation predicts better than would be expected by chance. The F-value = 155.738 with an associated probability of Sig P. = .000 < α= 5%. Furthermore, Model 1 has all standardized Betas which are statistically significant with probabilities (.002, .008, .002, and .015 all less than the standard error of 5%).

Table 9: *Regression Analysis*

Model	Pearson R	R^2	Sig. P	F	Sig. P	Standardized Betas	Sig. P
1 (4Cycles)	.847[d]	.718	.015	155.738	.000	$\beta_1 = .262$ $\beta_2 = .233$ $\beta_3 = .248$ $\beta_4 = .158$	.002 .008 .002 .015
2 (3Cycles)	.841[c]	.708	.025	198.505	.000	$\beta_1 = .543$ $\beta_2 = .187$ $\beta_3 = .148$	.000 .015 .025
3 (5Cycles)	.871[e]	.759	.012	154.086	.000	$\beta_1 = .444$ $\beta_2 = .228$ $\beta_3 = .216$ $\beta_4 = -.176$ $\beta_5 = .187$	.000 .006 .001 .004 .012
4 (3Cycles)	.843[c]	.711	.002	202.056	.000	$\beta_1 = .383$ $\beta_2 = .301$ $\beta_3 = .204$	.000 .000 .002
5 (2Cycles)	.866[b]	.750	.000	370.707	.000	$\beta_1 = .702$ $\beta_2 = -.199$	.000 .000
6 (3Cycles)	.845[c]	.714	.003	204.480	.000	$\beta_1 = .287$ $\beta_2 = .428$ $\beta_3 = -.194$	.000 .000 .003
7 (2Cycles)	.823[b]	.678	.000	259.707	.000	$\beta_1 = .552$ $\beta_2 = .308$	.000 .000
8 (2Cycles)	.801[b]	.641	.000	220.413	.000	$\beta_1 = .421$ $\beta_2 = .419$	.000 .000
9 (4Cycles)	.873[d]	.761	.012	195.386	.000	$\beta_1 = .382$ $\beta_2 = -.232$ $\beta_3 = .280$ $\beta_4 = .088$	.000 .000 .000 .012
10 (3Cycles)	.737[c]	.544	.004	97.752	.000	$\beta_1 = .484$ $\beta_2 = -.362$ $\beta_3 = -.141$	.000 .000 .004
11 (3Cycles)	.833[c]	.693	.007	185.222	.000	$\beta_1 = .346$ $\beta_2 = .347$ $\beta_3 = -.180$	.000 .000 .007
12 (3Cycles)	.853[c]	.728	.038	219.695	.000	$\beta_1 = .512$ $\beta_2 = -.219$ $\beta_3 = .161$	.000 .000 .038
13 (2Cycles)	.835[b]	.696	.005	283.403	.000	$\beta_1 = .631$ $\beta_2 = .221$	.000 .005

Table 10: *Regression Analysis*

Model	Pearson R	R2	Sig. P	F	Sig. P	Standardized Betas	Sig. P
14 ((3Cycles)	.885c	.784	.038	297.077	.000	β1 = .553 β2 = .251 β3 = -.115	.000 .000 .038
15 ((2Cycles)	.826d	.682	.021	131.513	.000e	β1 = .519 β2 = .097	.000 .014

Model						Beta	Sig
						β3 = -.159	.021
16 (2Cycles)	.843b	.711	.000	303.872	.000	β1 = .501	.000
						β2 = .368	.000
17 (5Cycles)	.835b	.697	.002	284.502	.000	β1 = .629	.000
						β2 = .227	.002
18 (3Cycles)	.859b	.739	.001	348.923	.000	β1 = .602	.000
						β2 = .273	.001
19 (2Cycles)	.904b	.817	.000	549.550	.000	β1 = .649	.000
						β2 = .281	.000
20 (2Cycles)	.813b	.662	.000	241.472	.000	β1 = .453	.000
						β2 = .390	.000
21 (3Cycles)	.822c	.676	.009	171.153	.000	β1 = .418	.000
						β2 = -.271	.000
						β3 = .194	.009
22 (3Cycles)	.832c	.693	.000	184.955	.000	β1 = .291	.001
						β2 = -.252	.000
						β3 = .345	.000
23 (3Cycles)	.839c	.703	.007	194.347	.000	β1 = .427	.000
						β2 = .304	.000
						β3 = -.154	.007
24 (3Cycles)	.881c	.776	.000	283.369	.000	β1 = .419	.000
						β2 = .324	.000
						β3 = -.189	.000
25 (3Cycles)	.835c	.697	.000	188.601	.000	β1 = .926	.000
						β2 = -.393	.000
						β3 = .290	.000

Table 11: *Regression Model A*

Independent Variable	Standardized Beta	Dependent Variable
Model 1		
(1) Manager Able to Make Firm Decision in Challenging Situations (SA)	$\beta_1 = .262$	
(2) Manager Acknowledges His/her Own Strengths and Weaknesses (SA)	$\beta_2 = .233$	
(3) Manager Honest with Others' Situations (SA)	$\beta_3 = .248$	
(4) Manager Asks for Help When Needed (SA)	$\beta_4 = .158$	
Model 6	$\beta_1 = .287$	
(5) Manager Behaves Calmly in Stressful Situations (SR)	$\beta_2 = .428$	
(6) Manager Resists the Impulse to Act Immediately (SR)	$\beta_3 = -.194$	Company Values Me (Self-Assessment)
(7) Manager Exerts Pressure on Employee in Stressful Situations (SR)		
Model 11	$\beta_1 = .346$	
(8) Manager Gives Direction (M)	$\beta_2 = .347$	
(9) Manager Leads by Example (M)	$\beta_3 = -.180$	
(10) Manager Leads by Formal Authority (M)	$\beta_1 = .501$	
Model 16	$\beta_2 = .368$	
(11) Manager Respects Me (E)		
(12) Manager Accurately Reads My Moods, Feelings, Non-Verbal Cues (E)	$\beta_1 = .418$	
Model 21		
(13) Manager Abides by Rules Expected of Others (SS)	$\beta_2 = -.271$	
(14) Manager Is Pessimistic Especially in Face of Setbacks (SS)	$\beta_3 = .194$	
(15) Manager Encourages Opportunities for Collaboration Within Groups (SS)		

All Beta values are statistically significant with Sign. Prob. < α = 5% (Standard error)

Model A, made up of Models 1, 6, 11, 16 and 21, depicts the first dimension, dependent variable, describing the respondents' standpoint on their own Self-Assessment influenced by fifteen explanatory (independent) variables distributed over the five dimensions of Emotional Intelligence, which explains how the behavior of the managers contribute to the respondents' feeling of being valued by their companies.

Four self-awareness variables show that whenever the managers in an organization are trained to make decisions under risk, recognize their strengths and weaknesses, are honest, and seek help when needed, the subordinate will feel valued. Three self-regulation variables show that whenever the managers in an organization are trained to behave calmly in stressful situations, resist the impulse to act immediately, and do not exert pressure on employees in stressful situations, the subordinate will feel he/she is valued by the company. Three motivation variables show that whenever the managers in an organization give direction, lead by example, and lead by informal authority, the subordinate will feel he/she is valued by the company. Two empathy variables show that whenever the managers show respect to their employees and accurately read the latter moods, feelings and non-verbal cues, the subordinate will feel that the company values him/her. Three social skills variables show that whenever the managers abide by the rules expected of others, feel less pessimistic when there are setbacks, and encourage opportunities for collaboration within groups, the subordinate's feeling that the company values him/her increases.

Table 12: *Regression Model B*

Independent Variable	Standardized Beta	Dependent Variable
Model 2		
(1) Manager Able to Make Firm Decision in Challenging Situations (SA)	$\beta_1 = .543$	
(2) Manager Acknowledges His/her Own Strengths and Weaknesses (SA)	$\beta_2 = .187$	
(3) Manager Asks for Help When Needed (SA)	$\beta_3 = .148$	
Model 7		
(4) Manager Behaves Calmly in Stressful Situations (SR)	$\beta_1 = .552$	Work Gives Me Feeling of Personal Accomplishment (Self-Assessment)
(5) Manager Resists the Impulse to Act Immediately (SR)	$\beta_1 = .308$	
Model 12		
(6) Manager Gives Direction (M)	$\beta_1 = .512$	
(7) Manager Leads by Example (M)	$\beta_2 = .161$	
(8) Manager Leads by Formal Authority (M)	$\beta_3 = -.219$	
Model 17		
(9) Manager Respects Me (E)	$\beta_1 = .629$	
(10) Manager Accurately Reads My Moods, Feelings, Non-Verbal Cues (E)	$\beta_2 = .227$	
Model 22		
(11) Manager Abides by Rules Expected of Others (SS)	$\beta_1 = .291$	
(12) Manager Is Pessimistic Especially in Face of Setbacks (SS)	$\beta_2 = -.252$	
(13) Manager Takes Personal Responsibility for Resolving Problems (SS))	$\beta_3 = .345$	

All Beta values are statistically significant with Sign. Prob. < α = 5% (Standard error)

Model B, made up of Models 2, 7, 12, 17 and 22, depicts the second dimension, dependent variable, describing the respondents' standpoint on their own Self-Assessment influenced by thirteen explanatory (independent) variables distributed over the five dimensions of Emotional Intelligence, and which explains how the behavior of the managers contribute to the respondents' feeling of personal accomplishment of their work at their companies.

Three self-awareness variables show that whenever the managers in an organization are trained to make decisions under risk, recognize their strengths and weaknesses, and seek help when needed, the subordinate will feel that they have attained personal accomplishment in their work. Two self-regulation variables show that whenever the managers in an organization are trained to behave calmly in stressful situations and resist the impulse to act immediately, the subordinate will feel that his/her work gives personal accomplishment. Three motivation variables show that whenever the managers in an organization give direction, lead by example, and lead by informal authority, the subordinate will feel empowered and consequently will also feel that they have attained personal accomplishment in their work. Two empathy variables show that whenever the managers show respect to their employees and accurately read their moods, feelings and non-verbal cues, the subordinate/employee will feel that work gives him/her a feeling of accomplishment. Three social skills variables show that whenever the managers abide by the rules expected of others, feel less pessimistic when there are setbacks, and take responsibility for resolving problems, the subordinate's feeling that work gives him/her personal accomplishment increases.

Table 13: *Regression Model C*

Independent Variable	Standardized Beta	Dependent Variable
Model 3		
(1) Manager Able to Make Firm Decision in Challenging Situations (SA)	$\beta_1 = .444$	
(2) Manager Acknowledges His Own Strengths and Weaknesses (SA)	$\beta_2 = .228$	
(3) Manager is Honest with Others (SA)	$\beta_3 = .187$	
(4) Asks for Help When Needed (SA)	$\beta_4 = .216$	
(5) Manager Does Not Respond Well to Criticism (SA)	$\beta_5 = -.176$	I care about company's Success (Self-Assessment)
Model 8		
(6) Manager Behaves Calmly in Stressful Situations (SR)	$\beta_1 = .419$	
(7) Manager Resists the Impulse to Act Immediately (SR)	$\beta_2 = .421$	
Model 13		
(8) Manager Gives Direction (M)	$\beta_1 = .631$	
(9) Manager Leads by Example (M)	$\beta_2 = .221$	
Model 18		
(10) Manager Respects Me (E)	$\beta_1 = .602$	
(11) Manager Respects and Relates to	$\beta_2 = .273$	

People of Diverse Backgrounds (E)
Model 23
(12) Manager Abides by Rules Expected of Others (SS) $\beta_1 = .304$
(13) Manager Is Pessimistic Especially in Face of Setbacks (SS) $\beta_2 = -.154$
(14) Manager Takes Personal Responsibility for Resolving Problems (SS)) $\beta_3 = .427$

All Beta values are statistically significant with Sign. Prob. $< \alpha = 5\%$ (Standard error)

Model C, made up of Models 3, 8, 13, 18 and 23, depicts the third dimension, dependent variable, describing the respondents' standpoint on their own Self-Assessment influenced by fourteen explanatory (independent) variables distributed over the five dimensions of Emotional Intelligence, and which explains how the behavior of the managers contribute to the respondents' willingness to care about their companies' success.

Five self-awareness variables show that whenever the managers in an organization are trained to make decisions under risk, recognize their strengths and weaknesses, are honest, seek help when needed, and respond well to criticism, the subordinate will feel he/she has a personal stake in the company. Two self-regulation variables show that whenever the managers in an organization are trained to behave calmly in stressful situations and resist the impulse to act immediately, the subordinate will feel that he/she cares about the company's success. Two motivation variables show that whenever the managers in an organization give direction and lead by example, the subordinate will care about the company's success. Two empathy variables show that whenever the managers show respect to their employees as well as to their diverse backgrounds, the subordinates will care for the success of the company's increases. Three social skills variables show that whenever the managers abide by the rules expected of others, feel less pessimistic when there are setbacks, and take responsibility for resolving problems, the subordinate's care about the company's success increases.

Table 14: *Regression Model D*

Independent Variable	Standardized Beta	Dependent Variable
Model 4		
(1) Manager Able to Make Firm Decision in Challenging Situations (SA)	$\beta_1 = .383$	
(2) Manager Acknowledges His Own Strengths and Weaknesses (SA)	$\beta_2 = .301$	
(3) Asks for Help When Needed (SA) Criticism (SA)	$\beta_3 = .204$	I am Satisfied with my Responsibilities and Role (Self-Assessment)
Model 9		
(4) Manager Behaves Calmly in Stressful Situations (SR)	$\beta_1 = .280$	
(5) Manager Resists the	$\beta_2 = .382$	

Impulse to Act Immediately (SR)	
(6) Manager Does Not Publicly Admit to Mistakes (SR)	$\beta_3 = -.232$
(7) Manager Acts Upon a Fixed Set of Values and Beliefs (SR)	$\beta_4 = .088$
Model 14	
(8) Manager Gives Direction (M)	$\beta_1 = .553$
(9) Manager Leads by Example (M)	$\beta_2 = .251$
(10) Manager Leads by Formal Authority (M))	$\beta_3 = -.115$
Model 19	
(11) Manager Respects Me (E)	$\beta_1 = .649$
(12) Manager Understands the Underlying Causes for My Feelings, Behavior or Concern (E)	$\beta_2 = .281$
Model 24	
(13) Manager Abides by Rules Expected of Others (SS)	$\beta_1 = .419$
(14) Manager Is Pessimistic Especially in Face of Setbacks (SS)	$\beta_2 = -.189$
(15) Manager Takes Personal Responsibility for Resolving Problems (SS))	$\beta_3 = .324$

All Beta values are statistically significant with Sign. Prob. < α = 5% (Standard error)

Model D, made up of Models 4, 9, 14, 19 and 24, depicts the fourth dimension, dependent variable, describing the respondents' stance as to their own Self-Assessment influenced by fifteen explanatory (independent) variables distributed over the five dimensions of Emotional Intelligence, and which explains how the behavior of the managers contribute to the respondents' satisfaction with their responsibilities and roles.

Three self-awareness variables show that whenever the managers in an organization are trained to make decisions under risk, recognize their strengths and weaknesses, and seek help when needed, the subordinate will feel he/she has personal satisfaction with responsibilities and roles. Four self-regulation variables show that whenever the managers in an organization are trained to behave calmly in stressful situations, resist the impulse to act immediately, publicly admit to mistakes, and act upon a fixed set of values and beliefs, the subordinate will feel he/she is satisfied with responsibilities and roles. Three motivation variables show that whenever the managers in an organization give direction, lead by example, and lead with informal authority, the subordinate will feel he/she is satisfied with responsibilities and roles. Two empathy variables show that whenever the managers show respect to their employees as well as understand the underlying causes for their feelings, behavior, and concerns, the subordinate's satisfaction with his/her responsibility and role increases.

Three variables show that whenever the managers abide by the rules expected of others, feel less pessimistic when there are setbacks, and take responsibility for resolving problems, then the subordinate's satisfaction with his/her responsibilities and role increases.

Table 15: *Regression Model E*

Independent Variable	Standardized Beta	Dependent Variable
Model 5		
(1) Manager Able to Make Firm Decision in Challenging Situations (SA)	$\beta_1 = .702$	
(2) Manager Acknowledges His Own Strengths and Weaknesses (SA)	$\beta_2 = -.199$	
Model 10		
(3) Manager Behaves Calmly in Stressful Situations (SR)	$\beta_1 = .280$	
(4) Manager Does Not Publicly Admit to Mistakes (SR)	$\beta_3 = -.362$	
(5) Manager Acts Upon a Fixed Set of Values and Beliefs (SR)	$\beta_4 = -.141$	I Want to Be the Best at Work (Self-Assessment)
Model 15		
(6) Manager Gives Direction (M)	$\beta_1 = .519$	
(7) Manager Expresses Positive Expectations (M)	$\beta_2 = .097$	
(8) Manager Leads by Formal Authority (M))	$\beta_3 = -.159$	
Model 20		
(9) Manager Respects Me (E)	$\beta_1 = .453$	
(10) Manager Understands the Underlying Causes for My Feelings, Behavior or Concern (E)	$\beta_2 = .390$	
Model 25		
(11) Manager Socializes with Colleagues (SS)	$\beta_1 = .290$	
(12) Manager Encourages Opportunities for Collaboration Within Groups (SS)	$\beta_2 = -.393$	
(13) Manager Takes Personal Responsibility for Resolving Problems (SS)	$\beta_3 = .926$	

All Beta values are statistically significant with Sign. Prob. < α = 5% (Standard error)

Model E, made up of Models 5, 10, 15, 20 and 25, depicts the fifth dimension, dependent variable, describing the respondents' stance as to their own Self-Assessment influenced by thirteen explanatory (independent) variables distributed over the five dimensions of Emotional Intelligence, and which explains how the behavior of the managers contribute to the respondents' willingness to be the best at work.

Two self-awareness variables show that whenever the managers in an organization are trained to make decisions under risk, recognize their strengths and weaknesses, the subordinates will feel motivated to be the best at work. Three self-regulation variables show that whenever the managers in an organization are trained to behave calmly in stressful situations, publicly admit mistakes, and do not act upon a fixed set of values and beliefs, the subordinates will feel motivated to be the best at work.

Three motivation variables show that whenever the managers in an organization give direction, express positive expectations, and lead with informal authority, the subordinates will feel motivated to be the best at work. Two empathy variables show that whenever the managers show respect to their employees as well as understand the underlying causes for their feelings, behavior, and concerns, the subordinates will feel motivated to be the best at work. Three social skills variables show that whenever the managers socialize with colleagues, do not enforce opportunities for collaboration, and take responsibility for resolving problems, the subordinates will feel motivated to be the best at work.

4.4. Reliability:

The Internal Reliability of the 25-item scale is assessed using the Cronbach's Alpha technique. Table 16 shows that the 25-item scale produced a Cronbach's Alpha = 0.880 and Cronbach's Alpha Based on Standardized Items = 0.887, which belongs to the range 0.8 to < 0.9 "Very Good" (Burns and Burns, 2008, p. 481).

Table 16: *Reliability Statistics*

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No. of Items
.880	.887	25

This indicates a very good strength of association and proves that the selection of the questions is suitable for the questionnaire purpose.

5. Discussion:

This research aims at studying and assessing how Lebanese managers' Emotional Intelligence (EI) affects employees' motivation within the Lebanese work environment. The Knowledge Assessment point of view extracted from the results show that though 75.2% of the respondents said that they have heard of EI, only 64.6% are aware of EI added values, and 77.6% agree that it helps managers make better decisions. The current results show an improvement in comparison to the results obtained in 2012 by Hejase, Al-Sayed, Haddad, & Hamdar (2012, p. 20), where an average of 38% of the Lebanese respondents was aware of EI domains (42% service sector and 34% industry). Furthermore, this study shows that respondents appear to link EI only to motivation (chosen by 85.6% of the respondents) and social skills (chosen by 53.2%), leaving behind self-awareness (chosen by 33.2%), self-regulation (chosen by 28.4%) and empathy (chosen by 20.8%). In other words, respondents appear not to have ample knowledge of the different five aspects of Emotional Intelligence. It is worth noting that Suliman and Al-Shaikh (2007) as well

as Jamali, Sidani, and Abu Zaki (2008), in their studies of Middle East countries, have proven that emotions and behaviors are part of the person, though many people in the business community are not yet aware of the fact that emotions are there whether they accept it or not. Hejase et al. (2012) report similar observations whereby "respondents linked EI to motivation, the same group scored lower on issues related to emotions and relationships" (p. 20). The aforementioned facts about not having a good knowledge of EI is also supported by the "Implementation" part of the questionnaire of this research, which reveals that 90.4% of the respondents do not receive training on EI; whereas, 86.8% has shown interest in receiving training.

Nowack (2005) reports that "leadership appears to be one key contributor to the development of a psychologically healthy workplace. Leaders can directly influence morale, retention, commitment, satisfaction and perceptions of stress" (p. 9). This statement is further proved in this research which shows that 64.8% of the respondents claim that EI is an important criterion in recruitment nowadays, and 72% agree that it is important for measuring promotional readiness. On the other hand, 88.8% of the respondents agree that the manager's EI helps improve their performance at work. Hejase et al. (2012) show similar responses to recruitment but to a lesser extent— 39% in the service sector versus 83% in the industry sector agreed" (p. 32), in addition to the fact that respondents believe that "EI programs result in favorable results in the employees' retention, 88% in the service sector versus 76% in the industry sector agreed" (p. 33). The aforementioned results are confirmed by Sharma (2012), who contends that Emotional Intelligence has emerged as a measurable skill that managers can conveniently use in informing successful recruitment, retention and motivation skills within an organization.

It is worth noting that most of the crosstab relationships between the five employees- motivational indices versus the different five aspects of managers' EI show encouraging outcomes, whereby most of the relationships depicted high Pearson's R indices greater than 70%, with statistical significance of less than 5% standard error on each of EI five aspects. These outcomes support the objective of this research: where employees' satisfaction and motivation, as well as their willingness to improve, are directly related to the managers' EI behavior. For example, though employees are highly affected by the managers' EI at the workplace, they continue to strive to be the best version of themselves and of their professionalism especially when managers appear to be optimistic (Pearson Rs are negative for the social skill statement "Manager is Pessimistic especially in Face of Setbacks (SS)" indicating optimism since the negative sign reflects coding reversal). The impact of managers is illustrated

by Sahdat, Sajjad, Farooq, and Rehman (2011) who recommend that managers be highly emotionally intelligent in order to manage the different authority levels of employees.

Besides the influence that managers have on employees, employees continue to develop their independent entity in face of setbacks in order to build a more promising career life and future. Results show that 86.8% of the respondents show interest in receiving training. This attitude is similar to the attitude reported by Hejase, Eid, Hamdar, & Haddad (2012) in their study on Talent Management, where "69.3% of the respondents are given a real opportunity to improve their skills in their corresponding organizations. Receiving training could fall under classical human resources practices; however, this is a good indicator for future improvement towards Talent Management programs if desired by top management" (p. 28).

The regression analysis was done in this research support the notion that employees' motivation is greatly and significantly determined by how high the manager scores on each of EI's five aspects. The higher the manager scores on self-awareness, self-regulation, motivation, empathy, and social skills, the more motivated the employee appears to be at the workplace. However, managers still need to improve their Emotional Intelligence on more sensitive issues, for instance, admitting their mistakes publicly, expressing more positive expectations of their subordinates, leading by expert power to build up enthusiasm rather than by formal authority, and understanding the underlying causes for the employees' feeling, behavior, and non-verbal cues. Eventually, the questionnaire used show a very good reliability (0.887), which means that the questions used are consistently reliable, and therefore, will show similar results should the research be redone.

The current results are confirmed by Tanchaisak's (2010) work which states that EI is against the concept of generating profits and financial earnings and rewards to satisfy oneself instead of understanding the underlying emotions of the employees, respecting them, and ensuring their emotional well-being. Tanchaisak contends that when EI is absent, bad consequences and devastation would result in one's life. Therefore, when organizations break the preset circle of casual management—the management that emphasizes the need for the employee to feel secure about his/her position at the organization and to seek greater financial earnings—and approach EI competencies, employees will ultimately show a well-balanced work-life behavior. Moreover, Njoroge and Yazdanifard (2014) assert the results of this research as it reveals that EI positively affects employees' behavior, attitude, and their sense of satisfaction at the workplace, which in turn ignites the flame of creativity and innovation and leads to better collaboration among employees from different backgrounds. "Current studies suggest that emotional intelligence is highly significant in the development of human potential, teamwork, effective leadership, stress reduction, creativity and innovation" (Chopra & Kanji, 2010; cited in Njoroge & Yazdanifard, 2014, pp. 33-34).

In-depth analysis of EI, resulting from the respondents' comments in the open-ended question reveals that EI is an essence of management nowadays. It is a must in order to motivate the employees. An emotionally intelligent manager helps provide a healthy and positive work environment, leading to mutual success for all parties. Motivation is affected by the manager's ability to recognize each employee's individual value and not just see them as replaceable persons. Building trust between manager and employee in the workplace is important. In addition, a manager should separate between his/her personal and professional opinion towards all employees. However, both financial and Emotional Intelligence presence in the firm are necessary to increase employee's motivation, performance, teamwork, and commitment.

6. Conclusion and Implications:

EI is not a theoretical concept; on the contrary, it is the solution for a better workplace, where managers and employees communicate, collaborate, respect and listen to each other, enjoy an atmosphere of positivity, and work together to solve problems for the good of themselves and the company at the same time. Hejase et al. (2012) conclude in their research that "the 88% of the respondents working in the service sector and 76% working in the industry sector agree that EI helps in retaining employees" (p. 21). Furthermore, Emdady and Bagheri (2013) report that "Johan B. Krick's research conducted at Pennsylvania University show that the managers' emotional intelligence is positively correlated with teachers' job satisfaction. That is, there is a positive relation between the qualifications related to emotional intelligence like managers' optimism, intimacy, self-awareness, and self-control versus job satisfaction" (p. 558). This fact is also confirmed by Njoroge & Yazdanifard (2014) who contend that "emotional and social intelligence have the potential to positively impact employees' behaviors with outcomes such as job satisfaction, positive work attitudes, self-efficacy, and leadership potential and change management" (p. 35). EI plays a major key role in stimulating and maintaining employee's motivation; a fact that will enhance retention opportunities.

The research results show that a high number of employees are indeed aware of Emotional Intelligence; however, this concept is taken for granted in the work field. Nevertheless, employees are interested in getting adequate training in order to fully grasp EI and its effect on motivation. On the other hand, regression equations prove that in order to motivate employees it is

imperative to improve their well-being in the workplace; managers need to activate their EI, set the employees an example, give directions, lead by example, ask for help when needed, realize their strengths and weaknesses, act calmly in stressful situations, spread a positive atmosphere at work, express positive expectations, abide by the rules expected of others, and encourage collaboration among teams. In other words, managers are to improve themselves on the five aspects of EI (self-awareness, self-regulation, motivation, empathy, and social skills) if they are to effectively lead and motivate their subordinates. Eventually, more motivated employees mean better performance; hence, more profit for both employees and companies at which they work. This aspect has been supported by Hejase et al. (2012) in their findings which show that "more than 90% of the respondents in the service and industry sectors agree that EI application does not have any negative effects on the firm's profits" (p. 21).

Moreover, though managers like the flashy definitions of EI, they are still not aware of the true professional implementation of such definitions; their knowledge is limited to what school has taught them and how their religious beliefs have shaped their attitude. Mostly, to managers, respecting the employees and sympathizing with their situations is the mere EI behavior they think of. It is important that managers learn about EI aspects, means of implementation, and evaluation in order for them to build better practices with their employees and therefore motivate them.

Suliman and Al-Shaikh (2007) contend that companies have to choose between either denying that humans are composed of both emotions and brains, or recognize the importance of emotions in handling different situations in the workplace. Take stress at work, for example, considered as one of the main issues that the business world is concerned about today, EI has an important role to play in managing this stress, and in lessening the level of conflict. This is one of the many areas that management can use EI in to be more effective. Nowack (2005) confirms the aforementioned management role by stating that "leadership appears to be one key contributor to the development of a psychologically healthy workplace. Leaders can directly influence morale, retention, commitment, satisfaction and perceptions of stress" (p. 9). Moreover, although Emotional Intelligence is an innate skill, the organization has a lot to contribute if it is aware of this skill. Once top managers adopt EI principles formally, employees shall feel that their performance is being evaluated in more than one area (Robbins, Coulter, Sidani, and Jamali, 2011, p. 316). Finally, although the issue of gender was not researched in this paper, it is worth stressing that women who are either in leadership positions or aspire to climb the ladder of promotion toward top management jobs should not be shy of projecting feminine traits such

as being caring, empathetic, trusting, sharing, and empowering. One may immediately recognize that the aforementioned traits are embedded in EI. For this reason, Irene Moutlana (2001, Para 50; cited in Hejase, Haddad, Hamdar, Massoud and Farha, 2013) encourages women "to acknowledge these traits as strengths and not weaknesses for it is possible that a persistent display of such values can make them "core values" that will be embraced in future organizations as the normal culture" (p. 48). Gleeson and Crace (2014) describe the aforementioned culture by stating the following, "one of the things that motivate me to be a better leader is having a positive effect on people. Emotional intelligence is a powerful tool and I hope to continue to understand how it can contribute to exceeding goals, improving critical work relationships, and create a healthy, productive workplace and organizational culture" (p. 2).

7. Limitations and Future Research:

The current research has some limitations. Sample size and the judgmental convenience sampling is one of the limitations. Selection bias is another limitation whereby selected consumers belong to the researchers' circles of acquaintances. Consequently, one must not generalize the findings, although they are considered primary data and therefore important to the exploratory research presented herein. Furthermore, the limited number of CSR tools explored is a limitation as well because if all CSR tools and initiatives were included and assessed, the delivered results and analysis would have been more comprehensive. Regardless of the aforementioned limitations, this research does offer an indispensable insight and contribution to understand further the Lebanese employees' views of Emotional Intelligence. The findings of this study have shown the important consequences of applying EI on employee's motivation.

This research offers many attributes manifested in: (1) the parametric assessment of EI and motivation at work in a Middle Eastern country; (2) Its contribution to fill gaps in the reported body of knowledge of EI's aspects and leadership at workplace; and (3) It presenting an opportunity for other researchers to expand the scope of this research, for this topic can be studied on a wider scope and deeper level if more motivation indices were used to measure employee's motivation. Moreover, studies on the relationship between employee's motivation and employee's performance would contribute to the enrichment of the studied topic. And finally, EI research may be extended to include more sectors of industries in which respondent's work, their positions at work, as well as cross-sectional country comparisons.

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