Effects of Emotional Intelligence training on Employee outcomes and moderating role of personality: A field experiment

By

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PIDE2018-FMSMS17

MS Thesis of

Management Sciences

PAKISTAN INSTITUTE OF DEVELOPMENT ECONOMIC

ISLAMABAD

(2018-2019)
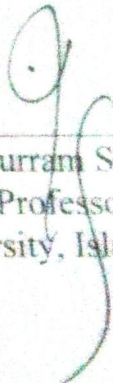
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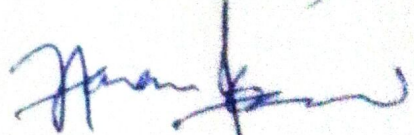# Pakistan Institute of Development Economics

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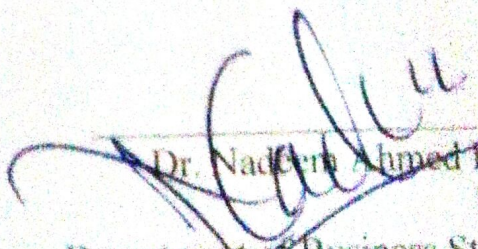
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Abstract

The major aim of this thesis is to design emotional intelligence training intervention program and to study its effectiveness on employees of development sector by collecting data on pre and post stages .This research also explores the effectiveness of emotional intelligence training on employee outcomes such as job satisfaction and job stress, moreover this study also explore the role of personality as moderator between employee outcomes and emotional intelligence. Total number of training participants were 24 at pre and post stage and data was analysed using SPSS .Results of our study shows that emotional intelligence can be enhanced .Train is possible for every age group people and both male and females can vitalize their emotional intelligence by continuous effort and right training .Our research revealed that job stress can be lowered by increasing emotional intelligence while this research also unveil that there is no significant relationship between job satisfaction and emotional intelligence exists also there is no moderation of personality exists. This study concludes that emotional intelligence can be train and enhance by continuous effort and through relevant intervention also emotional intelligence reduces employees stress related to their jobs.

Key words: Emotional Intelligence, Training intervention, Job satisfaction, Job stress, Personality

CHAPTER NO.1

INTRODUCTION

1.0 Background

Emotional intelligence (EI) is revolutionary and one of the most important paradigm shift in the current business world (Goleman *et al*.,2013). The idea of EI was given by Salovey and Mayer (Salovey & Mayer,1990), according to them EI is the power of controlling and assessing one's own and feelings and emotions of other people. Salovey&Mayer has introduced the concept of emotional intelligence that has four components (Salovey & Mayer,1990),. First is the expressing and appreciating of emotions in one's own self. It refers to the ability of a person to have a clear understanding and knowledge of their feelings and emotions and to give a natural expression to them. Those having this quality will have the knowledge to identify and recognize their emotions very well in front of other people. Second is the appreciation and identification of emotions of others which explains about the person's ability to have clear perception and know how about the emotions of the surrounding people. And possessing this very ability give people an upper hand to have clear understanding of others. The third component regulating one's own emotions in person. It states about the ability of a person to process and discipline his emotions that would empower him with a quick recovery from stress and tension. The last component is using one's own emotions to upgrade his performance. It helps a person to direct his emotions and feelings to use them in positive and productive way to elevate his performance.. Further , Daniel Goleman explains emotional intelligence is the power of an individual to observe his own and others emotions, to differentiate between number of emotions and identify and recognize them properly by giving specific names to them and to utilize that information of emotions in directing and managing one's own thoughts and

behaviour(Goleman,1996) . EI has always played a significant part in understanding and flourishing the employees in workplaces. Goleman developed a model of EI which is widely accepted among organizations, that model is cluster of four ingredients self-awareness, self-management, social awareness and relationship management (Goleman,1995) .

In today's world organizations are now paying adequate attention towards emotional quotient (EQ) also ,as compare to past when organizations only look for intelligent quotient ,academics and work experience in their prospective employees (Qualter, & Pool,2018).Seminal theoretical articles by Salovey & Mayer opens a gateway of emotional intelligence research in organizations moreover it reaches to another boom by work of (Salovey and Sluyter,1997).and books of Daniel (Goleman,1995,1998) further promotes interest in researchers to study emotional intelligence in organizational setting. While researching on EI it is revealed that Emotional intelligence is the wholly solely important factor foretelling about the performance of employees in the organization and also a strong catalyst for leadership and upgrading oneself on personal level single (Goleman.2006a).

EI has also strong effect on employee's positive or negative notion building towards their jobs. Employees who lack emotional stability and hide their true feelings suffers continuous disparity between their original and exhibiting feelings (Grandey, 2000). This disparity can result into emotional instability which results into job stress that leads to burn out and job dissatisfaction (Zapf, 2002).Contrary to this when employees can truly exhibits their feelings and able to harmonies their original and exhibiting feelings this would lead to sense of achievement and job satisfaction(Adelmann,1995). Employee's job satisfaction can be explained as their degree of fondness towards assigned duties (Blegen & Mueller, 1987). furthermore Job satisfaction can be defined as persons attitude towards his job and his personal liking disliking towards his occupation and assigned duties (Spector, 2006).Moreover, Success of organizations depends on number of factors and one factor is their contended and satisfied

employees (Mufti *et al.,* 2019).It is fact that satisfied human resources are more dedicated towards organization (Humborstad, & Perry, 2011) ,and helps in organizations success. Organizational performance strongly depends on their satisfied human resource that felts satisfaction with their job (Amundsen, & Martinsen, 2015).

1.1 Problem Statement

Non-government sector of Pakistan is playing strong role in social and economic development of Pakistan, numbers of social sector organizations are working in Pakistan some are funded by international donor agencies and some are running their affair through contributions of generous charity of locals. These number of social sector organizations are also source of employment for many local individuals .Similar to any profit making organization these social sector are also dependent on their human resource for any work they want to do so for social sector employees are as much important as for any profitable corporate organization but employees of social sector faces different challenges mostly social sector organizations interacts with communities and their employees have direct interaction with communities ,employees who directly interacts with communities and work in field are known as field workers or in some organizations they are named as community developer officers these CDOS are considered as real face of any social sector because community knows and made perception about that social sector organization only by behavior of CDOS who are interacting with them so we can say that they are the true face of their organization, these social sector organizations are working in grass root level for betterment of communities and employees of social sector directly interacts with marginalized and poor uneducated people who lacks in every aspect of life from education to money these social sector employees interacts with them on regular bases and its always challenging to work in field with community who has very derogating condition .Some employees faces emotional labor in interacting with communities and their level of job satisfaction decreases , witnessing job stress while working in

communities while few feel sense of contentment in working with communities one of major reason is differences of personalities and emotional intelligence as those employees who holds high EQ have high satisfaction from their job and feel less job stress because various experimental studies proves that high EQ can lead to high job satisfaction and lowers job stress .Furthermore there is very less studies conducted on development sector employees ,as they are facing number of challenges which are not like challenges facing by employees of any corporate organization so this is the need of time to provide solution to development sector employees therefore we decided to design EI training for social sector employees and conduct experimental study to know about its effectiveness and give them recommendations in light of this study.

1.2 Research Gap

There are number of studies conducted for training EI to employees of different sectors and students of different universities .Currently there is no study conducted which explored the effect of emotional intelligence training at the employees of development sector (Mattingly, & Kraiger, 2019) .More over (Slaski, & Cartwright, 2003) identified EI training not only increase the employees EI but can also increases their health and performance. Further (Cherniss, *et al.,*2010; Clarke,2010b; Gignac, *et al.,*2012) concludes that EI training can increase emotional intelligence, sales performance, project management, and leadership effectiveness in employees on other hand (Mattingly, & Kraiger, 2019) identified in their meta-analytical study that no answer is given in current literature that after EI training employees feel less job stress or not or employees feel more job satisfaction after EI training or not? These questions are not answered in current literature so in our study we would answer these questions particularly for social sector employees that whether EI training shows any significant positive effect on employees job satisfaction and job stress or not and we will design a training in light of

recommendations made by Mattingly and Kraiger as they identified in their meta-analytical study that trainings that avoid lectures are more effective (Mattingly & Kraiger 2019).

1.3 Research Questions

1. Does EI   training affect the employee's job satisfaction?

2. Does EI training affect the employee's job stress?

3. Does personality play the role of moderator   between EI and job satisfaction?

4. Does personality play the role of moderator between EI and job stress?

1.4 Research Objectives:

1. To design a training instrument for developing emotional intelligence and test its effectiveness.

2. To examine the association between emotional intelligence and job satisfaction.

3. To study the association between emotional intelligence and job stress.

4. To evaluate the role of personality in the association between emotional intelligence and job satisfaction.

5. To evaluate the role of personality in the association between emotional intelligence and job stress.

1.5 Incremental Theory of Intelligence

To understand about human attributes like intelligence, personality, cognitive ability there are some theories developed which are called as implicit theories. Implicit theories are knowledge and belief clusters which explain how long lasting an attribute is and what interpretation people give to it (Ross, 1989).An implicit theory explains the beliefs about the transforming visa vie constant nature of human characteristics effecting self-regulatory mechanisms and results. The research concludes that these belief move around two ideas i.e incremental and entity theories

(Dweck & Leggett,1988). Incremental theorists announce that human characteristics like intelligence are mouldable and they can be adapted by working hard on them. To opposite of it ,the entity theorist say that human characteristics are constant and they cannot be adapted or adopted(Dweck,2008; Dweck & Molden 2005; molden & Dweck,2006). (Dweck, & Leggett 1988) states that intelligence can be increasable and people can develop their desired qualities .This concept of Dweck and Leggett is known as incremental theory of intelligence. This theory further believe that intelligence is a malleable, increasable, controllable quality. Although research on incremental theory was firstly introduced in the context of academia but scholars widened it to the range of different domains(e.g Kasimatis Miller & Marcussen,1996; Ommundsen 2003) weight management (Burnette,2010), and leadership (Burnette *et al*.,, 2010). On the very foundation of incremental theory of intelligence we believe that emotional intelligence of any individual can be improved and also one can learn emotional intelligence through rigorous training and practice. Moreover literature revealed that job stress can be lowered by increasing emotional intelligence of an employee (Naseem, 2018) .Similarly, (Goleman,1995; Mayer and Salovey,1995; Saami 1999, Salovey and Mayer,1990; Salovey et al.,1995; Schutte et al.,2002). Revealed that employees having elevated level of emotional intelligence faces high job satisfaction. Considering these effects of emotional intelligence on job stress and job satisfaction of employees we are now able to make this notion on basis of incremental learning theory that, as we can learn emotional intelligence through training, coaching and practicing. Similarly with emotional intelligence employees can also learn how to lower stress in their jobs and how to increase job satisfaction.

1.6 Significance of Study
 Our study has a significant impact on learning and developing Emotional Intelligence competencies in employees. This study contributes to the methodological advancement in the study of emotional intelligence as a learnable skill which can be developed and enhanced. We

used longitudinal pretest-posttest experimental design rather than using cross- sectional design which will enable researchers to cope with the changes occurring within participants and emotional intelligence phenomenon. This study probed into the research problem of enhancing job satisfaction and lowering job stress by finding out an effective way to enhance, through developing emotional intelligence level of employees. Furthermore our research can be a handbook for OD practitioners and managers working in social sector as they can get number of answers of their everyday problems while interacting with their employees.

Significance of our study in academics, attitude and theory are as follow:

1.6.1 Significance in Academics:
Our study will provide indigenous emotional intelligence training for improvement of emotional intelligence in individuals working in development sector.

1.6.2 Significance in Attitudes:
This study will show impact of EI changes on individuals attitudinal outcomes such as effect of emotional intelligence changes on employees job stress and job satisfaction .This study is unique in this sense as up till now there is no such study conducted in local setting

1.6.3 Significance in Theory:
This study is an effort to validate incremental learning theory in the context of development of emotional intelligence.

1.7 Definitions of variables:

1.7.1 Emotional Intelligence:
EI is the power of an individual to have authentic and defined knowledge about emotions and the intelligence to utilize them for the uplift of one's own thinking (Mayer *et al*.,2008).

1.7.2 Job stress:

Job stress is how a person responds to work place which he or she perceive as emotional or physical threat. Moreover it is the representation of a mismatch between the competencies of an individual and his work place where he faces a extravagant requirements from employer and employee is not prepare to handle the situations (Jamal, 1984).

1.7.3 Job satisfaction:

job satisfaction is the feelings of people towards their official duties or how much they have likings or disliking for their work (Spector, 2006).

1.7.4 Personality:

Personality is the combination of certain attributes with distinguishing behaviour. People are being differentiated on the basis of their behavioural qualities, affection and affiliation (Cook,2005)

LITERATURE REVIEW

2.0 Emotional Intelligence

The perception of emotional intelligence was given by Salovey & Mayer (Salovey, & Mayer, 1990) which proposed that knowing one's own and emotions of other people and distinguish between them and use that knowledge to guide one's own thoughts and actions is called emotional intelligence. In later years Salovey & Mayer revised their definition of EI with some additions according to them EI is the ability of perceiving behavior to accessing and generating emotions for assistance of thoughts to get better understanding of emotions and emotional knowledge so that it can regulate emotions and promotes emotional and intellectual uplift of a person(Mayer & Salovey,1997). Afterwards (Mayer *et al.,*2008) explains EI is the power of an individual to have authentic and defined knowledge about emotions and the intelligence to utilize them for the uplift of one's own thinking. Emotional intelligence is such a skill which can be easily learn and improve using right strategies and frequent practices (Goleman & Boyatzis, 2017) . Other than Goleman, Boyatzi &Mayer many other leading psychologists with publications in leading journals agree upon one point that emotional intelligence can be teach ,learn and enhanced for all age groups, gender and profession (Côté, 2017; Enríquez, Ramos, & Esparza, 2017; Matthews et al., 2017; Serrat, 2017).Above mentioned studies proved this empirically that emotional intelligence can be increased by training and coaching on theoretical side self-efficacy theory endorses this that when a person starts believing his own skills and attributes he can achieve set behavioural objectives(Lipschitz *et al.,* 2018).Considering these empirical and theoretical evidences we can derive following hypothesis .

H1. Emotional Intelligence training would have positive effect on post training emotional intelligence profile of participants.

2.1 Relationship between EI and Job stress

Job stress is how a person responds to work place which he or she perceive as emotional or physical threat. (Jamal, 1984).Moreover it is the representation of a mismatch between the competencies of an individual and his work place where he faces a extravagant requirements from employer and employee is not prepare to handle the situations (Jamal, 1984). Further it is explained that, when there is high imbalance between person's abilities and demands, the higher will be the stress (Jamal, 2007). (Cohen, *et al* 1983) explained that job stress is response of employees perception of excessive job demands then their ability. Further, researchers explained that job stress has adverse impacts on productivity of employees (Yang *et al* 2019). The earlier study of (Naseem ,2018) revealed that employees having an elevated level of emotional intelligence suffer minimum job stress and their level of happiness is high.

H2. There is a negative relation between emotional intelligence and job stress.

2.2 Relationship between EI and Job satisfaction

According to (Mayer, *et al,*1993), job satisfaction is the critical thinking that the employees possess towards their organizational duties. Job satisfaction has gained a lot of significance since it plays an important role in the turnover, job performance and the satisfaction of employees in terms of their health and mental faculties. According to (Spector & Fox ,2003), job satisfaction is the negative or positive thoughts of employees towards their duties. Spector(2006) says that job satisfaction is the feelings of people towards their official duties or how much they have likings or disliking for their work.

There are very few studies investigating the relationship of EI and job satisfaction. According to (Goleman,199 ;Mayer & Salovey,1995; Saami, 1999, Salovey & Mayer ,1990; Salovey *et* al.,1995; Schutte *et al.*,2002),the literature of social and industrial psychology states

that EI can enhance job satisfaction since it uplifts emotional wellbeing, elevates employees' self-esteem and their good mood and minimizes negative emotions. The essence of having self-regulation empowers the employees to overcome the negative emotions and prohibits the adverse impact which minimizes the level of employees' job satisfaction (Salovey,1995). There are some other studies that prove that EI is having positive relationship with job satisfaction (Brackett et al.,2010. Those teachers who have elevated EI are able to originate positive moods to discipline their emotions which includes self-talking, cognitive reappraisal, to minimize the level of arising negative emotions and stress. Positive moods and emotions act as shield in the conditions of tension, gives the power to the teachers to generate the required intellectual and other resources in social circle which not prohibits the burn out conditions but also encourage employees' job satisfaction (Brackett et al.,2010; Tugade & Fredrickson,2004). According to Schutte *et al*.(2002), a person who is intelligent emotions wise can discipline their emotions, they not only elevate or retain the positivity in their moods and uplift their self esteem but also havr ethe power to cope up the unfavorable situations that can have negative effects on their good and productive moods and elevated levels of self esteem.. Moreover research of (Othman, & Anugerah, 2009) revealed that people having higher emotional intelligence are of a greater commitment to their jobs, which in turn predicts job satisfaction. In fact, emotional intelligence is a useful tool to predict job satisfaction and organizational commitment of employees (Öztürk, & Deniz, 2008) . So job satisfaction is the how the employees respond to their work in consequence of their working conditions(Mottaz,1988; Smith *et al*.,1969) and is usually regarded as an important factor for the well being of the employee(Grandey,2000). Those employees who are intelligent emotions wise witness positive moods or their working well being might touch the level of elevated job satisfaction (Sy. *et a*l.,2006). revealed in his study that employees with elevated level of EI and job satisfaction towards their job because these employees are efficient in managing their feelings and emotions in work place , which

has positive impact on their job satisfaction . Study by (Güleryüz *et al*., 2008) explains that nurses with high EI have more satisfaction towards their jobs. Considering all these researches we are expecting that there exist an association between EI in the development sector and job satisfaction. So it can be stated that.

H3. Emotional intelligence has positive association with job satisfaction.

2.3 Role of Neurotic Personality as moderator

 The broader view of personality has given rise to many definitions with different prospects. According to many theorists, personality is the combination of certain attributes with distinguishing behaviour. People are being differentiated on the basis of their behavioural qualities, affection and affiliation(Cook,2005).One of the important models of personality is the five factor model(McCrae & Costa,2003; Sagado.1997).. According to five factor model (Tokar *et al.*,1998) personality consists of five factors_ Extraversion, Agreeableness, Conscientiousness, Neuroticism and Openness to experience and further each is subdivided in six sub divisions(Costa & McCrae, 1992). They are weak in the early stage and come to maturity in the youth age(20s) and their combination with the subscales which make them form the unique personality of a person and acknowledge their attitudes, motivation and approaches of functioning in the interpersonal sphere(Bizan, 2008). There are two approaches that depend on it. It completely explain the changes that personality go through out the life; the universal and intrinsic having basis of genetics produce impacts on changes in personality in the individual (Costa & McCrae, 2006; McCrae & Costa, 2003). The changes in personality appears in the individuals with the passage of time, undergoes different experiences, face important , have social affiliations, getting involved in different roles of society(Hopwood, *et al.,* 2011; Roberts & Mroczek *et al*, 2008; Roberts, *et al.,*2005). Personality traits are outlines of behaviours and way of feeling and action that differentiate every one person from another (Costa, & McCrea, 1982). Moreover personality traits has number of effects towards job stress

in employees of different organizations (Schaufeli, 2003), further (Cano-Garcia, *et al.*, 2005; Fontana & Abouserie, 1993; Mills & Huebner, 1998) describes that various personality traits has significant impact on level of job satisfaction of employees. Personality and emotional intelligence has close link with each other as emotional intelligence has a concept of understanding and control of personality formation (Abbas and Khan, 2018).

 EI is an attribute that is trainable and has direct effect on individual outcomes like stress and satisfaction I anticipate that this process is being affected by individual traits like the ones identified in five factor model i.e. Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness to experience. Individuals having extraversion, agreeableness and open to experience traits are mostly more emotionally intelligent then individuals with conscientiousness and neuroticism traits. It is important to know that trait EI stability could be moderating the association between emotional intelligence and employee outcomes in such a way that when emotional stability is high the relationship between EI and employee outcomes is further strengthen and when emotional stability is low then it weakens the association between EI and employee outcomes.

It must be noted that emotional stability and emotional intelligence are two different constructs whereby emotional stability represent the trait like attribute of ones personality on the other hand emotional intelligence is conceptualize as the incremental capacity of person to have the understanding self and others emotions and thus affecting attitudinal outcomes like stress and satisfaction.

 H4: The negative relation between emotional intelligence and job stress is moderated by neuroticism such as when neuroticism is high the relationship is strengthen and when neuroticism is low the strength of relationship is weaken.

H5: The negative relation between emotional intelligence and job satisfaction is moderated by neuroticism such as when neuroticism is high the relationship is weaken and when neuroticism is low the strength of relationship is strengthen.

2.4 Theoretical Framework

This experimental study consists of emotional intelligence as independent variable while job stress and job satisfaction act as dependent variables. Moreover personality has moderating role between EI, job stress and job satisfaction.

CHAPTER No .3

3.0 Methodology:

This study adopted one group pretest-posttest experimental research design in order to accomplish the objectives of research to achieve set research objectives. This design enables us to identify association of variables and critically judge the effectiveness of implemented emotional intelligence training and coaching interventions. This design will also enable us to compare scores of pre- interventions implementation stage with post-interventions implementation stage.

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Pre Test                                                      Post Test

┌──────────────────────┐          ┌────────────────┐          ┌──────────────────────┐
│ Emotional Intelligence│ ───────► │                │ ───────► │ Emotional Intelligence│
└──────────────────────┘          │                │          └──────────────────────┘
                                   │   Emotional    │
┌──────────────────────┐          │  Intelligence  │          ┌──────────────────────┐
│ Job Satisfaction      │ ───────► │    Training    │ ───────► │ Job Satisfaction      │
└──────────────────────┘          │  Intervention  │          └──────────────────────┘
                                   │                │
┌──────────────────────┐          │                │          ┌──────────────────────┐
│ Job Stress            │ ───────► │                │ ───────► │ Job Stress            │
└──────────────────────┘          └────────────────┘          └──────────────────────┘
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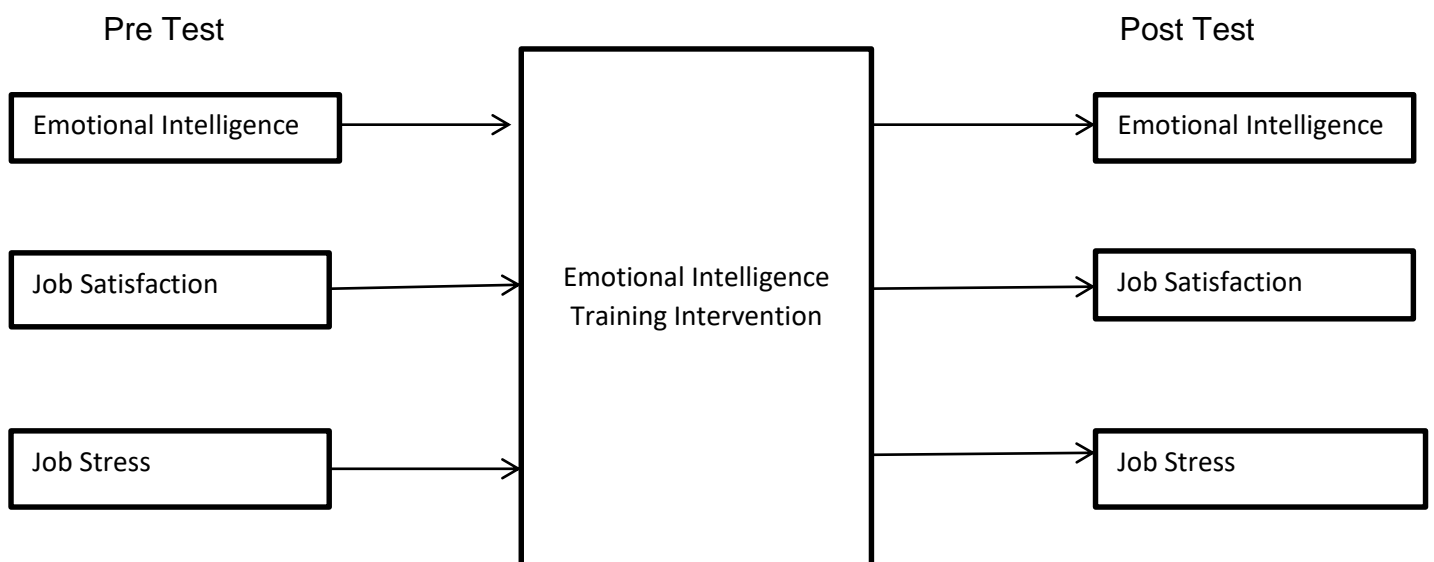
3.1 Sample:

Out of 71 community development officers that are geographical dispersed, organization and the consultants shortlisted 24 candidates on a competency framework those 24 were then exposed to emotional intelligence training intervention through the following process:

The intervention starts with pretest evaluation of EI using WLEIS instrument ,a beginning level of program of two days is designed all of 24 candidates participated in two days EI training

At the end of two days intervention a four month schedule of EI activities were shared with the candidates .Details of follow up plan is shared in appendix.

3.2 Training program

Total of 24 employees were selected for EI and they were exposed by two days emotional intelligence training followed up by four month virtual emotional intelligence coaching plan (Alkozei, A et al., 2019). Increases in emotional intelligence after an online training program are associated with better decision-making on the iowa gambling task. Psychological reports, 122(3), 853-879 . Alkozei, A., Smith, R., Demers, L. A., Weber, M., Berryhill, S. M., & Killgore, W. D. (2019) in there study revealed that online emotional intelligence training has significant positive impact on employees learning in which we made whatsapp group of all trainees and give them different daily tasks which they will do on regular bases and shared their report regarding their everyday activity at the end of day..While giving training to employees future directions of we will follow the instructions of Mattingly, & Kraigerare , (Mattingly, & Kraiger, 2019) suggested in their meta analytical study that employees learn and understand emotional intelligence more effectively when training avoids typical lectures and more focus should be on activities and individual interactions .So in our training with definitions and initial theoretical explaining of concepts of EI we will include different activities, stories and games which will help in increasing learning of employees .Pretest of EI,

personality , job satisfaction and job stress will collect before the start of two days training posttest will be conducted after four months. After that we will study the differences between results. Training starts with introduction of emotional intelligence concept and its importance in routine life and how an employee can overcome difficulties of their professional life by enhancing their emotional intelligence skills.

3.3 Training Design

Training program starts with the lecture on brief introduction of emotional intelligence and its components followed by the importance of emotional intelligence in professional and personal life. After initial introductory lecture we starts different activities for effective learning of employees and to enhance their participation (Mattingly, & Kraiger, 2019).

Activity 1:

We give practical session of blue light meditation to employees for improving self-awareness and for regulation of their emotions as various studies endorses meditation practice as best for regulation of emotions and for increasing self awareness. (Park,M.H.,*et,al*2019). All participants performed meditation for 15 minutes and they repeated this practice for 64 days and report every day progress by virtual coaching whtsapp group .

Activity 2:

For better understanding of others emotions which is one of core fundamental of emotional intelligence we designed an activity for participants which we name as 'King castle '. For this activity we divided participants into four groups and give them ballons and other sources and ask them to build a castle for king .During this exercise they choose one person from their own group as their king and then make a castle for him .While choosing king among their own group and then making a castle in team and considering the limited time and competition they learn

how to perform best while not hurting others emotions and how to achieve their objective by considering and realizing others emotions.

Activity 3:

This activity is conducted to give participant's practical understanding of using their emotions in effective way and making relationship in effective way and by using their emotions and relationship how they achieve mutual goals and creates win win situations. For this activity we again make four groups and ask each group to make its own flag , anthem and slogan and then we ask them to make agree other groups to leave their own flag, anthem and slogan and accept only one universal flag , anthem and slogan if they don't do so dooms day will come and every thing will be destroy by aliens .To avoid this every group did struggles and tried to convince other groups to accept their anthem, slogan and flag they try to make relations with each other and use their emotions and convience others to abandon their identity items and agree upon one flag, anthem and slogan .So in end they effectively use their emotions make relationships did emotional bargaining thinks about mutual benefit and at last agreed upon one flag,anthem and slogan . This activity give them chance to practically using emotions in effective way and enhance their relationship making skills.

The above three activities helped employees in developing and enhancing their emotional intelligence skills .As we know that developing or enhancing emotional intelligence is not a one day process for that we included our training as activity based for better understanding of employees

3.4 Virtual coaching

After initial face to face coaching we made a whtsapp group of participants in which different strategies to improve EI were given to employees these strategies were designed in light of guidance provided by Bradberry and Greaves (2009) in the emotional intelligence Appraisal-Me Edition Booklet this virtual coaching enables participants to directly interact with trainers and their performance was easily monitored on daily basis with every day strategy all group

members perform daily meditation exercises for every day report submission time was 10 pm they send their written data through virtual coaching whtsapp group in which they explained that how they performed their strategy and what kind of benefits he or she attained using that particular strategy and if participant feels confusion he directly interacts with trainers.

3.5 Measurement Procedure

To conduct effective experiment, the responses are collected from the respondents through questionnaires. The questionnaires are taken from the previous study and are self-reported and developed by different scholars. Responses of EI measures are taken on 7 point likert scale while others are taken on 5 point likert scale .Demographic questions such as age, gender and city are also asked by respondent for reconfirmation of diversity.

3.6 Measures

3.6.1 Measure of Emotional Intelligence

To measure emotional intelligence of employees we will use (Wong & Law, 2002) Emotional Intelligence Scale (WLEIS), this questionnaire is based on (Mayer & Salovey's, 1997) four factors of EI and Gross's (Gross's 1998a, 1998b) theory of emotion regulation. WLEIS is self-report measure it consists of 16 items and incorporates a 7-point Likert scale, ranging from 1 (strongly disagree) to 7(strongly agree) WLEIS provides an overall EI score and also it provides scores of four sub scale : Self-Emotion Appraisal, Others' Emotion Appraisal, Use of Emotion, and Regulation of Emotion. WLEIS demonstrates a number of psychometric properties since its conception (Law, *et,al.*,2004; Wong & Law, 2002).

Other than its psychometric properties WLEIS is also brief ,easy to handle and non-proprietary and compare to other short form of EI instruments such as Emotional Competence Inventory (Boyatzis, *,et,al.*,2000), Schutte Emotion Intelligence Scale (Schutte *et al.,* 1998), EQ-i,TMMS, and the Trait Emotional Intelligence Questionnaire (Petrides & Furnham, 2003).

WLEIS is shortest and provides an overall EI scores and also provides scores of its four factors i.e. Self-Emotion Appraisal, Others' Emotion Appraisal, Use of Emotion, and Regulation of Emotion. This property of WLEIS makes it best choice for adopting it considering the schedule constrains of training participants.

3.6.2 Measure of Job stress

Job stress will measure by (Parker & Decotiis, 1983).This measures job stress along with two dimensions one is time stress and other is anxiety It consists of 13 items and response is taken on 5 point likert scale where 1 = strong disagreement and 5 = strong agreement .

3.6.3 Job satisfaction

Job satisfaction is measured by Taylor and Bowers (1974) scale the measure assesses job satisfaction by combining employee responses to single items that describe the degree of employee satisfaction with the work, co-workers, supervision, promotional opportunities, pay, progress, and the organization to assess overall job satisfaction. This measure consists of 7 items and response is received on five point likert scale where 1 = strong disagreement and 5 = strong agreement.

3.6.4 Personality

Personality is measured using 44 items BFI by (John, & Srivastava, 1999) Responses are collected using five point likert scale where 1 = strong disagreement and 5 = strong agreement

Chapter No 4

4.0 Results and Analysis:

In this chapter we will discuss about analysis and results of pre and post data which we collected before and after training intervention .Data was collected from 24 persons and data from same 24 persons is taken before and after training interventions. Total of 24 employees were exposed to emotional intelligence training fifty percent of employees are male and fifty percent were females for this experimental study we did mean analysis of emotion intelligence pre and post stage scores in relation with gender and age, normality, descriptive and pair sample t-test are done .We didn't go for other analysis and tests due to small number of group.

4.1 Demographics of sample

Gender of Respondents:

	Frequency	Valid	Valid Percent	Cumulative Percent
Male	12	50.0	50.0	50.0
Female	12	50.0	50.0	100.0
Total	24	100	100	

Age of Respondents:

	Frequency	Percent	Valid Percent	Cumulative Percent
18-25	3	12.5	12.5	12.5
26-35	13	54.2	54.2	66.7
36-45	7	29.2	29.2	95.8
46-55	1	4.2	4.2	100.0
Total	24	100.0	100.0	

The table shows that the age of respondents between 18-25 are 12.5%, 26-35 is 54.2%, 36-45 is 29.2% and 46-55 is 4.2% in the sample size of 24.

4.2 Test of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRE_EI	.107	24	.200[*]	.952	24	.306
POST_EI	.134	24	.200[*]	.937	24	.142

a. Lilliefors Significance Correction

Kolmogorov–Smirnov tests P-values were more than 0.05 which proves that data sets were normally distributed at pre and post phase of research.Likewise Shapiro–Wilk test P- values greater than 0.05 endorses the normality of data distribution at pre and post phase of research.

4.3 Descriptive Analysis

	Mean	Std.Deviation	Std.Error Mean
PREMEANEI	5.4635	.87692	.918
POSTMEANEI	6.1276	.40692	.918

Descriptive statistics of this study shows the increase of emotional intelligence average in employees from 5.4635 to 6.1276. Statistical significance of these results are showed in above table.

4.4 Moderation Analysis:

4.4 Moderation regression analysis

Predictor	Job Satisfaction		
	B	R^2	ΔR^2
Step 1			
Control variable		.032	
Step 2			
Emotional Intelligence	.089**		
Neurotic Personality	.138**	.327	0.295***
Step 3			
Interaction term	0.057	0.328	0.002

*p<.05 ** p<.01, *** p<.001,

4.5 Paired Samples T-Test

					95% C.I of the Difference		t	df	Sig. (2-tailed)
		Mean	Std.Deviation	Std.Error Mean	Lower	Upper			
Pair1	PRE_EI POST_EI	-.66406	.95301	.19453	-1.06648	-.26164	-3.414	23	.002
Pair2	PRE_JSATIS POST_JSATIS	-.17262	.57449	.11727	-.41521	.06997	-1.472	23	.155
Pair3	PRE_JSTRESS POST_JSTRESS	-.25000	.58550	.11951	-.49723	-.00277	-2.092	23	.048

We did paired sample test to evaluate the effectiveness of emotional intelligence training intervention and its effectiveness on employee outcomes and to trace the significant differences at pre and post stage .These paired results explained significance increase in employees emotion intelligence and also level of their job stress decreased .While job satisfaction doesn't shows any significant increase.

4.6 SUMMARY OF HYPOTHESIS:

Table 4.6.1 Summary of hypothesis

Hypothesis	Statement	Results
H1	Emotional Intelligence can be enhanced by training and coaching	*Accepted*
H2	Emotional Intelligence and Job stress are negatively associated with each other	*Accepted*
H3	Emotional intelligence has positive association with job satisfaction.	*Rejected*
H4	Personality moderates the relation between EI and job stress.	*Rejected*
H5	Personality moderates the relation between EI and job satisfaction.	*Rejected*

4.7 Effect of EI Training on neurotic personality trait
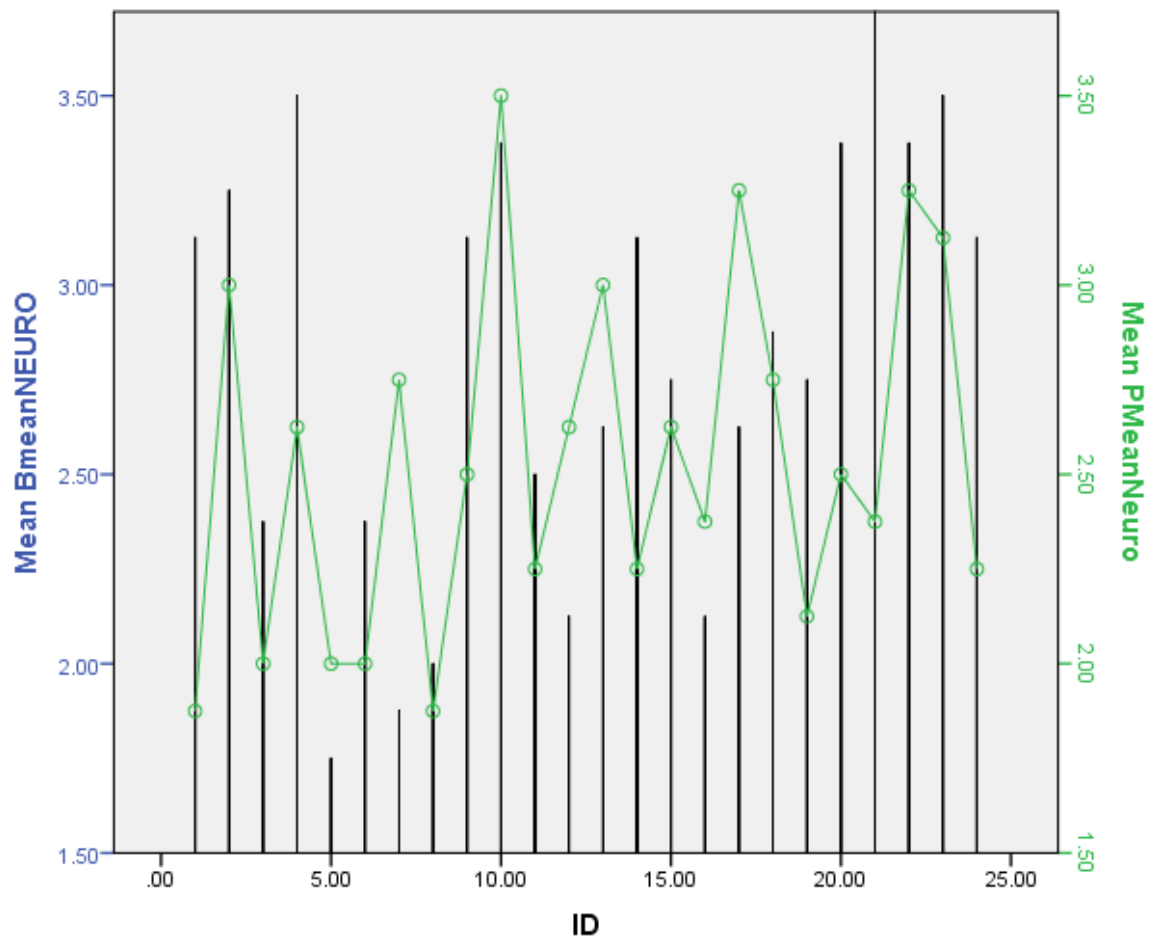
4.8 Effectiveness of Training Intervention
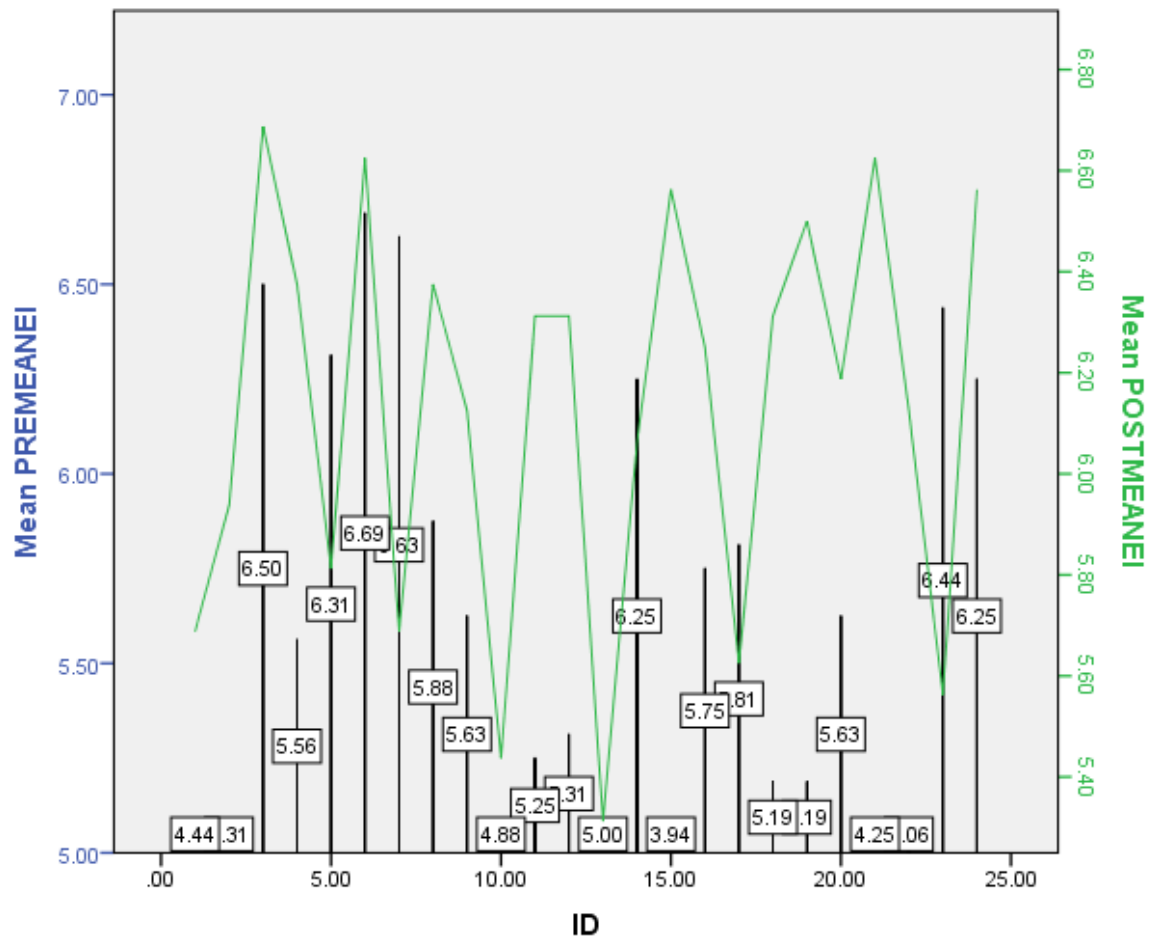
4.9 Effectiveness of EI training on Gender basis

This table shows the significant improvement of emotional intelligence training program at pre and post stage on gender basis.

4.10 Effects of EI training on different age groups

Chapter No 5

5.1 Discussions

H1:

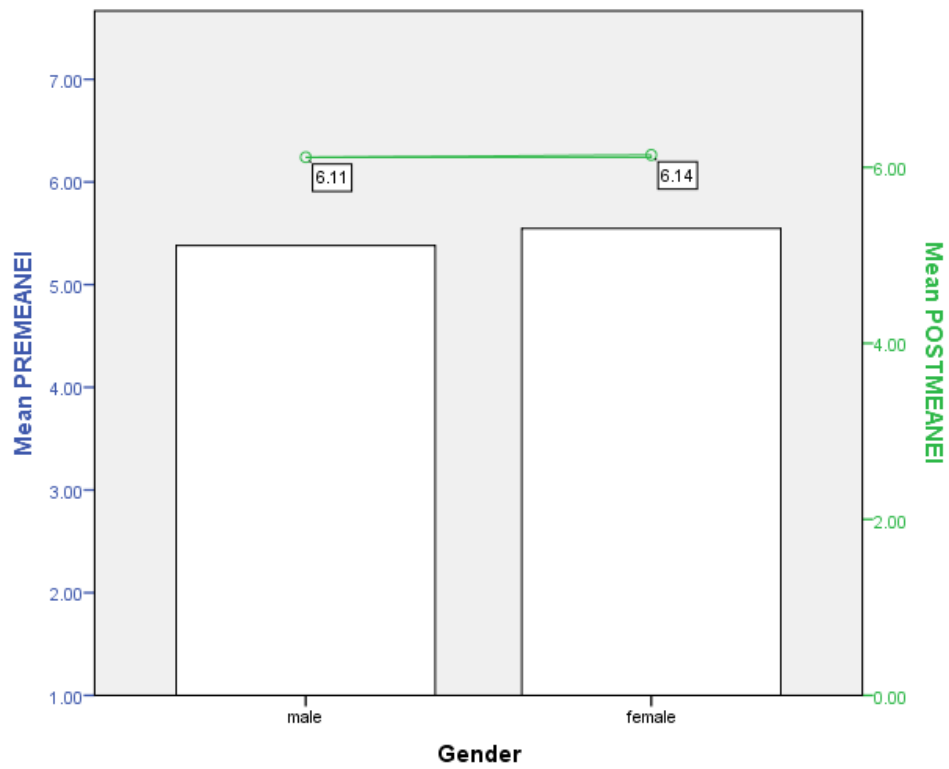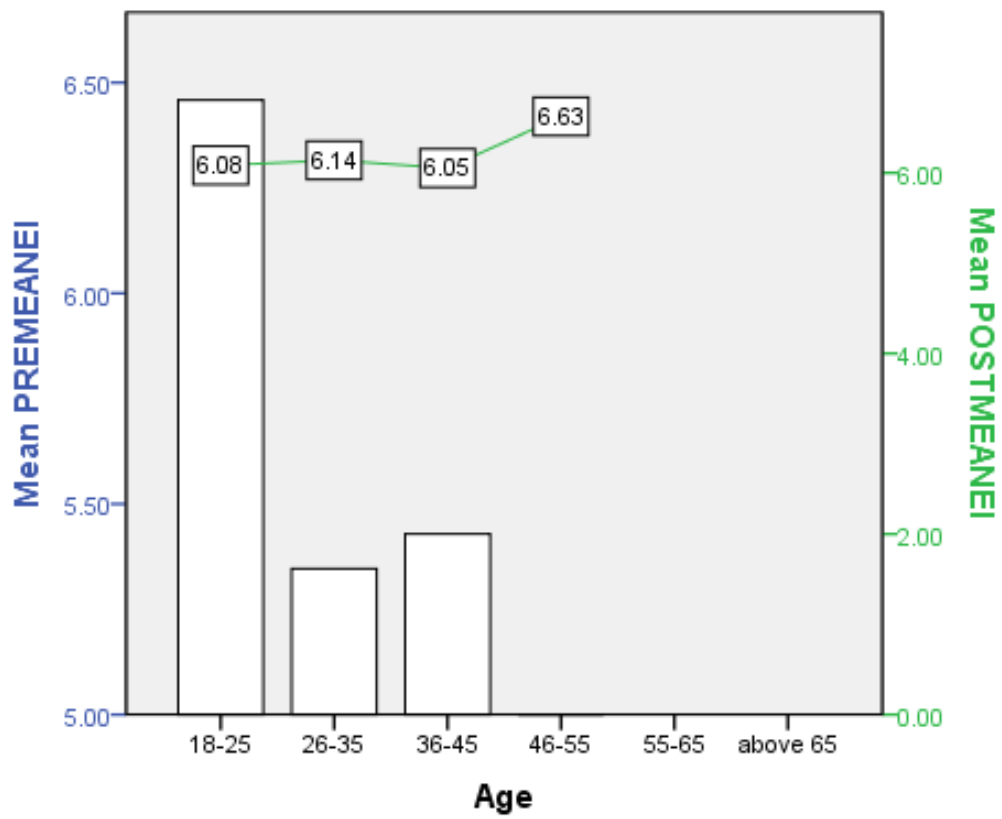Emotional intelligence is consider as skill which can be learn and improved by continuous efforts and regular practice (Goleman & Boyatzis, 2017). Results of our study completely endorses this as our results shows significant improvement in emotional intelligence of training participants. Our study finds positive association between emotion intelligence training on employees emotion intelligence scores. Moreover this study reveals that our training program made significant increase in emotional intelligence of employees with neurotic personality trait .This is similar to a medicine which doctor recommends for fever and its validity and importance increases when old cough of patient also cures by that patient . This training program has similar effect on employees ,and the by products of this training program endorses the validity of training program.

H2:

 Emotional intelligence is negatively associated with job stress (Yamani *et al.,* 2014). When a person has high emotional intelligence , his ability to cope stress also increases. And if a person improves the ability of emotional intelligence then his ability to overcome and handle stressful situations also increases.(Bulik 2005 ; Abdillah & Rahmat 2017) endorsed that a person with high emotional intelligence has effective ability to overcome and deals with stress in efficient manner. The results of our research endorses the previous researches and explains the negative association between emotional intelligence and job stress of employees .The results of this study shows that before the training of emotional intelligence employees who feel more stress towards their jobs feel significant improvement and with improvement in emotional intelligence their ability to deal with stressful situations also increases. This study also endorses (Naseem, 2018) studies in which he revealed that persons having high emotional intelligence

feel less job stress and they are more happy in their life .The training program of emotional intelligence which we designed and deliver , according to pre and post results it revealed that this training intervention not only bring significant improvement towards employees emotional intelligence but it also improved the employees ability to cop up their job stress .Moreover (Goswami,*et,al*.,2013) in their research explained that engineers with high EQ scores experiences less job stress than engineers with low EQ scores. Our experiments result also endorses this for development sector employees that their improvement in EQ scores help them in reducing the level of job stress.

H3:

The statistical results of this study shows that there is no significant association between emotional intelligence and job satisfaction exists. Results of study conducted by (Çekmecelioğlu, H. G., *et,al.*,2012) also exhibits that there is no significant positive association exists between emotional intelligence and job satisfaction. However statistical results of this study are not only sole reason of this insignificant relationship between EI and Job satisfaction but during the coaching sessions with employees it was revealed that after one month of first phase of training there come some policy changes in their organization which creates uncertainties among employees about their contract renewal and their future in organization we consider these uncertainties an important factor of insignificant relationship between EI and job satisfaction.

H4&H5:

In start of our study we hypothesized that personality would moderate the relationship between emotional intelligence and job satisfaction but results of our final study rejected this hypotheses. There might be number of reasons which we can list for non-existence of moderation in this study . One reason can be small number of sample due to which our statistic

shows no moderation while other reason can be design of our training program as we designed such a program in which we compel all participants to participate in their full capacity and our program includes physical activities and every day strategies we believe this daily interaction forced neurotic and participants with other personality traits to participate and involve themselves in such a way that their personality traits left behind and they fully indulged their selves in training and learning program .We believe their maximum participation and there full involvement in training eliminated the moderating effect of personality.

Practical Implication:

Our study has a significant impact on learning and developing Emotional Intelligence competencies in employees. This study contributes to the methodological advancement in the study of emotional intelligence as a learnable skill which can be developed and enhanced. We used longitudinal pretest-posttest experimental design rather than using cross- sectional design which will enable researchers to cope with the changes occurring within participants and emotional intelligence phenomenon. This study probed into the research problem of enhancing job satisfaction and lowering job stress by finding out an effective way to enhance, through developing emotional intelligence level of employees. Furthermore our research can be a handbook for OD practitioners and managers working in social sector as they can get number of answers of their everyday problems while interacting with their employees.

5.3 Limitations

Every research has some limitations due to certain reasons .This research also has few limitations as this experiment was conducted in field so our respondents were less in number moreover due to limited time we didn't go for mix method study .

5.4 Future Directions

Future studies in this domain can increase their number of respondents and can use mix method for in depth study . Future studies can also use personality as moderator in different setting as according to previous studies personality and emotional intelligence has close link although in

our study moderation doesn't exists due to certain reasons but in different setting and in large number of respondents it can might show moderation effect. Moreover our study used mayer and solovey model in future studies goleman model can be studied.

6. Conclusion

This theses is based on experimental study in which emotional intelligence training intervention is designed and implemented on development sector employees. We have developed training program for development sector employees in which they are exposed to training on pre and post level in pre level. We gave them training and after training, trainees went back to their offices and for next 64 days they performed different tasks and submitted their reports every day. All those tasks were given through virtual coaching whtsapp group so that they can communicate easily in minimum time . After 64 days all participants were again exposed to emotional intelligence training and their post data was collected . We analyzed that data using spss and it was revealed that employees EQ score is significantly increased and it is also revealed that with improvement in their EQ score their job stress decreases meanwhile we observed that there is no moderation of personality exists between job satisfaction and emotional intelligence and also no moderation of personality exists between job stress and emotional intelligence.

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7 Appendix-1

7.1 Questionnaires

Name:_____ Duty Station_____							
Gender: _____ Age_____							
Please provide your response against the following statements:							
Hints: (1-Never, 2-Rarely, 3-Sometimes, 4-Usually, 5-Almost Always, 6-Always)							

		1	2	3	4	5	6	7
1.	I have a good sense of why I have certain feelings most of the time.	1	2	3	4	5	6	7
2.	I have good understanding of my own emotions.	1	2	3	4	5	6	7
3.	I really understand what I feel.	1	2	3	4	5	6	7
4.	I always know whether or not I am happy.	1	2	3	4	5	6	7
5.	I always know my friends' emotions from their behavior.	1	2	3	4	5	6	7
6.	I am a good observer of others' emotions	1	2	3	4	5	6	7
7.	I am sensitive to the feelings and emotions of others.	1	2	3	4	5	6	7
8.	I have good understanding of the emotions of people around me.	1	2	3	4	5	6	7
9.	I always set goals for myself and then try my best to achieve them.	1	2	3	4	5	6	7
10.	I always tell myself I am a competent person.	1	2	3	4	5	6	7
11.	I am a self-motivated person.	1	2	3	4	5	6	7
12.	I would always encourage myself to try my best.	1	2	3	4	5	6	7
13.	I am able to control my temper and handle difficulties rationally.	1	2	3	4	5	6	7
14.	I am quite capable of controlling my own emotions.	1	2	3	4	5	6	7
15.	I can always calm down quickly when I am very angry.	1	2	3	4	5	6	7
16.	I have good control of my own emotions.	1	2	3	4	5	6	7

Indicate the extent to which you agree or disagree with the following statement.

Disagree strongly 1	Disagree a little 2	Neither agree nor Disagree 3	Agree a little 4	Agree Strongly 5

I see Myself as Someone Who…

1.	Is talkative	1	2	3	4	5
2.	Tends to find fault with others	1	2	3	4	5
3.	Does a thorough job	1	2	3	4	5
4.	Is depressed, blue	1	2	3	4	5
5.	Is original, comes up with new ideas	1	2	3	4	5
6.	Is reserved	1	2	3	4	5
7.	Is helpful and unselfish with others	1	2	3	4	5
8.	Can be somewhat careless	1	2	3	4	5
9.	Is relaxed, handles stress well	1	2	3	4	5
10.	Is curious about many different things	1	2	3	4	5
11.	Is full of energy	1	2	3	4	5
12.	Starts quarrels with others	1	2	3	4	5
13.	Is a reliable worker	1	2	3	4	5
14.	Can be tense	1	2	3	4	5
15.	Is ingenious, a deep thinker	1	2	3	4	5
16.	Generates a lot of enthusiasm	1	2	3	4	5
17.	Has a forgiving nature	1	2	3	4	5
18.	Tends to be disorganized	1	2	3	4	5
19.	Worries a lot	1	2	3	4	5
20.	Has an active imagination	1	2	3	4	5
21.	Tends to be quiet	1	2	3	4	5
22.	Is generally trusting	1	2	3	4	5
23.	Tends to be lazy	1	2	3	4	5
24.	Is emotionally stable, not easily upset	1	2	3	4	5
25.	Is inventive	1	2	3	4	5
26.	Has an confident personality	1	2	3	4	5
27.	Can be cold and aloof	1	2	3	4	5
28.	Continues until the task is finished	1	2	3	4	5
29.	Can be moody	1	2	3	4	5
30.	Values artistic, aesthetic experiences					
31.	Is sometimes shy, reserved	1	2	3	4	5
32.	Is considerate and kind to almost everyone	1	2	3	4	5

33.	Does things efficiently	1	2	3	4	5
34.	Remains calm in tense situations	1	2	3	4	5
35.	Prefers work that is routine	1	2	3	4	5
36.	Is outgoing, sociable	1	2	3	4	5
37.	Is sometimes rude to others	1	2	3	4	5
38.	Makes plans and follows through with them	1	2	3	4	5
39.	Gets nervous easily	1	2	3	4	5
40.	Likes to reflect, play with ideas	1	2	3	4	5
41.	Has few artistic interests	1	2	3	4	5
42.	Likes to cooperate with others	1	2	3	4	5
43.	Is easily distracted	1	2	3	4	5
44.	Is sophisticated in art, music, or Literature	1	2	3	4	5
45.	All in all, how satisfied are you with the persons in your work group?	1	2	3	4	5
46.	All in all, how satisfied are you with your supervisor?	1	2	3	4	5
47.	All in all, how satisfied are you with your job?	1	2	3	4	5
48.	All in all, how satisfied are you with this organization, compared to most?	1	2	3	4	5
49.	Considering your skills and the effort you put into your work, how satisfied are you with your pay?	1	2	3	4	5
50.	How satisfied do you feel with the progress you have made in this organization up to know?	1	2	3	4	5
51.	How satisfied do you feel with your chance for getting ahead in this organization in the future	1	2	3	4	5
52.	Working here makes it hard to spend enough time with my family	1	2	3	4	5
56.	I have too much work and too little time to do it in	1	2	3	4	5
57.	I sometimes fear the telephone ringing at home because the call might be job-related	1	2	3	4	5
58.	I feel like I never have a day off	1	2	3	4	5
59.	Too many people at my level in the company get burned out by job demands	1	2	3	4	5
60.	I have felt fidgety or nervous as a result of my job	1	2	3	4	5
61.	My job gets to me more than it should	1	2	3	4	5
62.	There are lots of times when my job drives me right up the wall	1	2	3	4	5
63.	Sometimes when I think about my job I get a tight feeling in my chest	1	2	3	4	5
64.	I feel guilty when I take time off from job	1	2	3	4	5

Appendix –II
64 Days Activity Program

Day	Activities MONTH ONE	Remarks
1.	**<u>Self-Awareness</u>** **Quit Treating Your Feelings as Good or Bad** Acknowledge and explore your feelings rather than placing judgment.	
2.	**Observe the Ripple Effect from Your Emotions** The power of emotional reactions should not be underestimated, particularly in regards to their effects on others.	
3.	**Lean into your discomfort** Rather than avoiding a feeling, your goal should be to move toward the emotion, into it, and eventually through it	
4.	**Feel Your Emotions Physically** Observe physical reactions - such as heartbeat and level of perspiration.	
5.	**Know who and What Pushes Your Buttons** Becoming aware of who and what such as specific people or environments – triggers your positive and negative emotions.	
6.	**Watch yourself like a Hawk** Paying close attention towards one's own behaviors, thoughts and, most importantly, emotions.	
7.	**Keep a Journal about Your Emotions** Record your emotional reactions and the events that led to them	
8.	**Don't Be Fooled by a Bad Mood** Remind that moods are only temporary	
9.	**Don't Be Fooled by a Good Mood, Either** Sometimes Positive emotions can lead to poor decisions.	
10.	**Stop and Ask Yourself Why You Do the Things you do** All emotions are reactions, so asking 'why' and 'what' is key to learning more about them.	
11.	**Visit Your Values** Listing personal values and beliefs helps to identify what one stands for.	
12.	**Check Yourself.** Because mood, emotion and action are closely tied, making the effort to identify one's current emotional state is key to controlling actions and public persona.	
13.	**Spot Your Emotions in Books, Movies, and Music** Monitoring your emotional connections with various art mediums allows them to become tools for increasing self-awareness.	
14.	**Seek Feedback** Getting the perspective and comments of others is important in gauging and improving one's self-awareness	
15.	**Get to Know Yourself Under Stress** Learning personal warning signs is vital to being aware of stress, which in turn affects emotional control.	

Month Two		
16.	**Self-Management** **Breathe Right** Because the human brain requires 20% of the body's oxygen supply. Do slow deep breathing regularly	
17.	**Create an Emotion vs. Reason List** Create a physical list to differentiate use of emotion or reason.	
18.	**Make Your Goals Public** Strategically select people to share goals with.	
19.	**Count to Ten** Taking the time to step back from an emotionally charged reaction by counting will automatically help your body and brain to re-adjust and allow your rational brain to re-enter the equation	
20.	**Sleep On It** Taking time and process a situation this helps you to gain clarity and perspective.	
21.	**Talk To a Skilled Self-Manager** Identifying people who are skilled in the area and adopting their strategies can help you to improve your own self-management practices.	
22.	**Smile and Laugh More** While negative emotions are not to be ignored, sometimes it is necessary to override them and be happy in life.	
23.	**Set Aside Some Time in Your Day for Problem Solving** Setting aside time to consider problems is an important tool to assuring they are not addressed simply through initial emotional reactions	
24.	**Visualize Yourself Succeeding** Visualizing success in handling situations and in adopting EQ strategies is more likely to lead success, especially when done at night.	
25.	**Clean Up Your Sleep Hygiene** Turn off devices with screens two hours before bedtime. Avoid working or watching television in bed. Avoid caffeine after noon.	
26.	**Focus Your Attention on Your Freedoms** Take accountability for what is within your area of responsibility rather than focusing on what you can't control.	
27.	**Stay Synchronized** When your emotions get the best of you, force your attention away from your emotions and on to the task at hand.	
28.	**Speak to someone who is not Emotionally** **Invested** Find a trusted person to act as a sounding board	
29.	**Learn a Valuable Lesson from Everyone You Encounter** Learn from either the other person's feedback or their behavior.	
30.	**Put a Mental Recharge into Your Schedule** Schedule time for physical exercise.	
31.	**Accept That Change is Just around the Corner** At least every two weeks, think about important things that might happen. Make a list of actions you will take if the change occurs. Make a list of things you could do now to prepare for the possible change.	

Month three

32.	**Social Awareness** **Greet People by Name** People like the acknowledgement of hearing you say their names.	
33.	**Watch Body Language** Try to observe other persons that they are making good eye contact or not. Does their smile appear sincere? Do they appear relaxed or tense and fidgety? This helps you to understand others.	
34.	**Make Timing Everything** Avoid asking a person for something when you can tell they are angry or under a lot of stress.	
35.	**Develop a Back-pocket Question** Have a question to ask in case a conversation lags. Avoid questions about potentially sensitive topics.	
36.	**Don't Take Notes at All Meetings** In a meeting where people interact, avoid taking extensive notes. Instead, focus on watching people's body language.	
37.	**Plan Ahead for Social Gatherings** Before going to any gathering pre-pare an index card, list who will be at the event along with any talking points you want to use. Also list anything you agreed to bring, so you don't forget.	
38.	**Clear Away the Clutter in Your Head** When a person is speaking, focus on listening to that person instead of letting your mind wanders to other things	
39.	**Live in the Moment** When you are around other people, be as present as possible.	
40.	**Go on a 15-minute Tour** Walk around, noticing people's workspaces and how people move around the area. Try to pick up on People's feelings and how others affect your feelings.	
41.	**Watch EQ at the Movies** Watch some movies with the objective of watching the character interactions and conflicts. Notice how the characters handle the conflict.	
42.	**Practice the Art of listening Go People Watching** Listening requires focus. It's far more than hearing the words. Listen to the tone, speed, and volume of the voice and how those fluctuate.	
43.	**Go people watching** Find a public place to watch how people interact with one another. Notice body language.	
44.	**Understand the Rules of Culture** When interacting with those of a different culture,observe their body language and manner of speaking. If you aren't sure what behavior would be acceptable, ask questions.	
45.	**Test for Accuracy** To confirm your interpretation of body language, use a reflective question. Example: "It looks like you are feeling down about something. Did something happen?"	
46.	**Step into Their Shoes** Ask yourself, "If I were this person, how would I (feel,react, respond)?"	
47.	**See the Whole Picture** Seeking feedback gives you a chance to see how others may view your behavior. What you intend as helpful responses and behaviors may appear unhelpful to other people.	

48.	**Catch the Mood of the Room**
	    When you enter a room, scan it for energy level. How would you describe the
	    mood (enthusiastic, bored, somber, playful, cautious, angry)?	

Month Four

49.	**<u>Relationship management</u>** **Be Open and Be Curious** It is important to seek out information about others while sharing this about yourself in order to increase the possibility of strong relationships and to decrease the likelihood of misinterpretation.	
50.	**Enhance Your Natural Communication Style** Good communication is key to healthy relationships, making communication improvement a worthwhile step.	
51.	**Avoid giving mixed signals** There must be harmony between your body language, words and tone to avoid misunderstanding.	
52.	**Remember the Little Things That Pack a Punch** Adopting the practice or incorporating such phrases as 'thank-you" and "sorry" is a simple way to show others they are valued.	
53.	**Take Feedback Well** Constructive criticism can lead to emotional reactions, but practicing awareness and management of self may avoid these, which in turn protects the relationship at stake.	
54.	**Have an "Open Door" Policy** Encourage open communication it helps to build relationships.	
55.	**Only Get Mad on Purpose** Anger is acceptable when using to make a point rather than as a sudden outlet. Anger should be fully controlled and in a time and place strategically chosen.	
56.	**Don't Avoid the Inevitable** Choosing to accept and prepare for undesirable, unavoidable situations will allow for more control of reactions to them.	
57.	**Acknowledge the Other Person's Feelings** **Compliment the Person's Emotions or Situation** One is sensitive about emotions of others and appreciates others feelings	
58.	**Compliment the Person's Emotions or Situation** Complementing the other person indicates understanding and acceptance of their position.	
59.	**When You Care, Show It** Small gestures of appreciation remind people they are cared for.	
60.	**Explain Your Decisions, Don't Just Make Them** Outline the process, considered alternatives and reasoning behind the outcome when decisions are made.	
61.	**Make Your Feedback Direct and Constructive** Feedback is important to anyone's improvement if it is clear and relevant	
62.	**Align Your *Intention* with Your *Impact*** Try to have harmony in your thinking ,sayings and in actions	
63.	**Offer a "Fix-it" Statement during a Broken Conversation** Try to look for solutions rather than prolonging issues	
64.	**Tackle a Tough Conversation:** Active listening is important show compassion passion	