The British University in Dubai

Master of Science in Project Management

Dissertation

Emotional Intelligence in Leaders: A Case study of its effect on Team performance in the construction industry of Dubai, U.A.E

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ABSTRACT

The purpose of this study is to qualitatively examine the relationship between emotional intelligence of leaders on team performance, based on the Emotional Intelligence Inventory test (ECI) of Hay Group.

The population of this research is leaders of the construction industry of Dubai, UAE. This includes leaders from Government Organisations, Private Developers and Project Management Companies. The study sample consisted of 16 leaders/ potential leaders and 27 peers who completed a leadership styles questionnaire and an ECI-Hay group questionnaire.

Four main objectives were set at the early stage of the research. First, *explore the theory of Emotional Intelligence and its relation to leadership abilities*. Secondly, *examine inter-relationship of Emotional Intelligence among leaders and their teams' performance*. Thirdly, *investigate the components of Emotional Intelligence present among Construction Leaders in Dubai*. Finally, *illustrate the effects of Emotional Intelligence on team performance in Dubai's construction industry*.

The Findings showed that team performance is significantly related to emotional intelligence of the leader. A positive relationship found between emotional intelligence, leadership styles and team performance, with leaders who rated themselves as more democratic in their leadership style, also reporting themselves as being able to identify their own feelings and emotional states, to express those inner feelings to others; to identify and understand the emotions of others; mange positive and negative emotions both within oneself and others; effectively control strong emotional state experienced at work such as anger, stress, anxiety and frustration.

In the light of the analysis and the findings of the study, it is highly recommended. to invest in developing leaders and teams' emotional intelligence through behaviour modelling, emotional intelligence mentoring and certification. In addition benchmarking with emotionally intelligent organisations is important. Lastly Emotional Intelligence should be incorporated in Leadership Development Program as a basic requirement.

DEDICATION

I dedicate this dissertation to H.H Highness Sheikh Mohammed bin Rashid Al-Maktoum; one of my role models in life. His quotes, actions, vision were a great encouragement for me to continue my Master Degree.

I also dedicate this work to my wonderful family. Especially to my parents whose continuous words of motivation ring in my ears, and my understanding and patient wife for her unconditional support throughout my Master program.

Finally, I dedicate this dissertation to each person helped me throughout this project either by an idea, an advice or an opinion.

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1   INTRODUCTION

1.1 Overview

Dubai is undoubtedly the leading emirate of the United Arab Emirates (UAE) in terms of developments and striving for the highest living standards for its residents and visitors. The remaining six emirates of UAE; Abu Dhabi (Capital), Ajman, Fujairah, Ras-Al-Khaimah, Sharjah and Umm-Al-Quwain are following Dubai's economic model for their growth too.

The UAE is primarily an oil producing country with a total population of 3.1 million, out of which approximately 85% are expatriates. Dubai is succeeding in shifting its economic dependence on oil revenue to tourism, real estate and banking. The lack of infrastructure has given tremendous boost to the growth of the construction industry, which currently stands at an approximate value of $221 billion (about AED 811.73 billion) - the highest in the region.

Dubai in recent years has initiated a number of landmark construction projects in the world, such as Palm developments (world's first biggest man-made islands), Burj Dubai (world's tallest tower), Dubai Shopping Mall (world biggest mall) and world's biggest increase in the waterfront area from 65km to 1500km (RTA Marine Agency, 2008). Definitely these developments cannot be initiated without a clear vision for a nation.

The success is due to the visionary leadership of His Highness Sheikh Muhammad bin Rashid Al Maktoum. One of the vital leadership traits is to convey his vision and goals to his followers and the nation. He has remarkably achieved this by generating a pool of young leaders in Dubai's various industries. The construction industry being one of the leading industries in the emirate also has numerous leaders and potential leaders to support the vision of His Highness.

1.2 Problem Statement

The success of leaders and the construction industry will play a vital role in transforming the emirate in the coming years. To maintain the development of effective leaders in industry, it is essential to foster the right talent. The roots of the development of the concept of emotional intelligence appear to lie in the apparent inability of traditional measures of "rational thinking", (e.g. IQ tests, SAT scores, grades, etc.) to predict who will succeed in life. According to Goleman (1996), research indicates that IQ contributes at best s about 20 percent of the factors that determine success in life.

Emotional Intelligence is one of some theories which identify key elements of a personality for becoming an effective leader. The literature in this emerging field contains a range of terminology which can tend to be confusing and includes the terms emotional intelligence (e.g. Goleman, 1996), emotional quotient (e.g. Goleman, 1996, 1997b; Cooper, 1997), personal intelligences (e.g. Gardner, 1993), social intelligence (Thorndike, 1920) and interpersonal intelligence (e.g. Gardner and Hatch, 1989). Goleman (1997) provides a useful definition of the construct of emotional intelligence, which is:

- Knowing what you are feeling and being able to handle those feelings without having them swamp you;

- Being able to motivate yourself to get jobs done, be creative and perform at your peak; and

- Sensing what others are feeling, and handling relationships effectively.

As Dubai's construction industry is not very old compared to other developed nations, there has been limited research in the field of emotional intelligence for leaders and their teams. This dissertation takes a step towards exploring the field of Emotional Intelligence among potential construction leaders in Dubai and its effective usage on their teams.

1.3 Aim & Objectives

The dissertation aims to prove the presence of Emotional Intelligence among Construction Leaders of Dubai and its effect on their teams' performance.

The aim will be achieved by the following objectives,

- Explore the theory of Emotional Intelligence and its relation to leadership abilities

- Examine inter-relationship of Emotional Intelligence among leaders and their teams' performance.

- Investigate the components of Emotional Intelligence present among Construction Leaders in Dubai.

- Illustrate the effects of Emotional Intelligence on team performance in Dubai's construction industry.

1.4 Research Questions

To achieve the research objectives, the following research questions were formulated for further guidance.

- What is Emotional Intelligence, its components and its importance?

- How does Emotional Intelligence impact the leadership capabilities?

- Does Emotional Intelligence affect team performance?

- How do leaders use Emotional Intelligence to enhance team performance?

- Do leaders in construction industry of Dubai possess Emotional Intelligence competencies?

- Does Emotional Intelligence affect team performance in the construction industry of Dubai?

1.5 Research Outline

The thesis is composed of five chapters to explore answers to the research questions and achieve the defined objectives. The five chapters are as follows,

Chapter 1 – Introduction: The First chapter sets a scene by providing an overview about Emotional Intelligence, its influence on leadership abilities, and further explores how leaders in Dubai play a key role in shaping the emirate. The construction market in the emirate is a leading industry creating job opportunities and demand for immigrants. The research focuses to prove the presence of Emotional Intelligence among Construction Leaders of Dubai and its effect on their teams' performance. The aim is further narrowed down to research objectives and eventually research questions.

Chapter 2 – Literature Review: The literature review chapter examines prevailing theories related to the emotional intelligence and recent developments. Then the principles of leadership and emotional expression of leaders are reviewed. Followed by which the link between leadership and emotional intelligence is cross-examined from earlier theories. This is followed by analysis of team performance and influence of emotional intelligent leaders on them and the transformation of teams to emotionally intelligent teams.

Chapter 3 – Methodology: The chapter describes different type of research methodologies and survey procedures followed for conducting studies. Then, all major forms of survey techniques are evaluated to selected best possible method for the dissertation. The chapter further examines major type of emotional intelligence measurement tools such as Bar-On EQ, Goleman ECI 2.0, MSCEIT, etc. to choose best suited tool for measuring emotional intelligence in the construction industry of Dubai. Finally, two types of questionnaires were designed specifically suited to achieve aim and objectives of the dissertation.

Chapter 4 – Data Analysis and Results: Fourth chapter of the research documents all the data analysis conducted for three types of construction organisations in Dubai. The analysis and results are presented in accordance with the objectives of the research such that firstly the extent of leadership styles in three types of organisations is examined. Secondly, the presence of 18 emotional intelligence

competencies are analysed in three type of construction firms. Thirdly, the influences of leadership styles are evaluated for teams in each type of the organisations. Lastly, the effects of 18 emotional competencies are analysed on teams' performance in the three types of organisations.

Chapter 5 – Findings & Discussion: This chapter summarises major findings of the study and discusses the answers to each research question developed in chapter 1 of the dissertation. The responses to each question is summary of the work and findings deduced from the extensive research carried out on leadership styles, emotional intelligence, and team performance in Dubai's construction industry.

Chapter 6 – Conclusions & Recommendations: Finally, the last chapter of the dissertation concludes the findings, views, inter-dependencies in a holistic view. The recommendations from this novel study for the region set basis for numerous future researches and action plans which can be developed further to raise the profile of the United Arab Emirates as an emerging knowledge based economy for the world.

2 LITERATURE REVIEW

The second chapter will discuss 3 different concepts which are emotional intelligence (EI), leadership, and team performance. The terms are explored in regards to its theories and concepts. Emotional Intelligence, being the core area of this research study, is reviewed first for its origin, definitions, different models and its competencies. Second, the various leadership styles and effect of emotional intelligence among leaders are examined. Finally, the influence of emotional intelligence on teams and impact of leadership styles combined with emotional intelligence are viewed and discussed. Finally, it illustrates the theories on emotional intelligent teams and their roles in an organisation.

2.1 Emotional Intelligence (EI)

2.1.1 Origin & History

Researchers have been studying emotional expression and related concepts for more than a hundred years. Scientific publication on EI and related phenomena such as social intelligence appeared in 1920 (Thorndike, 1920). Subsequent research concentrated in the ability to identify, understand, regulate and express emotions. Parallel and intersecting lines of research emerged from this. One line of research was established in 1990 by Salovey and Mayer, another by Goleman in 1995, and yet another by Bar-on in 1997. It became a hot topic in poplar literature with the publication of Goleman's "Emotional Intelligence: Why it can matter than IQ, 1995".

The history of emotional intelligence is summarized in Table 2.1.

Table 2.1: History of Emotional Intelligence

Year	Happening
1920	Edward Thorndike first talked of a "Social Intelligence"
1940	David Wechsler, the father of IQ, discussed the "Non intellective aspects"
1966	Leunen published a paper on emotional intelligence and emancipation
1974	Claude Steiner published his firs article on Emotional Literacy
1983	Howard Gardner's first work on Multiple Intelligence was published
1986	Wayne Payne used the Phrase "emotional intelligence" in an unpublished thesis
1990	Peter Salovey & Jack Mayer announced their emotional Intelligent theory
1995	Daniel Goleman published first book of his emotional intelligence books

2.1.2 Definitions

US psychologists John Mayer and Peter Salovey first coined the term Emotional Intelligence in 1990. They defined EI as the "ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional meanings, and to reflectively regulate emotions in ways that promote emotional and intellectual growth".

In other words, it is a set of skills that enables us to make our way in the complex world in the personal, social, and survival aspects, the exclusive ability to be sensitive to and mange our emotions in everyday life. Furthermore, Goleman (1998) defined emotional intelligence as the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in us and in our relationship.

Like most organizational concepts, different definitions have emerged in the management literature for the concepts of Emotional Intelligence (EI). Van Rooy and Viswesvran (2004, p. 72), for example, meta-analyzed the relationship between EI and performance. They defined EI as "the set of abilities (verbal and non verbal) that enable a person to generate, recognize, express, understand, and evaluate their own, and others, emotions in order to guide thinking and action that successfully cope with environmental demands and pressure".

According to some scholars, e.g. Johnson and Indvik (1999) and McGarvey (1997) – the richer the organisation in terms of positive emotions, the higher an employee's emotional intelligence is likely to be.

In more scientific terms, emotional intelligence can be defined as an array of non cognitive skills, capabilities, and competencies that influence a person's ability to cope with environmental demands and pressures (Martinez, 1997).

2.1.3 Emotional Intelligence (EI) and Intelligence Quotient (IQ) - Difference

The idea of different types of intelligences is not new. The psychologist, Thorndike, defined three types in 1927 (Thorndike et al., 1927). The type that is measured in IQ tests, that is, understanding and manipulating verbal and mathematical concepts, he called abstract intelligence. He gave the name of concrete intelligence to the

understanding and manipulating of objects and shapes. The third type, social intelligence, was in the area of what we call emotional intelligence. Thorndike defined it as the ability to understand and relate to people. This is clearly an asset in any type of teamwork.

Compared to IQ researches, emotional intelligence is still relatively new. However, recently EI is increasingly being recognized as an important issue in the workplace. Many studies showed that high IQ does not guarantee a successful life. There is a surprising finding that IQ is second after emotional intelligence in determining outstanding job performance (Goleman, 1995; 1998). According to Goleman (1998), research indicated that emotional competencies (i.e., EI potential that has translated into practical capabilities) are twice as important as IQ and expertise in contributing to excellent and effective performance.

EI is an attractive concept because it encapsulates the most powerful of human abilities that IQ misses. It i the ability to understand how are emotions impact ourselves and others. Unlike IQ, emotional intelligence can be learned.

2.1.4 Models of Emotional Intelligence

There are two leading models of emotional intelligence. The first was developed by Peter Salovey and John (Jack) Mayer, what is referred to as an "*ability model*" of emotional intelligence. This model views emotional intelligence in a similar way the psychologists define cognitive intelligence (IQ). Like cognitive intelligence, emotional intelligence consists of specific abilities, but instead of solving arithmetical equations or putting together puzzles we recognize emotions in people's faces or understand the best way to manage someone else's emotion. The MSCEIT has been used in hundreds of research studies worldwide in order to help understanding the ways in which emotional intelligence affects people lives.

The ability-based model consists of 4 emotional skills which are:

Perceiving Emotions: The ability to detect and decipher emotions in faces, pictures, and voices. It also includes the ability to identify one's own emotions. Perceiving emotions may represent the most basic aspect of emotional intelligence, as it makes all the processing of emotional information possible.

- **Using Emotions:** The ability to harness emotions to facilitate various cognitive activities, such as thinking and problem solving. We can illustrate the skills in this branch through a hypothetical scenario. Imagine that you have to complete a difficult and tedious assignment requiring comprehensive reasoning and attention to detail in a short amount of time; would it be better, as far as completing the task goes, to be in a good mood or in sad moods. Being in a slightly sad mood help people conduct careful, methodical work. Conversely, a happy mood can stimulate creative and innovative thinking (e.g., Isen, Johnson, Mertz, & Robinson, 1985). The emotionally intelligent person can capitalize fully upon his or her changing moods in order to best fit the task at hand.

- **Understanding Emotions:** The ability to comprehend emotions language and to appreciate complicated relationships among emotions. For example, understanding emotions encompasses the ability to be sensitive to slight variations between emotions, such as the difference between happy and ecstatic. Furthermore, it includes the ability to recognize and describe how emotions evolve over time, such as how shock can turn into grief.

- **Managing Emotions:** The ability to regulate emotions in both ourselves and in others. Everyone is familiar with times in their lives when they have temporarily, and sometimes embarrassingly, lost control of their emotions. The fourth branch also includes the ability to manage the emotions of others. For example, an emotionally intelligent politician might increase her own anger and use it to deliver a powerful speech in order to arouse righteous anger in others. Therefore, the emotionally intelligent person can harness emotions, even negative ones, and manage them to achieve intended goals.

A second model, by psychologist Reuven Bar-On, who coined the term EQ (for emotional quotient) – to parallel the more commonly known IQ – was developed in the late 1980s and early 1990s. It is widely agreed that it involves the ability to understand and manage emotions. Broadly speaking, emotional intelligence addresses the emotional, social, and survivor dimensions of intelligence. These are often more important for daily functioning than the more cognitive or intellectual aspects of intelligence. Emotional intelligence is concerned in understanding oneself

and others, relating to people, and adopting to and coping with the immediate surroundings.

According to Bar-on (1997) five factors of EI contribute to success in life: interpersonal skills

- **Adaptability:** this is a personal EI competency applied in a team context. If you have rigid beliefs then these will adversely impact the way you listen and respond to your colleagues. EI requires people to enquire into their personal development in order that, they stay open to new opportunities and manage change positively.

- **Assertiveness:** assertiveness is a direct complement to adaptability. It is about being able to set and maintain boundaries, about engaging in direct and honest communication and about knowing for what one stands, individually and as a team. It is about being respectful and clear in all interactions.

- **Empathy:** within a team setting this is about attending to people's emotional cues. Empathy is not about getting into somebody's hole with them; rather it is about developing that capacity to step into someone else's shoes, see what their experience is like and so build genuine understanding.

- **Influence:** it is about individual team members behaving in ways that enhance relationships both inside and outside the team. Strong relationships are critical when the team has to face new challenges and EI underpins the trust, support and understanding that the team will need when managing change.

Emotional intelligence includes self-awareness and impulse control, persistence, zeal and motivation, empathy and social deftness. These are the qualities that mark people who excel: whose relationships flourish, who are stars in the workplace.

2.1.5 Emotional Competencies

The Goleman theory of EI is based on the emotional competencies of the person. The EI competency is the talent to know, interprets, and adapts the information of the person's emotions and others, which will lead to high achievements.

Goleman's (1998) first model of EI identified 5 components, including 25 competencies. The five components consist of two parts, the first part focus on the personal competencies which are "*self-awareness, self-regulation, and motivation*". The second part focuses on social competencies which are, "*empathy and social skills*",

A statistical study by Richard Boyatzis (2000) supported convergence of twenty five competencies into twenty, and the five domains into the four: Self-Awareness, Self-Management, Social Awareness, and Relationship Management (Boyatzis, Goleman, & Rhee, 2000).

Hence, Goleman (2001) explained that emotional intelligence has two competencies, personal competence and social competence. Personal competence consists of self-awareness and self-management, and social competence consists of social awareness and relationship management. This division is illustrated in Figure 2.1.

Awareness

Self-Awareness	**Social Awareness**
• Emotional self-awareness • Accurate self-assessment • Self-confidence	• Empathy • Service orientation • Organizational awareness
Self-Management	**Relationship Management**
• Self-control • Trustworthiness • Conscientiousness • Adaptability • Achievement drive • Initiative	• Developing others • Influence • Communication • Conflict management • Leadership • Change catalyst • Building bonds • Teamwork & collaboration

Personal Competence (left vertical axis) — *Social Competence* (right vertical axis)

Management

Figure 2.1: Emotional Intelligence Competences (Goleman, Boyatzis, & McKee, 2002)

Each competence needs to be explored further because the elements are similar to leadership traits and effective team management. The elaboration of these competencies will prove a clear link between emotional intelligence, leadership and its influence on team performance. The following four competencies are discussed further,

1. Self-Awareness

2. Self-Management

3. Social Awareness

4. Relationship Management

2.1.5.1 Self-Awareness

Self-awareness means knowing one's feelings at the given moment and using it for decision-making. It is normally known as intuition. It consists of emotional awareness (recognizing one's emotions and their effects), accurate self-assessment (knowing one's strength and limit), and self confidence (a strong sense of one's self worth and capabilities).

People with strong self-awareness are realistic – neither overly self-critical nor naively hopeful. Rather, they are honest with and about themselves.

Intuition, that essential leadership ability to apply not just technical expertise but also life wisdom in making business decisions, comes naturally to the self-aware leader. The reason why an intuitive sense should have any place in business today, is because attuning to our feelings, according to neurological research, helps us find the meaning in data, and so leads to better decisions. The emotional memory banks thus enable to judge information efficiently (Kline, H.J. *et al.*, 1999). Hence, as proven by science, emotions are part of rationality, not opposed to it.

2.1.5.2 Self-Management

Self-management is the ability to regulate distressing factors such as anxiety and anger to restrain emotion impulsivity. Competencies of self-management are as follows,

- emotional self-control (keeping disruptive emotions and impulses in check),
- trust worthiness (maintaining standard of honesty and integrity),

- conscientiousness (taking responsibilities for personal performance)

- adaptability (flexibility in handling change),

- achievement drive (strive to improve or meet a standard of excellence), and

- Initiative (innovativeness and readiness to act on opportunities).

Without knowing what one is feeling, the person cannot mange his feeling. However, feeling tend to control the behaviour of the person. This is acceptable, for good feelings like eagerness to overcome an obstacle.

Leaders who has positive mental attitude, remain positive and determined, in difficult time. By managing their feelings, they create a very good working atmosphere of trust; comfort (Goleman, 2002).

Self-management also enables transparency, which is not a leadership virtue but also an organizational strength (Kolb, D.A, *et al.*, 2001).

2.1.5.3 Social-Awareness

With social awareness a person can recognize other's feelings.   A person with this ability can read non verbal cues for emotional current from others which are critical for job performance when the focus is on interactions with people.   Social awareness competences are empathy (understanding other's feeling and perspectives, taking an active interest in their concern and cultivating opportunities through them), service orientation (anticipating, recognizing, and meeting customer's needs), and organizational awareness (reading a group's emotional currents and power relationships).

Empathy is a necessary ingredient of leadership. By focus on how team members feel, a leader can take proper action that is relevant to the situation. Empathy that includes listening and taking the point of views of the team members will give leaders the opportunity to strengthen the ties between the leader and the team.

2.1.5.4 Relationship Management

Relationship management is the skill to attune oneself to or influence the emotions of another person.   The competencies of relationship management are developing others (sensing other's developmental needs and bolstering their abilities), influence(welding effective tactics for persuasion), communication (listening openly

and sending convincing messages), conflict management (negotiating and resolving disagreements), visionary leadership (inspiring, guiding and commitment to individuals and groups), change catalyst (initiating or managing change), building bonds (nurturing instrumental relationships) and teamwork and collaboration (working with others towards shared goals).

Nowadays, leadership turn out to be more dynamic and team oriented. Therefore, relationship talent become more important and organisations need leaders with such skills. In other words, organisation needs leaders who work closely with their peers and cross-functional teams to align goals, strategy, marketing, etc. Relationship skills allow leaders to put their emotional intelligence to work

2.2 Leadership

Hemphill and Coons (1957) defined the term "*leadership*" as "*the behaviour of an individual…directing the activities of a group toward a shared goal.*" Burns (1978) stated that "*Leadership is exercised when persons…mobilize…institutional, political, psychological and other resources to arouse, engage, and satisfy the motives of followers.*"

Latest definitions of the term "leadership" are the "*person's ability to influence, motivate, and enables others to contribute toward the effectiveness and success of the organization…*" (House, Hanges, Ruiz-Quintanilla, Dorfman, Javidan, Dickson, & Associates, 1999).

2.2.1 Leadership Traits

Leadership originally was thought to be inherent in an individual and it was argued that leaders were born not made (Bass, 1990). Traits such as self-confidence, integrity, intelligence and a sense of humour were among those found to be associated with effective leaders (Kenny and Zacarro, 1983).

Today, we recognize that personal attributes of leaders do explain some variance in whether a person will emerge as a leader (Kenny and Zacarro, 1983) or whether a leader will acquire the necessary skills to be effective (Kirkpatrick and Locke, 1991). Some traits identified with effective leadership are related to emotion. Important emotional traits include emotional balance and control (Bass, 1990) and emotional intelligence (Goleman, 1998). Additionally, expression of emotion can provide data to

followers who may then infer certain traits such as self-confidence, integrity, or loss of control.

In addition to leader traits associated with emotional expression, there are emotional behaviours. Contingency theories of leadership argue that choosing appropriate behaviours are contingent upon characteristics of the situation have significant impacts on individual, group, and organizational outcomes (Bass, 1990; House, 1968). In a specific organizational context, choosing appropriate emotions to express reflects a leader's ability to respond in an effective way.

2.2.2 Leadership Styles & EI Competencies

According to the University of Michigan 3 important qualities of effective leaders were found:

1. "*Task-oriented behaviour*",
2. "*Relation-oriented behaviour*"
3. "*Participative leadership*".

The studies showed that the effective "*task-oriented managers*" use his time wisely in planning and coordinating the different activities. In addition, these types of managers give some time to guide their team in defining what is to be done, and when.

"*Effective relationship-orientated managers*" is demonstrating high level of assisting the team with their problems (both career and personal problems), Effective "*relationship-oriented managers*" guide the team in goal setting.

The third quality is, "*participative leadership*" described the role of the leader as a "*facilitator of teamwork and collaboration*" (Katz, Maccoby, & Morse, 1950; Katz & Kahn, 1952; Likert, 1961, 1967).

Six different leadership styles were proposed by Goleman, Boyatzis, & McKee (2002) in relation to (EI) competencies. Goleman, et al. (2002) identifies leadership style as either "*resonant or dissonant*". Resonant styles include "*visionary, affiliative, democratic, and coaching styles*". Visionary leaders are described as "*empathic, self-confident, and often act as agents of change*". Affiliative leaders, "*exhibit empathy*

while demonstrating strengths in building relationships and managing conflict". The democratic leader "*encourages collaboration and teamwork and communicates effectively*". The coaching leader tends to be "*emotionally self-aware, empathic, and skilled at identifying and building on the potential of others*".

In Contrast, "*dissonant leadership styles*", including "*coercive and pace-setting*" leaders, tend to degrade organizational climate over time. The coercive leader depends on his official power to execute organisational goals. Typically the coercive leader shows a lack of empathy. The pacesetting leader, by contrast, put high standards and exemplifies them. However, the pacesetting leader some times practice micromanagement or criticize team members who made a mistake rather than assisting them to get better (Goleman, et al., 2002). Table 2.2 identifies the leadership styles and links to EI Competencies described earlier.

Table 2.2: Leadership styles and EI Competencies (Goleman, *et al.*, 2002)

Leadership Styles	EI Competencies
Visionary	Self-confidence; empathy; change catalyst
Coaching	Developing others; empathy; emotional self-awareness
Affiliative	Empathy, building bonds, conflict management
Democratic	Collaboration; team leadership; communication
Pacesetting	Conscientiousness; drive to achieve; initiative
Commanding	Drive to achieve, initiative, emotional self-control

The research by Goleman (2002) indicates that there are six common and important styles of leadership, each of which has a very distinctive impact on organisation and teams.

Visionary: It has a strongest positive impact, which helps shifting people thinking toward shared vision or goal. This type of leadership style is recommended to be used when organisation changes require a new vision, or when a clear direction is needed.

Coaching: This style has a highly positive impact because it connects what a person wants with the organisation's goal. Thus, it is most effective to help an employee improve performance by   building long- term capabilities.

Affiliative: It impacts positively and creates harmony by connecting people to one another. It is recommended to be applied to heal rifts in a team or motivate during stressful items.

Democratic: It positively impact by valuing people's input and getting their commitment through participation. It is used to build buy-in or consensus, or get valuable input from employees.

Pace-setting: This type of style is often misused so it may have a highly negative impact. However, helps meet challenging and exciting goals. It can be effective to get high quality results from a motivated and competent team.

Commanding: This leadership style is also misused so it may have a negative impact. Although, it helps sooth fears by giving clear direction in an emergency. It is applied to kick-start a turnaround strategy, or with a problem employee.

2.2.3 Emotional Intelligence & Leadership

Leaders can be found at all levels of employment, and at the very least, all managers are expected to be leaders. Yet managerial status does not guarantee leadership. Leadership is a necessary component of and a filter for successful management. Effective managers demonstrate leadership capabilities. Leadership attributes are well captured in measures of emotional intelligence (EQ). Hence, leadership can improve if managers work to develop their EQ (Goleman, et al., 2002).

Much has been written about the link between leadership and emotional intelligence (EI), from Daniel Goleman (1998a; 1998b), to studies by the Centre for Creative Leadership and The Consortium for Research on EI in Organizations, to Stephen Covey (1989), Jack Welch (2004), and the Harvard Business Review (2003). World-leading organizations from American Express to Federal Express, from the U.S. Air Force to Sheraton, are experimenting with emotional intelligence as a component of competitive advantage.

A global community of emotional intelligence practitioners has emerged, with consultants, researchers, trainers, and coaches implementing emotional intelligence training in all sectors of society. Google shows some 1.3 million links to the two keywords leadership and emotional intelligence combined (and a similar number of links to the keywords management and emotional intelligence combined).

There is growing evidence that the range of capabilities that constitutes EI plays a key role in determining success in life and in the workplace. The Harvard Business Review (HBR) has published several articles on emotional intelligence. In April 2003, it reported: "In hard times, the soft stuff often goes away. But emotional intelligence, it turns out, isn't so soft. If emotional obliviousness jeopardizes your ability to perform, fend off aggressors, or be compassionate in a crisis".

Emotional intelligence isn't a luxury you can dispense with in tough times. It's a basic tool that, deployed with finesse, is the key to professional success. Goleman, Boyatzis, and McKee (2002) stressed the importance of empathic listening and resonance and self-awareness when displaying leadership. According to these authors, empathic listening and resonance is viewed as the ability of leaders. To perceive and influence the flow of emotions (including motivational states) between themselves and others they work with, while self-awareness can be described as the ability to perceive and moderate the effect one is having on others.

Sosik and Megerian (1999) found empirical support for the importance of self-awareness and noted that emotional intelligence is the foundation of leadership. According to Cooper (1997), trustworthiness is an important element in a leader's makeup, as it is related to innovation and creativity. Miller (1999) believes that many managers fail because they are too rigid and have poor relationships. The list of attributes is lengthy, and empirical support is growing. Although different models for working with and measuring emotional intelligence (EQ) exist, measured EQ components align closely with the characteristics attributed to leadership and good management. Hence, the claim is made that leadership will improve if managers work to develop their EQ. It is within this context that we look at the EQ performance of a large composite group of employees across different levels in their respective organizations.

During the last decade interpersonal skills have become more integral to effective leadership (Goleman, 1988a). Where leaders were once seen to control, plan and inspect the overall running of an organisation, in today's more service-oriented industries, leadership roles are also to motivate and inspire others, to foster positive attitude at work, and to create a sense of contribution and importance with and among employees (Hogan et al., 1994).   These contemporary leadership requirements have placed new demands on leadership training program to develop these skills in evolving leaders and on organisation involved in leadership selection to identify them in potential candidate (Fulmer, 1997).

As a result research has been exploring the underlying attributes and behaviours of leaders who successfully perform these contemporary leadership roles in order to identify leadership selection and training criteria for the recruitment and development of effective leaders (Church and Waclawski, 1998; Pratch and Jacobbowitz, 1998; Ross and Offerman, 1997; Sternberg, 1997).

Exactly how, and to what extent EI accounts for effective leadership is currently unknown. Despite much interest in relating EI to effective leadership there is little research published that has explicitly examined this relationship. Popular claims regarding the extent to which EI accounts for effective leadership skills are at present misleading. For example, one search firm claims "Emotional Intelligence accounts for more (than 85 percent of exceptional performance in top leaders" (Hay Group, 2000).

Emotionally intelligent leaders are thought to be happier and more committed to their organisation (Abraham, 2000), achieve greater success (Miller, 1999), perform better in the workplace (Goleman, 1998a, b; Watkin 2000), take advantage and use positive emotions to envision major improvements in organisational functioning (George, 2000), and use emotions to improve their decision making and instil a sense of enthusiasm, trust and cooperation in other employees through interpersonal relationships (George, 2000).

Emotional intelligence is a combination of skills, attitudes and habits that can be developed to improve person's personal performance and our relationship with others. And high emotional intelligence has been shown to be a real indicator of

performance in leadership. Indeed, Warren Bennis, the leadership guru, recognises the value of EI in leadership:

"*In that field I have studied, Emotional Intelligence is much more powerful than IQ in determining who emerges as a leader*" Warren Bennis on Becoming a leader.

2.3 Significance of EI in Organisation

Emotional intelligence provides a lot of benefits for individuals as well as organizations. Nevertheless the study of emotional intelligence in the construction environment is very rare. In 2002, an Australian consulting company, Learning Dimensions, set out to determine what tangible commercial benefits could be achieved from having a workforce that was highly emotionally intelligent.

According to Diggins (2004) EI helps people to

- Be aware of their interpersonal style

- Recognize and manage the impact of emotions on their thoughts and behaviour

- Develop their ability to judge social dynamics in the workplace; and

- Understand how well they manage relationships and how to improve

Diggins (2004, p.34) suggested that EI is the key to effective performance and to staying ahead of the pack at times of organisational change.

In partnership with Swinburne University, Learning Dimensions used scientifically valid instruments to measure EI and a number of other factors that contributed to the workplace performance. The finding drawn from a study of 80 employees from four organizations in Melbourne, show that people high in emotional intelligence have:

- Lower absenteeism from work

- Better psychological health

- Higher commitment to the organization

- Clearer role boundaries

- Higher level of responsibility for the activities and work performance of direct reports

- Are generally most satisfied at work

- More regularly seek support when coping with stressful situation at work.

According to Mike Bagshaw (2000), when people in the workplace do not act with emotional intelligence the cost can be great. Low morale, bitter conflict, and stress all limit business effectiveness. There is also the financial cost of litigation when people complain of being bullied, intimidated, and exploited. Emotional intelligence also contributes in a positive business enhancing way, improving team working, customer service and the managing of diversity

According to Pamela R. Johnson and Julie Indvik (1999), when emotional intelligence is present, there is increased employee cooperation, increased motivation, increased productivity and increased profit.

Lately, Emotional Intelligence (EI) is increasingly being recognized as an important issue in the workplace. Research has shown that for an individual to be a star performer in every field, EI is twice as important as IQ becomes more important as a person assumes responsibilities in higher level of organization management (Goleman, 1998). Carmeli (2003) revealed emotionally intelligent senior managers will perform better on their job compared to the ones with lower EI.

Where EI is present studies have shown that a significant part of an organisation's profitability is linked to the quality of its work life, which is based largely on trust and loyalty within the organisation, and with outside people, such as customer and suppliers.

Organizations has shifted to a more team-based workplace, they are asking employees for commitment and passion-to bring both their brains and hearts to the job. Along with this, organisations have to expect people to bring their emotions to work too (McGarvey, 1997). Emotional intelligence is the hidden advantage. If you take care of the soft stuff, the hard stuff will take care of itself. As leaders worldwide

are discovering, attention to emotions has been shown to save time, expand opportunities, and focus energy for better results (Cooper, 1997).

In 1998, Goleman proposed a structure of equipping organisations with EI as indicated in Figure 2.2.

Preparation Phase

- Assess the Organisations Needs
- Assess Personal Strengths and Limitations
- Provide Feedback with Care
- Maximise Learner Choice
- Encourage Participation
- Link Learning Goals to Personal Values
- Adjust Expectations
- Gauge Readiness

→ Motivation →

Training Phase

- Foster Positive Relationships Between Trainer and Learner
- Maximise Self-Directed Change
- Set Clear Goals
- Break Goals into Manageable Steps
- Maximise Opportunity for Practice
- Rely on Experiential Methods
- Enhance Insight
- Prevent Relapse

→ Learning →

Transfer and Maintenance Phase

- Encourage Use of Skills on the Job
- Provide an Organisational Culture that Supports Learning
- Remove Situational Constraints

Evaluation Phase

- Evaluate Improved Performance

Figure 2.2: Developing Emotional Intelligence in Organisations: The optimal process (Goleman, 1998)

Martinez (1997) suggests that an individual's success at work is 80 percent dependent on emotional intelligence, and only 20 percent dependent on IQ. According to Cliona Diggins and Pearn Kandola (2004), in organisations, the inclusion of emotional intelligence in training programs has helped employees to co-operate better and be more motivated, thereby increasing productivity and profits. For example, one study concluded that experienced partners in a multinational consulting firm, who have above average scores on emotional intelligence factors, delivered $1.2 million profit from their accounts than other partners.

2.4 Impact of Leader's EI on their Teams

In the past, a boss probably could ignore his employees' emotional lives: workers were, in effect, told to leave their emotions at home and most of them complied. This is no longer the case. In fact, from kindergarten to business schools to corporations across the country, people are taking seriously the idea that a little more time spent on the "touchy-feely" skills so often derided may, in fact, pay rich dividends (Gibbs, 1995).

Leader behaviours and traits have been proposed and found to have an influence on leader/follower relationships (Meindl et al., 1985). Leaders who use emotion appropriately to communicate, or who demonstrate better knowledge of their own emotions and those of others, are argued to perform at a higher level (Goleman, 1998)

The experience of followers as they observe emotional expression in leaders is proposed to have a direct effect on their perception of a leader's effectiveness. Followers associate certain emotions expressed as representing desirable or undesirable traits. For example, a leader expressing sadness may be perceived as lacking self-confidence, a trait consistently associated with effective leaders (Kirkpatrick and Locke, 1991).

In addition to emotions as indications of traits, followers evaluate emotional expression according to social and role norms for leader behaviours (Rafaeli and Sutton, 1987, 1989, 1990; Sutton, 1991; Sutton and Rafaeli, 1988). In the role of a CEO level leader, anger has often been associated with strong leadership (Bass,

1990). However, anger may indicate lack of emotional control, which Goleman (1998) found to be consistently related to leader ineffectiveness. The specific consequences of expressing negative emotions on evaluation of leader effectiveness have yet to be explored. In previous studies, it is anticipated that expression of emotions in general will be considered to represent poor judgement on the part of the leader. This is due primarily to the fact that expressing anger and sadness will be perceived as outside of leader role norms (Rafaeli and Sutton, 1987), representing a lack of emotional control (Goleman, 1998), and signifying a lack of self-confidence (Kirkpatrick and Locke, 1991). When participants observe these role-violating emotions, it is anticipated that they will perceive the leader to be less effective.

2.4.1 Leader's Emotional expressions to their Teams

Emotions expressed by leaders may vary from positive to negative (Larsen and Diener, 1992; Watson and Tellegen, 1985). However, leaders often express positive emotions such as enthusiasm (active positive). Thus, when team-members observe and experience the emotional expression of a leader, they may be emotionally influenced through emotional contagion (Hated et al., 1994). There are three ways in which an individual can `catch' another's emotion, which are as follows

1. conscious cognitive processes,

2. conditioned or unconditioned emotional responses, and

3. Mimicry / feedback.

Conscious cognitive processing occurs when individuals empathize with someone who is expressing an emotion, actually attempting to internalize and feel the emotion expressed (Davis, 1996). Transmission of emotion through this cognitive process varies based on a variety of factors related to the sender and receiver of the emotion. Team-members may empathize with a leader expressing an emotion they cognitively interpret as appropriate.

On the other hand, team-members may respond emotionally (conditioned or unconditioned) without empathy based on prior similar emotional experiences. Thirdly, team-members could mimic the leader expressing emotion.

Any of the above mechanisms could occur in the leader and team-members situation. However, extensive research into the cognitive experience of emotion supports the cognitive processing process (e.g., Arnold, 1970; Izard, 1977; Schachter, 1970). Literature indicates that experienced emotion has elements of physiological (Langeand James, 1922), behavioural (Izard, 1977), and cognitive processes (Arnold, 1970; Izard et al., 1984; Schechter, 1970).

Early emotion theorists Lange and James (1922) believed that it was the perception and assessment of an event that initiated an emotional experience. Experiences are often perceived instinctively, but primarily cognitively as social and environmental context is interpreted (Crawford et al., 1992; Schachter and Singer, 1962). When a person observes emotional expression in others, he/she cognitively processes the information surrounding the experience, and the result is emotional contagion (Frijda, 1986; Hatfield et al., 1994). Thus, the emotion of a team-member is proposed to be influenced by the leader's emotional display.

This emotional experience is of interest because positive and negative emotions or moods at work have been shown to impact important employee outcomes, including absenteeism and satisfaction (George, 1989; George and Jones, 1997; Staw et al., 1994).

Team-members' affective responses can be described using the circumplex model of affect (Larsen and Diener, 1992). In the circumplex model of affect, positive and negative emotion can vary from active to passive. Burke et al. (1989) identify the four variations on this model, which are positioned around the circumplex of affective experience as shown in Figure 2.2.

1. Positive Arousal,
2. Negative Activation,
3. Low Arousal, and
4. Low Activation,
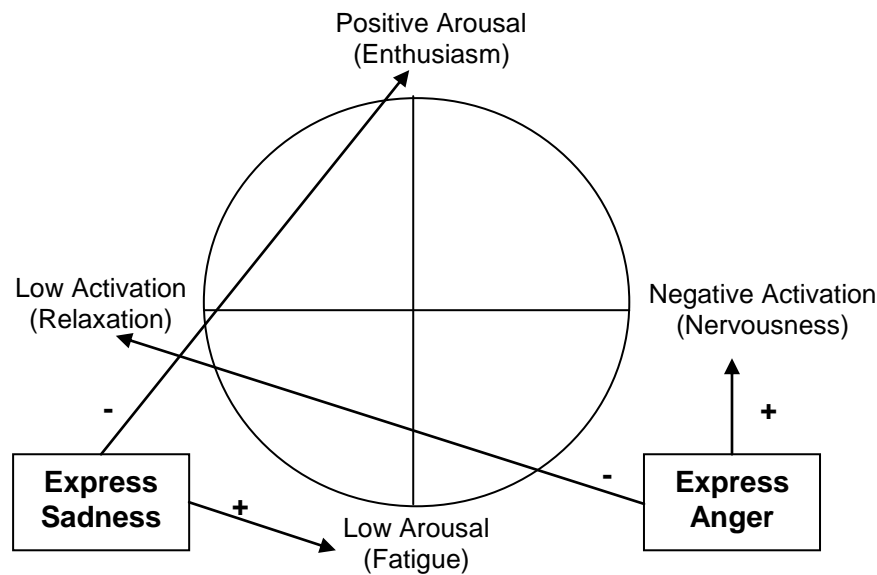
Figure 2.3: Expression of emotion and the circumplex model of affect

Each Positive Arousal, or Enthusiasm, is characterized by high levels of active feelings, excited and strong feelings, enthusiasm, peppy and elated feelings. Negative Activation, or Nervousness, is characterized by high levels of distress, scorn, hostile feelings, fear, nervousness, and jittery feelings. Low Arousal, or Fatigue, is characterized by sleepiness, dullness, drowsiness, and sluggishness. Low Activation, or Relaxation, is characterized by high levels of calm, relaxation, at rest feelings, and placid feelings.

2.4.2 Emotional Intelligence among Team-members

Collective emotional intelligence is what sets top-performing teams apart from average teams, as proven by Vanessa Druskat, a professor at Case Western's Weatherhead School of Management, and Steven Wolf, a professor at Marist College's School of Management (2001). Group emotional intelligence, they argue, determines a team's ability to manage its emotions in a way that cultivates "trust, group identity, and group efficacy", and so maximizes cooperation, collaboration, and effectiveness. In short, emotional intelligence results in a positive and powerful emotional reality.

Goleman, Boyatzis, and McKee (2002) proved that a team's emotional intelligence also requires the same capabilities that an emotionally intelligent individual expresses which are self-awareness, self-management, social awareness, and relationship management. The only difference is that the emotional intelligence

competencies relate to individuals and team as a whole. Teams have moods and needs, and they act collectively similar to an individual.

As is true with individuals, in teams each of the emotional intelligence abilities build on one another in practice, becoming a kind of continuum. In other words, when team members begin to practice self-awareness, noticing the group's mood and needs, they tend to respond to one another with empathy, the very act of showing one another empathy leads the team to create and sustain positive norms and manage its relationships with the outside world more effectively. At a team level, social awareness, especially empathy is the foundation that enables a team to build and maintain effective relationships with the rest of the organisation.

- **Self-aware Team:** A team expresses its self-awareness by being mindful of shared moods as well as of the emotions of individuals within the group. In other words, members of a self-aware team are attuned to the emotional undercurrents of individuals and the group as a whole. They have empathy for each other and there are norms to support vigilance and mutual understanding. Team self-awareness might also mean creating norms such as listening to everyone's perspective, including that of a lone dissenter before a decision is made.

- **Self-managed Team:** A key element of such teams is that team-members will practice positive norms over and over again. Thus, when core values and norms are clear to people, a leader does not even need to be physically present for the team to run effectively. This is mostly applicable to thousands of managers who work with virtual teams, and whose team members are located all over the globe. So, team self-management is everyone's responsibility. It takes a strong, emotionally intelligent leader to hold the group to the practice of self-management, especially for teams not accustomed to proactively handling emotions and habits.

Hence an emotionally intelligent team then has the collective equivalent of empathy, the basis of all relationship skills. It identifies other key groups in the organization (and beyond) that contribute to the team's success, and it takes consistent action to foster a good working relationship with those groups.

3 METHODOLOGY

This chapter elaborates on the approach adopted to achieve the aim and objectives of the research. First, different research methodologies are discussed. Secondly major data collection methods are illustrated. Next, the reasons for selecting the proper research methodology and data collection methods are given. Then the literature and market research is provided to illustrate the available measurement tools for emotional intelligence. Moreover, the section further defines the elements of measurement, which will be covered in this dissertation and based on which the questionnaire is selected.

3.1 Review of Possible Research Methodologies:

Research can be conducted within three main paradigms. These are quantitative, qualitative and critical social science paradigm (Neuman, 2000; Bryman, 20004). The first two paradigms are the most frequently used approaches in research. The critical social science paradigm is rather a philosophy about the purpose of research than a methodology. This philosophy of the critical social science paradigm is that any approach (e.g. qualitative or quantitative) is acceptable as long as it contributes to the ideal of improving the quality of society (Neuman, 2000; Bryman, 2004).

Qualitative and quantitative approaches to research are often positioned as opposing approaches. Although there is no rule that only one approach may be used in research, researchers usually embrace only one of the two.

The difference in approach by quantitative and qualitative researchers with regard to alternative research perspectives (ontology, epistemology and methodology) is described in Table 3.1.

Table 3.1: Differences between the quantitative and qualitative research paradigms

	Research Perspectives	Quantitative Paradigm	Qualitative Paradigm
Ontology	The nature of reality and nature behaviour	Believes in an objective reality that can be explains, controlled and predicted by natural cause-effect laws Human behaviour can be explained in casual, deterministic ways	Discard the external objective reality. Tries to understand reality by discovering meaning that people in specific settings attach to it. Behaviour is intentional and creative and it can be explained, but not predicted.
Epistemology	The relationship of researchers to reality and the road that they will follow in the search of the truth	Researcher sees him/herself as detached from the object of the study. The researcher is therefore objective. She/he doesn't influence the objects of the study and is not influenced by it.	The researchers is subjective because she/he interacts with the subject
Methodology	Knowing how scientific methods and techniques employed obtain valid knowledge	Emulates natural science. Hypotheses are postulated and tested in order to verify them.	Research is dialectical and interpretative. Qualitative methods are used to uncover the world of the subject.

Source: Schurink (1998); Mouton & Marais (1996)

3.1.1 The qualitative and the quantitative approaches

Qualitative research is language based and conceptualised through observation of social reality. It describes people in their natural habitat. Quantitative research refers to frequencies, concepts, variables and measurement of people's perceptions and opinions. Qualitative research may normally start with an 'open' agenda and is led by the evidence to a conclusion. In contrast, quantitiave is either supported or not supported by empirical evidence during the research. Schrink (1988:241) describes the differences between the two approaches in Table 3.2.

Table 3.2: Differences between the quantitiave and qualitative research approaches

Quantitative research	Qualitative research
Use a deductive form of reasoning: collects data to assess preconceived models, hypotheses and theories	Uses and inductive form of reasoning: develops concepts, insights and understanding from pattern in the data
Uses and etic perspective of inquiry: the research determines meaning	Used and emic perspective of inquiry: meaning is derived from subject's perspective
Nomothetic: aims to objectively measure the social world, to test hypotheses, and to predict and control human behaviours	Idiographic: aims to understand the meaning that people attach to everyday life.
See reality as objective	Regards reality as subjective
Test hypotheses with which the researcher starts off	Captures and discovers meaning once the researcher has become immerses in the data
Concepts are in the form of distinct variables	Concepts are in the form of themes, motives and categories
Seek to control and predict phenomena	Seeks to understand phenomena
Observations are systematically undertaken in a standardised manner	Observations are determined by the information richness of the settings. Different types of observations are used to modify and enrich understanding
Data are presented by means of extracted figures gained from precise measurement	Data are presented in the form of words, quotes from document, and transcripts
The research design is standardised according to fix procedure and can be replicated	The research design is flexible and unique and evolves throughout the research process. There are no fixed steps that should be followed and the research design cannot be replicated exactly.
Data analysis is undertaken by means of statistical procedures	Data are analysed by extracting themes through content analysis
The unit of analysis is variables, which are atomistic, i.e. the elements that form part of the whole.	The unit of the analysis is holistic, concentrating on the relationships between element and contexts. The whole is always more than the sum

Source: Schurink (1998:241)

3.1.2 Data Collection Methods:

There are numerous methods of data collection and the most common methods are questionnaires, interviews, and diaries. These methods may be qualitative in nature (usually in written format) or quantitative (usually in numerical format). The following tables will summarise the advantage and disadvantage of each methods, which will be the base for selecting the optimum data collection method..

3.1.2.1 Questionnaires

Wikipedia has defined a questionnaire as, "a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents". Although they are often designed for statistical analysis of the responses, this is not always the case. Questionnaires have advantage over some other types of survey in that they are cheap; don't request as much effort from the question as verbal or telephone surveys, and have standard answers that make it simple to compile data.

The following table summarises the advantages and disadvantages of questionnaires.

Table 3.3: Advantages & Disadvantages of Questionnaires

Advantages	Disadvantages
Used as a standalone method of research or as a basis for interviews	Difficult to design correctly
Can be in a written format and remotely administered	Can get a low response rate without inducements
Can cover large number of people and large geographic area	Complexity of questions can be limited
Relatively inexpensive	Requires a deadline
Less pressure on respondent	Assumes people understand the questionnaire
Less time constrains on the respondent	Questions may be omitted or skipped
Can be anonymous	

Source: Yousef Al Ali, (2008)

3.1.2.2 Interviews:

According to Wikipedia, an interview is a conversation between two or more people (the interviewer and the interviewee), where a question is asked by the interviewer to obtain information from the interviewee.

The following table describes the advantages and disadvantages of interviews:

Table 3.4: Advantages & Disadvantages of Interviews

Advantages	Disadvantages
Good response rate.	Need organization
Immediate	Time consuming.
Can use more complex questions	Restrictive locations
In control	Can be costly
Emotive feelings can be observed by the interviewer	Need lots of preparation
Can be tapped	Can be embarrassing if personal questions are included

Source: Yousef Al Ali, (2008)

3.1.2.3 Diaries

Diaries are a form of data collection method, which is flexible, and could be used as a basis for setting up interviews or questionnaires. The following table summarize the advantages and disadvantages of this data collection method.

Table 3.5: Advantages & Disadvantages of Diaries

Advantages	Disadvantages
Create source of information from employees.	Can be confusing
Variable in nature	Certain level of literacy written skills required
Flexible	Requires structure
Completed by other people	Needs to be directed
Can be used as a basis for setting up interviews or questionnaires	Constant checking required
	Confidentiality is very important
	Difficult to analyze and present findings

Source: Yousef Al Ali, (2008)

3.1.3 Optimum Data Collection Method to Meet Study

Objectives:

The dissertation aims to prove the presence of Emotional Intelligence among construction leaders of Dubai and its effect on their teams' performance. From the four research objectives (mentioned in page: 4). The first two objectives were met through the comprehensive literature review in Chapter two.

- Explore the theory of Emotional Intelligence and its relation to leadership abilities

- Examine inter-relationship of Emotional Intelligence among leaders and their teams' performance.

The latter two objectives will be achieved through questionnaires:

- Investigate the components of Emotional Intelligence present among Construction Leaders in Dubai.

- Illustrate the effects of Emotional Intelligence on team performance in Dubai's construction industry.

From the above objectives, it is obvious that, the research will be examining opinions, feelings, and values of the leaders and their peers in terms of the emotional intelligence competencies.

It will be also examining, the effects of Emotional Intelligence of leaders on team performance in terms of their emotions and their responses to the emotions. This is based on different situations. Thus, this research will be following the qualitative research approach.

Having selected the qualitative approach, now let us discuss, which data collection methods is suitable for this research.

The dominant constraints for this study were time. Therefore, interviews and diaries were ruled out. In other words, the leaders involved in this study did not have the time or any incentive to maintain a diary. Also, interviewing leaders in Dubai is very time consuming and would contain too many key variables to be of any use for the

researcher. Hence, the questionnaires were used as the data collection method for this study. Further details of the questionnaires will be discussed in section 3.4.

3.2 Measurement Tools for EI

Literature research of previous study indicates that there are number of self and peer evaluation forms developed to measure EI. Bernard M. Bass and Bruce J. Avolio in 1995 developed Multifactor Leadership questionnaire (MLQM) which identified various dimensions of emotional intelligence and leadership traits. However, more focused EI questionnaires have been created and used worldwide. The four most popular questionnaires used for measuring emotional intelligence are,

1. Emotional Quotient Inventory (EQ-i:Bar-On, 1997)

2. Emotional Intelligence Questionnaire (EIQ; Dulewicz & Higgs, 1999)

3. Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT; Mayer et al.,2002)

4. Emotional Competency Inventory (ECI 360°; Goleman, 2002)

3.2.1 Emotional Quotient Inventory: Bar-On

The Bar-On EQ-i identifies the level of a client's emotional and social functioning based on his or her responses. The EQ-360 assessment explores the situation further by having those who work closely with the client provides information as well. When observer ratings are compared with the results of a standard EQ-I self-report, a more complete 360-degree profile emerges.

The EQ-360 is ideal for use in corporate environments where developing effective communication between individuals, teams, and the entire organization is cruicial to success. The EQ-360 identifies key employee strengths and impediments to high performance that could be improved. The assessment process can also be used as a follow-up to formal coaching and to measure progress.

The Bar-On EQ-i measures the following key areas of a leader,

Table 3.6: Bar-On EQ-I measures summary

EQ-I Scales	The EI Competencies and Skills Assessed by each scale
Intrapersonal	**Self-awareness and self-expression:**
Self-Regard	*To accurately perceive, understand and accept oneself.*
Emotional Self-awareness	*To be aware of and understand one's emotions and oneself.*
Assertiveness	*To effectively and constructively express one's emotions and oneself.*
Independence	*To be self-reliant and free of emotional dependency on others.*
Self-Actualization	*To strive to achieve personal goals and actualize one's potential*
Interpersonal	**Social awareness and interpersonal relationship:**
Empathy	*To be aware of and understand how others feel.*
Social Responsibility	*To identify with one's social group and cooperate with others*
Interpersonal Relationship	*To establish mutually satisfying relationships and relate well with others.*
Stress Management	**Emotional management and regulation:**
Stress Tolerance	*To effectively and constructively manage emotions.*
Impulse Control	*To effectively and constructively control emotions.*
Adaptability	**Change management:**
Reality-testing	*To objectively validate one's feelings and thinking with external reality.*
Flexibility	*To adapt and adjust one's feelings and thinking to new situations.*
Problem-Solving	*To effectively solve problems of a personal and interpersonal nature.*
General Mood	**Self-motivation:**
Optimism	*To be positive and look at the brighter side of life.*
Happiness	*To feel content with oneself, others and life in general.*

3.2.2 Emotional Intelligence Questionnaire

Dr. Victor Dulewicz and Dr. Malcolm Higgs developed an Emotional Intelligence Questionnaire in 1999. The test examines seven key elements of emotional intelligence through self-responses. The research studies indicate a high level of emotional intelligence has been found to be associated with 'success' in a work context. Indeed, there are claims that high emotional intelligence is associated with more wide-reaching 'life-success'. The seven elements of emotional intelligence tested by the EIQ are briefed in table 3.3.

Table 3.7: EIQ measurement summary

EI Elements	Description
Self-Awareness	*The awareness of one's own feelings and the ability to recognise and manage these feelings in a way which one feels that one can control. This factor includes a degree of self-belief in one's ability to manage one's emotions and to control their impact in a work environment.To accurately perceive, understand and accept oneself.*
Emotional resilience	*The ability to perform consistently in a range of situations under pressure and to adapt behaviour appropriately. The ability to balance the needs of the situation and task with the needs and concerns of the individuals involved. The ability to retain focus on a course of action or need for results in the face of personal challenge or criticism.*
Motivation	*The drive and energy to achieve clear results and make an impact and, also, to balance short- and long-term goals with an ability to pursue demanding goals in the face of rejection or questioning.*
Interpersonal sensitivity	*The ability to be aware of, and take account of, the needs and perceptions of others in arriving at decisions and proposing solutions to problems and challenges. The ability to build from this awareness and achieve the commitment of others to decisions and action ideas. The willingness to keep open one's thoughts on possible solutions to problems and actively listen to, and reflect on, the reactions and inputs from others.*
Influence	*The ability to persuade others to change a viewpoint based on the understanding of their position and the recognition of the need to listen to this perspective and provide a rationale for change.*
Intuitiveness	*The ability to arrive at clear decisions and drive their implementation when presented with incomplete or ambiguous information using both rational and 'emotional' or intuitive perceptions of key issues and implications.*
Conscientiousness	*The ability to display clear commitment to a course of action in the face of challenge and to match 'words and deeds' in encouraging others to support the chosen direction. The personal commitment to pursuing an ethical solution to a difficult business issue or problem.*

3.2.3 Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT)

In 1990, Mayer and Salovey published two articles on emotional intelligence. The first article (Salovey & Mayer, 1990) reviewed literature throughout the disciplines of psychology and psychiatry, artificial intelligence, and other areas, and concluded that a human ability called emotional intelligence might exist. The idea was that some people reasoned with emotions more than others. The second article (Mayer, DiPaolo, & Salovey, 1990) presented a first ability model of emotional intelligence –

a suggestion that emotional intelligence, measured as a true intelligence, might exist. Since that time, Mayer, Salovey, and their colleagues refined their model of emotional intelligence and expanded considerable efforts toward developing a high-quality ability measure in the area. The newly developed Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) is the result of this theoretical and empirical research.

The MSCEIT test uses a variety of interesting and creative tasks to measure a person's capacity for reasoning with emotional information. This makes the MSCEIT test ideal for situations where respondents may want to create a positive impression. This test is recommended for people who want a substantive understanding of the way they process emotions. It is mostly used for coaching and advanced training. The MSCEIT is suitable for all kinds of corporate, educational, research, and therapeutic settings. It measures intelligence in the following manner and areas,

Table 3.8: Structure and levels of feedback from the MSCEIT

Overall Score	Area Scores	Branch Scores	Tasks Associated with each
Emotional Intelligence	Experiential Emotional Intelligence	Perceiving Emotions	Faces
			Pictures
		Facilitating Thought	Facilitation
			Sensations
	Strategic Emotional Intelligence	Understanding Emotions	Changes
			Blends
		Managing Emotions	Emotional Management
			Emotional Relations

3.2.4 Emotional Competency Inventory

The Emotional Competence Inventory (ECI) is a multi-rater evaluation designed to assess emotional intelligence. The ECI is based on the determining work of Dr. Daniel Goleman and Dr. Richard Boyatzis. This builds on the Hay Group's 35 years of competency research and field-proven assessment technology. The result is an assessment and development tool of unmatched precision and authenticity. The ECI is designed to be administered and delivered by qualified professionals.

The ECI evaluates both the individuals within an organization (Individual Feedback Reports) as well as the organization as a whole (Work Force Audits). These audits can provide an organizational profile for any size group within the company.

An ECI 360° Assessment will assess a leader in the following 18 competencies:

- **Self-Awareness**
    1. **Emotional Self-Awareness** - The ability to read your own emotions and to appreciate their impact on your actions, reactions, and decisions
    2. **Accurate Self-Assessment** - The ability to know your own strengths and weaknesses
    3. **Self-Confidence** - Having a reasonable sense of self-worth and abilities

- **Self-Management**
    4. **Emotional Self-Control** - The ability to control emotions that are inappropriate
    5. **Transparency** - Being honest and trustworthy, and having integrity
    6. **Adaptability** - The ability to be flexible in changing situations
    7. **Achievement** - The drive to meet inner standards of excellence
    8. **Initiative** - Being ready to act and seize opportunities
    9. **Optimism** - The ability to see the positive in events

- **Social Awareness**
    10. **Empathy** - The ability to sense others' emotions and to understand their perspective
    11. **Organizational Awareness** - The ability to sense the politics and networks of the organization

12. **Service Orientation** - The ability to understand and fulfill the needs of customers and followers

- **Relationship Management**
    13. **Developing Others** - Building others' abilities
    14. **Inspirational Leadership** - Having a compelling vision to lead with individuals and groups
    15. **Change Catalyst** - The ability to initiate, manage, and lead in a new direction
    16. **Influence** - The ability to utilize persuasion
    17. **Conflict Management -** The ability to resolve disagreements
    18. **Teamwork and Collaboration** - The ability to build and guide teams

3.3 Selection of Measurement tool

The study aims to measure the level of Emotional Intelligence competencies among leaders of the Dubai construction industry, hence there was a need to have comprehensive and focused list of competencies.

Further to a detailed review of the four famous Emotional Intelligence measurement techniques, it was concluded that because the Dubai construction industry is a novel market for testing Emotional Intelligence, the measurement techniques need to be kept simple and straight.

The Emotional Competency Inventory was selected for measuring EI because it gives a 360 feedback of a person, rather than relying on a self-report. The MSCEIT test could not be used because the environment and culture would have affected the responses of leaders and led to incorrect representation of results. The Bar-On measurement technique was complicated and needed considerable time from leaders to understand. The Emotional Intelligence Questionnaire is based on trait theory, which could also have been misleading.

Hence, considering all the factors and timeline for the study, Goleman's (2002) & Hay group's Emotional Competency Inventory was more aligned with the objectives of the study. The 18 competencies of EI are more precise and require focused input from leaders. Thus, a self-questionnaire was designed for the leader and a peer-questionnaire was formulated for his/her two peers.

3.4 Evaluation of EI Test Tools

The Table 3.5 below summarise the four major types of Emotional Intelligence test.

Table 3.9: Evaluation of EI Test Tools

	EQ-I Bar-On	Emotional Intelligence Questionnaire	MSCEIT	Emotional Competency Inventory
Based on "Definition"	an array of non-cognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures	self-perceived ability, to identify, assess, and manage the emotions of one's self, of others, and of groups	Emotional intelligence involves the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth.	emotional competence is 'a learned capability based on emotional intelligence that results in outstanding performance at work
Measures	Emotionally Intelligent Behaviour	Emotional Intelligence Traits	Emotional Intelligence	Competencies
Testing Methods	This test is dependent on self-report only.	It uses self-report to test traits of Emotional Intelligence.	This is Ability measure test, which requires evaluation of pictures and different situations.	This is a self-test report with feedback from close peers.
Test Items	It consists of 133 items and provides score on 5 composite scales along with an overall scale.	The test encompasses 15 subscales organized under four factors: Well-Being, Self-Control, Emotionality, and Sociability	It consists of 145 test items, which measures 4 branches of EI.	It consists of 72 questions on a scale of 5 with an option of not responding.

General Notes	Bar-On hypothesizes that those individuals with higher than average EQ.'s are in general more successful in meeting environmental demands and pressures. He also notes that a deficiency in EI can mean a lack of success and the existence of emotional problems. Problems in coping with one's environment are thought, by Bar-On, to be especially common among those individuals lacking in the subscales of reality testing, problem solving, stress tolerance, and impulse control.	The trait EI model is general and subsumes the Goleman and Bar-On models discussed above.	The tests are measuring too many things which are influenced by the person's environment. For example, the problem solving section of the test will give different results based on a person's training, experience, etc. The answers depend too much on your culture, your beliefs and what you have seen all around you all your life.	The ECI is a 360-degree tool designed to assess the emotional competencies of individuals and organizations.

3.5 Elements to Measure

The objectives of the study are to

- Explore the theory of EI and its relation to leadership abilities
- Examine inter-relationship of EI among leaders and their teams' performance
- Investigate the presence of emotional intelligent competencies defined by Goleman (2002) among construction leaders in Dubai
- Measure the influence of these EI competencies and leadership traits on team performance.

The first two objectives of the study have been achieved by extensive literature research. The latter two objectives will be achieved by surveying potential leaders in the Dubai Construction Market.

EI is an emerging concept in the Middle East and Dubai market will be pioneering in this field of research. First, the study will examine the extent of leadership styles present among the leaders. Secondly, the presence of Goleman's (2002) eighteen defined EI competencies as in Hay Group survey will be measured. Then the influence of these leadership styles and competencies on team performance will be identified through questionnaire as shown in Appendix A..

To summarise, the elements of measurement for the study are as follows:

1. Presence of leadership styles

2. Emotional competencies among leaders

3. Affect of leadership styles on team performance

4. Affect of emotional competencies on team performance

3.6 Questionnaires

Two questionnaires were designed as shown in Appendix A, one was a self-questionnaire for a leader and second was a peer-questionnaire for two peers-candidate leader.

The self-questionnaire for candidate leaders has three main parts,

1. General Information

2. Leadership styles

3. Emotional Competency Inventory (Haygroup,2008)

However, the peer-questionnaire had five parts; the first three parts were similar to the self-questionnaire with an additional two sections to determine his/her performance due to the type of leadership styles and emotional intelligence competencies. The additional two parts of peer-questionnaire were,

4. Affect of Leadership style on peer's performance

5. Affect of EI Competencies of leader on peer's Performance

3.6.1 General Section

The General Information of the questionnaire inquires about demographical information about the leader and peers, in order to determine factors affecting the leadership style and emotional intelligence of the person.

A - General Information

Nationality group:	☐ UAE National	☐ Arab National	☐ South-Asia
	☐ European	☐ American	☐ Far East Asia
	☐ Other ……..……………….		

Gender: ☐ Male ☐ Female

Age: ☐ 26-30 ☐ 31-35 ☐ 36-45 ☐ 46-55
 ☐ 55 - 60 ☐ > 60

Education: ☐ Graduate ☐ Post Graduate ☐ PhD

Professional Experience: ☐ 4-5 years ☐ 6-10 years ☐ 10-15 years ☐ 16-20 years
 ☐ 20-30 years ☐ >30 years

No. of direct subordinates: ☐ 2-5 ☐ 5-10 ☐ 10-25 ☐ >25

No. of overall subordinates: ☐ 5-10 ☐ 10-25 ☐ 25-50 ☐ >50

Designation in the company: ………………………………………………………………………..

Figure 3.1: General Information for the questionnaire

3.6.2 Leadership styles

The second section of the survey briefly explains the six type of leadership styles (Goleman, 2002) and requests input of the person to choose his/her frequency on a scale of five, Never, Rarely, Sometimes, Often, and Consistently. This will help in determining the most pre-dominant leadership style present in the person.

A similar section was included in the peer-questionnaire as well, so as to compare the responses of the leader candidates and understand the variation among their responses.

B – Leadership Styles		Never	Rarely	Sometimes	Often	Consistently
Styles	You display following elements of leadership styles:					
Visionary	A leadership style that integrates task and relation orientations and communicates a clear vision for the organization. Visionary leaders encourage innovation, value creativity, and are perceived as authentic, energetic and inspiring.	☐	☐	☐	☐	☐
Coaching	A relation-oriented leadership style that focuses on the goals and needs of individuals and improvement over time. He/She focuses more on personal development rather than on accomplishing tasks.	☐	☐	☐	☐	☐
Affiliative	Also known as relationship builders, who offer emotional support during hard times of their employees. They are more focuses on emotional needs of employees even over work goals.	☐	☐	☐	☐	☐
Democratic	He/She listens more and believes in teamwork and collaboration. He is open to listen everything, whether good or bad and make decision by respecting majority's point of view.	☐	☐	☐	☐	☐
Pacesetting	The leader holds and exemplifies high standards for performance. He/she is obsessive about doing things better and faster, and asks the same of everyone. He/she quickly pinpoints poor performers, demands more from them, and if they don't rise to the occasion, rescues the situation himself. Such leaders are more focused on their goals that it can appear that they not care of people.	☐	☐	☐	☐	☐
Commanding	He/she demand immediate compliance with orders, but don't explain the reasons behind them. They seek tight control of any situation and monitor it studiously. Issue immediate orders in situations and drive team to achieve the organisation goals.	☐	☐	☐	☐	☐

Figure 3.2: Leadership styles (Goleman, 2002)

3.6.3 Emotional Competency Inventory (Hay Group)

The third section of the survey examines the presence of 18 competencies defined by Goleman (2002) through the help of ECI questionnaire. The responses are on a scale of five with an additional option of not responding as indicated in Figure 3.3.

This 72 questions evaluation sheet is from Hay Group (2008) survey exercise, which was completed as part of this study. A similar section was also included in the peer-questionnaire, so as to compare any variations among leaders and their peer's responses.

C – Emotional Competency Inventory (ECI)

Item No.	Please carefully respond to each survey item below. You:	Never	Rarely	Sometimes	Often	Consistently	Don't Know
1	Recognize the situations that arouse strong emotions in yourself	☐	☐	☐	☐	☐	☐
2	Have mainly positive expectations	☐	☐	☐	☐	☐	☐
3	Initiate actions to create possibilities	☐	☐	☐	☐	☐	☐
4	Anticipates obstacles to a goal	☐	☐	☐	☐	☐	☐
5	Is reluctant to change or make changes	☐	☐	☐	☐	☐	☐
6	Have a sense of humour about oneself	☐	☐	☐	☐	☐	☐
7	In a group, encourages others' participation	☐	☐	☐	☐	☐	☐
8	Give constructive feedback	☐	☐	☐	☐	☐	☐
9	Adapt ideas based on new information	☐	☐	☐	☐	☐	☐
10	Set measurable and challenging goals	☐	☐	☐	☐	☐	☐
11	Solicit others' input	☐	☐	☐	☐	☐	☐
12	Take calculated risks to reach a goal	☐	☐	☐	☐	☐	☐
13	Believe the future will be better than the past	☐	☐	☐	☐	☐	☐
14	Gives directions or demonstrations to develop someone	☐	☐	☐	☐	☐	☐
15	Look for feedback, even if hard to hear	☐	☐	☐	☐	☐	☐
16	Reflect on underlying reasons for feelings	☐	☐	☐	☐	☐	☐
17	Make self available to customers or clients	☐	☐	☐	☐	☐	☐
18	Publicly states everyone's position to those involved in a conflict	☐	☐	☐	☐	☐	☐
19	Relate well to people of diverse backgrounds	☐	☐	☐	☐	☐	☐
20	Make work exciting	☐	☐	☐	☐	☐	☐

Figure 3.3: An extract from ECI questionnaire (Haygroup, 2008)

3.6.4 Performance due to leadership style

This section is only, for the peer-questionnaire because it determines the effect of leadership style on team performance. The responses of peers were also on a frequency scale of 5 to maintain the consistency with the remaining questionnaire.

D – Your Performance		Never	Rarely	Sometimes	Often	Consistently
Leadership Styles	**My performance is …………………………** affected when my Manager/Director displays following elements of leadership styles,					
Visionary	A leadership style that integrates task and relation orientations and communicates a clear vision for the organization. Visionary leaders encourage innovation, value creativity, and are perceived as authentic, energetic and inspiring.	☐	☐	☐	☐	☐
Coaching	A relation-oriented leadership style that focuses on the goals and needs of individuals and improvement over time. He/She focuses more on personal development rather than on accomplishing tasks.	☐	☐	☐	☐	☐
Affiliative	Also known as relationship builders, who offer emotional support during hard times of their employees. They are more focuses on emotional needs of employees even over work goals.	☐	☐	☐	☐	☐
Democratic	He/She listens more and believes in teamwork and collaboration. He is open to listen everything, whether good or bad and make decision by respecting majority's point of view.	☐	☐	☐	☐	☐
Pacesetting	The leader holds and exemplifies high standards for performance. He/she is obsessive about doing things better and faster, and asks the same of everyone. He/she quickly pinpoints poor performers, demands more from them, and if they don't rise to the occasion, rescues the situation himself. Such leaders are more focused on their goals that it can appear that they not care of people.	☐	☐	☐	☐	☐
Commanding	He/she demand immediate compliance with orders, but don't explain the reasons behind them. They seek tight control of any situation and monitor it studiously. Issue immediate orders in situations and drive team to achieve the organisation goals.	☐	☐	☐	☐	☐

Figure 3.4: Team performance due to leadership style (Goleman, 2002)

3.6.5 Performance due to emotional intelligence competencies

The last section of peer-questionnaire inquired about the influence of 18 different emotional intelligence competencies on the candidate's performance. This straight-forward question was asked to peers by briefly explaining them the different competencies as indicated in figure 3.5. The responses of peers were also on a scale of 5 to maintain the consistency with the remaining questionnaire.

Emotional Cluster		My performance is ………………………… affected when my Manager/Director displays following competencies of emotional intelligence,	Never	Rarely	Sometimes	Often	Consistently
Self-awareness		**Emotional awareness:** recognises his/her emotions and its effects on us.	☐	☐	☐	☐	☐
		Accurate Self-Assessment - The ability to know his strengths and weaknesses	☐	☐	☐	☐	☐
		Self-Confidence - Having a reasonable sense of self-worth and abilities	☐	☐	☐	☐	☐
Self-management		**Emotional Self-Control** - The ability to control emotions that are inappropriate	☐	☐	☐	☐	☐
		Transparency - Being honest and trustworthy, and having integrity	☐	☐	☐	☐	☐
		Adaptability - The ability to be flexible in changing situations	☐	☐	☐	☐	☐
		Achievement - The drive to meet inner standards of excellence	☐	☐	☐	☐	☐
		Initiative - Being ready to act and seize opportunities	☐	☐	☐	☐	☐
		Optimism - The ability to see the positive in events	☐	☐	☐	☐	☐
Social-awareness		**Empathy** - The ability to sense others' emotions and to understand their perspective	☐	☐	☐	☐	☐
		Organizational Awareness - The ability to sense the politics and networks of the organization	☐	☐	☐	☐	☐
		Service Orientation - The ability to understand and fulfill the needs of customers and followers	☐	☐	☐	☐	☐
Relationship management		**Developing Others** - Building others' abilities	☐	☐	☐	☐	☐
		Inspirational Leadership - Having a compelling vision to lead with individuals and groups	☐	☐	☐	☐	☐
		Change Catalyst - The ability to initiate, manage, and lead in a new direction	☐	☐	☐	☐	☐
		Influence - The ability to utilize persuasion	☐	☐	☐	☐	☐
		Conflict Management - The ability to resolve disagreements	☐	☐	☐	☐	☐
		Teamwork and Collaboration - The ability to build and guide teams	☐	☐	☐	☐	☐

Figure 3.5: Team performance due to emotional intelligence competencies

3.7 Survey Sample

A total of 33 candidates were selected for the survey of the study from the construction industry of Dubai. The selected candidates were in leadership roles in various different sectors of the industry, such that it includes leaders from the government sector, private developers, and project management companies. The self-questionnaires and peer-questionnaires were hand delivered to all the candidates and their sub-ordinates for evaluation. The candidates were given four weeks (due to official holidays), to complete the questionnaires and then the questionnaires were collected.

3.8 Response Rate

The study identified 33 potential leaders in the construction industry of Dubai and approached them with the set of questionnaires. The set of questionnaire consisted of one self questionnaire and a questionnaire for two peers of each leader (as shown in Appendix A). The questionnaires were hand delivered to each leaders and peers. Sixteen useable questionnaires were received from the leaders and twenty six questionnaires were received from their peers.

Hence, the response rate for the survey was 48%, which is substantial considering the availability and approachability to different leaders in the busy construction industry. The responses from different leaders can be classified into the type of organizations as indicated in Table 3.5.

Table 3.10: Classification of participating organisations in the survey.

Type of organisations	Number of organisations	Number of Leaders	Number of Peers
Private Developers	4	6	11
Government Organisations	2	4	5
Project Management Companies	4	6	10
Total	**10**	**16**	**26**

3.9 General Characteristics of survey

The general characteristics of the survey are summarised in Table 3.6.

Table 3.11: General characteristics of the survey

Categories	Number
Nationality	
UAE National	11
Arab National	9
South-Asia	6
European	14
American	1
Far East Asia	0
Other	2
Gender	
Male	40
Female	3
Age	
26-30	12
31-35	9
36-45	14
46-55	6
55-60	2
> 60	0
Education	
Graduate	24
Post Graduate	18
PhD	1
Professional Experience	
4-5	6
6-10	11
10-15	7
16-20	7
20-30	9
> 30	3

4   DATA ANALYSIS AND RESULTS

The data analysis and results chapter summarizes the results of the data acquired through the survey methodology as explained in chapter 3. The analysis was carried out to achieve the aim and objectives of the dissertation and hence it is classified in the following main and respective sub-categories,

1. Prevalent Leadership styles (General)
    a. Leadership styles in Private Developers
    b. Leadership styles in Government Organisations
    c. Leadership styles in Project Management Companies
2. Assessment of Emotional Competency Inventory (ECI) in Leaders (General)
    a. ECI in Leaders of Private Developers
    b. ECI in Leaders of Government Organisations
    c. ECI in Leaders of Project Management Companies
3. Effect of Leadership styles on Team performance (General)
    a. Effect of Leadership styles in Teams of Private Developers
    b. Effect of Leadership styles in Teams of Government Organisations
    c. Effect of Leadership styles in Teams of Project Management Companies
4. Effect of Emotional Intelligence Competencies (EIC) on Team performance (General)
    a. Effect of EIC on Teams of Private Developers
    b. Effect of EIC on Teams of Government Organisations
    c. Effect of EIC on Teams of Project Management Companies

5. Correlation of Emotional Intelligence Competencies
    a. Correlation Test
    b. T-test
    c. Cronbach-alpha reliability test
    d. Chi-square

Since the research is of its first kind to measure emotional intelligence competencies among leaders in Dubai's construction industry, the research is more directed towards exploratory methods of analysis in order to provide a platform for future researches. Each of the above mentioned categories provides us with descriptive

statistic results containing responses' frequencies and percentages, mode, mean, median and standard deviation. Furthermore, graphical representations of mean values are indicated to give a better comparison.

4.1 Prevalent Leadership styles

Firstly, the extent of common leadership styles is measured among the leaders from the construction industry of Dubai. The measurement is carried on a frequency scale of 1 to 5, where each number represents; 1=Never; 2=Rarely; 3 = Sometimes; 4 = Often; 5 = Consistently. Leaders' responses are cross-examined by responses of their peers and the frequency and percentage of responses are illustrated in Tables 4.1 and Table 4.2.

Table 4.1: Leadership styles in general by leaders – frequency and percentage

Leadership Styles	Leaders (N=16)									
	Never		Rarely		Sometimes		Often		Consistently	
	f	%	f	%	f	%	f	%	f	%
Visionary	0	0.00	-	0.00	3	18.75	7	43.75	6	37.50
Coaching	1	6.25	2	12.50	5	31.25	5	31.25	3	18.75
Affiliative	1	6.25	1	6.25	7	43.75	1	6.25	6	37.50
Democratic	0	0.00	2	12.50	3	18.75	6	37.50	5	31.25
Pace-setting	1	6.25	2	12.50	7	43.75	6	37.50	0	0.00
Commanding	0	0.00	4	25.00	6	37.50	4	25.00	2	12.50

Table 4.2: Leadership styles in general by peers – frequency and percentage

Leadership Styles	Peers (N=27)									
	Never		Rarely		Sometimes		Often		Consistently	
	f	%	f	%	f	%	f	%	f	%
Visionary	1	3.70	1	3.70	6	22.22	11	40.74	8	29.63
Coaching	0	0.00	4	14.81	8	29.63	11	40.74	4	14.81
Affiliative	0	0.00	2	7.41	8	29.63	14	51.85	3	11.11
Democratic	0	0.00	1	3.70	4	14.81	8	29.63	14	51.85
Pace-setting	1	3.70	7	25.93	7	25.93	7	25.93	5	18.52
Commanding	2	7.41	9	33.33	5	18.52	9	33.33	2	7.41

Tables 4.1 and 4.2 illustrate that according to the leaders' they depict more visionary and democratic styles at their workplace, whereas peers collectively view that affiliative and democratic leadership styles are more prevalent.

Table 4.3: Leadership styles in general – descriptive analysis

Leadership Styles	Leaders (N=16)				Peers (N=27)			
	Mode	Mean	Median	Std Dev.	Mode	Mean	Median	Std Dev.
Visionary	4	4.19	4.00	0.75	4	3.89	4.00	1.01
Coaching	4	3.44	3.50	1.15	4	3.56	4.00	0.93
Affiliative	3	3.63	3.00	1.26	4	3.67	4.00	0.78
Democratic	4	3.88	4.00	1.02	5	4.30	5.00	0.87
Pace-setting	3	3.13	3.00	0.89	3	3.30	3.00	1.17
Commanding	3	3.25	3.00	1.00	4	3.00	3.00	1.14

In Table 4.3 different statistics parameters indicate that the leaders are more visionary and democratic style oriented and similarly the results of peer responses compliment the finding. The mean values of the responses from three sub-categories of the companies are graphically represented in Figures 4.1 and 4.2. The graphs of
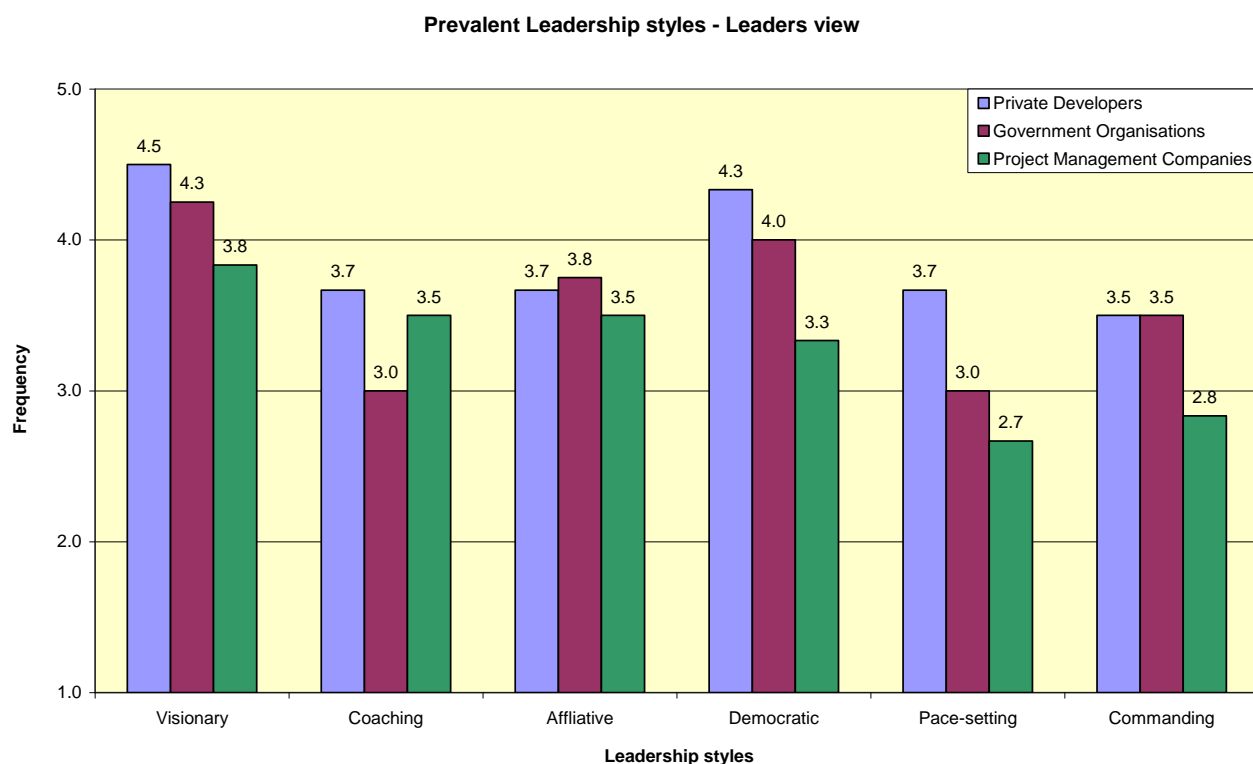
Figure 4.1: Leadership styles in three categories of organisations – leaders' view

The graphs illustrate the high presence of visionary and democratic leadership styles by both leaders and peers.
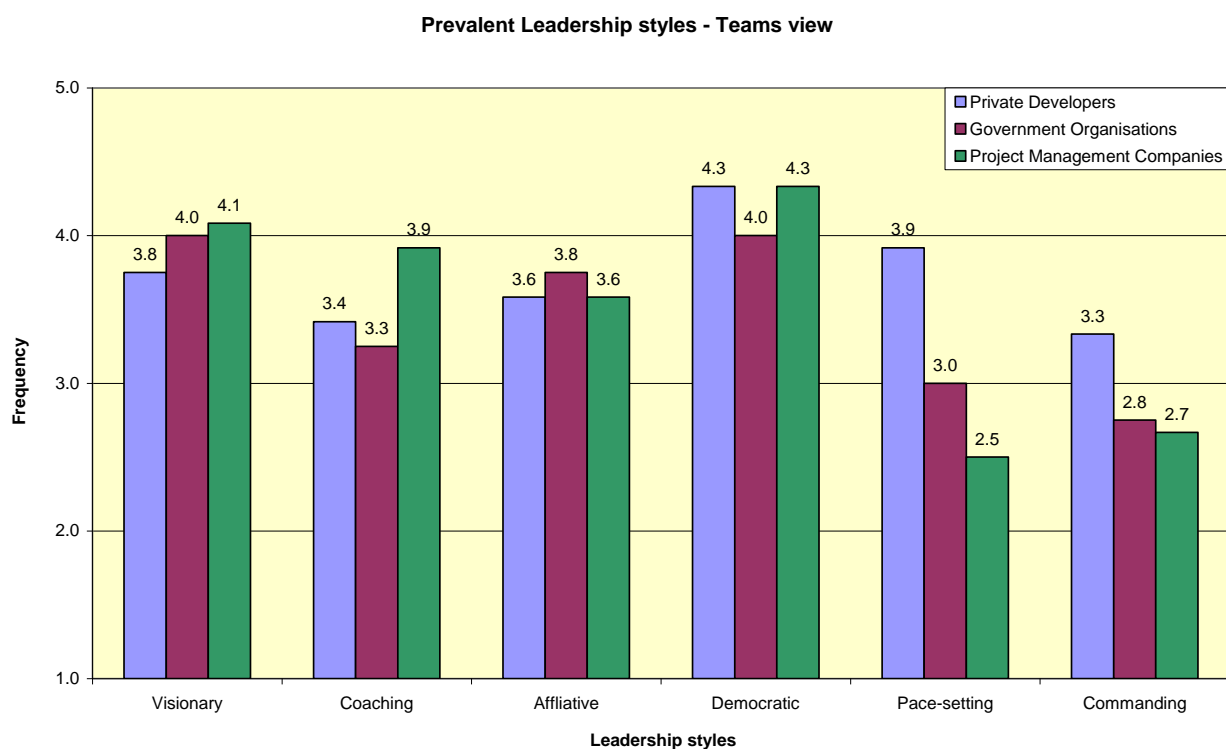
Figure 4.2: Leadership styles in three categories of organisations – peers' view

4.1.1 Prevalent Leadership Styles in Private Developers

This section illustrates results of the leadership styles for private developers. Table 4.4 indicates that leaders view themselves as more visionary and democratic leaders.

Table 4.4: Leadership styles in private developers by leaders – frequency and percentage

Leadership Styles	Leaders (N=6)									
	Never		Rarely		Sometimes		Often		Consistently	
	f	%	f	%	f	%	f	%	f	%
Visionary	0	0.00	0	0.00	0	0.00	3	50.00	3	50.00
Coaching	0	0.00	0	0.00	3	50.00	2	33.33	1	16.67
Affiliative	0	0.00	0	0.00	4	66.67	0	0.00	2	33.33
Democratic	0	0.00	0	0.00	0	0.00	4	66.67	2	33.33
Pace-setting	0	0.00	0	0.00	2	33.33	4	66.67	0	0.00
Commanding	0	0.00	1	16.67	2	33.3	2	33.33	1	16.67

Table 4.5 indicates response frequency and percentage of the peers on leadership styles and it is illustrative that peers also view leaders in private developers to be more democratic, pace-setting, and visionary.

Table 4.5: Leadership styles in private developers by peers – frequency and percentage

Leadership Styles	Peers (N=12)									
	Never		Rarely		Sometimes		Often		Consistently	
	f	%	f	%	f	%	f	%	f	%
Visionary	0	0.00	0	0.00	5	41.67	5	41.67	2	16.67
Coaching	0	0.00	1	8.33	5	41.67	6	50.00	0	0.00
Affiliative	0	0.00	1	8.33	4	33.33	6	50.00	1	8.33
Democratic	0	0.00	1	8.33	1	8.33	3	25.00	7	58.33
Pace-setting	0	0.00	1	8.33	3	25.00	4	33.33	4	33.33
Commanding	0	0.00	4	33.33	1	8.33	6	50.00	1	8.33

Table 4.6 summarises descriptive statistic parameters of the survey and it also proves that leaders and peers are on agreement that leaders in private developers are more visionary, democratic and pace-setting.

Table 4.6: Leadership styles in private developers – descriptive analysis

Leadership Styles	Leaders (N=6)				Peers (N=12)			
	Mode	Mean	Median	Std Dev.	Mode	Mean	Median	Std Dev.
Visionary	5	4.50	4.50	0.55	4	3.75	4.00	0.75
Coaching	3	3.67	3.50	0.82	4	3.42	3.50	0.67
Affiliative	3	3.67	3.00	1.03	4	3.58	4.00	0.79
Democratic	4	4.33	4.00	0.52	5	4.33	5.00	0.98
Pace-setting	4	3.67	4.00	0.52	4	3.92	4.00	1.00
Commanding	3	3.50	3.50	1.05	4	3.33	4.00	1.07

4.1.2 Prevalent Leadership Styles in Government Organisations

The numbers of participants from government organisations were limited but in construction related government organisations, the most prevalent leadership styles are visionary, affiliative, and democratic.

Table 4.7: Leadership styles in government organisations by leaders – frequency and percentage

Leadership Styles	Leaders (N=4)									
	Never		Rarely		Sometimes		Often		Consistently	
	f	%	f	%	f	%	f	%	f	%
Visionary	0	0.00	0	0.00	1	25.00	1	25.00	2	50.00
Coaching	1	25.00	0	0.00	1	25.00	2	50.00	0	0.00
Affiliative	1	25.00	0	0.00	0	0.00	1	25.00	2	50.00
Democratic	0	0.00	1	25.00	0	0.00	1	25.00	2	50.00
Pace-setting	0	0.00	1	25.00	2	50.00	1	25.00	0	0.00
Commanding	0	0.00	1	25.00	1	25.00	1	25.00	1	25.00

Similarly, the responses from peers of leaders indicated in Table 4.8 show that most prevalent leadership styles are visionary and democratic. This does relate to the overall vision of the emirate by the Ruler of Dubai.

Table 4.8: Leadership styles in government organisations by peers – frequency and percentage

Leadership Styles	Peers (N=5)									
	Never		Rarely		Sometimes		Often		Consistently	
	f	%	f	%	f	%	f	%	f	%
Visionary	0	0.00	0	0.00	1	20.00	3	60.00	1	20.00
Coaching	0	0.00	2	40.00	0	0.00	3	60.00	0	0.00
Affiliative	0	0.00	0	0.00	2	40.00	2	40.00	1	20.00
Democratic	0	0.00	0	0.00	1	20.00	3	60.00	1	20.00
Pace-setting	0	0.00	2	40.00	0	0.00	3	60.00	0	0.00
Commanding	0	0.00	2	40.00	2	40.00	1	20.00	0	0.00

Table 4.9 summarises the mode, mean, median and standard deviation for responses received from leaders and peers in the government organisations, which further compliments the finding that most leaders are visionary and democratic.

Table 4.9: Leadership styles in government organisations – descriptive analysis

Leadership Styles	Leaders (N=4)				Peers (N=5)			
	Mode	Mean	Median	Std Dev.	Mode	Mean	Median	Std Dev.
Visionary	5	4.25	4.50	0.96	4	4.00	4.00	0.71
Coaching	4	3.00	3.50	1.41	4	3.20	4.00	1.10
Affiliative	5	3.75	4.50	1.89	4	3.80	4.00	0.84
Democratic	5	4.00	4.50	1.41	4	4.00	4.00	0.71
Pace-setting	3	3.00	3.00	0.82	4	3.20	4.00	1.10
Commanding	N/A	3.50	3.50	1.29	3	2.80	3.00	0.84

4.1.3 Prevalent Leadership Styles in Project Management Companies

This section illustrates the results of data received from project management companies. Table 4.10 and 4.11 indicate frequency of responses for each scale of measurement, which show that leaders in project management companies are more visionary and coaching as per the responses received from leaders.

Table 4.10: Leadership styles in project management companies by leaders – frequency and percentage

Leadership Styles	Leaders (N=6)									
	Never		Rarely		Sometimes		Often		Consistently	
	f	%	f	%	f	%	f	%	f	%
Visionary	0	0.00	0	0.00	2	33.33	3	50.00	1	16.67
Coaching	0	0.00	2	33.33	1	16.67	1	16.67	2	33.33
Affiliative	0	0.00	1	16.67	3	50.00	0	0.00	2	33.33
Democratic	0	0.00	1	16.67	3	50.00	1	16.67	1	16.67
Pace-setting	1	16.67	1	16.67	3	50.00	1	16.67	0	0.00
Commanding	0	0.00	2	33.33	3	50.00	1	16.67	0	0.00

On the other hand, peers' responses indicated in Table 4.11 show that visionary, democratic and affiliative leadership styles are more prevalent.

Table 4.11: Leadership styles in project management companies by peers – frequency and percentage

Leadership Styles	Peers (N=10)									
	Never		Rarely		Sometimes		Often		Consistently	
	f	%	f	%	f	%	f	%	f	%
Visionary	1	10.00	1	10.00	0	0.00	3	30.00	5	50.00
Coaching	0	0.00	1	10.00	3	30.00	2	20.00	4	40.00
Affiliative	0	0.00	1	10.00	2	20.00	6	60.00	1	10.00
Democratic	0	0.00	0	0.00	2	20.00	2	20.00	6	60.00
Pace-setting	1	10.00	4	40.00	4	40.00	0	0.00	1	10.00
Commanding	2	20.00	3	30.00	2	20.00	2	20.00	1	10.00

The descriptive statistics summary of the results for project management companies indicates that visionary, affiliative, and democratic leadership styles are more pre-dominant.

Table 4.12: Leadership styles in project management companies – descriptive analysis

Leadership Styles	Leaders (N=6)				Peers (N=10)			
	Mode	Mean	Median	Std Dev.	Mode	Mean	Median	Std Dev.
Visionary	4	3.83	4.00	0.75	5	4.00	4.50	1.41
Coaching	2	3.50	3.50	1.38	5	3.90	4.00	1.10
Affiliative	3	3.50	3.00	1.22	4	3.70	4.00	0.82
Democratic	3	3.33	3.00	1.03	5	4.40	5.00	0.84
Pace-setting	3	2.67	3.00	1.03	2	2.60	2.50	1.07
Commanding	3	2.83	3.00	0.75	2	2.70	2.50	1.34

4.2 Emotional Competency Inventory (ECI)

This section examines the 18 emotional competencies (Goleman, 2002) of leaders and responses of their related peers as evaluated on a frequency scale of 1 to 6, where each number represents; 1=Never; 2=Rarely; 3 = Sometimes; 4 = Often; 5 = Consistently, 6 = Don't Know.

The responses of leaders and peers relatively rank most of the competencies higher, whereas a closer observation reveals that optimism, empathy, and organizational awareness are highly prevalent in the construction industry of Dubai.

Table 4.13: ECI in general – descriptive analysis

Effect of ECI Competencies	Leaders (N=16)				Peers (N=27)			
	Mode	Mean	Median	Std Dev.	Mode	Mean	Median	Std Dev.
Emotional Self-Awareness	3.50	4.00	4.25	0.53	3.50	3.82	3.75	0.84
Accurate Self-Assessment	3.50	3.68	3.67	0.41	3.00	3.66	3.63	0.77
Self-Confidence	3.00	3.25	3.33	0.37	3.50	3.76	3.71	0.55
Emotional Self-Control	3.50	3.44	3.50	0.37	3.67	3.37	3.38	0.49
Transparency	4.00	4.07	4.00	0.50	4.00	4.10	4.13	0.58
Adaptability	4.00	4.06	4.00	0.62	4.00	3.90	4.00	0.54
Achievement Orientation	4.75	4.17	4.25	0.54	4.00	3.88	4.00	0.61
Initiative	4.00	3.32	3.50	0.61	3.50	3.02	3.13	0.66
Optimism	4.75	4.23	4.25	0.52	4.75	4.30	4.25	0.42
Empathy	3.75	4.13	3.75	0.67	4.25	4.28	4.29	0.55
Organizational Awareness	4.00	3.86	4.00	0.54	4.25	4.31	4.25	0.50
Service Orientation	4.00	4.32	4.33	0.59	4.50	4.35	4.50	0.66
Developing Others	4.00	4.18	4.25	0.58	3.75	4.09	4.00	0.65
Inspirational Leadership	4.00	4.05	4.00	0.54	5.00	4.03	4.25	0.99
Change Catalyst	3.50	3.50	3.50	0.48	3.75	3.44	3.42	0.50
Influence	4.00	3.81	3.75	0.50	4.00	4.02	4.00	0.68
Conflict Management	3.00	3.27	3.00	0.63	3.50	3.58	3.50	0.57
Teamwork and Collaboration	3.67	3.45	3.33	0.36	3.00	3.57	3.50	0.51

4.2.1 ECI in Private Developers

The study then analyses the responses of leaders and peers from each category of surveyed organisations. Firstly, the responses from private developers in Dubai were evaluated as represented in Figure 4.3.
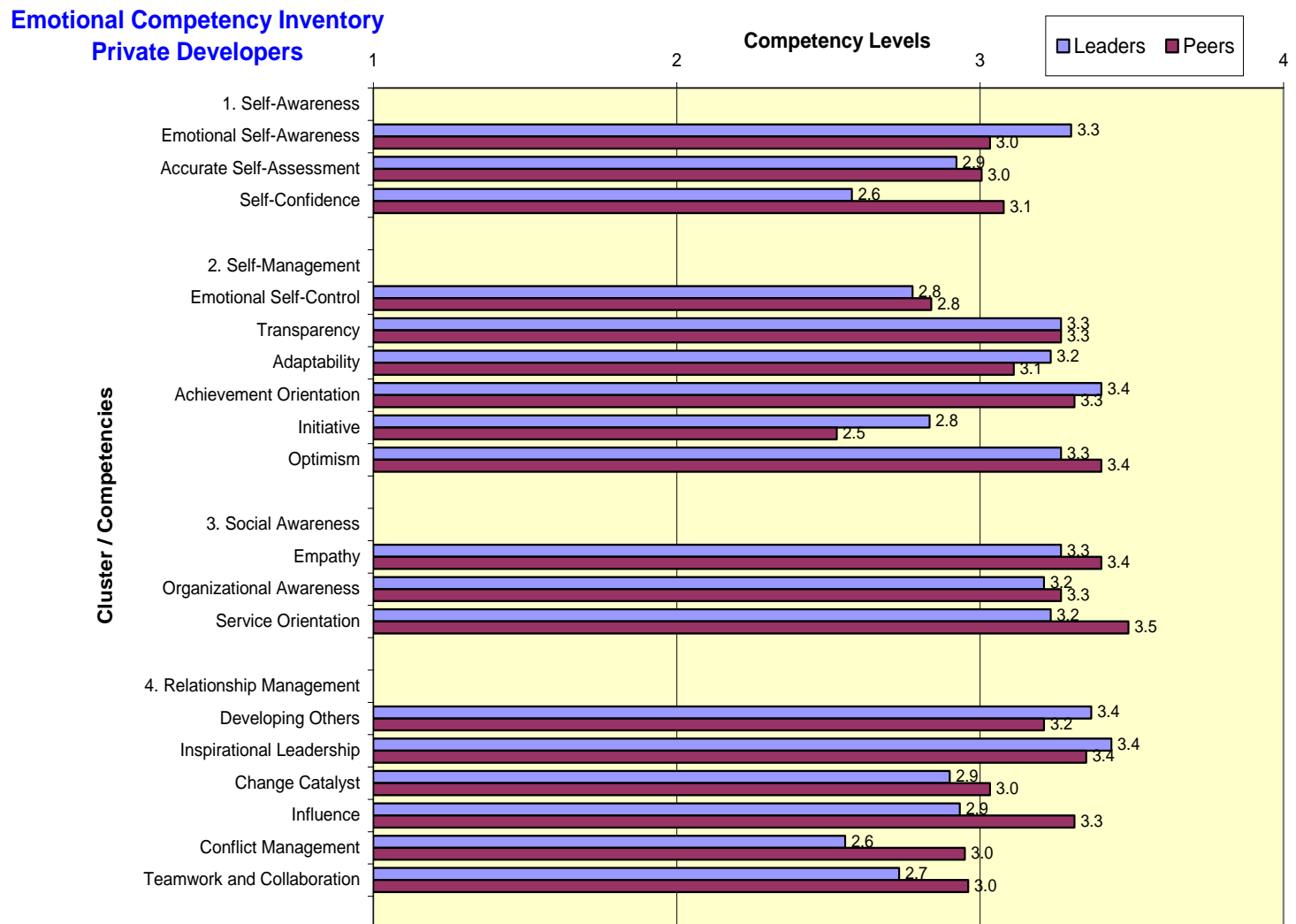
Figure 4.3: ECI in Private Developers – Leaders & Peers comparison

The mean value of responses indicated in Figure 4.3 show that leaders view themselves and their peers also consider them high on emotional self-awareness, transparency, adaptability, achievement orientation, optimism, empathy, organisational awareness, developing others, inspirational leadership, and change catalyst. This all can be linked to the overall inspiring vision of the Ruler for the Emirate and a fostering environment for businesses to grow.

On the other hand, leaders view themselves low on self-control, initiative, conflict management, teamwork and collaboration, which can be associated to relatively less local market experience.

Table 4.14 indicate mode, mean, median, and standard deviation of the responses from both leaders and peers. The results provide clear distinction that ECI competencies, self-awareness, transparency, achievement orientation, developing others, and inspirational leadership are highly prevalent in private developers' leaders.

Table 4.14: ECI in Private Developers – descriptive analysis

Effect of ECI Competencies	Leaders (N=6)				Peers (N=12)			
	Mode	Mean	Median	Std Dev.	Mode	Mean	Median	Std Dev.
Emotional Self-Awareness	3.50	4.13	4.25	0.52	N/A	3.96	4.00	0.77
Accurate Self-Assessment	3.50	3.65	3.58	0.44	4.00	3.71	3.75	0.56
Self-Confidence	3.00	3.22	3.17	0.27	3.67	3.78	3.67	0.69
Emotional Self-Control	3.50	3.47	3.50	0.49	N/A	3.60	3.54	0.48
Transparency	4.75	4.08	4.13	0.63	4.00	4.04	4.00	0.64
Adaptability	4.00	4.04	4.13	0.56	3.67	3.86	4.00	0.69
Achievement Orientation	4.50	4.25	4.38	0.55	4.25	4.08	4.13	0.34
Initiative	4.00	3.54	3.63	0.49	4.00	3.36	3.50	0.83
Optimism	4.75	4.08	4.13	0.63	3.75	4.08	4.00	0.54
Empathy	3.50	4.08	3.75	0.72	4.25	4.13	4.25	0.85
Organizational Awareness	N/A	4.01	4.13	0.56	4.00	3.96	4.00	0.86
Service Orientation	N/A	4.04	4.13	0.71	N/A	4.14	4.13	0.52
Developing Others	4.00	4.21	4.13	0.51	3.50	3.83	3.63	0.56
Inspirational Leadership	4.00	4.29	4.13	0.49	4.25	4.29	4.25	0.40
Change Catalyst	3.50	3.63	3.63	0.26	3.25	3.69	3.50	0.65
Influence	3.50	3.67	3.63	0.30	4.00	4.07	4.00	0.44
Conflict Management	N/A	3.19	3.13	0.50	N/A	3.83	3.88	0.54
Teamwork and Collaboration	3.00	3.42	3.29	0.48	4.50	3.81	4.00	0.84

4.2.2 ECI in Government Organisations

The analysis for the government organisations diagrammatically indicated in Figure 4.4 below show that leaders view them high on self-awareness, transparency, adaptability, achievement orientation, optimism, empathy, service orientation, and developing others. However, the peers of the leaders in government organisations feel the leaders are low on emotional self-awareness and adaptability; this can be the result of considerable bureaucratic procedures followed in government organisations.

The change towards such an attitude is necessary in order to become a world leading society, which is clearly highlighted in the Strategic Plan 2020 of Dubai by H.H. Sheikh Muhammad bin Rashid Al Maktoum.
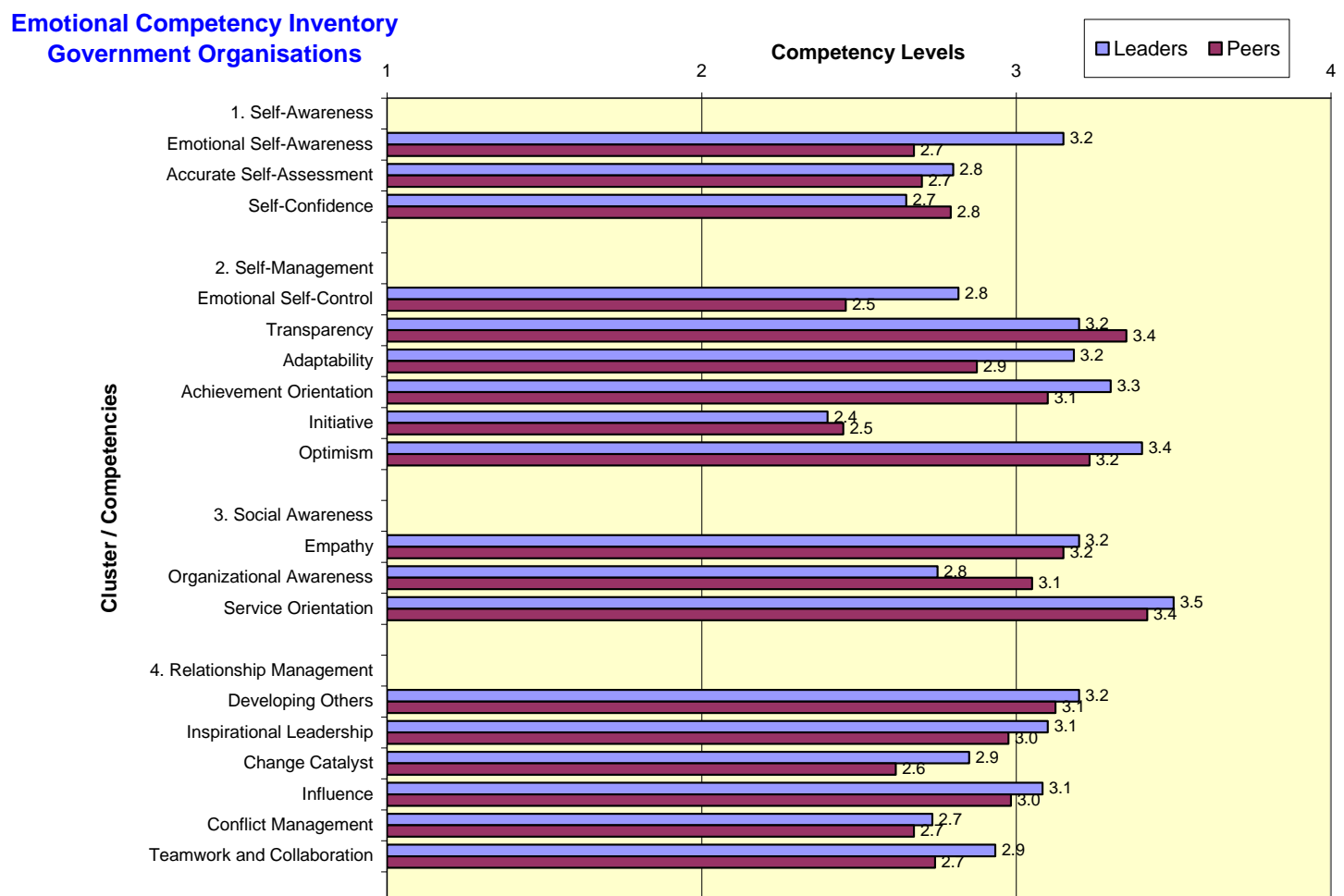
Figure 4.4: ECI in Government Organisations – Leaders & Peers comparison

The descriptive analysis for responses from leaders and peers are illustrated in Table 4.15. However the numbers of participants from the government organisations are relatively low compared to other organisations but the responses are sufficient to deduce the prevalent emotional intelligence competencies. The analysis of table 4.15 indicates that leaders and peers feel that government organisations have higher emotional competencies of transparency, achievement orientation, service orientation, and developing others.

Table 4.15: ECI in Government Organisations – descriptive analysis

Effect of ECI Competencies	Leaders (N=4)				Peers (N=5)			
	Mode	Mean	Median	Std Dev.	Mode	Mean	Median	Std Dev.
Emotional Self-Awareness	3.50	3.30	3.50	1.51	3.75	3.55	3.75	0.99
Accurate Self-Assessment	N/A	2.91	3.25	1.37	3.00	3.55	3.25	0.84
Self-Confidence	N/A	2.79	3.50	1.31	3.50	3.38	3.50	0.41
Emotional Self-Control	3.67	2.91	3.50	1.37	N/A	3.07	3.00	0.41
Transparency	4.25	3.33	3.75	1.52	4.50	4.20	4.25	0.33
Adaptability	N/A	3.32	3.25	1.71	4.00	3.75	3.75	0.25
Achievement Orientation	4.75	3.37	3.75	1.81	4.00	3.95	4.00	0.27
Initiative	N/A	2.57	3.00	1.24	3.50	3.10	3.25	0.52
Optimism	3.75	3.51	3.75	1.73	4.00	4.13	4.00	0.40
Empathy	4.50	3.37	3.75	1.51	3.75	3.95	3.75	0.41
Organizational Awareness	N/A	2.92	3.25	1.25	3.75	3.85	3.75	0.29
Service Orientation	4.00	3.60	4.00	1.76	4.50	4.28	4.50	0.46
Developing Others	4.00	3.31	4.00	1.69	3.75	3.95	3.75	0.33
Inspirational Leadership	3.25	3.18	3.25	1.68	3.50	3.90	3.50	0.65
Change Catalyst	N/A	2.98	3.00	1.52	3.25	3.32	3.25	0.27
Influence	N/A	3.17	3.50	1.66	4.00	3.78	3.75	0.22
Conflict Management	3.50	2.84	3.50	1.31	3.00	3.40	3.25	0.52
Teamwork and Collaboration	3.50	3.10	3.50	1.28	3.50	3.48	3.50	0.29

4.2.3 ECI in Project Management Companies

The project management companies include international firms, which have more foreign expats working in the Dubai market. The results of emotional competency inventory for leaders in these project management companies are graphically
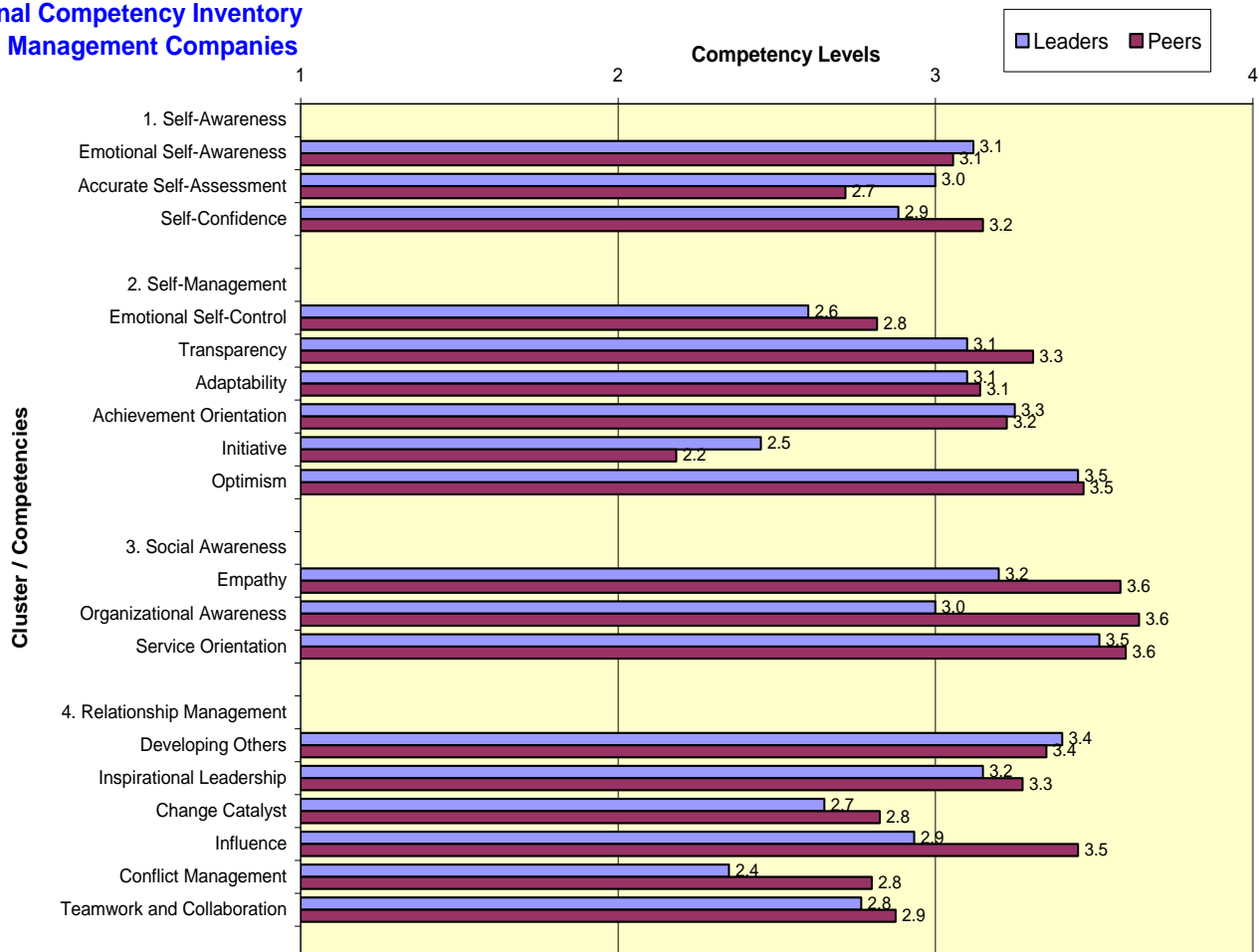
illustrated in figure 4.5.

Figure 4.5: ECI in Project Management Companies – Leaders & Peers comparison

The leaders and peers responses support that leaders in such organisations show high level of emotional self-awareness, transparency, adaptability, achievement orientation, optimism, empathy, service orientation, developing others, and inspirational leadership.

Although, leaders believe that they are relatively low on influence competency, their peers' responses indicate that the leaders are high on influencing competency.

The descriptive analysis of ECI for project management companies is represented in Table 4.16, which also illustrates that leaders in project management companies highly depict the following emotional intelligence competencies; transparency, adaptability, achievement orientation, empathy, organizational awareness, service orientation, and developing others.

The construction market of Dubai is at its early cycle of development; thus the workforce seems to be highly optimistic and service oriented.

Table 4.16: ECI in Project Management Companies – descriptive analysis

Effect of ECI Competencies	Leaders (N=6)				Peers (N=10)			
	Mode	Mean	Median	Std Dev.	Mode	Mean	Median	Std Dev.
Emotional Self-Awareness	4.25	3.75	3.75	0.58	N/A	3.62	3.33	0.90
Accurate Self-Assessment	3.50	3.75	3.50	0.35	N/A	3.32	3.50	0.77
Self-Confidence	3.50	3.33	3.33	0.20	3.67	3.87	3.75	0.25
Emotional Self-Control	3.50	3.35	3.50	0.38	3.00	3.43	3.50	0.43
Transparency	4.00	3.95	4.00	0.67	4.00	3.97	4.00	0.65
Adaptability	3.75	4.05	4.00	0.33	4.00	3.92	4.00	0.69
Achievement Orientation	4.00	3.90	4.00	0.29	4.25	4.00	4.25	1.00
Initiative	2.75	3.25	3.25	0.53	N/A	2.77	3.25	0.93
Optimism	4.00	4.35	4.25	0.42	N/A	4.22	4.25	0.38
Empathy	N/A	4.15	4.00	0.72	4.75	4.60	4.67	0.18
Organizational Awareness	4.25	3.95	4.00	0.33	4.25	4.58	4.67	0.33
Service Orientation	N/A	4.52	4.50	0.38	N/A	4.30	4.50	0.78
Developing Others	4.25	4.20	4.25	0.54	N/A	3.95	4.00	0.65
Inspirational Leadership	4.00	4.00	4.00	0.35	4.50	3.80	4.50	1.43
Change Catalyst	3.25	3.15	3.25	0.29	3.50	3.50	3.50	0.47
Influence	3.75	3.90	3.75	0.55	N/A	4.17	4.33	0.84
Conflict Management	N/A	3.35	3.00	0.99	3.25	3.40	3.25	0.38

Teamwork and Collaboration	N/A	3.40	3.33	0.31	4.00	3.45	3.25	0.51

4.3 Effect of Leadership styles on Teams

Thirdly, the effect of leadership styles on team performance was evaluated using the responses from the peers. As explained in chapter 3, the peers were inquired to scale the frequency of effect on them for different leadership styles. The frequency scale was the same from 1 to 5; where each number is represented as; 1=Never; 2=Rarely; 3 = Sometimes; 4 = Often; 5 = Consistently.

Figure 4.6 graphically summarises the responses of all peers from the three types of organisations. It can be noted that in private developers coaching leadership style has positive influence, whereas in government organisations, pace-setting leadership style have higher influence. Similarly, in project management companies' democratic leadership style has higher influence on performance of the peers.

The responses from government organisations are relatively higher on the leadership styles as compared to the private developers' peers, whereas the responses from peers of project management companies are quite varied between different leadership styles.

Effect of Leadership styles on Team Performance
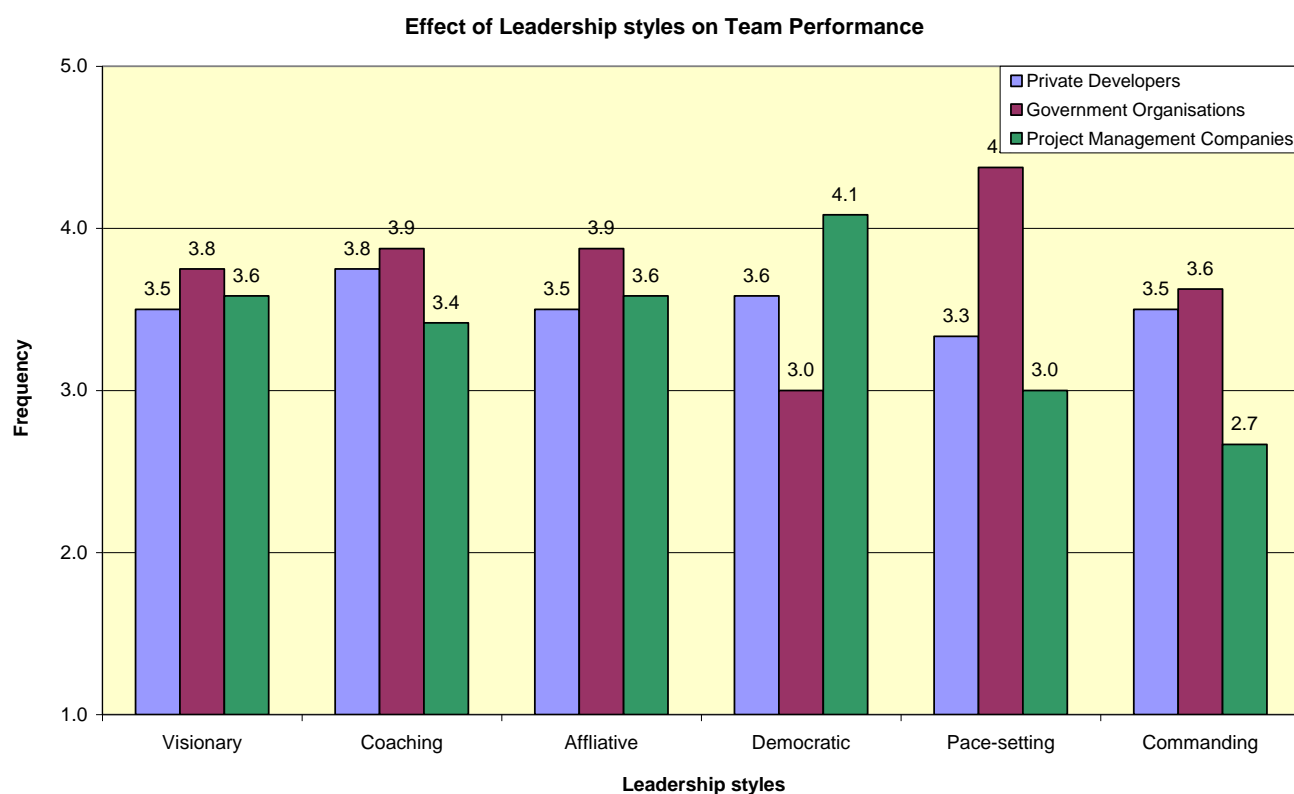
Figure 4.6: Effect of Leadership styles on teams in different organisations

Table 4.17 below indicated the frequency and percentage of responses in general for different leadership styles. It can be noted that most of the peers feel that their performance is influenced by democratic, visionary, and affiliative leadership styles. That means team members are more motivated when they are involved in the decision making and shaping the achievement of vision.

Table 4.17: Effect of Leadership styles in general – frequency & percentage

Effect of Leadership Styles	Total Peers (N=27)									
	Never		Rarely		Sometimes		Often		Consistently	
	f	%	f	%	f	%	f	%	f	%
Visionary	2	7.41	2	7.41	6	22.22	11	40.74	6	22.22
Coaching	1	3.70	4	14.81	6	22.22	8	29.63	8	29.63
Affiliative	0	0.00	4	14.81	7	25.93	11	40.74	5	18.52
Democratic	2	7.41	2	7.41	5	18.52	10	37.04	8	29.63
Pace-setting	3	11.11	4	14.81	8	29.63	5	18.52	7	25.93

| Commanding | 3 | 11.11 | 6 | 22.22 | 5 | 18.52 | 10 | 37.04 | 3 | 11.11 |

The Table 4.18 illustrates the mode, mean, median and standard deviation of the responses from peers for six different leadership styles, it is indicative that relatively all leadership styles influence the performance of teams.

Table 4.18: Effect of Leadership styles in general – descriptive analysis

Effect of Leadership Styles	Total Peers (N=27)			
	Mode	Mean	Median	Std Dev.
Visionary	4	3.63	4	1.15
Coaching	5	3.67	4	1.18
Affiliative	4	3.63	4	0.97
Democratic	4	3.74	4	1.20
Pace-setting	3	3.33	3	1.33
Commanding	4	3.15	3	1.23

4.3.1   Effect of Leadership styles in Private Developers

In private developers the teams' are motivated more by coaching and democratic leadership styles as indicated in Table 4.19. The results in the table also indicate that visionary and affiliative leadership styles also play a part in influencing the performance of teams.

Table 4.19: Effect of Leadership styles in Private Developers – frequency & percentage

Effect of Leadership Styles	Private Developers' Peers (N=12)									
	Never		Rarely		Sometimes		Often		Consistently	
	f	%	f	%	f	%	f	%	f	%
Visionary	1	8.33	0	0.00	5	41.67	4	33.33	2	16.67
Coaching	0	0.00	2	16.67	3	25.00	3	25.00	4	33.33
Affiliative	0	0.00	2	16.67	4	33.33	4	33.33	2	16.67
Democratic	1	8.33	0	0.00	4	33.33	5	41.67	2	16.67
Pace-setting	1	8.33	2	16.67	4	33.33	2	16.67	3	25.00

Commanding	0	0.00	3	25.00	2	16.67	5	41.67	2	16.67

Table 4.20 illustrates the descriptive analysis for effect of leadership styles on teams in private developers, which supports the findings that coaching democratic and commanding leadership styles affects the performance of teams.

Table 4.20: Effect of Leadership styles in Private Developers – descriptive analysis

Effect of Leadership Styles	Private Developers' Peers (N=12)			
	Mode	Mean	Median	Std Dev.
Visionary	3	3.50	3.5	1.09
Coaching	5	3.75	4.0	1.14
Affiliative	3	3.50	3.5	1.00
Democratic	4	3.58	4.0	1.08
Pace-setting	3	3.33	3.0	1.30
Commanding	4	3.50	4.0	1.09

4.3.2 Effect of Leadership styles in Government Organisations

The influence of leadership styles in government organisations are represented in Table 4.21 and 4.22. The result illustrates that visionary, coaching, affiliative, and pace-setting leadership styles effect performance of the teams in government organisations. This is consistent with the construction market drive in the emirate as employees in the government sector would like to have clearer goals and necessary coaching for achieving them.

Table 4.21: Effect of Leadership styles in Government Organisations – frequency & percentage

Effect of Leadership Styles	Government Organisations' Peers (N=5)									
	Never		Rarely		Sometimes		Often		Consistently	
	f	%	f	%	f	%	f	%	f	%
Visionary	0	0.00	1	20.00	0	0.00	2	40.00	2	40.00
Coaching	0	0.00	1	20.00	0	0.00	2	40.00	2	40.00

Affiliative	0	0.00	1	20.00	0	0.00	2	40.00	2	40.00
Democratic	1	20.00	1	20.00	0	0.00	2	40.00	1	20.00
Pace-setting	0	0.00	0	0.00	1	20.00	2	40.00	2	40.00
Commanding	0	0.00	0	0.00	2	40.00	3	60.00	0	0.00

Table 4.22 also supports the findings that teams in government sector would like to have more pace-setting leadership styles to achieve the set goals and objectives for the departments and organisations.

Table 4.22: Effect of Leadership styles in Government Organisations – descriptive analysis

Effect of Leadership Styles	Government Organisations' Peers (N=5)			
	Mode	Mean	Median	Std Dev.
Visionary	4	4.00	4.0	1.22
Coaching	4	4.00	4.0	1.22
Affiliative	5	4.00	4.0	1.22
Democratic	4	3.20	4.0	1.64
Pace-setting	5	4.20	4.0	0.84
Commanding	4	3.60	4.0	0.55

4.3.3 Effect of Leadership styles in Project Management Companies

The teams in project management companies mostly comprise a mix of foreign expatriates from diverse cultures; hence their performance is influenced by cultures too. The results in Table 4.23 indicate that employees in such companies consider influence of democratic, visionary, and affiliative to be of higher importance than others.

Table 4.23: Effect of Leadership styles in Project Management Companies – frequency & percentage

Effect of Leadership Styles	Project Management Companies' Peers (N=10)									
	Never		Rarely		Sometimes		Often		Consistently	
	f	%	f	%	f	%	f	%	f	%
Visionary	1	10.00	1	10.00	1	10.00	5	50.00	2	20.00

Coaching	1	10.00	1	10.00	3	30.00	3	30.00	2	20.00
Affiliative	0	0.00	1	10.00	3	30.00	5	50.00	1	10.00
Democratic	0	0.00	1	10.00	1	10.00	3	30.00	5	50.00
Pace-setting	2	20.00	2	20.00	3	30.00	1	10.00	2	20.00
Commanding	3	30.00	3	30.00	1	10.00	2	20.00	1	10.00

The descriptive analysis presented in Table 4.24 represents that visionary, democratic, and affiliative leadership styles are highly influential on peers' performance.

Table 4.24: Effect of Leadership styles in Project Management Companies – descriptive analysis

Effect of Leadership Styles	Project Management Companies' Peers (N=10)			
	Mode	Mean	Median	Std Dev.
Visionary	4	3.60	4.0	1.26
Coaching	4	3.40	3.5	1.26
Affiliative	4	3.60	4.0	0.84
Democratic	5	4.20	4.5	1.03
Pace-setting	3	2.90	3.0	1.45
Commanding	1	2.50	2.0	1.43

4.4 Effect of Emotional Intelligence Competencies on Teams Performance

Similar to the previous section, the peers were inquired to rate frequency of influence for Goleman's (2002) 18 Emotional Intelligence competencies on their performance. This was also measured on a scale from 1 to 5, where 1=Never; 2=Rarely; 3 = Sometimes; 4=Often; 5=Consistently. In general, it is noted that all emotional intelligence competencies often influence the performance of teams in one way or another.

Figure 4.7, diagrammatically summarises the findings from the three types of organisations and indicates that self-confidence, initiative, influence, teamwork and collaboration are highly influential competencies on teams. Other competencies also affect the performance of teams and the responses from all organisations are relatively similar indicating the emotional intelligence as a whole has greater influence on team performances.

Effect of Emotional Intelligence on Team Performance
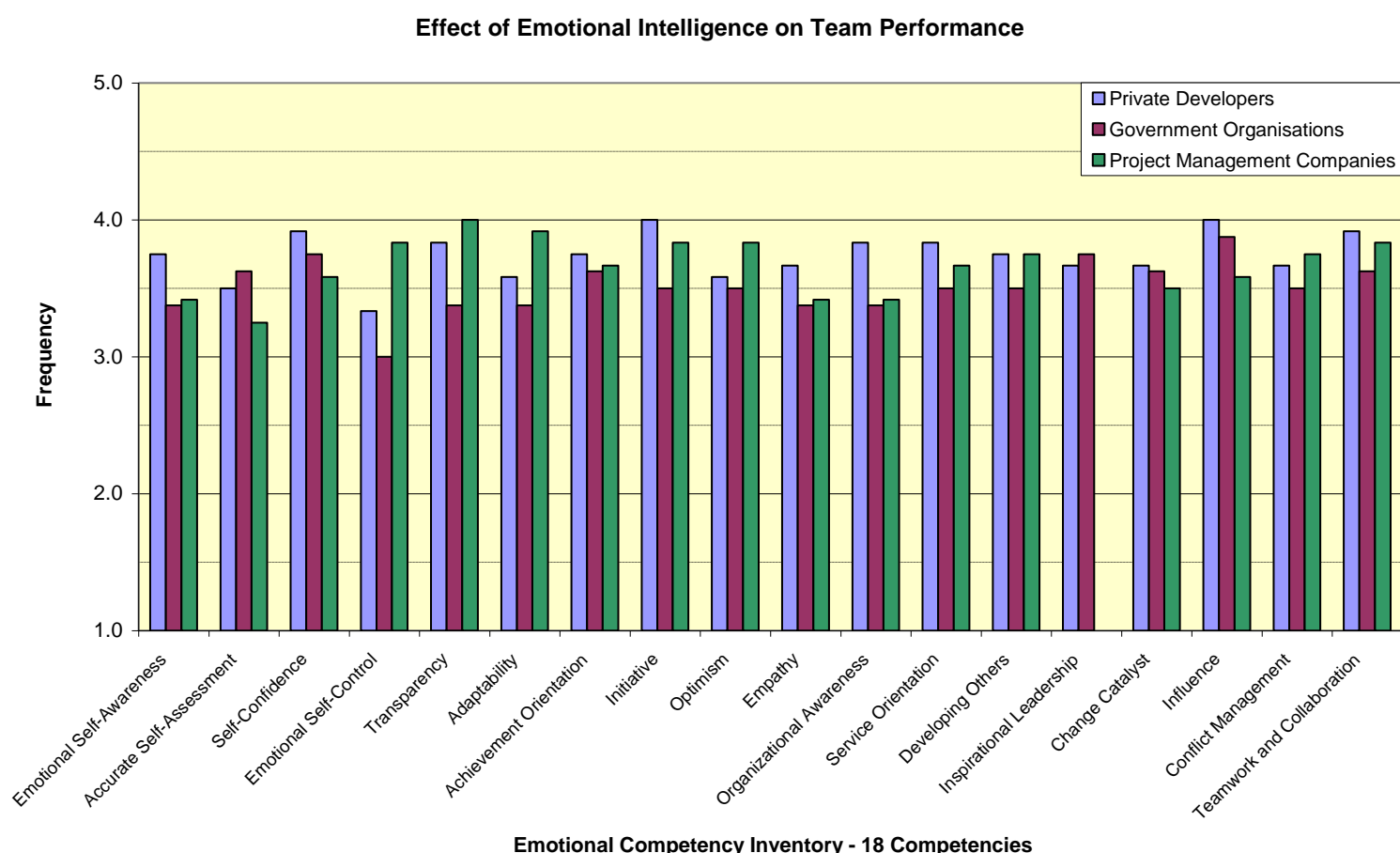
Figure 4.7: Effect of Emotional Intelligence competencies on teams in different organisations

Table 4.25 illustrates the frequency of responses received for each element of the scale, which indicates that transparency, initiative, service orientation, influence, teamwork & collaboration, and inspirational leadership are highly affecting competencies on the teams in all three organisations.

Table 4.25: Effect of ECI competencies in general – frequency & percentage

Effect of ECI Competencies	Total Peers (N=27)									
	Never		Rarely		Sometimes		Often		Consistently	
	f	%	f	%	f	%	f	%	f	%

Emotional Self-Awareness	0	0.00	5	18.52	6	22.22	12	44.44	4	14.81
Accurate Self-Assessment	0	0.00	7	25.93	6	22.22	10	37.04	4	14.81
Self-Confidence	0	0.00	4	14.81	6	22.22	10	37.04	7	25.93
Emotional Self-Control	1	3.70	7	25.93	3	11.11	11	40.74	5	18.52
Transparency	0	0.00	5	18.52	2	7.41	12	44.44	8	29.63
Adaptability	0	0.00	4	14.81	7	25.93	10	37.04	6	22.22
Achievement Orientation	0	0.00	4	14.81	7	25.93	8	29.63	8	29.63
Initiative	0	0.00	3	11.11	2	7.41	17	62.96	4	14.81
Optimism	1	3.70	3	11.11	2	7.41	18	66.67	3	11.11
Empathy	1	3.70	3	11.11	8	29.63	12	44.44	3	11.11
Organizational Awareness	1	3.70	2	7.41	9	33.33	11	40.74	4	14.81
Service Orientation	0	0.00	4	14.81	2	7.41	18	66.67	3	11.11
Developing Others	0	0.00	3	11.11	8	29.63	10	37.04	6	22.22
Inspirational Leadership	0	0.00	3	11.11	6	22.22	12	44.44	6	22.22
Change Catalyst	0	0.00	3	11.11	9	33.33	10	37.04	5	18.52
Influence	1	3.70	2	7.41	4	14.81	13	48.15	7	25.93
Conflict Management	0	0.00	3	11.11	6	22.22	14	51.85	4	14.81
Teamwork and Collaboration	0	0.00	3	11.11	4	14.81	13	48.15	7	25.93

The table 4.26 represents the mode, mean, median, and standard deviation for the data received from all the peers. It is a clear distinction that almost all the competencies are often affecting teams' performance. However, transparency, optimism, initiative, influence, teamwork and collaboration are more dominant in influencing the performance of teams.

Table 4.26: Effect of ECI competencies in general – descriptive analysis

Effect of ECI Competencies	Total Peers (N=27)

	Mode	Mean	Median	Std Dev.
Emotional Self-Awareness	4.0	3.56	4	0.97
Accurate Self-Assessment	4.0	3.41	4	1.05
Self-Confidence	4.0	3.74	4	1.02
Emotional Self-Control	4.0	3.44	4	1.19
Transparency	4.0	3.85	4	1.06
Adaptability	4.0	3.67	4	1.00
Achievement Orientation	5.0	3.74	4	1.06
Initiative	4.0	3.85	4	0.83
Optimism	4.0	3.70	4	0.95
Empathy	4.0	3.48	4	0.98
Organizational Awareness	4.0	3.56	4	0.97
Service Orientation	4.0	3.74	4	0.86
Developing Others	4.0	3.70	4	0.95
Inspirational Leadership	4.0	3.78	4	0.93
Change Catalyst	4.0	3.63	4	0.93
Influence	4.0	3.85	4	1.03
Conflict Management	4.0	3.70	4	0.87
Teamwork and Collaboration	4.0	3.89	4	0.93

4.4.1   Effect of ECI Competencies in Private Developers

The emotional competencies in private developers' teams also play a role as indicated in Table 4.27 given below. The frequency and percentage analysis illustrates that transparency, initiative, service orientation, and influence are highly influential competencies on the teams in private developers. The remaining competencies also influence the performance of peers as indicated in their responses.

Table 4.27: Effect of ECI competencies in private developers – frequency & percentage

Effect of ECI Competencies	Private Developers' Peers (N=12)									
	Never		Rarely		Sometimes		Often		Consistently	
	f	%	f	%	f	%	f	%	f	%
Emotional Self-Awareness	0	0.00	1	8.33	3	25.00	6	50.00	2	16.67
Accurate Self-Assessment	0	0.00	2	16.67	4	33.33	4	33.33	2	16.67
Self-Confidence	0	0.00	1	8.33	2	16.67	6	50.00	3	25.00
Emotional Self-Control	1	8.33	3	25.00	1	8.33	5	41.67	2	16.67
Transparency	0	0.00	2	16.67	0	0.00	8	66.67	2	16.67
Adaptability	0	0.00	2	16.67	3	25.00	5	41.67	2	16.67
Achievement Orientation	0	0.00	1	8.33	4	33.33	4	33.33	3	25.00
Initiative	0	0.00	1	8.33	0	0.00	8	66.67	2	16.67
Optimism	1	8.33	2	16.67	0	0.00	7	58.33	2	16.67
Empathy	1	8.33	0	0.00	3	25.00	6	50.00	2	16.67
Organizational Awareness	1	8.33	0	0.00	2	16.67	6	50.00	3	25.00
Service Orientation	0	0.00	2	16.67	0	0.00	8	66.67	2	16.67
Developing Others	0	0.00	1	8.33	3	25.00	6	50.00	2	16.67
Inspirational Leadership	0	0.00	1	8.33	4	33.33	5	41.67	2	16.67
Change Catalyst	0	0.00	1	8.33	4	33.33	5	41.67	2	16.67
Influence	0	0.00	1	8.33	1	8.33	7	58.33	3	25.00
Conflict Management	0	0.00	2	16.67	3	25.00	4	33.33	3	25.00
Teamwork and Collaboration	0	0.00	1	8.33	2	16.67	6	50.00	3	25.00

Table 4.28 illustrates the descriptive analysis of responses received from peers in private developers, which also indicates that self-confidence, transparency, initiative, organizational awareness, service orientation, and influence are relatively high influencing competencies from the Goleman's 18 competency inventory. It is a clear distinction that employees in private developers work better when trust is placed in their capabilities, environment for initiatives is provided, and better people service is provided.

Table 4.28: Effect of ECI competencies in private developers – descriptive analysis

Effect of ECI Competencies	Private Developers' Peers (N=12)			
	Mode	Mean	Median	Std Dev.
Emotional Self-Awareness	4	3.75	4	0.87
Accurate Self-Assessment	3	3.50	3.5	1.00
Self-Confidence	4	3.92	4	0.90
Emotional Self-Control	4	3.33	4	1.30
Transparency	4	3.83	4	0.94
Adaptability	4	3.58	4	1.00
Achievement Orientation	3	3.75	4	0.97
Initiative	4	4.00	4	0.77
Optimism	4	3.58	4	1.24
Empathy	4	3.67	4	1.07
Organizational Awareness	4	3.83	4	1.11
Service Orientation	4	3.83	4	0.94
Developing Others	4	3.75	4	0.87
Inspirational Leadership	4	3.67	4	0.89
Change Catalyst	4	3.67	4	0.89
Influence	4	4.00	4	0.85
Conflict Management	4	3.67	4	1.07
Teamwork and Collaboration	4	3.92	4	0.90

4.4.2   Effect of ECI Competencies in Government Organisations

In government organisations, the most influencing emotional competencies are initiative, optimism, service orientation, inspirational leadership, influence, conflict management, teamwork and collaboration as illustrative in Table 4.29. This proves that government organisation employees would like to have more focused and goal-oriented work programs with an inspirational leadership.

Table 4.29: Effect of ECI competencies in government organisations – frequency & percentage

Effect of ECI Competencies	Government Organisations' Peers (N=5)									
	Never		Rarely		Sometimes		Often		Consistently	
	f	%	f	%	f	%	f	%	f	%
Emotional Self-Awareness	0	0.00	1	20.00	1	20.00	3	60.00	0	0.00
Accurate Self-Assessment	0	0.00	1	20.00	1	20.00	2	40.00	1	20.00
Self-Confidence	0	0.00	1	20.00	1	20.00	1	20.00	2	40.00
Emotional Self-Control	0	0.00	2	40.00	1	20.00	2	40.00	0	0.00
Transparency	0	0.00	2	40.00	0	0.00	1	20.00	2	40.00
Adaptability	0	0.00	1	20.00	2	40.00	1	20.00	1	20.00
Achievement Orientation	0	0.00	1	20.00	1	20.00	1	20.00	2	40.00
Initiative	0	0.00	1	20.00	0	0.00	4	80.00	0	0.00
Optimism	0	0.00	1	20.00	0	0.00	4	80.00	0	0.00
Empathy	0	0.00	1	20.00	1	20.00	3	60.00	0	0.00
Organizational Awareness	0	0.00	1	20.00	1	20.00	3	60.00	0	0.00
Service Orientation	0	0.00	1	20.00	0	0.00	4	80.00	0	0.00
Developing Others	0	0.00	1	20.00	2	40.00	1	20.00	1	20.00
Inspirational Leadership	0	0.00	1	20.00	0	0.00	3	60.00	1	20.00
Change Catalyst	0	0.00	1	20.00	1	20.00	2	40.00	1	20.00
Influence	0	0.00	1	20.00	0	0.00	2	40.00	2	40.00
Conflict Management	0	0.00	1	20.00	0	0.00	4	80.00	0	0.00
Teamwork and Collaboration	0	0.00	1	20.00	0	0.00	3	60.00	1	20.00

Descriptive analysis results for responses from peers are presented in Table 4.30. The results indicate that relatively all competencies influence on performance of peers. However, slightly higher ones are self-confidence, achievement orientation, inspirational leadership, influence, teamwork and collaboration.

The results show that employees would like more goal and career oriented tasks with an inspirational leadership to remain motivated.

Table 4.30: Effect of ECI competencies in private developers – descriptive analysis

Effect of ECI Competencies	Government Organisations' Peers (N=5)			
	Mode	Mean	Median	Std Dev.
Emotional Self-Awareness	4	3.40	4	0.89
Accurate Self-Assessment	4	3.60	4	1.14
Self-Confidence	5	3.80	4	1.30
Emotional Self-Control	4	3.00	3	1.00
Transparency	5	3.60	4	1.52
Adaptability	3	3.40	3	1.14
Achievement Orientation	5	3.80	4	1.30
Initiative	4	3.60	4	0.89
Optimism	4	3.60	4	0.89
Empathy	4	3.40	4	0.89
Organizational Awareness	4	3.40	4	0.89
Service Orientation	4	3.60	4	0.89
Developing Others	3	3.40	3	1.14
Inspirational Leadership	4	3.80	4	1.10
Change Catalyst	4	3.60	4	1.14
Influence	5	4.00	4	1.22
Conflict Management	4	3.60	4	0.89
Teamwork and Collaboration	4	3.80	4	1.10

4.4.3 Effect of ECI Competencies in Project Management Companies

Employees in project management companies are also influenced by the emotional competencies in general. Table 4.31 presents results of frequency and percentage analysis for the responses, which provides clear distinction that peers in project management companies are more influenced by emotional self-control, transparency, adaptability, initiative, optimism, inspirational leadership, and conflict management.

Table 4.31: Effect of ECI competencies in project management companies – frequency & percentage

Effect of ECI Competencies	Project Management Companies' Peers (N=10)									
	Never		Rarely		Sometimes		Often		Consistently	
	f	%	f	%	f	%	f	%	f	%
Emotional Self-Awareness	0	0.00	3	30.00	2	20.00	3	30.00	2	20.00
Accurate Self-Assessment	0	0.00	4	40.00	1	10.00	4	40.00	1	10.00
Self-Confidence	0	0.00	2	20.00	3	30.00	3	30.00	2	20.00
Emotional Self-Control	0	0.00	2	20.00	1	10.00	4	40.00	3	30.00
Transparency	0	0.00	1	10.00	2	20.00	3	30.00	4	40.00
Adaptability	0	0.00	1	10.00	2	20.00	4	40.00	3	30.00
Achievement Orientation	0	0.00	2	20.00	2	20.00	3	30.00	3	30.00
Initiative	0	0.00	1	10.00	2	20.00	5	50.00	2	20.00
Optimism	0	0.00	0	0.00	2	20.00	7	70.00	1	10.00
Empathy	0	0.00	2	20.00	4	40.00	3	30.00	1	10.00
Organizational Awareness	0	0.00	1	10.00	6	60.00	2	20.00	1	10.00
Service Orientation	0	0.00	1	10.00	2	20.00	6	60.00	1	10.00
Developing Others	0	0.00	1	10.00	3	30.00	3	30.00	3	30.00
Inspirational Leadership	0	0.00	1	10.00	2	20.00	4	40.00	3	30.00
Change Catalyst	0	0.00	1	10.00	4	40.00	3	30.00	2	20.00
Influence	1	10.00	0	0.00	3	30.00	4	40.00	2	20.00
Conflict Management	0	0.00	0	0.00	3	30.00	6	60.00	1	10.00
Teamwork and Collaboration	0	0.00	1	10.00	2	20.00	4	40.00	3	30.00

Table 4.32 shows the descriptive analysis results for project management companies, which also distinct that transparency, adaptability, optimism, inspirational leadership, conflict management, teamwork, and collaboration. This is indicative of the fact that expatriate workforce also requires leadership with inspiration, flexibility, goal-setter, and with transparency.

Table 4.32: Effect of ECI competencies in project management companies – descriptive analysis

Effect of ECI Competencies	Project Management Companies' Peers (N=10)

	Mode	Mean	Median	Std Dev.
Emotional Self-Awareness	4	3.4	3.5	1.17
Accurate Self-Assessment	4	3.2	3.5	1.14
Self-Confidence	4	3.5	3.5	1.08
Emotional Self-Control	4	3.8	4	1.14
Transparency	5	4.0	4	1.05
Adaptability	4	3.9	4	0.99
Achievement Orientation	4	3.7	4	1.16
Initiative	4	3.8	4	0.92
Optimism	4	3.9	4	0.57
Empathy	3	3.3	3	0.95
Organizational Awareness	3	3.3	3	0.82
Service Orientation	4	3.7	4	0.82
Developing Others	4	3.8	4	1.03
Inspirational Leadership	4	3.9	4	0.99
Change Catalyst	3	3.6	3.5	0.97
Influence	4	3.6	4	1.17
Conflict Management	4	3.8	4	0.63
Teamwork and Collaboration	4	3.9	4	0.99

4.5 Correlation of Emotional Intelligence Competencies

This section illustrates further results by analysing the data through the following techniques:

1. Correlation Test
2. T-test
3. Cronbach-alpha reliability test
4. Chi-square

4.5.1   Correlation Test

Table 4.33 summarizes results of the detailed analysis illustrating correlation of Emotional Intelligence Inventory (ECI) in a descending order of strength of association (highest to lowest).

Table 4.33: Effect Emotional Competencies from the Responses of Leaders & Peers

Significance = 0.8**	
Cluster 4: Relationship Management ECI 41: Change Catalyst	**Cluster 1: Self Awareness** ECI 62 Self Confidence
Cluster 4: Relationship Management ECI 61: Team work and collaboration	**Cluster 1: Self Awareness** ECI 62 Self Confidence
Significance = 0.7*	
Cluster 3: Social Awareness ECI 43: Organizational Awareness	**Cluster 4: Relationship Management** ECI 25: Inspirational Leadership
Cluster 3: Social Awareness ECI 19: Empathy	**Cluster 3: Social Awareness** ECI 23: Empathy
Cluster 4: Relationship Management ECI 25: Inspirational Leadership	**Cluster 2 : Self Management** ECI 26: Transparency
Cluster 4: Relationship Management ECI 18: Conflict Management	**Cluster 1: Self Awareness** ECI 16: Emotional Self Awareness
Cluster 4: Relationship Management ECI 29: Inspirational Leadership	**Cluster 1: Self Awareness** ECI 27: Emotional Self Awareness

The SPSS package was used to analyze the emotional competencies and it indicated that leaders who are self confidence are change catalyst and they can initiate and manage change with confidence. Also leaders with self confidence are better in working with their peers towards achieving the shared goals (team working and collaboration).

Furthermore, leaders with inspirational leadership has organizational awareness, which indicates that they have the ability to read the group emotional current.

However, leaders who have rated themselves on the empathy and understanding others' feelings and perspectives are also complimented by the response of their

peers. Nevertheless, leaders with inspirational leadership are transparent, which means that they maintain high integrity and act congruently with their own values.

Leaders, who possess emotional self-awareness, also have tendency of conflict management. This indicates that emotionally self aware leaders are able to negotiate and resolve disagreement in teams.

Similarly a positive relationship was found, for leaders who have Inspirational Leadership and leaders who have emotional self-awareness. In other words, leaders who have the ability to identify their own feelings and emotional states, have inspirational leadership.

Table 4.34 is indicates that leaders has the following prominent competencies from the four EI clusters.

Table 4.34: Prominent EI competencies present in the Leaders

Cluster 1 **Self Awareness**	**4 Competencies** 28%	• Self Confidence • Self Confidence • Emotional Self Awareness • Emotional Self Awareness
Cluster 2 **Self Management**	**1 Competency** 7.1%	• Transparency
Cluster 3 **Social Awareness**	**3 Competencies** 21.4 %	• Organizational Awareness • Empathy
Cluster 4 **Relationship Management**	**6 Competencies** 43%	• Change Catalyst • Team work and collaboration • Inspirational Leadership • Inspirational Leadership • Conflict Management • Inspirational Leadership

The below table describes the mean of Emotional Intelligence Competencies for both leaders and peers. These are ranked in a descending order based on mean value of the responses.

Table 4.35: Prominent EI competencies present in the Leaders

ECI Question Number	EI Competency	Mean	Cluster
ECI 44	Transparency	4.6	Self awareness
ECI 17	Service Orientation	4.6	Social awareness
ECI 19	Empathy	4.5	Self-Management

ECI Question Number	EI Competency	Mean	Cluster
ECI 23	Empathy	4.4	Self-Management
ECI 64	Service Orientation	4.4	Social Awareness
ECI 8	Developing Others	4.4	Social Awareness
ECI 65	Team Work & Collaboration	4.4	Relationship Management
ECI 55	Self Confidence	4.3	Self awareness
ECI 48	Self Confidence	4.3	Self awareness
ECI 31	Self Confidence	4.3	Self awareness
ECI 40	Emotional Self Control	4.3	Self awareness
ECI 52	Achievement Orientation	4.3	Self-Management
ECI 2	Optimism	4.3	Self-Management
ECI 13	Optimism	4.3	Self-Management
ECI 7	Team Work & Collaboration	4.3	Relationship Management
ECI 53	Accurate Self Assessment	4.2	Self awareness
ECI 24	Emotional Self Control	4.2	Self awareness
ECI 49	Adaptability	4.2	Self awareness
ECI 10	Achievement Orientation	4.2	Self-Management
ECI 3	Initiative	4.2	Self-Management
ECI 72	Optimism	4.2	Self-Management
ECI 32	Service Orientation	4.2	Social Awareness
ECI 46	Service Orientation	4.2	Social Awareness
ECI 25	Inspirational Leadership	4.2	Social Awareness
ECI 27	Emotional Self Awareness	4.1	Self awareness
ECI 57	Optimism	4.1	Self-Management
ECI 39	Organizational Awareness	4.1	Social Awareness
ECI 43	Organizational Awareness	4.1	Social Awareness
ECI 38	Developing Others	4.1	Relationship Management
ECI 14	Developing Others	4.1	Relationship Management
ECI 42	Influence	4.1	Relationship Management
ECI 58	Influence	4.1	Relationship Management
ECI 51	Organizational Awareness	4.0	Social Awareness
ECI 45	Organizational Awareness	4.0	Social Awareness
ECI 20	Inspirational Leadership	4.0	Relationship Management
ECI 29	Inspirational Leadership	4.0	Relationship Management
ECI 50	Inspirational Leadership	4.0	Relationship Management
ECI 11	Team Work & Collaboration	4.0	Relationship Management
ECI 68	Emotional Self Awareness	4.0	Self awareness
ECI 15	Accurate Self Assessment	4.0	Self awareness
ECI 47	Transparency	4.0	Self-Management
ECI Question Number	**EI Competency**	**Mean**	**Cluster**
ECI 26	Transparency	4.0	Self-Management
ECI 9	Adaptability	4.0	Self-Management
ECI 54	Empathy	3.9	Social Awareness
ECI 67	Developing Others	3.9	Relationship Management
ECI 41	Change Catalyst	3.9	Relationship Management
ECI 33	Conflict Management	3.9	Relationship Management
ECI 1	Emotional Self Awareness	3.9	Self awareness
ECI 6	Accurate Self Assessment	3.9	Self awareness
ECI 30	Adaptability	3.9	Self-Management
ECI 4	Achievement Orientation	3.9	Self-Management

ECI 12	Achievement Orientation	3.8	Self-Management
ECI 34	Influence	3.8	Relationship Management
ECI 35	Change Catalyst	3.8	Relationship Management
ECI 59	Influence	3.7	Relationship Management
ECI 69	Adaptability	3.6	Self-Management
ECI 36	Change Catalyst	3.6	Relationship Management
ECI 16	Emotional Self Awareness	3.5	Self awareness
ECI 22	Transparency	3.5	Self Management
ECI 22	Transparency	3.5	Self-Management
ECI 56	Initiative	3.4	Self-Management
ECI 18	Conflict Management	3.4	Relationship Management
ECI 63	Conflict Management	3.4	Relationship Management
ECI 28	Conflict Management	3.2	Relationship Management
ECI 70	**Initiative**	**2.9**	**Self-Management**
ECI 60	**Emotional self Control**	**2.7**	**Self-Management**
ECI 5	**Change Catalyst**	**2.7**	**Relationship Management**
ECI 21	**Accurate Self Assessment**	**2.6**	**Self awareness**
ECI 37	**Emotional Self Control**	**2.3**	**Self-Management**
ECI 66	**Initiative**	**2.0**	**Self-Management**
ECI 61	**Team Work and Collaboration**	**1.9**	**Relationship Management**
ECI 62	**Self Confidence**	**1.8**	**Self awareness**

The above table indicates that half of the EI competencies with low means are in the Cluster 2 (Self Management). This implies that the cluster of self-management is an area for leader development in the construction market of Dubai. There are however few occurrences of high means in cluster 2 (self management) but an over representation in low means. The cluster with many of the lowest means overall is Relationship Management.

Furthermore, Table 4.35 illustrates that the top Emotional Intelligence competencies (in terms of rank order mean score ≥ 4.5) are transparency (Self-awareness), service orientation (Social awareness), and empathy (self-management).

Table 4.36 summarises the mean value of responses for the four EI Clusters and it indicates that averaging of leader and peer responses makes all the clusters mean value close-by. This indicates that Self-Awareness cluster is the least of all.

Table 4.36: EI Clusters and Mean of Leader and Peer responses

EI Clusters	Mean Value
Social Awareness	4.2
Self-Management	3.8
Relationship Management	3.8
Self-Awareness	**3.7**

4.5.2 T-test

The detailed results from the independent T test using the SPSS package are included in the Appendix D. In summary, there is no variance score difference between the leaders and peers responses for significance at 1% level.

However, there are four variance score that are significant at 5% level.

- ECI 1: Emotional Self Awareness
- ECI 48: Self Confidence
- ECI 19: Empathy
- ECI 29: Inspirational Leadership

The mean score differences for the above four competencies are not significant at 5 % level. This indicates that perception of the leaders and peers on the emotional intelligence of a leader are almost the same, which makes it worthy to consider results of the peers and leaders as one sample.

4.5.3 Cronbach-Alpha Reliability Test

Table 4.36 describes Cronbach-Alpha value of the 18 Emotional Intelligence Competencies. It indicates that questions for the competency number 13, (Developing others) are highly reliable test items as compared to other test items.

The test items numbers 8, 14, 38 and 67 from the 72 questions are as follows:

- (8) Give Constructive Feedback
- (14) Gives Directions or demonstrations to develop someone
- (38) Recognize Specific strengths of others
- (67) Provide ongoing mentoring or coaching

The test items for competency numbers 1, 6, 7, 10, 11, 12, and 14 have cronbach-alpha value between 0.6 and 0.793. This indicates that competencies have reasonable level of reliability and needs to be improved in future researches.

Furthermore, the remaining competencies, which are number 2, 3, 4,5,8,9, 15, 16, 17 and 18 have cronbach-alpha value of less than 0.6. This illustrates that in future researches the test items are to be redesigned based on the local conditions. This can be achieved by including new test items and/or modified test items.

Table 4.37: Cronbach-Alpha Values for EI Competencies

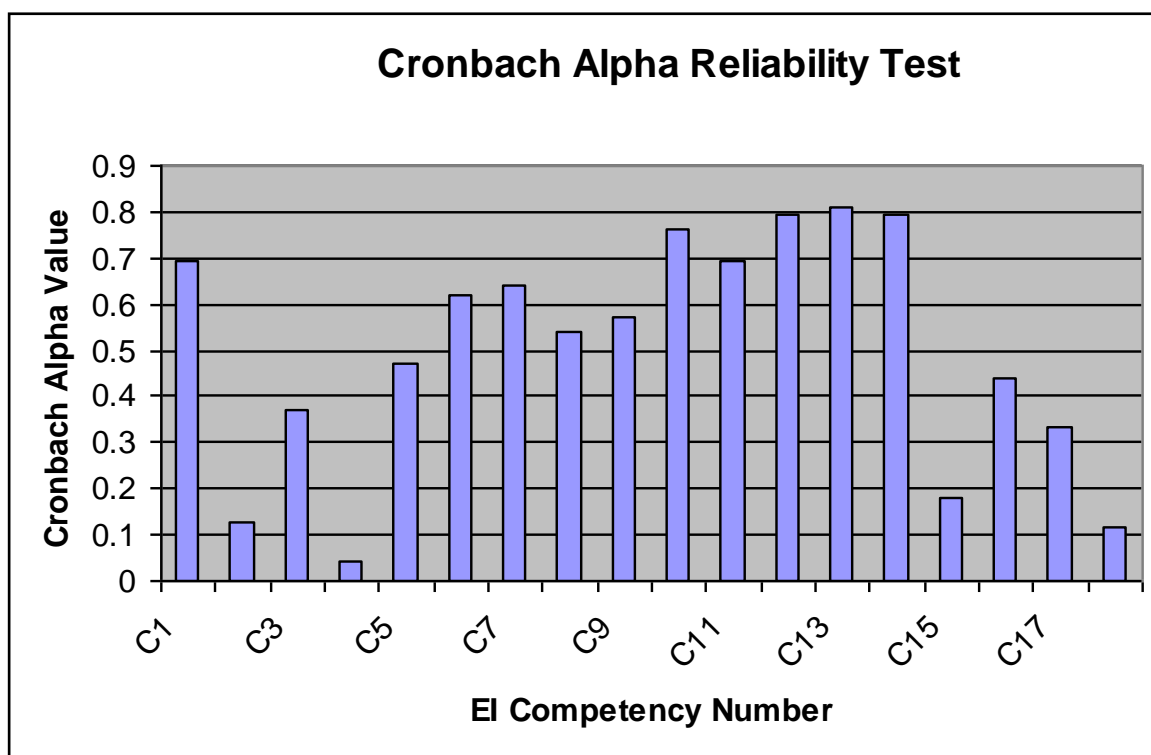| EI Cluster	EI Competencies	Cronbach-Alpha Value
Self-Awareness	Emotional Self-Awareness	0.696
	Accurate self-assessment	0.126
	Self-confidence	0.369
Self-Management	Emotional self-control	0.043
	Transparency	0.47
	Adaptability	0.621
	Achievement Orientation	0.643
	Initiative	0.539
	Optimism	0.574
Social Awareness	Empathy	0.761
	Organizational awareness	0.693
	Service orientation	0.792
Relationship Management	**Developing others**	**0.812**
	Inspirational Leadership	0.793
	Change catalyst	0.179
	Influence	0.438
	Conflict Management	0.334
	Teamwork & Collaboration	0.119

Figure 4.8: Cronbach-Alpha Values for 18 EI Competencies

4.5.4   Chi-Square Test

The Chi-Square test was performed using SPSS package. It indicates that leaders ineffective in Teamwork and Collaboration (ECI 61) are also low in Self-Confidence (ECI 62). On the other hand side, leaders who have the ability to build and lead teams are having good awareness of their self worth and abilities.

Table 4.38: Chi-square test for EI Competencies

0.8**	
Cluster 4: Relationship Management ECI 41: Change Catalyst	**Cluster 1: Self Awareness** ECI 62 Self Confidence
Cluster 4: Relationship Management ECI 61: Team work and collaboration	**Cluster 1: Self Awareness** ECI 62 Self Confidence
0.7 **	
Cluster 3: Social Awareness ECI 43: Organizational Awareness	**Cluster 4: Relationship Management** ECI 25: Inspirational Leadership
Cluster 3: Social Awareness ECI 19: Empathy	**Cluster 3: Social Awareness** ECI 23: Empathy
Cluster 4: Relationship Management ECI 25: Inspirational Leadership	**Cluster 2 : Self Management** ECI 26: Transparency
Cluster 4: Relationship Management ECI 18: Conflict Management	**Cluster 1: Self Awareness** ECI 16: Emotional Self Awareness
Cluster 4: Relationship Management ECI 29: Inspirational Leadership	**Cluster 1: Self Awareness** ECI 27: Emotional Self Awareness

The results indicated in Table 4.38 signify that leaders who possess inspirational leadership (ECI 25) are also high on the transparency competency. In contrast, leaders who have compelling vision to lead individuals and teams are honest, trust worthy and have integrity. Thus, transparency coaching and mentoring is required in order to develop leaders with an Inspirational Leadership.

Furthermore, leaders with inspirational leadership (ECI 25) also have emotional self-awareness (ECI 26). This means leaders who have compelling vision to lead individuals and teams, are having the ability to read their own emotions, and appreciate the impact on their action, reactions and decisions. The following Tables

number 4.39 to 4.44 illustrates a sample of chi-square analysis carried out for the Emotional Intelligence competencies.

Table 4.39: Cross-tabulation for ECI 61 & ECI 62

			ECI62		
			.00	1.00	Total
ECI61	.00	Count	38	0	38
		% within ECI62	95.0%	.0%	90.5%
		% of Total	90.5%	.0%	90.5%
	1.00	Count	2	2	4
		% within ECI62	5.0%	100.0%	9.5%
		% of Total	4.8%	4.8%	9.5%
Total		Count	40	2	42
		% within ECI62	100.0%	100.0%	100.0%
		% of Total	95.2%	4.8%	100.0%

Table 4.40: Chi-Square Tests for ECI 61 & ECI 62

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	19.950[a]	1	.000		
Continuity Correction[b]	10.448	1	.001		
Likelihood Ratio	10.536	1	.001		
Fisher's Exact Test				.007	.007
Linear-by-Linear Association	19.475	1	.000		
N of Valid Cases	42				

a. 3 cells (75.0%) have expected count less than 5. The minimum expected count is .19.

b. Computed only for a 2x2 table

Table 4.41: Cross-tabulation for ECI 25 & ECI 26

			ECI 26		
			.00	1.00	Total
ECI 25	.00	Count	6	2	0
		% within ECI 26	54.5%	7.1%	.0%
		% of Total	15.0%	5.0%	.0%
	1.00	Count	5	26	1
		% within ECI 26	45.5%	92.9%	100.0%
		% of Total	12.5%	65.0%	2.5%
	Total	Count	11	28	1
		% within ECI 26	100.0%	100.0%	100.0%
		% of Total	27.5%	70.0%	2.5%

Table 4.42: Chi-Square Tests for ECI 25 & ECI 26

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.347[a]	2	.003
Likelihood Ratio	10.464	2	.005
Linear-by-Linear Association	4.000	1	.046
N of Valid Cases	40		

a. 3 cells (50.0%) have expected count less than 5. The minimum expected count is .20.

Table 4.43: Cross-tabulation for ECI 29 & ECI 27

			ECI 27		
			.00	1.00	Total
ECI 29	.00	Count	4	4	8
		% within ECI 27	57.1%	15.4%	24.2%
		% of Total	12.1%	12.1%	24.2%
	1.00	Count	3	22	25
		% within ECI 27	42.9%	84.6%	75.8%
		% of Total	9.1%	66.7%	75.8%
	Total	Count	7	26	33
		% within ECI 27	100.0%	100.0%	100.0%
		% of Total	21.2%	78.8%	100.0%

Table 4.44: Chi-Square Tests for ECI 29 & ECI 27

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	5.236[a]	1	.022		
Continuity Correction[b]	3.210	1	.073		
Likelihood Ratio	4.669	1	.031		
Fisher's Exact Test				.042	.042
Linear-by-Linear Association	5.078	1	.024		
N of Valid Cases	33				

a. 3 cells (75.0%) have expected count less than 5. The minimum expected count is .19.

b. Computed only for a 2x2 table

5   FINDINGS & DISCUSSION

This chapter of the dissertation summarises the major findings from the research process and analysis of results. The findings are not only limited to the results obtained from the survey data, but also shares the experience gained from the research carried out on emotional intelligence in leaders from the construction industry of Dubai. Lastly, the chapter discusses how the research aim and objectives are fulfilled by finding answers to the research questions.

5.1 Findings

The dissertation has led to numerous findings, parts of which are discussed in the second section of this chapter. This section provides a summary of findings as presented below,

- Emotional Intelligence concept is novel to the UAE market and requires considerable research and development for the workforce.

- The survey results indicate that construction leaders in Dubai possess the following emotional intelligence competencies; emotional self-awareness, transparency, adaptability, achievement orientation, optimism, empathy, service orientation, developing others, and inspirational leadership.

- Results show that team member performance is significantly related to the emotional intelligence of the leader.

- Results revealed significant differences between leaders in private developers and Government Organisations in the overall emotional intelligence, and in the particular competency areas of stress management and adaptability.

- The apparent overall trend in this research was that the emotional intelligence of leaders in the study is well-related to the performance of their team and contributes towards positive influence on team-members.

- A positive relationship is found between emotional intelligence, leadership styles and team performance, with leaders who rated themselves as more democratic in their leadership style, also reporting themselves as being able to identify their own feelings and emotional states; to express those inner feelings to others; to identify and understand the emotions of others; manage

positive and negative emotions both within oneself and others; effectively control strong emotional state experienced at work such as anger, stress, anxiety and frustration.

- While conducting the survey, it was found that there is a need to professionally translate the descriptions of each leadership styles and emotional intelligence competency into Arabic to facilitate precision and correct interpretation of the questionnaires.

- Correlation analysis indicates that leaders in the construction industry of Dubai, has lack of the Self-management cluster, which includes following competencies:

  - Emotional Self Control
  - Transparency
  - Adaptability
  - Achievement Orientation
  - Initiatives
  - Optimism

- Chi-Square tests indicate that leaders who possess the inspirational leadership competence also have the transparency competency. This leads to an opportunity for coaching in the field of transparency. Conversely, leaders who are ineffective in teamwork and collaboration (ECI 61) are also low in self-confidence (ECI62). This issue requires coaching and training interventions.

- Furthermore, leaders with inspirational leadership (ECI 25) also have emotional self-awareness. This means leaders who have compelling vision to lead individuals and teams, are having the ability to read their own emotions, and appreciate the impact on their action, reactions and decisions.

5.2 Discussion

Four main objectives were set at the early stage of the research. First, *explore the theory of Emotional Intelligence and its relation to leadership abilities*. Secondly, *examine inter-relationship of Emotional Intelligence among leaders and their teams' performance.* Thirdly, *investigate the components of Emotional Intelligence present among Construction Leaders in Dubai*. Finally, *illustrate the effects of Emotional Intelligence on team performance in Dubai's construction industry*. The research objectives were formulated in the following research questions as described in Chapter 1.

1. What is Emotional Intelligence, its components and its importance?
2. How does Emotional Intelligence impact the leadership capabilities?
3. Does Emotional Intelligence affect team performance?
4. How do leaders use Emotional Intelligence to enhance team performance?
5. Do leaders in the construction industry of Dubai possess Emotional Intelligence competencies?
6. Does Emotional Intelligence affect team performance in the construction industry of Dubai?

This section presents the summarised answers to the above defined research questions. The detailed responses to the questions have been presented throughout the dissertation chapters.

1. What is Emotional Intelligence, its components and its importance?

There are a number of definitions for Emotional Intelligence as illustrated in the Literature review. However, it can be presented in simply as:; "Emotional Intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions effectively in ourselves and others" (Source:….). An emotional competence is a learned capacity based on emotional intelligence that contributes to effective performance at work.

There are various theories on Emotional Intelligence such as Bar-On's Emotional Quotient, MSCEIT, and Goleman's Emotional Competencies. However, the most widely recognised for its comprehensiveness is Goleman's (2002) Emotional Competency Inventory (ECI). The Emotional Competence Inventory 2.0 (ECI)

measures 18 competencies organized into four clusters: Self-Awareness, Self-Management, Social Awareness, and Relationship Management.

- **Self-Awareness** concerns knowing one's internal states, preferences, resources, and intuitions. The Self-Awareness cluster contains three competencies:
  - o **Emotional Awareness**: Recognizing one's emotions and their effects
  - o **Accurate Self-Assessment**: Knowing one's strengths and limits
  - o **Self-Confidence**: A strong sense of one's self-worth and capabilities
- **Self-Management** refers to managing ones' internal states, impulses, and resources. The Self-Management cluster contains six competencies:
  - o **Emotional Self-Control**: Keeping disruptive emotions and impulses in check
  - o **Transparency**: Maintaining integrity, acting congruently with one's values
  - o **Adaptability**: Flexibility in handling change
  - o **Achievement**: Striving to improve or meeting a standard of excellence
  - o **Initiative**: Readiness to act on opportunities
  - o **Optimism**: Persistence in pursuing goals despite obstacles and setbacks
- **Social Awareness** refers to how people handle relationships and awareness of others' feelings, needs, and concerns. The Social Awareness cluster contains three competencies:
  - o **Empathy:** Sensing others' feelings and perspectives, and taking an active interest in their concerns
  - o **Organizational Awareness:** Reading a group's emotional currents and power relationships
  - o **Service Orientation:** Anticipating, recognizing, and meeting customers' needs
- **Relationship Management** concerns the skill or adeptness at inducing desirable responses in others. The Relationship Management cluster contains six competencies:
  - o **Developing Others:** Sensing others' development needs and bolstering their abilities
  - o **Inspirational Leadership:** Inspiring and guiding individuals and groups
  - o **Change Catalyst:** Initiating or managing change
  - o **Influence:** Wielding effective tactics for persuasion
  - o **Conflict Management:** Negotiating and resolving disagreements
  - o **Teamwork & Collaboration:** Working with others toward shared goals. Creating group synergy in pursuing collective goals.

Numerous studies show that emotional intelligence is an important element of success for individuals and organisations (Katz, Maccoby, & Morse, 1950; Katz & Kahn, 1952; Likert, 1961, 1967; Goleman, Boyatzis, & McKee (2002). Thus, the importance of emotional intelligence has been researched well and proven in earlier studies and this research also compliments the earlier findings.

2. *How does Emotional Intelligence impact the leadership capabilities?*

To answer the question of analysing the impact of emotional intelligence on leadership capabilities, extensive literature research was carried out. Earlier studies indicate that emotional intelligence has stronger influence on leaders and specifically in the construction industry.

Colleen J. Butler and Paul S. Chinowsky (2005) conducted a research on emotional intelligence and leadership behaviour in construction executives and results of this exploratory study into the realm of emotional intelligence and leadership behaviours of construction leaders have indeed proven that a relationship exist. Not only does a relationship exist, but it is a strong one as measured by social science researcher standards. While an individual's total EQ composite was the most important to the relationship with transformational behaviour, this study also showed specific areas where an individual could improve their total EQ with the most impact on transformational behaviour.

The Center for Creative Leadership (CCL) has studied why managers derail on their way to becoming executives. Four themes have emerged that endure through time and across countries:
   1. Problems with interpersonal relationships
   2. Failure to meet business objectives
   3. Failure to build and lead a team
   4. Inability to change or adapt during a transition (Van Velsor and Leslie, 1995)

In short, difficulties with emotional intelligence are prime contributors to the failure of otherwise promising executive careers. The first item relates directly to Empathy, with derailed executives often described as insensitive to others. CCL found problems with interpersonal relationships in two-thirds of the cases in Europe and one-third of the cases among derailed American executives. The third item,

teamwork, is found in what Goleman describes as the Relationship Management domain, which sits just outside the models of other EI theorists. The fourth item references the EI element of Adaptability. A growing body of research shows higher business performance from teams and/or leaders with higher emotional intelligence. Many of these studies are cited in Primal Leadership (Goleman, et al, 2002).

Emotionally intelligent leaders help organisations create a competitive advantage through:

- improved performance;
- more effective leadership;
- better teamwork;
- improved motivation;
- enhanced innovation;
- restored trust.

A global consumer products organisation, based in the US, found that 50 per cent of its divisional presidents were leaving within two years of being hired. The cost of search and recruitment to replace these people exceeded $4 million. When the company started to select new senior managers on the basis of EI competencies, only 6 per cent left within two years and the cost of recruitment was significantly reduced.

In a study of those senior executives in a global consultancy who were earmarked as potential directors, it was found that those who succeeded in being promoted demonstrated marginally superior analytical and conceptual thinking abilities, but twice as much self-confidence, three times the self-control, twice the empathy and two-and-a-half times the teamwork as those who were not promoted (Power, 2002).

3. Does Emotional Intelligence affect team performance?

The research proves that emotional intelligence has positive influence on team performance. The survey results indicate that almost all emotional competencies defined by Goleman (2002) affect the performance of team-members. However, the most influential competencies of leader's are self-confidence, transparency, initiative, influence, service orientation, influence, teamwork & collaboration, and inspirational leadership.

These findings are also supplemented by Rapisarda (2002) research, which studied 18 study groups in an EMBA program at Case Western Reserve University. The sample consisted of 15 females and 76 males. The participants were assessed with the 360-degree version of the ECI. Team performance was measured by a questionnaire filled out by the participants. It measured their perception of team cohesion and their perception of the team's performance. Faculty were also asked to rate team cohesiveness and performance. The findings show that nine competencies - achievement orientation, empathy, influence, communications, leadership, conflict management, self-control, adaptability, and building bonds - were significantly correlated with student ratings of cohesiveness. Two competencies, achievement orientation and empathy, were positively correlated with (marginal significance of $p < .10$) the student ratings of performance. Achievement orientation and influence were positively correlated with ($p < .10$) the faculty ratings of cohesiveness.

In a research by Paul G. Power (2002), in one organisation, divisions led by senior managers who demonstrated a critical mass of emotional intelligence capabilities outperformed annual earnings goals by 20 per cent. Conversely, divisions led by senior managers without that critical mass underperformed by almost the same percentage.

4. *How do leaders use Emotional Intelligence to enhance team performance?*

Studies have found that the competencies assessed via the ECI have predicted performance in a wide variety of organisational contexts and roles: for example, in college leadership, sales, finance, call centres, fire-fighters, human resources, research and development, as well as senior executives and other organisational leaders (Hay Group, 2005).

Lloyd found that higher ECI ratings for area development managers working for a British brewing company predicted better performance compared with those who had received lower ratings (Hay Group, 2005). Research conducted at the McClelland Center for Innovation and Research18 shows that the higher individuals move up in an organisation, the more likely they are to over-rate themselves on these competencies and develop blind spots that can hinder their effectiveness as leaders. Because they tend not to see themselves as others see them, they often lose touch

with those they lead. This is not surprising, given the increased isolation faced by many executives as they attain the higher reaches of corporate or professional life.

Several studies have shown that the ECI competencies can be developed. Programs designed to increase and enhance emotional intelligence have been successful, as Goleman has stated clearly. As the cadre of researchers grows in size, and the range of research questions continues to expand, we will inevitably learn more and more about the development of these competencies and the impact of that development on business results (Hay Group, 2005).

Hay Group research indicates that adults only change their behaviour and habits in sustainable ways when they go through a series of five discoveries:
1. Who am I?
2. Who do I want to be?
3. How do other people see me?
4. How do I come across to others?
5. What are my goals (my vision for the future)?

Hopkins (2004) also examined the relationship between the competency clusters and success. She found that relationship management is significantly related to success for males but not for females. She also found that when males and females have equivalent total ECI scores that males were rated as more successful (p=.015, r-squared = .034). A similar result was obtained for the relationship management competencies. Males were more likely to be rated successful when they had similar levels of relationship management as females (p=.011, r-squared = .039).

Similarly Cliona Diggns & Pearn Kandola (2004) found that the best managers make decisions based on a combination of self-management and relationship skills and an awareness of how their behaviour affects other in the organisation.

5. ***Do leaders in construction industry of Dubai possess Emotional Intelligence competencies?***

This research question was answered by the survey carried out as part of the study in the construction industry of Dubai. As detailed in chapter 4, the construction leaders demonstrate numerous emotional intelligence competencies, which are verified by their peers. In general, the responses from leaders and their peers reveal

that optimism, empathy, and organizational awareness are highly prevalent in the construction industry of Dubai

Leaders in Private Developers organisations view themselves and their peers also consider them high on emotional self-awareness, transparency, adaptability, achievement orientation, optimism, empathy, organisational awareness, developing others, inspirational leadership, and change catalyst.

The leaders in government organisations show higher self-awareness, transparency, adaptability, achievement orientation, optimism, empathy, service orientation, and developing others. However, the peers of the leaders in government organisations feel the leaders are low on emotional self-awareness and adaptability; this can be the result of red-tape culture.

In project management organisations, the leaders show a high level of emotional self-awareness, transparency, adaptability, achievement orientation, optimism, empathy, service orientation, developing others, and inspirational leadership. Although, leaders believe that they are relatively low on influence competency, their peers' responses indicate that the leaders are high on influencing competency.

Hay Group's Technical Manual (2005) defines six mandatory emotional intelligence competencies necessary for effective leadership namely, emotional self-awareness, accurate self-assessment, self-confidence, emotional self-control, empathy and influence. Of the six mandatory competencies, the construction leaders in Dubai score low on self-assessment.

6. **Does Emotional Intelligence affect team performance in the construction industry of Dubai?**

The survey results from the construction industry indicate that emotional intelligence does influence the performance of teams in the three types of organisations, which are private developers, government organisations and project management companies.

The findings from three types of organisations indicate that self-confidence, transparency, initiative, service orientation, influence, teamwork & collaboration, and

inspirational leadership are highly influencing competencies on teams in the organisations. Other competencies also affect the performance of teams and the responses from all organisations are relatively similar indicating the emotional intelligence as a whole has greater influence on team performances.

Riza Yosia Sunindijo; Bonaventura H. W. Hadikusumo; and Stephen Ogunlana (2007) conducted a study in Thailand on Project Managers and Engineers (PMEs) of construction industry and concluded that PMEs with higher emotional intelligence scores tend to use more open communication and proactive leadership styles than PMEs with lower EI scores. Open communication is a key factor in organizational success as it opens up the possibility of getting the best from people. Proactivity is essential to tackle problems at the early stages.

Therefore, a PME with high emotional intelligence can stimulate team performance and innovation. Positive correlations between leadership behaviours and EI dimensions were observed. These correlations show the dimensions of EI that generate particular leadership behaviour. The study also found that EI generates delegating, open communication, and proactive behaviour. These relationships support the theory of EI and these three leadership behaviours can bring positive outcomes for the organization if used properly (Goleman 2001; Goleman et al. 2002; TalentSmart 2004).

6 CONCLUSIONS & RECOMMENDATIONS

The final chapter of the dissertation provides a summary of conclusions drawn from the extensive research on leadership styles, emotional intelligence, and its link to teams' performance. The study does have limitations due to time and accessibility constraints as described further in this chapter. Importantly, the recommendations on the emotional intelligence arena for the region and options for future research in the field are drawn in this chapter.

6.1 Conclusions

In conclusion, I would say that there are a lot of opportunities to improve leader and their teams through emotional intelligence.

- The purpose of this research was to examine the relationships among team leader emotional intelligence competencies, leadership style, and team performance. This study provides evidence that emotional intelligence of the leaders affect team performance.

- This study advances the literature pertaining to emotional intelligence by qualitatively demonstrating the importance of emotional intelligence for leaders in developing team performance.

- This research examined the concept of EI among the leaders of Dubai construction industry, and how it's linked to the performance of their team members, in terms of the 18 EI competencies as well as the leadership styles. The results reveal significance relationship between the emotional intelligence of the leader and team performance.

- Emotional Intelligence helps people to: be more aware of their interpersonal style; recognize and mange the impact of emotions on their thoughts and behaviours; Develop their ability to judge dynamics in the workplace; and understand how well they manage and improve relationships (Diggns & Kandola 2004).

- Emotional Intelligence is a growing science as a whole; however its novelty in the Middle East region makes it vital for organisations to invest time and resources to reach higher peaks in the knowledge based economic world.

6.2 Limitations

Despite the contribution of this dissertation, the results need to be interpreted with caution owing to some methodological limitations. Firstly, the survey was limited to a few top construction related organisations of Dubai.

Secondly, the English language questionnaires may have affected the responses from leaders and their peers because English is not the first language for the respondents. Furthermore, in the light of Cronbach-Alpha test analysis the 72 measurement questions should be developed further.

Even though, a generous amount of time (four weeks) was given to the participants to answer the questionnaires. The quality of the feedback may have been affected, due to market work pressures on leaders and peers. Finally, the topic of Emotional Intelligence is relatively new in the region, and this inhibits accurate local input.

6.3 Recommendations

As a result of this preliminary study, some recommendations can be suggested.

The dissertation recommends that investing in developing teams' emotional intelligence skills and developing their competencies will significantly increase the quality of teams' performance. This can be achieved by the following:

- **Behaviour modelling:** This means to select a role-model who possesses high emotional intelligence, and Pattern his activities to copy emotionally intelligent people character and traits

- **Emotional Intelligence mentoring:** This is different form behaviour modelling; it takes an active interest in developing a person through coaching, guiding, and shaping a person's actions. This mentoring is typically conducted based on a wealth of experience and may involve both personal and professional conduct.

- Benchmarking with emotionally intelligent organisations and collaborating with Companies that adopt EI concept like Sheraton and Pepsi.

- Linking performance appraisal and bonuses with EI test result

- Conduct EI awareness campaigns.

- Adopt Daniel Goleman (Optimal Process) for Developing Emotional Intelligence in Organisations

- Incorporate EI as a core course in Leadership development program

- Add EI as a basic requirement to pass a job interview.

- Enlighten high school students on EI, so that by the time they are in the career life, they can achieve and deliver.

- Start developing the competencies that are lacking, specifically the Self-management cluster.

- Qualify some leaders and some team members to be an Emotional Intelligence Practitioner. This will foster the EI culture and will have outstanding results.

6.4 Future Researches

This study is definitely the founding stone for future researches in the region. Further studies are required in the field of emotional intelligence, specifically in the Arab World. Future studies can explore (but should not be limited to) the inter-dependency of Arabian culture and emotional intelligence competencies, integration of emotional intelligence competencies with Islamic teachings, leadership styles from Arabian history and links to emotional intelligence.

This study has provided some useful insights into the role emotional intelligence of leaders play in team performance, particularly in the construction industry of Dubai. It would be useful to expand this work beyond the construction industry.

- A further study, should investigate how would "personality type preferences" and "thinking preferences" in leader (using Myer Briggs Type Index, MBTI and Hermann Brain Dominance Instrument, HBDI respectively), is interrelated to emotional intelligence level of the leaders

- Researchers need to address more fully the interrelationship of emotionally intelligent teams on the profitability of the organisation.

- Researchers can examine the emotionally intelligent organisations profitability compared to non-emotionally intelligent organisations.

- Future research may discuss this topic from different angle (the biological aspect of emotional intelligence, and the biological dynamics of EI).

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