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Emotional Intelligence of Managers in the UAE: The Role of National Culture

الذكاء العاطفي للمدراء في دولة الإمارات العربية المتحدة:
دور الثقافة الوطنية

By

Sumaya Ali AlBalooshi

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Professor Ashly Pinnington

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ABSTRACT

Today's business world is becoming increasingly global as many companies embark on the journey to become global corporations, where managers operate in a context that can be classified as multicultural. For these managers, it becomes imperative to understand the implication of cross-cultural work environments as business success, profitability and achieving competitive advantage rely on how effectively leaders or managers can lead or manage multinational or multicultural teams. In order to effectively and efficiently manage a team that is composed of people from various cultural backgrounds it is also important for managers to comprehend how culture may have the potential to impact self and the team members cognitive processes. National Culture has an overwhelming power to influence the behavior of an organization as well as the behavior of people within the organization. More specifically, when it comes to emotions in workplace we tend to recognize, assess, regulate, and express it based on cultural norms. This process of emotion recognition, assessment, regulation and expression is known as Emotional Intelligence (EI). This research examined how National Culture dimensions influence the EI abilities of managers within a multicultural context. The National Culture dimensions used in this study were dimensions that were developed by Project GLOBE. The study surveyed a sample of international managers to assess the role National Culture plays in determining the Emotional Intelligence abilities of managers and the data obtained from the sample was analyzed using a series of statistical tests. The results of this study confirmed that National Culture is positively correlated to Emotional Intelligence abilities of managers. Results are discussed and recommendations made on how EI abilities could be enhanced from a cultural perspective.

Keywords: National Culture, Emotional Intelligence, Project GLOBE, UAE.

الملخص

في هذا العصر بدأت العديد من الشركات في عالم الأعمال والتجارة العالمية رحلتهم ليصبحوا شركات عالمية ، حيث أن المدراء في هذا الزمن يعملون في سياق يمكن أن يتصنف على أنه متعدد الثقافات. ويصبح من الضروري لهؤلاء المدراء فهم الآثار المترتبة على البيئات المتعددة الثقافات، فنجاح الأعمال التجارية والربحية وتحقيق ميزة تنافسية يعتمد على قدرة القادة أو المدراء على إدارة فريق متعدد الجنسيات و الثقافات. من أجل إدارة الفريق الذي يتكون من أشخاص من خلفيات ثقافية مختلفة من المهم أيضا للمدراء فهم تأثير الثقافة على المعرفة الذاتية ومعرفة أعضاء الفريق.

الثقافة الوطنية ، لها قوة ساحقة للتأثير على سلوك المنظمة وكذلك سلوك الناس داخل المنظمة. وبشكل أكثر تحديدا، عندما يتعلق الأمر بالعواطف في مكان العمل فإننا نميل إلى إدراكها وتقديرها، وتنظيمها، والتعبير عنها على أساس المعايير الثقافية. هذه العملية الإدراك ، التقييم، التنظيم والتعبير العاطفي ، تعرف بالذكاء العاطفي.

درس هذا البحث ما تأثير أبعاد الثقافة الوطنية على قدرات الذكاء العاطفي للمدراء في سياق متعدد الثقافات. وكانت أبعاد الثقافة الوطنية المستخدمة في هذه الدراسة هي نفسها الأبعاد التي تم تطويرها من قبل في مشروع غلوب. وقد شملت الدراسة عينة من مدراء الدولة لتقييم الدور الذي تلعبه الثقافة الوطنية في تحديد قدرات الذكاء العاطفي للمدراء.

البيانات التي تم الحصول عليها من العينة الدراسية تم تحليلها باستخدام سلسلة من الاختبارات الإحصائية. وتؤكد نتائج هذه الدراسة أن الثقافة الوطنية ترتبط ارتباطا إيجابيا بقدرات الذكاء العاطفي للمدراء. وتناقش نتائج وتوصيات بشأن كيفية تعزيز قدرات الذكاء العاطفي من منظور ثقافي.

كلمات البحث: الثقافة الوطنية ، والذكاء العاطفي ، ومشروع غلوب، الإمارات العربية المتحدة.

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KEY ABBREVIATIONS

United Arab Emirates (**UAE**)
Gulf Cooperation Council (**GCC**)
Emotional Intelligence (**EI**)
National Culture (**NC**)
Power Distance (**PD**)
Future Orientation (**FO**)
In-Group Collectivism (**InGC**)
Institutional Collectivism (**IC**)
Uncertainty Avoidance (**UA**)
Emotion Regulation (**ER**)
Mayer Salovey Caruso Emotional Intelligence Test (**MSCEIT**)
Wong & Law Emotional Intelligence Scale (**WLEIS**)
Kaiser-Meyer-Oklin Value (**KMO**)
Principal Components Analysis (**PCA**)
Variance Inflation Factor (**VIF**)
Middle East and Northern Africa (**MENA**)
Global Leadership and Organizational Behavior Effectiveness (**GLOBE**)
Self-emotion appraisal (**SEO**)
Others' emotion appraisal (**OEA**)
Regulation of emotion (**ROE**)
Use of emotion (**UOE**)

GLOSSARY

Assertiveness: Refers to the extent individual within an organization or society are assertive, confrontational or aggressive in their social relationships (Hofstede, 1980).

Culture: the collective programming of the mind which distinguishes the members of one human group from another (Hofstede, 1982).

Descriptive statistics: Attempts to summarise and present indigestible quantities of data in a more easily understood form, including frequencies, average scores, and the extent of variability in the set (i.e., the central tendencies and dispersions of the dependent and independent variables) (Sekaran 1984, 1992, p.259).

Emotions: An emotion is a feeling with a thought and it comes from the Latin word “emovere” meaning moving or displacing. Emotions are manifest reactions to affective conditions that – due to their intensity – move us to some kind of action, response or behaviour. Emotions are characterized by a disruption of affective balance, and can have long-term physiological effects on the body, for example: angry, humiliated, rejected, depressed, betrayed or taken-for-granted (Ekman, 1994; Goleman, 1998a; Mayer & Salovey, 1997; Shweder, 1994).

Emotional Intelligence: 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 (Mayer, & Salovey 1997).

Emotion Regulation: Refers to a person’s ability to understand and accept his or her emotional experience, to engage in healthy strategies to manage uncomfortable emotions when necessary, and to engage in appropriate behavior when distressed (Gross, 1996).

Future Orientation: Is the degree to which individuals in an organization or society exhibit future oriented behaviors (Kluckhohn & Strodtbeck, 1961; Hofstede and Bond, 1988; Hofstede, 2001).

Gender Egalitarianism: Is the degree to which an organization or society minimize gender discrimination and promote gender equality (Hofstede, 1980).

Humane Orientation: Is the degree to which individuals in an organization or society endorses fairness, altruism, friendliness, generosity, care and kindness (Kluckhohn and Strodtbeck, 1961; Putman, 1993; McClelland, 1985).

Intelligence: The aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal with his/her environment, including abstract (verbal) mechanical (visual/spatial), and social intelligences.

Institutional Collectivism: Also known as Collectivism I, refers to the degree to which organizational and societal institutional practices encourage and reward collective distribution of resources and collective action (Hofstede, 1980).

In-Group Collectivism: Also known as Collectivism II, is the degree to which individuals express pride, loyalty, and cohesiveness in their organizations or families (Hofstede, 1980).

MSCEIT: Mayer-Salovey-Caruso Emotional Intelligence Test (Mayer & Salovey 1997; Mayer et al. 2002).

Performance Orientation: Refers to the degree which an organization or society encourages and rewards group members for performance improvement and excellence (McClelland, 1961).

Power Distance: The degree to which members of an organization or society expect and agree power is unequally distributed and generally concentrated at higher level within an organization (Mulder, 1971; Hofstede, 1980).

Uncertainty Avoidance: The extent to which members of an organization or society avoid uncertainty by relying majorly on policies, procedures, laws, regulations, and practices (Cyert & March, 1963; Hofstede, 1980).

CHAPTER 1

INTRODUCTION

"Emotional competence is the single most important personal quality that each of us must develop and access to experience a breakthrough. Only through managing our emotions can we access our intellect and our technical competence. An emotionally competent person performs better under pressure."

(Dave Lennick, Executive VP, American Express Financial Advisers)

1.1 Emotional Intelligence

Emotional Intelligence (EI) is a relatively new construct. Psychologists John Mayer and Peter Salovey first introduced the construct in 1990. Their work advanced the concept among other researchers' and fellow psychologists; however it was the work of Daniel Goleman in 1995 that popularized the term. Goleman's claim that EI has an impact on every feature of work and personal life, and the subsequent spread of the term in magazines and commercial books, introduced the topic into the mainstream and attracted public attention, specifically the attention of consultants, who are always looking for new ways to make business and practitioners, who are always looking for ways to make the business better.

Researchers, consultants and practitioners began paying attention to the fact that maybe cognition and emotions are inextricably linked. However, instead of looking at EI within organizational settings, for a very long time research on EI has been focused on two main directions: defining and measuring the EI construct and examining the validity and reliability of EI (Warwick and Nettelbeck, 2004). It was not until the early 21st century that researchers began redirecting their focus to examining how EI impacts on leadership, individual performance, organizations performance, organizational behaviors and so forth. Many of these studies empirically demonstrated that there is moderate to high positive correlation between EI and the other work/life constructs. Moreover, Gosling (2006:1) reports that "the construct of emotional intelligence (EI) is one element in a broad spectrum of skills (behavior) required of managers for organization effectiveness and individual success". It is statements such as this that is compelling

many organizations to move towards creating an emotionally intelligent works force. Hence, the focus of this dissertation is not to define/measure EI nor is it to test the validity/reliability of the construct. The main aim is to demonstrate through an exploratory study that culture, specifically national culture that is embedded as values and beliefs in each individual has an impact on the level of EI of cultural groups.

1.2 Emotional Intelligence & Culture

National Culture (NC) refers to a set of values, principles, beliefs, customs, traditions, practices, and certain attitudes shared by people of a specific nation. Culture is generally embedded in each individual and is passed from one generation to another (Hartel, 2005). Most people don't even know why they have practiced certain customs and beliefs and when you ask them why they have certain practices the most common answer is "because it has always been done this way".

As mentioned in the paragraph above, culture is something that is shared among individuals of the same nation and due to the shared characteristic of culture Basabe et al., (2002:104) argue that "shared values play a key role in the individuals' psychological functioning and emotional experience". Mayer and Salovey's (1997) define EI as the ability to accurately perceive, evaluate, regulate and express emotions, when faced with potential emotion-arousing stimuli. The fact that an individual takes the time to assess different types of emotional stimuli and regulate, express or manage emotions accordingly, means that that individual is experiencing a psychological function or process; thus, we can assume that national culture does indeed influence the level of EI, the way different people from difference cultures tend to appraise, regulate and express their emotions differently and the extent to which people are able to effectively integrate emotions and reasoning may therefore differ from one culture to another. Thought, every organization has its own culture which is termed Organizational Culture, that is "the difference in collective mental programming found among people from different organizations, or parts thereof, within the same national context" (Hofstede, 2001:373), NC has been shown in certain studies to be more influential on human behaviour than any other kinds of cultures, including organizational culture (Pizam et al, 1997). Hence, research done for this dissertation will concentrate on NC, rather than any type of culture, and when the term culture is used in isolation, I imply NC.

This study will focus on studying the impact of four NC's based on the GLOBE project classification on NC (Power Distance (PD), Future Orientation (FO), In-Group Collectivism (InGC), and Institutional Collectivism (IC) on EI - a psychological process or function - of international managers within culturally diverse organization of the UAE. The next section will provide an overview of the aims, objective and research questions.

1.3 Aims, Objectives and Research Questions

The main focus of this dissertation is to assess the impact of NC (PD, FO, InGC, and IC) on EI of managers. EI has emerged from the field of social intelligence and is being considered and vigorously studied as an independent construct of intelligence that has an impact on managers, employees and organizations' performance. It has been scientifically demonstrated that EI does in fact have a significant impact on various work attitudes, work outcomes, behaviors such as organizational citizenship behaviors and leadership effectiveness. The aims and objectives of this dissertation are to:

1. Develop a theoretical understanding of EI.
2. Develop a theoretical understanding of NC and its dimensions based on the prominent stream of research.
3. Examine the NC of the UAE and its evolution.
4. Establish a link between EI and NC based on existing literature.
5. Develop a survey to investigate the link between EI and NC.
6. Determine whether or not a difference exists in the EI levels of managers from different nationalities.
7. Statistically analyze and examine the impact of NC on the EI level of managers from different ethnic backgrounds.
8. Offer directions for recommendations on how EI abilities can be nurtured.

Consequently, the research question that needs to be addressed is: what relation if any does EI has with NC?

1.4 Research Motivation

This research has been conducted in a time, where the world is yet to recover from the 2008-2009 economic downturns and most organizations are either seeking to maintain competitive advantage or are struggling to survive and remain viable or are declining and are unlikely to survive. The organization under study is one that was hit hard by the crisis; it went through three waves of redundancies where more than 300 people lost their jobs, one salary cut and the board of director's decision to eliminate incentives such as the annual bonuses which have been the norm since the company's inception in 1997. The company is right now facing lots of de-motivated and unengaged employees, who seek to leave the company for a better opportunity elsewhere at the first available opportunity, and loyalty is dying out and managers are not doing anything to help retain their employees. This research will help provide some direction as to how managers can better understand employees and motivate them through a continuous wave of organizational changes, and to see whether the culture of individual and emotional intelligence ability has to be taken into consideration in order to build an emotionally intelligent team that can withstand adversity.

1.5 Outline of Thesis

Chapter one provided an overview on the concept of emotions, intelligence and the integration of emotion and intelligence to give rise to emotional intelligence. The chapter also briefly explained the importance of EI in our life based on empirical findings of several studies, the presupposed relationship between EI and national culture, the aims, objective and research questions, and finally illustrating the research motivation.

Chapter two sets out to review the existing literature on EI that explains the emergence of the concept of EI, development so far in the field in terms of construct validity and reliability and addresses some of the main controversies that has surrounded EI since its inception. Differentiating EI from similar constructs namely, Emotions Regulation. EI's relevance to organizations will also be studied based on the research that has been conducted. A brief on the UAE and its NC will then be provided and the chapter then provides a comprehensive explanation linking EI to NC. The final part of the chapter is the development of the specific hypotheses that will be tested.

Chapter three is the methodology chapter. As the title of the chapter indicates, it will provide the reader a complete description of the method of research, in terms of the selection of most appropriate method, research sample, research instruments (e.g. questionnaire), data collection, and finally, the methods of analysis.

Chapter four aims to present the results of the quantitative analysis of the data and interpretation of the data compiled.

Chapter five is then followed by chapter four which provides an comprehensive explanation and discussion of the results followed by an evaluation of the relationship between EI and NC, and research limitation will be discussed followed by directions for future research.

Chapter six aims to provide recommendations based on the findings of this study followed by a conclusion.

CHAPTER 2

LITERATURE REVIEW

“It is very important to understand that emotional intelligence is not the opposite of intelligence, it is not the triumph of heart over head -- it is the unique intersection of both.”

(David Caruso)

Chapter two aims to define and place emotional intelligence in its context. This chapter presents a brief overview of the emergence of emotional intelligence as a field of study in its own right, discussing its validity as a construct, and setting it apart from similar constructs (Emotion Regulation). It also outlines a growing body of scientific evidence supporting the existence of EI in the workplace, promoting organization effectiveness and predicting individual success. Finally, the chapter provides a theoretical overview of NC and its emergence and also set out to establish a link between NC and EI, in order to provide preliminary support to the hypotheses that are going to be presented at the end of this chapter.

2.1 Emotions & Intelligence

Emotions play a very vital role in civilized life (Gross et al., 2006). For a number of years many researchers disregarded the role of emotions in intellectual activities, so much so that some theorists posit (e.g. Dewey, 1895; Hebb, 1949; Mandler, 1984) that “emotions serve no useful function and in fact disrupt ongoing activity, disorganize behavior and generally lack the logic, rationality, and principled orderliness of reason and other cognitive process” (Keltner & Gross, 1999:468). On the other hand, there are now a greater number of theorists who argue that emotions virtually dictate how we behave, work, socialize, organize and prioritize responsibilities in life (e.g. Barrett & Campos, 1987; Gross, 1998; Gross et al., 2006; Ekman, 1992; Johnson-Laird & Oatley, 1992; Lazarus, 1991; Levenson, 1994; Oatley & Jenkins, 1992; Oatley & Johnson-Laird, 1987; Matsumoto, 2006).

As humans, we generally assume that people who make decisions based on emotions are not rational decision makers and in order to reach the best decision one has to keep emotions aside, be rational and practical. However, this rationality contradicts the neurological perspective that places great importance on the role of emotions in our everyday life and so reason taken in isolation is no longer sufficient to make effective decisions.

Neurologist Antonio Damasio (1994) hypothesized that emotions contributed greatly to rationality. He proved this by observing patients with brain damage, and how damage to certain parts of the brain left the patients emotionally impaired and how this damage negatively affected their social and personal life. In one of the many cases he worked on, Damasio (1994) presented details of a patient who underwent an operation to remove a brain tumor, following the operation it was detected that the patient's frontal lobe of the brain was irreversibly damaged which is the area of the brain that functioned as the emotion generating centre. When the patient was put through intellectually stimulating tests, it was observed that intelligence in general was not affected and the patient scored anywhere from average to above-average in verbal ability, numerical reasoning, cognitive abilities, intelligence and memory recounting tests. All this was well and good, but it was noticed that the patient had become emotionally flat and his life began falling apart because of this; first he had to be pushed to attend work and avoid absenteeism, once there he was unable to make decisions and working was a challenge altogether, because of which he eventually had to be released from his job and subsequently had a divorce due to lack of emotions.

Through a series of comparative analysis, Damasio (1994) concluded that lack of emotions rendered the patient incapable of making appropriate decisions, he was capable of coming up with various solutions for one problem although when it came to deciding which one to select he was incompetent in doing so. Furthermore, when recounting situations from the past that were either happy or sad the patient showed no emotions and was in fact very nonchalant about things that would have emotionally moved him prior to the operation. Damasio (1994:53) argued that "reduction in emotion may constitute an equally important source of irrational behavior" as "emotions can be helpful, providing crucial information about state of our interaction with the world or speeding our responses in life-threatening situations" (Gross et. al, 2006:13). Since the paradigm shift, the importance of emotions has become one of the most discussed topics, and it is being debated with rigor in personality, social psychology and organizational behavior fields.

The fact that research reveals the importance of emotions to the decision making process indicates that there is an intellectual quality to emotions and that it is integrated with cognition. Intelligence has been a topic researched in considerable depth and it has been evident in

literature since the 19th century when Francis Galton first introduced his theory of general intelligence. According to Mayer et al., (2002:398) intelligence means “gathering information, learning about that information, and reasoning with it – they all imply a mental ability associated with the cognitive operations”; alternatively, intelligence can be defined as an “umbrella term describing a property of the mind including related abilities, such as the capacities for abstract thought, understanding, communication, reasoning, learning, learning from past experiences, planning, and problem solving” (Intelligence, 2010). Renowned psychologists the like of Edward Thorndike and Howard Gardner were some of the pioneers among many to expand the literature on intelligence. Thorndike (1920) developed the three dimensions of intelligence and those were: abstract intelligence, mechanical intelligence and social intelligence. Later, Gardner (1983) developed his theory of multiple intelligences which proposed several dimensions to intelligence namely, logical, linguistic, spatial, musical, kinesthetic, interpersonal, intrapersonal and naturalist intelligence. To Gardner (1983), interpersonal and intrapersonal intelligence fell under the domain of Thorndike’s social intelligence.

Whereas there is much more to intelligence, the purpose of this review is to identify the background to the construct of Emotional Intelligence (EI), which will be discussed next and is the main focus of this dissertation.

2.2 Emotional Intelligence: Origins

When American psychologist Edward Thorndike published his article on *Intelligence and its uses* in Harper’s Magazine in 1920, no one would have ventured at the time to speculate that Thorndike’s description of intelligence would be the root of Emotional Intelligence (EI) seventy years later. Intelligence to Thorndike was a tridimensional construct: (a) abstract intelligence which is the ability to understand and manage ideas, (b) mechanical intelligence which is the capacity to understand, visualize and manage technical mechanisms and, (c) social intelligence the ability to successfully manage interpersonal situations. Gardner (1993) expanded

Thorndike's work by including social intelligence as one of "the seven intelligence domain in his theory of multiple intelligences" (Wong and Law, 2002: 245). Gardner (1993) proposed that social intelligence can be viewed from a person's interpersonal and intrapersonal intelligence perspectives. Interpersonal intelligence is the ability to deal effectively with others and intrapersonal intelligence is the ability to understand self and discriminate among one's own complex set of feelings. The fact of the matter is that the birth of the concept of social intelligence gave rise to the ground-breaking piece by Salovey and Mayer (1990) on EI.

Salovey and Mayer (1990:189) defined EI as "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions". In another article, seven years later the same authors refined their definition to say that EI is "the ability to perceive emotions, to access and generate emotions so as to assist thoughts, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth" (Mayer and Salovey, 1997:5). In layman's terms, one can define EI as the ability to recognize, comprehend and manage not only one's own emotions but also the emotions of others. This definition is not far removed from Gardner's (1983) definition and one can easily take note of the overlapping definitions.

Based on the refined definition Mayer and Salovey (1997) proposed that EI is a four-facet construct also referred to as mental processes that are interrelated: the appraisal and expression of one's own emotions, the appraisal and recognition of emotions in others, the regulation of one's own emotions, and the utilization of emotions to facilitate actions (Mayer and Salovey, 1997). This conceptualization is often referred to as an "ability based model of EI", as Mayer and Salovey (1997) proposed that people tend to develop emotional skills within the context of interpersonal relationships (Warwick and Nettelbeck, 2004). To comprehend the mental processes or the dimensions of EI, the following is a brief description of each:

1. *Appraisal and expression of one's own emotions*: people differ in the way they evaluate their own emotions and in the way they happen to express them. If people were able to evaluate their own emotions accurately they would have more

ability to express them in the most appropriate manner. This evaluation-expression process enhances an individual's ability to place themselves in a positive affective state and pay little or no attention to negative affective states (Carmeli and Josman, 2006; Salovey and Mayer, 1990).

2. *Appraisal and recognition of emotions in others*: to be able to evaluate and take note of the emotions of people in one's environment, enables an individual to relate to other people and formulate appropriate responses along with the promotion of positive affective states (Carmeli and Josman, 2006; Salovey and Mayer, 1990).
3. *Regulating of one's own emotions*: this process looks at an individual's ability at regulating and monitoring affective reactions; being able to shift from a negative affective state to positive affective states without destructive consequences (Carmeli, 2003; Salovey and Mayer, 1990).
4. *Utilization of emotions to facilitate actions*: emotions can be used to channels one's actions in a constructive manner and facilitate cognitive processes. Within an organizational setting emotionally intelligent individuals are "adaptive when it comes to flexible planning, thinking patterns, creating motivation, and perceiving their own work as challenging" (Carmeli and Josman, 2006).

The emergence and dissemination of EI within different fields such as psychology, social science, management, leadership and organizational science disciplines (Gosling, 2006), led many researchers to construct various models of EI. Table 2.1 illustrates a brief outline of the models that have been developed since Salovey and Mayer's 1990 work. The EI literature has focused mainly on the ability based model (e.g. Mayer & Salovey, 1997) and trait based model (e.g. Goleman, 1995-98; Bar-On, 1997).

Table 1 Evolution of different models of emotional intelligence (adapted from Gosling, 2006)

| | |
|--|--|
| Salovey & Mayer (1990) Mayer & Salovey (1997) | Presents a four-facet model of EI that constitutes the ability to appraise, express, recognize, regulate and use one's own emotions and the emotions of others also referred to as the ability-based model of EI |
| Bar-On (1997) | Emotional Quotient or Intelligence is a construct with five dimensions: intrapersonal, interpersonal, adaptability, stress management and general mood |

| | |
|----------------------------------|---|
| Goleman (1995, 1998, 2001) | EI is defined as capabilities that determine how we manage ourselves and categorized as self-awareness, self-regulation, motivation, empathy and social skills. This was later adjusted to a more comprehensive EI abilities of self-awareness, self-management, social awareness and relationship management - the trait based model of EI |
| Davies, Stankov & Roberts (1998) | The construct of EI is constituted of related psychological processes involving the processing of affective information: the verbal and nonverbal evaluation and expression of emotion in oneself and others, the regulation of emotions in oneself and others, the use of emotion to facilitate thought |
| Higgs & Dulewicz (1999) | Identifies 7 dimensions of EI under 3 main groups: the driver - motivation and decisiveness; the constrainers - conscientiousness, integrity and emotional resilience; the enablers - sensitivity, influence and self-awareness |
| Palmer & Stough (2001) | Proposed a taxonomy for EI and developed a 360 multi-rater EI test; Swinburne Emotional Intelligence Test, which is available commercially as the Genos EI Assessment Scale. Genos EI is based on five competencies: emotional recognition and expression; understanding others' emotions; emotions direct cognition; emotional management; and emotional control |

Note: Information in this Table is provided only as an overview of the models of EI; for a more detailed description it is recommended to refer to the original sources.

2.3 Emotional Intelligence: Construct Development and Validity

Since its inception, EI generated a lot of interest and received public exposure through magazines and tradebooks (Mayer, Salovey & Caruso, 2004), but at the same time many questioned its validity and it has ever since been surrounded by controversy (Cote et al., 2010). Some have referred to it as the “elusive concept” (Davies, Stankov, & Roberts, 2008:989) and many doubt the interaction of cognitive and emotion can generate positive outcomes that EI claims. There seems to be an objection to connecting “a less controversial area (emotion) with a controversial one (intelligence)” (Mayer and Salovey, 1993:434) and whether it truly “meets standards for traditional intelligence” (Mayer, Salovey & Caruso, 2004:200) or is just another way of redefining social intelligence (Mayer and Salovey, 1993).

Following the dissemination of the EI theory among researchers, many of them started constructing different measures namely Multifactor Emotional Intelligence Scale, Mayer Salovey Caruso Emotional Intelligence Test (MSCEIT), Emotional Quotient Inventory (EQ-i), Emotional Competency Inventory (ECI), Self-Report Emotional Intelligence Test, and Genos EI

Assessment Scale. Much of the literature on EI have revolved around the trait-based model of EI that has been popularized by Goleman (1995, 1998) and endorsed by Bar-On (1997) and that was the beginning of the controversy. The trait-based model of EI asserts that EI is “non-cognitive in nature” (Day & Carroll, 2004) where EI is studied with an individual self-perceived emotionality and emotion efficacy framework that includes personality traits in its measure, a self-report measure of EI namely the EQ-i and ECI. The key debate in the EI literature arose from Goleman’s (1995) claim that EI is a unique construct that shares no similarity to any construct that has been developed before and that EI is most assuredly a predictor of life and work success (Sy et al., 2006). However, if it is such a unique construct, then why does it include personality traits? The unique construct claim motivated many researchers that were skeptical of EI to test it (e.g., Davies et al., 1998; Newsome et al., 2000; Dawda & Hart, 2000) and many of these studies have demonstrated that the trait-based EI measures lacks discriminant validity from personality traits, as the self-report measure of EI, load on to personality traits/dimensions, and thus proves that EI lacks uniqueness (Warwick & Nettelbeck, 2004). This problem has cast a shadow of doubt on the validity and reliability of the EI construct. Caruso et al., (2002:306) have stated that for “EI to be of value, it must measure something unique and distinct from standard personality traits” and Davies et al., (1998) proposed that EI should be considered a unique human ability only when research can prove that it measures what it is supposed to measure and that is “individual differences in the interface of emotion with cognitive processes” (Kafetsios & Zampetakis, 2008:713). Mayer et al, (2002) developed an ability based measure called the MSCEIT, that has a full scale reliability of $r=0.91$ (Brackett et al., 2004) and is consistent with the four mental process proposed by Mayer & Salovey (1997). The MSCEIT motivated other researchers that were still willing to advance EI research and to test the validity of ability-based EI. Day & Carroll (2004) tested the validity of MSCEIT and the result of the study demonstrated that ability EI “is not a collection of personality traits” and the MSCEIT scales showed low association and high level of discriminant validity with personality traits (Day & Carroll, 2004:1454).

Conversely, there is also a stream of research conducted by Petrides and Furnham (2001) that suggests that on an operational level there are two dissimilar EI constructs: trait EI and ability EI. Trait EI (emotional self-efficacy) relates to typical performance “referring to a constellation of behavioral dispositions and self-perceptions concerning one’s ability to

recognize process and utilize emotion-laden information” (Zampetakis et al., 2009:168) and is best operationalized by the self-report measure of EI. Whilst the ability EI (cognitive emotional ability) relates to “ones actual ability to recognize and utilize information laden information” (Zampetakis et al., 2009:168) and is best operationalized by maximal performance measures such as the MSCEIT (Petrides & Furnham, 2001). One should not look at trait EI and ability EI as two ends of different poles and assume that they are at odds with each other; in fact, they are seen by many as complementary and researchers can “alternatively use one instrument or the other, depending on whether one seeks to predict what people can do or what people will do” (Zampetakis et al., 2009:168). Furthermore, there exists incremental evidence that EI can be conceptualized and measured validly as either ability or a trait (Schutte et al., 2002).

The other key debate is whether or not EI meets traditional standards for intelligence or are we only redefining social intelligence and creating a construct that overlaps other intelligence-related constructs? Mayer, Caruso & Salovey (2000) contend that EI does indeed meet the criteria of standard intelligence. For an intelligence to be considered intelligence it has to meet rigorous criteria and these are: conceptual, correlational and developmental and EI meets all three of these criteria (Mayer, Caruso & Salovey 2000). EI is composed of set of abilities or mental performance that is distinct from preferred ways of behaving or personality traits (conceptual criteria); EI is very much related to a set of abilities that are similar to, but at the same time distinct from, abilities of already constructed intelligences (correlational criteria); and finally EI matures and develops with both age and experience (developmental criteria) (Mayer, Caruso & Salovey, 2000; Day & Carroll, 2004). As to redefining social intelligence, Mayer, Salovey & Caruso (1997) argue that EI is most assuredly different from earlier constructs of intelligence and that it deals entirely with abilities and skills in emotions, as EI “includes internal, private feelings that influence functioning which may not necessarily be linked to social skills and also focuses exclusively on emotional skills rather than confounding them with social and political knowledge (Mayer et al., 1997 as cited by George, 2000:1033). After all this studies have been conducted, it is worth asking whether one still considers EI to be an “elusive concept”?

With so much work done on EI to prove its validity and reliability, maybe it’s not as elusive as it was once believed to be since one has to first assess the aim of the EI test and

interpret it according to the purpose of the research (Zampetakis et al., 2009) and possibly the controversy over the predictive abilities of EI should be less emphasized. Cherniss (2001:4) suggest “look deeply at almost any factor that influences organizational effectiveness, and you will find that emotional intelligence plays a role”.

2.4 Emotional Intelligence and Similar Construct: Emotion Regulation

Emotion Regulation (ER) is a construct developed almost a decade ago in 1998 by James Gross. According to Gross (1998), emotions are responses to certain situations, and hence Gross’ (1998:272) description that emotions are “adaptive behavioral and physiological response tendencies”. Due to the adaptive nature of emotional responses, they may be, modified, regulated and managed based on an individual’s ability to do so. Gross’ (1998:275) defined ER as “the processes by which individuals influence which emotions they have, when they have them, and how they experience and express these emotions”. Gross (1998) demonstrated that levels of emotional responses can be regulated via two interrelated strategies: antecedent-focused emotion regulation and response-focused emotion regulation. Gross’ theory argued that it is possible to regulate emotions by manipulating the input into the system (antecedent-focused emotion regulation) or by manipulating its output (response-focused emotion regulation). Figure 2.1 illustrates emotional regulation input and output model as proposed by Gross (1998).

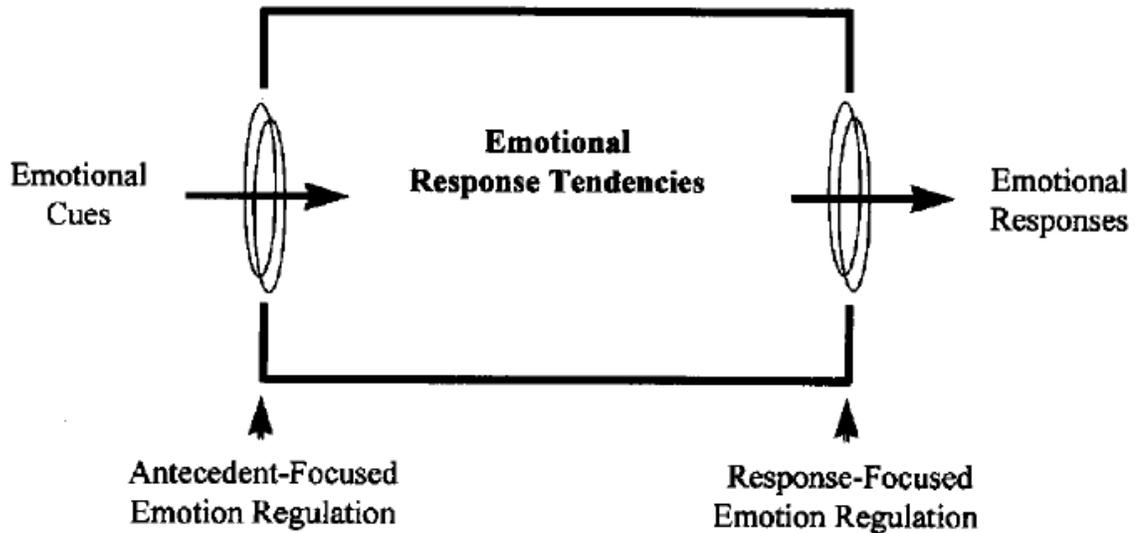


Figure 1 Emotional regulation model (adapted from Gross, 1998)

Antecedent-focused emotion regulation concerns precautions that individuals make and actions they take before activation of emotional response tendencies that changes the thought patterns, behavior and physiology. This strategy deals with the modification of future emotional responses (Gross, 1998), for example, if your line manager reprimands you in front of your colleagues, you might cognitively reappraise the remarks, as signs of the pressure and stress you manager is under and hence your emotional patterns shifts and you feel concerned and empathetic for your manager; these feeling replace more destructive feelings such as anger and embarrassment which would be the emotions that an individual would have gone through in response to the emotion stimulus without the reappraisal process. The antecedent-focused emotion regulation consists of four phases in time in which emotions may be regulated. A related sequential example given to clarify understanding:

1. *Situation selection*: Refers to when people make a conscious effort to approach or avoid other people or situations based on their expected emotional impact (Gross, 1999). For instance, its movie night at one of your friend's house and he has invited a number of other friends. You learn that one of the people invited is

someone you intensely dislike, thus you decide to stay at home and watch a movie on your own and avoid undesirable emotions.

2. *Situation modification*: Once the situation has been selected, the individual still has the option to modify the situation. This refers to “modifying the local environment so as to alter its emotional impact” (Gross, 1999:559). Your friend, who was hosting the movie night, didn’t want you to spend the evening on your own, hence he surprises you by not only bringing the movie and coming to your house but he also brings all the other friends including the person you dislike. To down regulate your emotion you decide to spend the evening in the kitchen preparing dinner and making occasional appearances rather than sitting with the group for the whole movie and endure the presence of the person you dislike.
3. *Attention deployment*: If one does not wish to alter or change the environment, one still has the option of redirecting attention or focus to something else so as to reach the desired emotion and influence an emotion shift (Gross, 1999). The person you dislike starts making obnoxious comments and because you don’t want to feel upset you open a new conversation with the person next to you about the movie or go back to the kitchen with the excuse of getting something else, so as to redirect your attention to something more pleasing.
4. *Cognitive change*: Should a person be unsuccessful in regulating their emotions through selection, modification and attention redirection, there is still one more option to regulate emotional response tendencies and that is through cognitive change. “Cognitive change refers to evaluating the situation one is in so as to alter its emotional significance, either by changing how one thinks about the situation or about one’s capacity to manage the demands it poses” (Gross, 1999:560). None of the above has helped you thus far to avoid interaction with the person you dislike, and you start to re-evaluate the situation, telling yourself that maybe you are overdoing it and you are not be blamed for his presence at your house; Furthermore you only have to bear his presence for this evening and you decide not to be negatively affected by his overbearing attitude.

The second strategy, response-focused emotion regulation comes into play after the activation of emotion response tendencies. The second scenario is that your manager reprimands you and instead of reappraisal you allow yourself to feel angry and embarrassed; in this situation one has to manage the emotions that are surfacing instead of modifying them. On the surface you might appear undisturbed by your manager's remark but in reality you have been severely affected by the criticism, hence you manage it by hiding it. Gross (1998) identified a phase for response-focused emotion regulation as well and it is the *modulation of emotional response tendencies* which generally refers to the "inhibition of ongoing emotional expressive behavior" (Matsumoto, 2006:422) and the modulation can be achieved through strategies that "intensify, diminish, prolong, or curtail ongoing emotional experience, expression, or physiological responding" (Gross, 1998:225). To further elucidate the modulation of emotional response tendencies, I continue with the antecedent-focused emotion regulation examples. The person you dislike has successfully managed to get you angry and agitated; but because you do not want to spoil the evening by arguing with him, as you see that everyone else is enjoying the movie, food and drinks, you maintain a happy face and a very social stance, whereas in reality you are fuming with anger, internally.

What is concluded from the ER construct is how an individual appraises, regulates and manages their own emotions; unlike EI, if one wants to take a superficial look at ER you notice that the component that takes the emotions of others into consideration is missing from the ER construct. However, if you take a deeper look, you come to a realization and instantly understand that in order to modulate emotional response tendencies, you in fact take the emotions of everyone else around you into consideration and hence express emotions that are in line with everyone else's. There is a very fine line between these two constructs and the basis of both is the successful management/regulation of emotions in relation to cognition.

Wong and Law (2002) reported that the definition Gross (1998) has given ER matches that of Mayer and Salovey (1997) definition of EI. To relate the two constructs, Wong and Law (2002: 247) argue that there is much in common between them as "before people can regulate their emotions, they should have a good understanding of these emotions [*appraisal and expression of one's own emotions*]. As many of our emotional responses are stimulated by the emotions of other individuals, our understanding of our emotion is related to our ability to

understand the emotions of others [*appraisal and recognition of emotions in others*]. Gross' emotion regulation model prescribes that one can modulate how one experiences these emotions [*regulating of one's own emotions*] as well as how one expresses them [*utilization of emotions to facilitate actions*]". Furthermore, Wong and Law (2002) argue that individuals who are characterized by high levels of EI are more capable than individuals with low levels of EI to use the antecedent and response focused emotion regulation mechanism; hence they view ER as a smaller process within the larger process of EI.

Conversely, Gross (1999:557) does not agree with the integration of these two constructs stating that "both kinds of emotion regulation must be examined, but in doing so, the two should be clearly distinguished", where he goes on to say "I focus on emotion regulation in the self, by which I mean the ways individuals influence which emotions they have, when they have them, and how they experience and express these emotions". By "both kinds of emotion regulation" Gross (1999) means the regulation of one's own emotions and the regulation of emotions of others. Since there is no empirical evidence that indicates ER and EI are one and the same, we shall consider them different constructs and the main focus of this study is EI which should not be confused with ER.

2.5 Emotional Intelligence in Organizations

From an organizational perspective, the "possibility that a new form of intelligence pertaining to emotions is related to the performance of organization members" (Guleryuz et al., 2008:1626) is daunting to many, specifically practitioners whose knowledge of EI is gleaned from magazines and most likely trade books. All of a sudden it seemed that EI was a deciding factor, and consequently many organizations are collaborating with researchers and consultants to develop programs that would promote the growth of an "emotionally intelligent workforce" as "theory suggests that individuals who are high on EI are likely to exhibit a higher level of performance outcomes" (Carmeli & Josman, 2006:403). Furthermore, "publishers of EI tests advocate the use of EI tests for personnel selection" (Day & Carroll, 2004:1444) as it is a predictor of many work outcomes. This is not far from the truth, as many researchers have empirically shown that EI has an impact on work attitudes, behaviors', organizational outcomes, teamwork, innovation, conflict resolution, quality of service, leadership, change management and customer loyalty (Diggins, 2004; Zeidner et al., 2004; Prati et al., 2003; Abraham, 2000;

Suliman & Al-Shaikh, 2006; Carmeli, 2003; Carmeli & Josman, 2006; Daus & Ashkanasy, 2005; Van Rooy & Viswesvaran, 2004; Day, 2000; Day & Carroll, 2004). So much so, that according to Wong & Law (2002:244) “some emerging leadership theories also imply that emotional and social intelligence are even more important for leaders and managers because cognitive and behavioral complexity and flexibility are important characteristics of competent leaders” (see Cavallo and Brienza, 2002 for details on assessing the relevance of EI in leadership success).

Emotions exist in everyday social encounters, one might feel sad, happy depressed, jealous, angry, guilty, euphoric and so forth within any given social interaction, but it’s how we appraise, express, recognize, regulate and use these emotions that determines the affective states and individual efficacy. An emotionally intelligent individual is conscientious about regulating their behavior in relation to them self and others and this leads to positive effective interactions within social systems (Carmeli and Josman, 2006) which has an impact on an individual’s mental and physical health that consequently impacts on career and personal advancement. According to the Affective Events Theory, developed by Weiss & Cropanzano (1996) which focuses on emotions within the organizational setting, “affective states at work are key vehicles of personality and organizational influences on job satisfaction and performance” (Kafetsios & Zampetakis, 2008:713). Individuals with high EI are more likely to place themselves in positive affective states, avoiding negative emotions, which would benefit them and the people surrounding them than are individuals with low EI, since “negative emotions - especially chronic anger, anxiety, or a sense of futility – powerfully disrupt work, hijacking attention from the task at hand” (Goleman et al., 2002:13). Placing EI in an organizational context, one comes to awareness that intelligence alone is not the key driver of organizational success, emotions plays a vital role as well (Suliman & Al-Shaikh, 2006).

The next section of this study will start by providing a comprehensive review of literature on NC, followed by linking NC to EI. NC plays a vital role in how *homo sapiens* process emotional stimuli’s as the interaction of emotion in relation to cognition does involve many cultural consideration (Gosling, 2006; Ekman & Davidson, 1994). According to Mayor & Salovey (1997:20) it is “culture and/or religious observances further define expected emotions” and “individuals from different subcultures approach emotions differently”.

2.6 National Culture

The study of NC has received and is receiving a significant amount of interest worldwide by both researchers and academics. This is the result of the impact NC has on employee behavior, innovation, change management, project management, quality management, workplace diversity, competitive advantage and many other disciplines (AlBalooshi, 2010). Even though globalization has broken most economical barriers, cultural barriers still tend to pose as a threat to organizational performance as a whole and employee performance specifically. NC has always been a dominant area of within Human Resource Management (HRM) discipline, as it NC that determines how each member of an organization is likely to behave, what the expected human outputs are and how organizations should strive to create a positive organizational culture to gain competitive advantage through the desired human outputs (AlBalooshi, 2010). At the heart of any organization are its people. Having people that come from different cultural background does constitute an advantage in many ways, as these people bring a unique mix of personalities, values, ideologies, skills and expertise that would be considered as a source of competitive advantage if they are enhanced and channeled in the right direction. NC gives way to understand and envisage the behaviors of individuals within any social system, organizations (Hofstede, 1982).

Many cultural school theorists have studied NC in relations to various management practices and organizational behaviour (e.g. Hall, 1960; Hofstede, 1983; Hartog et al, 1997; Trompenaars and Hampden-Turner, 1998; House et al, 2004). However, one of the leading studies on NC is the one conducted by Geert Hofstede, and his work has been influential in understanding management practices, so much so that Fernandez et al. (1997) state “his [Hofstede] research has been instrumental in furthering an understanding of cross-cultural management theory and practices”. Hofstede (1982:21) defined national culture as “the collective programming of the mind which distinguishes the members of one human group from another”. Hofstede’s work on NC has been instrumental in understanding cross-cultural differences, showing what might seem acceptable to members of one society does not have to be the same for the members of another society. Hofstede (1982) developed four largely

independent dimensions of national culture and later added the fifth dimension which is the last dimension to be explained:

1. *Large versus small power distance*: refers to the degree of inequality among people in a specific country. In many countries, people are unequal in terms on wealth, status, and power; some countries try to minimize this inequality other don't and in fact foster it. Power distance is specifically relevant to organizations, and can be observed through centralization of authority, level or hierarchy and autocratic management or leadership.
2. *Individualism versus collectivism*: refers to how tight or loose ties between individual of any given societies are. In an individualistic culture, their members are encouraged to look after themselves and their own interests and are characterized by loose ties between individuals. Conversely, collectivist societies are integrated tightly and its members are supposed to look after the interest of others and take care of each other. The general expectation in a collectivist society is that a member is always protected by others, the phrase "I rub your back and you rub mine" is most relevant to the collectivist culture, where it is characterized by high levels of nepotism and favours are rife.
3. *Strong versus weak uncertainty avoidance*: refers to "The extent to which the members of a culture feel threatened by ambiguous and unknown situations" (Hofstede and Hofstede, 2005:167). There are societies that allow or teach their member to take risks, deal with uncertainties and are generally adaptable to external forces that are threatening (low uncertainty avoidance); on the other hand, there are societies where its members uncertainties at all cost and prefer to remain in well structured environment where taking risks can be avoided and are secure from changing forces (high uncertainty avoidance).
4. *Masculinity versus femininity*: this dimension mainly looks at division of roles between genders of the same society. Hofstede and Hofstede (2005:120) describe the masculinity/femininity dimension as "a society is called masculine when

emotional gender roles are clearly distinct: men are supposed to be assertive, tough, and focused on material success, whereas women are supposed to be more modest, tender, and concerned with the quality of life. A society is called feminine when emotional gender roles overlap: both men and women are supposed to be modest, tender, and concerned with quality of life”.

5. *Long versus short-term orientation*: this last and fifth dimension is related to the choice of focus for people’s efforts: the future, past or the present. In other words, it represents a society's "time horizon". In long term oriented societies, people value actions and attitudes that affect the future: persistence/perseverance, thrift, and shame. In short term oriented societies, people value actions and attitudes that are affected by the past or the present: normative statements, immediate stability, protecting one's own face, respect for tradition, and reciprocation of greetings, favors, and gifts (Hofstede, 2010).

Most recently the NC study that has managed to divert attention from the previous culture studies is the GLOBE study. GLOBE is the acronym for the *Global Leadership and Organizational Behavior Effectiveness* and it is a research or study that was initially conceived by Robert House and due to the scale of the study many more prominent researches joined to make this study a successful and renowned one. GLOBE, a ten year research program, aimed at exploring the integrative effects of culture on leadership, organizational effectiveness, economic competitiveness of societies, and the human condition of members of the societies (House, et al., 2004). The study covered 62 nations or rather 62 different cultures. Table 2.2 lists the countries or societies that participated in the GLOBE study.

In GLOBE, the researchers relied on the definition of culture as defined by Anthropologist Redfield and that is “shared understandings made manifest in acts and artifacts” and GLOBE examines culture as practices (acts) and values (artifacts) (House, et al., 2004). Practice’s which represents acts predominantly refers to the ways things are done in this culture, whereas as values which represent the artifacts refer to the way things should be done and this is primarily based on human judgment (House, et al., 2004). Through analysis the GLOBE team

was able to identify nine cultural dimensions and these nine dimensions made up the independent variables of the study. The dimensions Power Distance and Uncertainty Avoidance were used in this study which was identified by Hofstede (1980) as mentioned above, the remaining seven dimensions originated either from Hofstede’s work or from the work of other researchers. Table 2.3 provides an overview of all nine dimensions utilized in GLOBE and their origins.

Table 2 62 societies participating in GLOBE (House, et al., 2004)

| | | |
|-----------|-----------|-----------|
| Albania | Greece | Poland |
| Argentina | Guatemala | Portugal |
| Australia | Hong Kong | Qatar |
| Austria | Hungary | Russia |
| Bolivia | India | Singapore |

| | | |
|------------------------------|-----------------|----------------------------------|
| Brazil | Indonesia | Slovenia |
| Canada (English-speaking) | Iran | South Africa (Black Sample) |
| China | Ireland | South Africa (White Sample) |
| Colombia | Israel | South Korea |
| Costa Rica | Italy | Spain |
| Czech Republic | Japan | Sweden |
| Denmark | Kazakhstan | Switzerland |
| Ecuador | Kuwait | Switzerland (French-speaking) |
| Egypt | Malaysia | Taiwan |
| El Salvador | Mexico | Thailand |
| England | Morocco | Turkey |
| Finland | Namibia | United States |
| France | The Netherlands | Venezuela |
| Georgia | New Zealand | Zambia |
| Germany-East (former GDR) | Nigeria | Zimbabwe |
| Germany-West (former FRG) | Philippines | |

Table 3 GLOBE's nine culture dimensions and their origins

| Dimension | Definition | Origin |
|------------------|--|----------------------------------|
| Power Distance | The degree to which members of an organization or society expect and agree power is unequally distributed and generally concentrated at higher level within an organization. | Mulder (1971) Hofstede (1980) |

| | | |
|----------------------------|---|---|
| Uncertainty Avoidance | The extent to which members of an organization or society avoid uncertainty by relying majorly on policies, procedures, laws, regulations, and practices. | Cyert and March (1963) Hofstede (1980) |
| Institutional Collectivism | Also known as Collectivism I, refers to the degree to which an organizational and societal institutional practices encourage and reward collective distribution of resources and collective action. | Hofstede (1980) |
| In-Group Collectivism | Also known as Collectivism II, is the degree to which individuals express pride, loyalty, and cohesiveness in their organizations or families. | Hofstede (1980) |
| Gender Egalitarianism | Is the degree to which an organization or society minimize gender discrimination and promote gender equality. | Hofstede (1980) |
| Assertiveness | Refers to the extent individual within an organization or society are assertive, confrontational or aggressive in their social relationships. | Hofstede (1980) |
| Future Orientation | Is the degree to which individuals in an organization or society exhibit future oriented behaviors. | Kluckhohm and Strodbeck (1961) Hofstede and Bond (1988) Hofstede (2001) |
| Performance Orientation | Refers to the degree which an organization or society encourages and rewards group members for performance improvement and excellence. | McClelland (1961) |
| Humane Orientation | Is the degree to which individuals in an organization or society endorses fairness, altruism, friendliness, generosity, care and kindness | Kluckhohm and Strodbeck (1961) Putman (1993) McClelland (1985) |

Note: This Table presents an overview of the nine dimensions, for detailed information refer to House, et al., (2004).

2.7 The UAE and its National Culture

The UAE is a constitutional federation of seven emirates: Abu Dhabi, Dubai, Sharjah, Ajman, Umm AlQaiwain, Ras AlKhaimah and Fujairah. The alliance between the seven emirates was officially established on 2 December 1971. The UAE occupies an area of 83,600 sq km along the south-eastern tip of the Arabian Peninsula. Qatar lies to the west, Saudi Arabia to the south and west, and Oman to the north and east. The capital and the largest city of the federation is Abu Dhabi.

Historically, pearling was a major source of income for the UAE nationals and the other relatively reliable sources of income were boat-building, animal husbandry, pottery, tailoring, weaving and to a certain degree date farming as other forms of agriculture were impeded by the harsh climate of the Arabian Peninsula (Davidson, 2005). These were the skills that the nationals possessed and until the federation in 1971 schooling was rare and limited to primary schools in certain areas of the UAE (Godwin, 2006) and moreover any form of schooling that was available was deemed as unnecessary by the Bedouin tribes unless it was *Maktab* or often called *Kuttab* (Arabic word for school) where young children - mainly boys - gathered to learn the Quran, Islamic principles and prophets' prescription. For decades this was the only form of education in the Islamic world and this form of teaching was and still is important because of the countries religion – Islam (Ali, 1996). Due to the lack of adequate educational systems, the locals of the UAE did not have the knowledge, skills or expertise to develop the country after the federal government formation and most importantly after the discovery of oil and the need to commercially produce it. It was then when the influxes of expatriates were welcome and labour migration intensified in order to lead the way into modernization and assist in developing the country (Kapiszewski, 2006). This served as an instrument to develop the country by addressing labour market needs (Yousef, 2005). Now, it has become a well known fact that the Gulf Cooperation Council (GCC) labour markets – the UAE being one of them - are dominated by expatriates. Many of the GCC countries did not have the knowledge to successfully develop this revenue generating industry and as such started relying mainly on expatriates for the development of the country. The expatriates that flowed into the country could be segregated into two types: Westerners and Asians. Westerners were the highly skilled part of the workforce (Malecki and Ewers, 2007) and their major responsibility was to manage, lead, strategize and take care of the day to day operations. Whereas, the Asians were the blue-collar workers, who were either unskilled or semi-skilled and were in charge of the manual and technical work. The development of the country's infrastructure from oil revenues required “both highly trained professionals and manual labourers” (Willoughby, 2005:6). Hence, the UAE is now considered a multicultural country, whereby people from different countries and different cultures inhabit the country and co-exist. As reported by Randeree (2009:74) “the UAE are inhabited by a diversity of cultural groups. In addition to Emirati UAE nationals, there are various Arab groups as well as other Asians including Iranians, Filipinos, Indians, Europeans, and Americans”.

To rectify the demographic imbalance that was created as a result of need for expertise, the UAE government introduced Emiratization in the 1990's. The process of nationalizing or localizing the work force with UAE nationals is known as Emiratization (Forstenlechner, 2010). Emiratization happens to be a quota driven employment policy that ensures the nationals of the UAE are given employment opportunities, specifically within the private sectors (Godwin, 2006). The quota or policy targets the private sector due to the fact that Emiratization has been successfully in the public sector, where most positions from top to bottom of the hierarchy are occupied by Emiratis. The success that the public sector has enjoyed has not been spread to the private sectors, where expatriates are the sole decision makers and the decision whom to hire is based on business requirements, and expatriates are currently in favor as they skills or competencies to successfully meet business objectives (Forstenlechner, 2010). In the private sectors, it is generally perceived that hiring an expatriate is much more cost efficient (Forstenlechner, 2010) and the outcome of that employee would be much more steadfast as he/she already has the expertise and hence companies are not obliged to train them, whereas the local of the UAE are considered "first generation industrialized" (Potter, 1989:26) and as such require skills enhancement, and intensive training – a cost most organizations would prefer not to bear. However, Potter (1989:25) goes on the state that "some organizations can tolerate long learning curves and can accommodate less than optimal outputs" but to others this concept is incomprehensible where quality and efficiency means everything. Furthermore, the working conditions in the public sector are perceived as more favorable to Emiratis and the conditions in the private sectors are deemed as unacceptable by the majority. According to Al-Ali (2008) some of the private sector workplace factors that make the public sector more favorable to Emiratis are:

1. *Business Hours*: the government working hours are from 7:30am to 2:30pm, with Friday and Saturday being the official weekends in the UAE. Private sector have longer working hours of generally 8:00am to 5:30pm or from 8:00am to 1:00pm with an extended midday break and work is resumed from 4:00pm to 8:00pm. For instance, in the retails and hospitality industries, it is well known that employees don't necessarily have Fridays as a day off, where it can be any day of the week

depending on staff roster and may include late night shifts due to the nature of the business.

2. *Remuneration Level*: Due to the private sector pay scales many of the Emiratis are not willing to entertain the idea of working longer hours for less money, specifically those who are well educated and assume that they deserve more than the rest. From observation and experience, generally fresh graduates have high expectations in terms of how much they are ought to be paid and as such end up applying only for jobs within the public sector.
3. *Skills Standards*: Godwin (2006:5) reports that the education system within the UAE can be divided into two facet and those are, “(a) the government system that provides free education for all the Emiratis and in some cases Arab children and, (b) private education which is a full fee system primarily for expatriate population”; however, in the recent years Emirati parents are placing their children in the private education system because of the quality of education and the exposure to different educational and extracurricular services the private schools provide. When it comes to the government education system, (Klein, et al., 2001) argue that the Middle East Policy Council has suggested that it is vital to accentuate the educational system improving it to accommodate the wide range of skills and provide a diversified range of training to the young Emiratis.
4. *Language Barriers*: The effect of globalization has been the spread of English as an official business language and the same is the case with the UAE, where Al-Ali (2008:371) describes English as “*lingua franca*”. This happens to be a barrier for employment to most Emiratis as the public education systems has not been very assertive about teaching English. This is not only a barrier for a job-seeker but also a barrier for a high school graduate who is entering university and because of the inadequate English they spend at least a year in what is called foundation year to learn English so that they may be equipped to continue their education.

With regards to the NC, Hofstede (1983) has described the Arab region of which the UAE is part of, to be high in PD and UA and has characterized it to be collectivist and masculine in its social orientation. The GLOBE finding indicates the Middle Eastern cultural cluster is

characterized as low on future orientation, high on in-group collectivism, very hierarchical and masculine. Figure 2.2 illustrates the cultural orientation of the Middle Eastern societies.

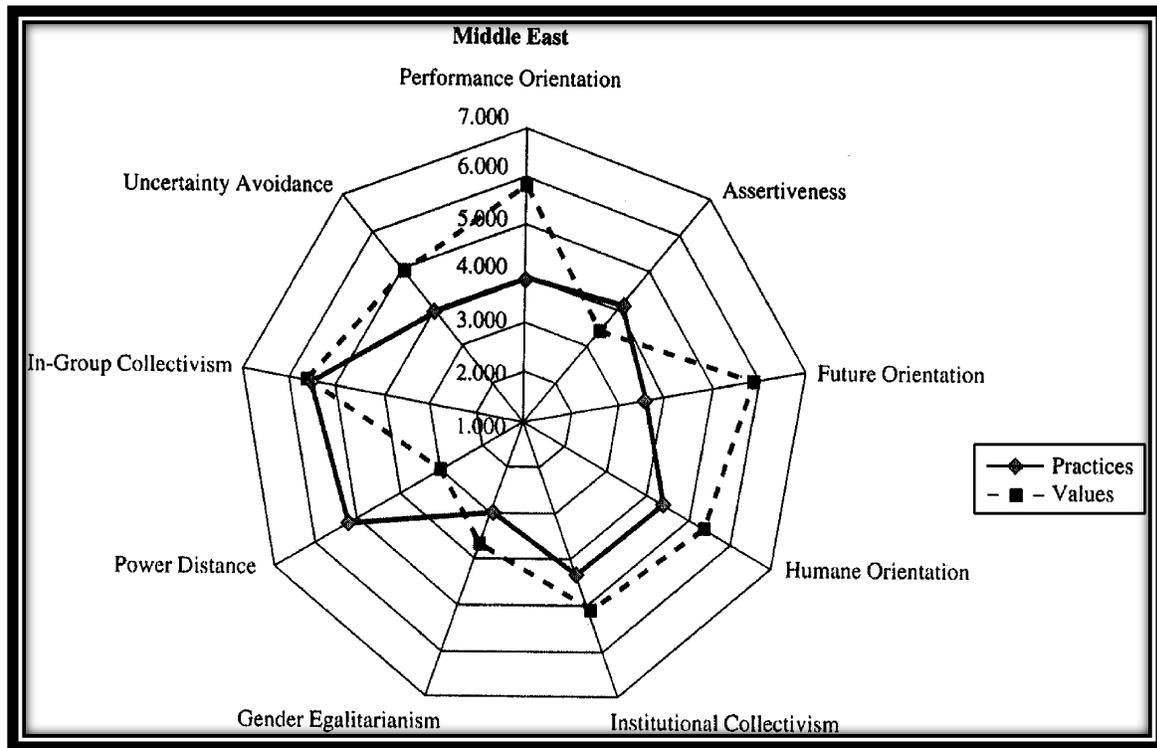


Figure 2 GLOBE projects Middle Eastern cultural orientation.

Islam plays a crucial role in the Arab NC, so much so that it impacts their everyday behavior, whether at home or at work (Loosemore and Al-Muslmani, 1999; Kabasakal and Badour, 2002; Hesselgrave and Rommen, 2003; Haleem, 2006; Ali and Al-Owaihian, 2008). The way Arab's or in this context the Emiratis orient their behavior is inherent to their culture. Furthermore, "Arab societies are currently in a state of confusion. Problems of underdevelopment, inequity, institutional deficiencies, and illiteracy are rampant. Arabs seem to be in a futile search for a new identity in a world that is transforming: power structures are shifting, societal expectations are changing, and male-female relations are developing. The Arabs seem to yearn for a new identity that does not displace them from their roots, and at the same time connects them to the future; the search seems incessantly fruitless" (Sidani, 2005:298). To understand where UAE's NC originated, the next few paragraphs shall discuss the evolution of the culture.

Power Distance

Historically, before the UAE became the UAE it was inhabited by various Bedouin tribes, many of which still exist and some are capable of exerting power (Davidson, 2005). In the tribal social structure, there were weak tribes and powerful tribes. In the UAE the “weaker tribes were left to evolve into a dependent class of producers and forced to accept a subservient role in exchange for economic and military security from their more powerful fellow tribes” (Davidson, 2005:11). The tribal values have always and are always going to structure the political and social hierarchy of the UAE and as a result people in the UAE have a strong belief in authority and hierarchy, where the less powerful individual will always accept the directives of the more powerful in order to ensure stability and social sustainability. The organizations within the UAE, specifically governmental and some private ones are very hierarchal, with much extended chains of command and excessive organizational levels, and this indicates that power is unequally distributed and only a handful of individual have the authority to issue directives and those few will not issue any unless they consult the people higher up the hierarchy. Hollingsworth (1983) has stated that traditional cultures such as the one in the UAE generally opt for a more authoritarian management style.

Individualism vs. collectivism

“It’s not what you know, it’s who you know” is the underlying principle in the Arab world. Even though the Middle East has witnessed major development and changes where they have outdone some of the most developed countries, the four Arab values – honor, hospitality, group welfare and religion – still play a very important role in an Arab individual’s life (Feghali, 1997; Rees-Caldwell, 2010). The Arab society have not given up their traditions and beliefs; commitments to honor, honesty, respect for the parents and elders, and loyalty to one’s friend and group of acquaintances are characteristics that are still deeply embedded in each member of the society (Ali, 1996). In the Arab culture in general family ties, sectarianism and ideological affiliation, rather than practical or academic qualifications, significantly affect an individual’s recruitment and promotion decisions (Agnala, 1998). The same holds true for the society within the UAE, where a great deal of time is spent on networking and maintaining strong bonds among

individuals, where a favor done is never forgotten and it shall somehow be returned, and nepotism or *wasta* as known locally is how things get done around here. This could be better explained by the Social Exchange Theory, the difference being that the exchange among individuals doesn't necessarily have to have a cost-benefit perspective and honor/gentlemen's word is all it takes to be bound to an individual. According to Konovsky and Pugh (1994:657) "social exchange generates an expectation of some future return for contributions; however, unlike economic exchange, the exact nature of that return is unspecified". On an organizational level the same concept is relevant to the interaction among employees in the UAE, where loyalty is an expectation and "the interests of emotional in-groups collectivist relationships" (Bredillet et al., 2009:185) are taken into consideration at all times.

Uncertainty Avoidance

Power distance is a good indicator that uncertainty avoidance within a country or for that matter an organization is high too. The result of power distance is that countries or organizations are hierarchal, predictable, highly structured and orderly, thus individual both on a national level and an organizational level would be risk-adverse, avoid ambiguous or uncertain situations, and view conflict that result from uncertainty as threatening and as such individual value stability and security. This can again be rooted back to the tribal days where the less powerful deferred to the more powerful in return for stability and security. Thus, in organizations where the degree of formalization is high and work is highly standardized or structured and does not give room to any ambiguity the organizational citizenship behaviors would be higher to, as individual do not have to take any risks or deal with any ambiguity and the citizenship behavior that would be displayed would be in line with the set rules and regulation and would in aggregate enhance organizational performance.

Masculinity vs. femininity

In the Middle Eastern societies it was unheard of for a female to educate herself, seek employment and work, especially if working meant that they would have to interact with men that are not direct family members or *mahram* (a mahram is a male, whom a woman can never marry at any time in her life because of close relationship e.g. a brother, a father, a sibling, an uncle etc.). Education was primarily meant for boys, as previously mentioned young boys that were sent to *maktab* or *kuttab* to learn the Quran, Islamic principles and prophets' prescription (Ali, 1996). This distinction between genders is due to that fact that religious norms and tradition dictate that it's the man who has to provide for the family and the woman is the homemaker, ensuring that comfort is provided at home at all times. Extremely conservative families do still exist in the Middle East, who are to date disinclined to allow female family members to work even if they have been educated. Women in the Arab societies are negatively impacted by traditions and cultures, rather than religion; where women are distinctively locked within their restrictive traditional roles (Metle, 2000; Abdalla, 1996; Sidani, 2005). Islam, on the other hand, has always encouraged both men and women to seek knowledge and educate themselves in the best way possible, where the rights and responsibilities of men and women in Islam are the same. Nevertheless, there has been an evident shift in the UAE in the recent years, where globalization, improved educational systems, and the need to balance the labour markets have encouraged women to become active participant in the workplace. In the UAE, there have been major changes in the past decade, where the government is openly supporting women's position in the society and appreciating its importance by appointing a female minister. Randeree (2009) reports in the UAE the number of female UAE nationals graduating from government universities are more than the number of the men; but women still account for a low percentage of the countries entire workforce and only a few of them ever make it to leadership and senior management positions. Therefore, the UAE has a long way to go before achieving full equality for women (Randeree, 2009) and until then the culture will be primarily described as a masculinity culture.

2.8 Emotional Intelligence: Does Culture Have a Say?

"Culture has long been recognized by anthropologists to have specific display rules or norms that influence the management of emotion and create commonality and predictability among individuals in their response to emotional stimuli" (Emmerling et al., 2008:42). Fineman

(1993) and Van Maanen and Kunda (1989) argue that organizational norms that are communicated through its culture, regulates its members emotional displays; so much so, that it sets to define the emotions that are considered acceptable to reveal and the emotions that are acceptable to openly discuss with other. NC has an impact on how people recognize, perceive and regulate emotions. When studying emotions in relation to cognition, one has to take cultural motivations into consideration (Gosling, 2006), specifically NC that looks into the patterns of principles/values, thoughts and beliefs that effect the actions and behaviors of people belonging to a specific country or region (Shipper et al., 2003). Basabe et al., (2002) suggest that in social psychology the cross-cultural differences in interpreting emotions and expressing them are important and that “shared values play a key role in the individuals’ psychological functioning and emotional experience” (Basabe at al., 2002:104) and when one is in a position to infer the emotions of people, one has to be careful and take cultural context into consideration (Averill, 2004). To support this, research has demonstrated that the predominant pattern of actions and interactions in a specific culture has power over the emotions of its individuals (Nezlek et al., 2008) and basic emotions might be universalistic but the appraisal and expression of these emotions is not. Expressing certain emotions such as anger in certain cultures can be damaging to interpersonal relations, thus people avoid doing so and manage their emotion by diminishing or curtailing it in order to maintain a cordial relationship with others; whereas, in some other culture expressing anger might be normal and acceptable and no one would ultimately feel offended. These differences essentially lie in the conceptualization of social relationships that culturally vary and the result of which are principles that guide people to regulate their emotions and behavior according to their social relationships (Matsumoto, 2006). Moreover, depending on the culture an individual comes from, the frequency and intensity of specific emotions greatly differs.

Hypothesis H1: Emotional Intelligence level of managers is influenced by National Culture

2.8.1. *Emotional Intelligence and Power Distance*

According the Emmerling et al., (2008) PD would be a seemingly interesting cultural construct to explore in relation to EI development. When PD is applied

to the workplace, it is defined by the perceptions of low or mid-level employees as to their readiness to confront or contradict their superiors. In high PD organizations, deference towards high status individuals is a rule of thumb and in such cultures members may refrain from being emotionally expressive, as emotions such as anger, distress or even positive affect may indicate lack of deference towards power holders (Paez & Vergara, 1995). Furthermore, Basabe et al., (2002) reported that PD is one of the most important cultural dimensions affecting psychological processes. Thus, it is expected that in low PD cultures, manager would be more attentive and conscious to the emotions of employee at all levels within the organization, where they are more likely to display consultative behavior. On the contrary it is expected that in high PD cultures, managers would be less inclined to express or receive emotions and are apt to displaying authoritative behavior, to have low tolerance for emotional displays and the usual response to emotions would be to suppress them and get on with the work (Martin et al., 1998).

Hypothesis H2: Emotional Intelligence level of managers is negatively related to power distance

2.8.2. *Emotional Intelligence and Future Orientation*

As mentioned previously, EI is not only about being aware of one's own emotions and emotions of others. It is also about being able to effectively use these emotions in functional ways (George, 2000). Individuals with high levels of EI are able to channel their emotions in such a manner that would lead to the generation of important decisions, flexible planning, and tend to have optimistic and have heightened perceptions of how future events are likely to fall into place (Forges et al., 1990; Kavanagh & Bower, 1985). Thus, in an organization that promotes long term planning, and future orientation, the EI abilities of managers is predicted to be higher. In turn these managers would also be in a position to instill a collective sense of the need to set goals and work hard to achieve them.

Hypothesis H3: Emotional Intelligence level of managers is positively related to future orientation

2.8.3. *Emotional Intelligence and In-Group and Institutional Collectivism*

In high collectivist culture, members not only assume that they are interdependent to another member but also interdependent with the organization (House et al., 2004). According to Paez & Vergara (1995), when it comes down to emotions, individualistic cultures advocate social distance, emotional self-control, where instrumental work and personal achievements are favored over expressiveness and sociability. On the other hand, the collectivist culture members advocate affective empathy, the expression of positive affects (Morales et al., 1992), where the “representation of self is rooted the relationship the subject has with other people” (Paez & Vergara, 1995:416) and this representation of self makes members of a collectivist cultures more sensitive to emotional experiences and generally show a great propensity to express and feel emotions that promote and strengthen their relationship with others (Markus & Kitayama, 1991; Smith & Bond, 1993; Ross & Nisbett, 1991). Hence, it is expected that in collectivist culture the EI abilities of managers will be high.

Hypothesis H4: Emotional Intelligence level of managers is positively related to in-group collectivism

Hypothesis H5: Emotional Intelligence level of managers is positively related to institutional collectivism

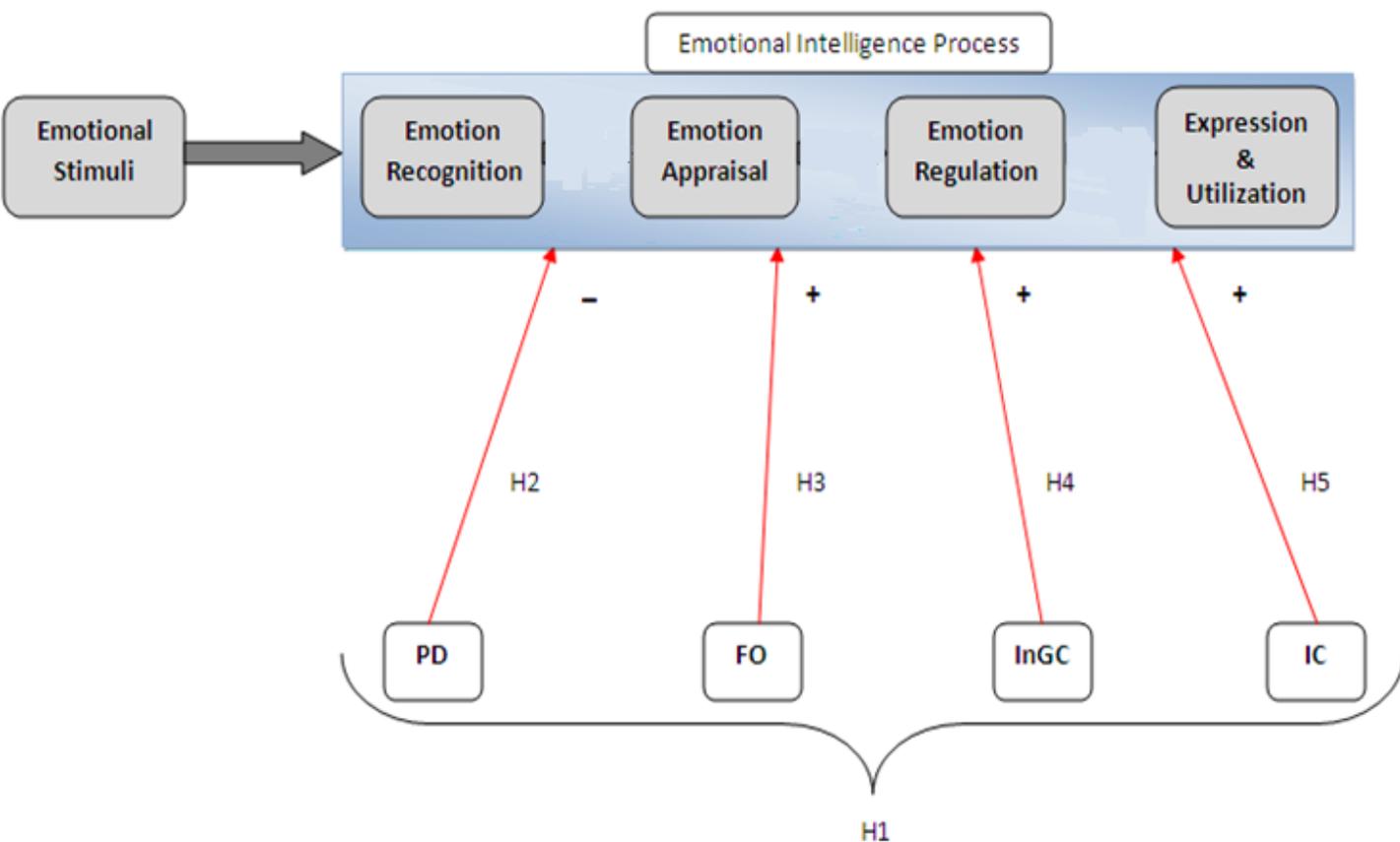


Figure 3 A Research Model of NC and Emotional Intelligence

The figure above has been created based on the hypotheses that were proposed in the previous section for further clarification. The figure demonstrated that NC dimensions (Power Distance, Future Orientation, In-Group Collectivism and Institutional Collectivism) have an impact on the EI level of managers within an organization in the UAE. The first research question for this dissertation is to measure emotional intelligence of international managers in the UAE using the Wong and Law Emotional Intelligence Scale. Gosling (2006) conducted a study that looked at the EI of managers in Singapore using the online version of the MSCEIT; thus, this study will be the first of its kind in terms of measuring the EI of international managers in one organization within the UAE.

Based on the definition of EI provided by Mayer & Salovey (1997), EI is the successful integration of emotions and reasoning, and an individual's ability to cognitively manage these emotions. Consequently, one can consider EI as a psychological process and according Basabe et al., (2002:104) "shared values play a key role in the individuals' psychological functioning and emotional experience" and shared values here implies the cultural values that are embedded in each individual from a specific nation or culture. Basabe et al., (2002:105) reported that the "*Handbook of Social Psychology* concludes that individualism and power distance stand out as two important cultural dimensions affecting psychological processes". As such, this study will explore the above four dimensions of NC based on the GLOBE project classification in relation to EI. As far as I am aware there has been no study conducted that investigated the relationship between EI and NC. Most studies talk about the impact of cultural on emotions, emotion expression and regulation but based on research conducted by me for the development of this dissertation there has not been any study that looks at the relationship between EI and NC.

2.10 Literature Review Summary

The review of literature has thus far provided a comprehensive overview of the construct of EI and its emergence from the field of social intelligence. The review also highlighted the incongruent views that many researchers have about the construct and attended to these different views by providing evidence from empirical studies that EI is indeed an independent construct. The ability model of EI meets the standard intelligence criteria is both valid and reliable, and numerous studies have started to look at EI within organizational settings. The usefulness of EI within organizations was then highlighted followed by the introduction of the construct ER in order to provide a establish the fact that ER and EI are two separate constructs and that researchers are yet to establish empirical findings that could indicate that these two constructs are one and the same. Towards the end of the chapter a brief account on the history of the UAE was provided and its culture was analyzed. A link between NC and EI was established, where by the hypotheses and conceptual model were proposed.

CHAPTER 3

METHODOLOGY

"In the last decade or so, science has discovered a tremendous amount about the role emotions play in our lives. Researchers have found that even more than IQ, your emotional awareness and abilities to handle feelings will determine your success and happiness in all walks of life"

(John Gottman)

Chapter three aims to present a detailed description of the participants, materials, data collection procedures, and analysis methods. Details of the Wong & Law Emotional Intelligence Scale (WLEIS) and NC scale used for data collection and analysis are discussed. Furthermore, this chapter also presents the research model put together for this dissertation and on which the hypotheses that need to be tested are based.

3.1 Research Design

To take this study forward, a structured survey method was selected and was deemed the most appropriate method to test the hypotheses. Surveys are often described as a convenient method for collecting information describe, compare or explain knowledge, attitudes and behaviors (Fink, 1995). Furthermore, surveys provide the means to look into associations between social, economic, and psychological variables and behaviors (Gray, 2004), which is the aim of this research. There are three main types of data collection devices that come under the survey category: questionnaires, structured interviews, and structured observations (Saunders, Lewis & Thornhill, 2000). For this research questionnaires were used to collect the data required to test the hypotheses; a questionnaire allows for the collection of large amount of data from sizable population in highly economical ways.

3.2 Study Sample

A total of 200 managers were invited to participate in study; the managers were selected at random from a list of managers from UAE's largest property developer directory. The company the sample was selected from is quasi-government public joint stock company that was

inaugurated in 1997 as a property developer but in the recent years it has developed new competencies in hospitality & leisure, malls, education, healthcare and financial services, which have evolved from its integrated approach to customer service and property development. The company has a collective presence in several markets spanning the Middle East, North Africa, Pan-Asia, Europe and North America; however, the managers selected for this study are all based in the UAE but are from business entities mentioned above. The top most tier of the organization which includes the company's board/chairman is composed only of UAE nationals and as one comes down the hierarchy different nationalities constitute management team.

3.3 Questionnaire Design and Measure

All participants in this study were presented with a questionnaire that contained an introductory letter that briefly explained the purpose of this study and guaranteed confidentiality. The introductory letter was followed by three sections composed of 37 questions that included a) demographic and career variables, b) NC items and, c) EI items (see Appendix 1).

3.3.1. Demographic and Career Variables

In this part of the questionnaire questions such as sex, age, nationality, educational qualification, current position within the organization, and EI knowledge. Sex and EI knowledge were measured on a 2-point scale (Male/Female) and (Yes/No), respectively. Age, educational qualification and current position within the organization were measured on a 5-point scale. Finally, participants were asked to fill in their nationality.

3.3.2. National Culture Dimensions

To measure the four national culture dimensions, 9 items were selected from the GLOBE project (House et al., 2004), three items for *power distance (PD)*, two items for *future orientation (FO)*, two items for *institutional collectivism (IC)*, and two items for *in-group collectivism (InGC)*. All items were measured using a 7-point scale as designed

by House et al., (2004) in their questionnaire on the GLOBE project without any variation.

3.3.2. Emotional Intelligence

To measure the EI of managers, the Wong & Law Emotional Intelligence Scale (WLEIS) was used (Wong & Law, 2002). The WLEIS is a 16-item measure EI scale that developed based on the ability model as defined by Mayor and Salovey (1997). The scale has been used in many studies because of its brevity, evidence of its predictive validity especially in the work place and organizational context (Kafetsios & Zampetakis, 2008; Law, Wong, & Song, 2004; Wong & Law, 2002; Zampetakis, Beldekos, & Moustakis, 2009). Furthermore, the WLEIS is one of the few EI scale other than Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) that has been shown to be distinct from the Big Five Personality dimensions (Wong & Law, 2002). The WLEIS measures the four dimensions of EI and those are: self-emotion appraisal (SEO), others' emotion appraisal (OEA), regulation of emotion (ROE) and, use of emotion (UOE). However, in this research the four dimensions were combined into a single EI measure because the aim of this study is to investigate the impact of NC on overall EI scores rather than the individual dimensions of EI.

The other best alternative to the EI scale is the MSCEIT, as mentioned above; the MSCEIT is an ability-based EI scale developed Mayer, Salovey & Caruso (2002) to measure the four dimensions of EI as initially proposed Mayer and Salovey (1990). This test was designed for adults over the age of 17. The MSCEIT requires respondents to respond to 141 items that generally takes respondents an average of 45 minutes to complete and focuses on:

1. Identifying the emotions expressed by a face or in landscapes or designs.
2. Generating a mood and solve problems with that mood.
3. Defining the causes of different emotions and understanding the transition and progression of different emotions.
4. Determining how to utilize emotions to facilitate actions

Once the respondents have completed the 141 MSCEIT items that responses will be transmitted automatically to the test publishers, the **Multi Health Systems, Inc. Research has shown that the MSCEIT** is an objective test and fulfils criteria on repeatability, reliability and predictability (Day & Carroll, 2004). However, for this study the MSCEIT was not selected a survey tool due to its inaccessibility.

3.4 Pilot Study

Prior to distributing the questionnaire to the study sample, it was piloted on a 10 members of which 4 were Indians, 1 Lebanese, 1 Egyptian, 1 Emirati, 2 Filipinas and 1 Jordanian); all of who participated in the pilot study were on a managerial level. The members were from the relevant population; however, they will not be part of the final sample. The pilot study sample will not be part of the final sample because, the aim of the pilot study is to ensure the clarity of the questions, instructions, test logistics and gather information about the feasibility of the questionnaire before distributing it to a larger sample; according to Peat et al., (2002) if there were problems with the questionnaire and amendments had to be made in the light of the findings from the pilot study, data could be flawed or inaccurate if it were to be included into the final sample.

Each and every one of the participants was given individualized consideration, where one-to-one sessions they were asked to provide feedback on whether or not the there are any ambiguities and difficulties in the questions; assess whether each question gives a sufficient range of responses; and finally give recommendation on how the questionnaire could have been structured better. During the each session with each participant, the time to complete the questionnaire was recorded and the average time to complete the questionnaire was 30 minutes. No comments were made by any of the participants on Part A of the questionnaire, which was in reference to background/demographic question. However, 3 of the participant made comments on the 7-point scale on the NC questions in Part B; where participants said that it would be easier and clear if the 7-point scale were converted to a 5-point scale which they are adapted to. Changes were made according to the participant request in order to make it more convenient. Part C of the questionnaire which asked EI related questionnaire was clear to all participants and no changes were to be made.

3.5 Procedure

Two hundred self administrated quantitative survey questionnaire were distributed through the internal mail system of the company and participant were requested to send back the completed questionnaire either through internal mail or in person, whatever way they deemed convenient. Prior to distributing the questionnaire, potential participant were contacted either directly or via email to get their initial consent to participate in the survey. As mentioned previously in this chapter, the questionnaire contained cover letter that provided participant with instructions on how the survey was to be completed.

Approximately one month (four weeks) after the questionnaires were distributed, 181 questionnaire were returned and after checking participants responses, 170 (N=170) of the 181 questionnaires were considered valid and in an utilizable condition for the quantitative analysis.

3.6 Methods of Analysis

Data obtained were analyzed, both descriptively and inferentially, using SPSS version 17. A normality test was conducted to ensure that the data obtained meets all statistical assumptions. The reliability of the scales was checked Cronbach's Alpha and Principle Component Analysis (PCA) was applied to examine item loadings. To test the relationship between the independent variables (NC) and dependent variable (EI), Correlation Analysis, Standard Multiple Regression and Stepwise Regression was performed, in order to confirm or reject the proposed hypotheses. In order to assess the difference between the EI scores of managers on difference levels within the organization Independent Samples T-test and Mann-Whitney U test was performed. To assess the difference between EI scores of managers from different regions Kruskal-Wallis Test was performed and simple mean comparison is taken to get an overview of the EI scores of managers from each country.

CHAPTER 4

RESULTS

"Ancient Egyptians believed the heart was the center of intelligence and emotion. They also thought so little of the brain that during mummification, they removed the brain entirely from bodies."

(Unknown)

This chapter presents quantitative analysis and interpretation of data collected from 170 respondents for this research. The data for the EI measure was obtained using WLEIS self-report

questionnaire and the NC data was obtained by administering self-report questionnaire adapted from the GLOBE project as presented by House et al., (2004). This chapter first sets out to provide details on the demographic characteristics of the study sample. The data will then be subjected to statistical test are explained in section 3.6 of chapter 3.

4.1 Demographics

Data for this research was collected from 181 respondents, however only 170 of the responses were deemed suitable for processing. Table 3.1 exhibits the demographic characteristics of the NC-EI sample (N=170). As is evident from Table 3.1, more than half of the respondents were male (67.6%). The average age of the respondents was 37.89 years, where the age range of most of the respondents was from 36 to 45 years.

In terms of educational qualification, 84.7% of the respondents held Bachelors degree and the remaining held Masters degree; none of the respondents fell under the High School Diploma, Higher Diploma and PhD groupings. Respondents who occupied a Managers' position constituted 40% of the sample, 34.7% were Senior Manager, 12.4% were Directors, 8.2% were Senior Directors and finally 4.7 % of the respondents were Executive Directors.

Table 4 Demographic characteristics and sample description of the NC-EI sample.

| | Sex | Age | Educational Qualification | Job Title |
|----------------------------|-----|-----|---------------------------|-----------|
| Male | 115 | | | |
| Female | 55 | | | |
| Less than 25 | | 5 | | |
| 25-35 | | 45 | | |
| 36-46 | | 106 | | |
| 47-57 | | 14 | | |
| 58 or above | | 0 | | |
| High School Diploma | | | 0 | |
| Higher Diploma | | | 0 | |
| Bachelors | | | 144 | |

| | | | | |
|---------------------------|-----|-----|-----|-----|
| Masters | | | 26 | |
| PhD | | | 0 | |
| Manager | | | | 68 |
| Senior Manager | | | | 59 |
| Director | | | | 21 |
| Senior Director | | | | 14 |
| Executive Director | | | | 8 |
| Total | 170 | 170 | 170 | 170 |

Twenty five different nationalities consented to participate in this study. Majority of the respondents were from India (32.4%), next were the Emiratis at 18.2%, and followed by the British at 10%. The smaller proportion constituted of respondents from the Middle East, Far East, South East Asia, Europe and America. Figure 3.1 show the nationality composition of the respondents.

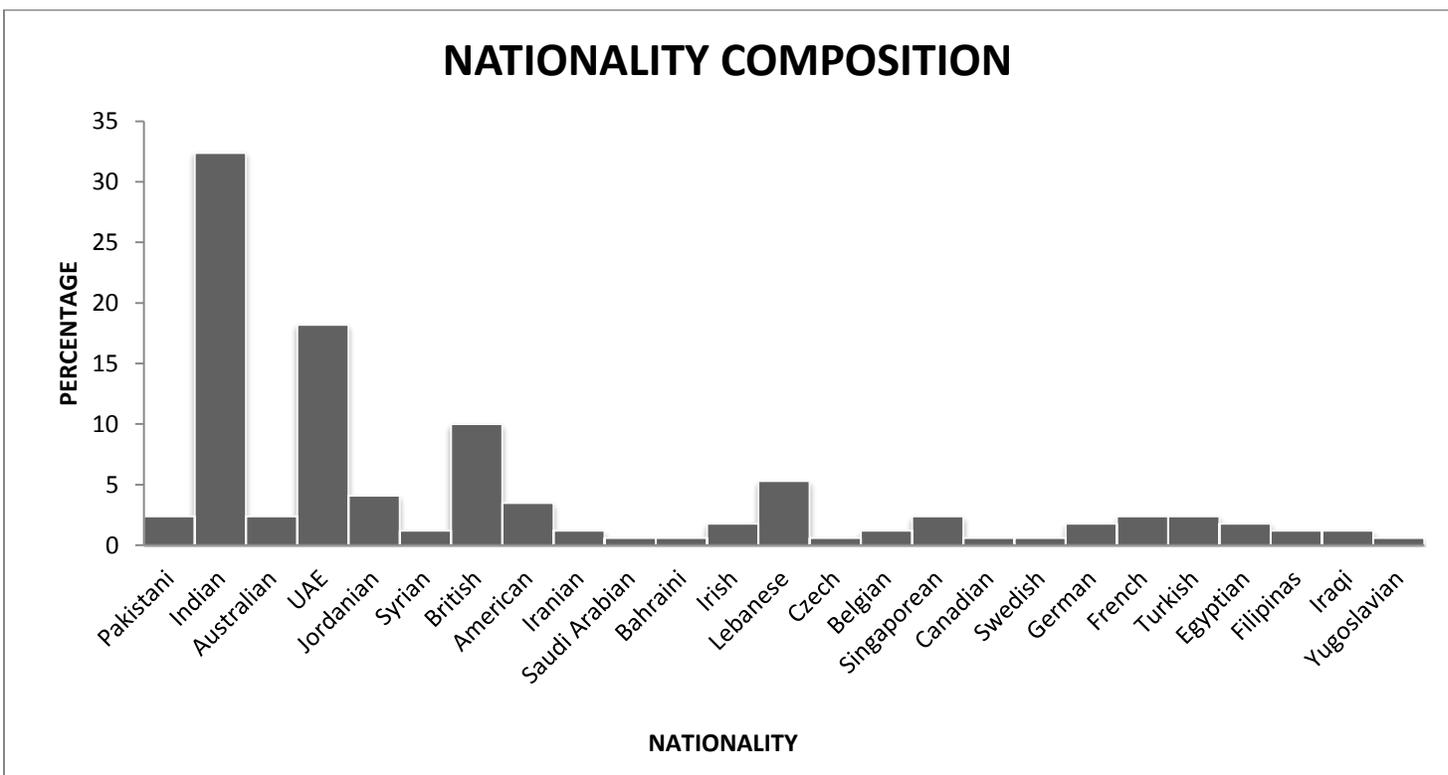


Figure 3 Nationality composition of the study sample

Out of the 170 respondents, only 69 of them had ever heard of the term EI and had an idea as to what the term referred to, and the rest (101) of the respondents had never heard of the term EI. Table 3.2 shows the cross tabulation of the proportion of managers, senior manager, directors, senior directions and executive directors who knew of the term EI.

Table 5 Knowledge of EI based on an individual’s position within the organization.

| EI KNOWLEDGE | JOB TITLE | | | | | Total |
|--------------|-----------|----------------|----------|-----------------|--------------------|-------|
| | Manager | Senior Manager | Director | Senior Director | Executive Director | |
| Yes | 26 | 24 | 7 | 8 | 4 | 69 |
| No | 42 | 35 | 14 | 6 | 4 | 101 |
| Total | 68 | 59 | 21 | 14 | 8 | 170 |

4.2 Normality Test

As part of the preliminary assessment of the data involved in this study, a normality test was conducted to check the variables for any assumptions underlying the statistical techniques that will be used to test the research questions or hypotheses. Many of the statistical techniques in SPSS or any other statistical program assume that the distribution of the variable on the dependent and the independent variable are normal or normally distributed, such that the graph is described as symmetrical, bell-shaped curve, which has the greatest frequency of scores concentrated in the middle and the smaller scores towards the two ends or the extreme.

For this study, a normality test was performed for the dependent variable EI and the independent variables (NC dimensions) PD, FO, InGC and IC. Figures 4.2, 4.3, 4.4, .4.5 and 4.6 shows the overall distribution of the scores in the form of histograms with their corresponding Tables, 4.3, 4.4, .4.5, 4.6 and 4.7, give that the results of normality statistically. The Test of Normality Tables for all variables, both dependent and independent, gives the results of Kolmogorov-Smirnov normality tests and according to these results, it is concluded that the normality of the distribution of the scores obtained have been violated. To satisfy normality, a non-significant result of a significant value of >0.05 had to be obtained and for all variables the

significant value stands at 0.000 and as such the scores are said to be significantly non-normal. Nevertheless, both Pallant (2006) and Field (2009) have reported that when dealing with large samples, the assumption of normality is generally violated, as tests can be significant even when the scores are only slightly different from normal distribution. As such Field (2009), recommends that in conjunction with the Kolmogorov-Smirnov normality tests, the Shapiro-Wilk normality test results can be used as this test has “more power to detect differences from normality” (Field, 2009:148). Based on this recommendation the Shapiro-Wilk significant values were obtained for EI, IC, InGC, FO, and PD, and they were 0.001, 0.050, 0.062, 0.060, and 0.000 respectively. It is noted that only EI and PD scores still violates the normality assumption as the significant value for EI is 0.001 and PD is 0.000 which is less than 0.05.

However, this violation does not necessarily present an obstacle for further statistically testing and Pallant (2006) recommends the use of non-parametric tests. As such, both parametric and non-parametric test will be utilized in this study for more accurate results with major reliance being on non-parametric tests.

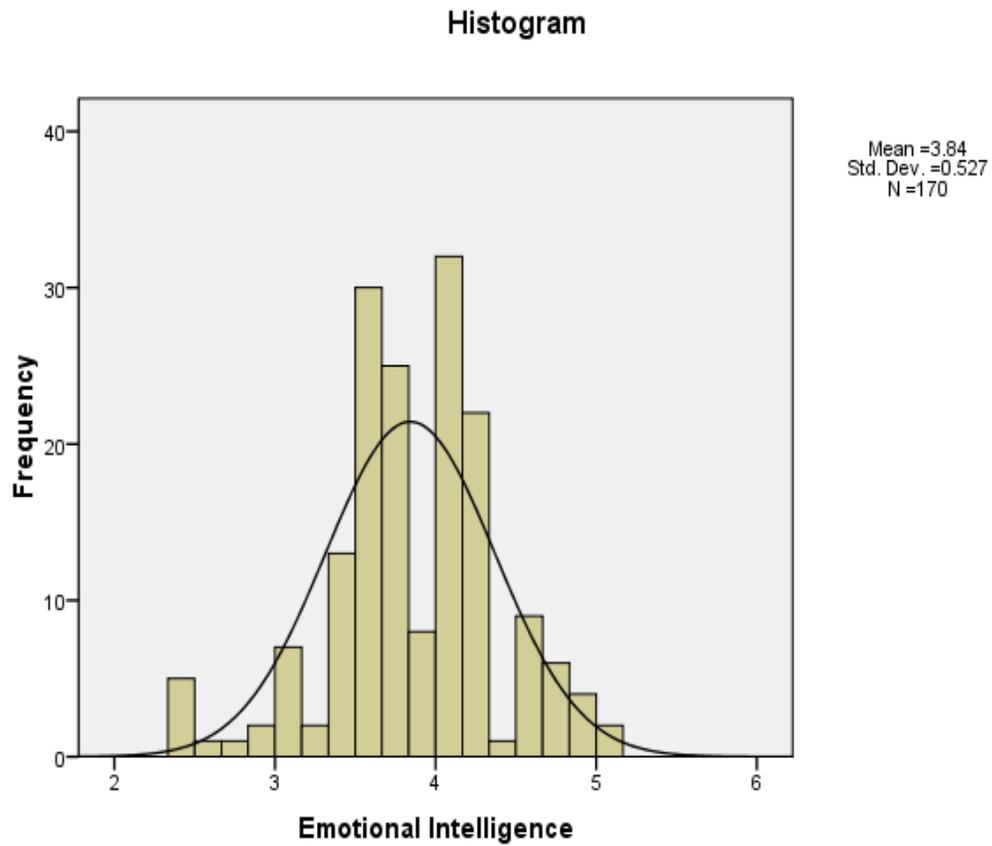


Figure 4 Distribution of Emotional Intelligence scores.

Table 6 Normality test statistics of Emotional Intelligence scores.

| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|------------------------|---------------------------------|-----|------|--------------|-----|------|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| Emotional Intelligence | .104 | 170 | .000 | .970 | 170 | .001 |

a. Lilliefors Significance Correction

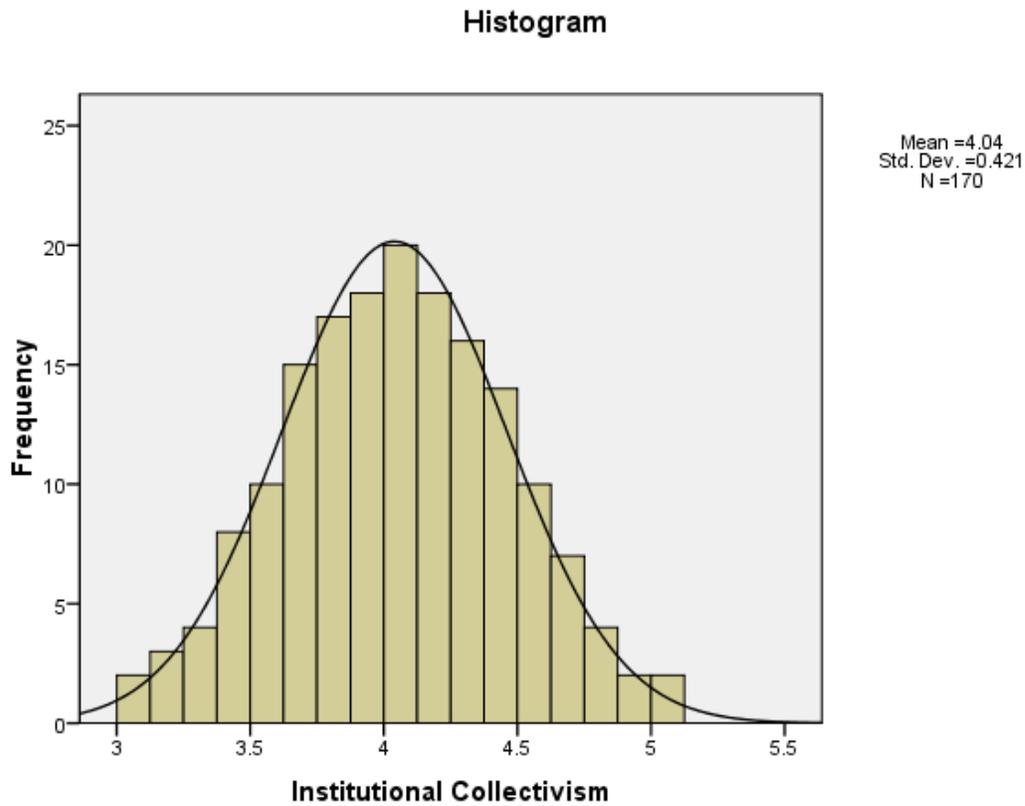


Figure 5 Distribution of Institutional Collectivism scores.

Table 7 Normality test statistics of Institutional Collectivism scores.

| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|----------------------------|---------------------------------|-----|------|--------------|-----|------|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| Institutional Collectivism | .108 | 170 | .000 | .984 | 170 | .050 |

a. Lilliefors Significance Correction

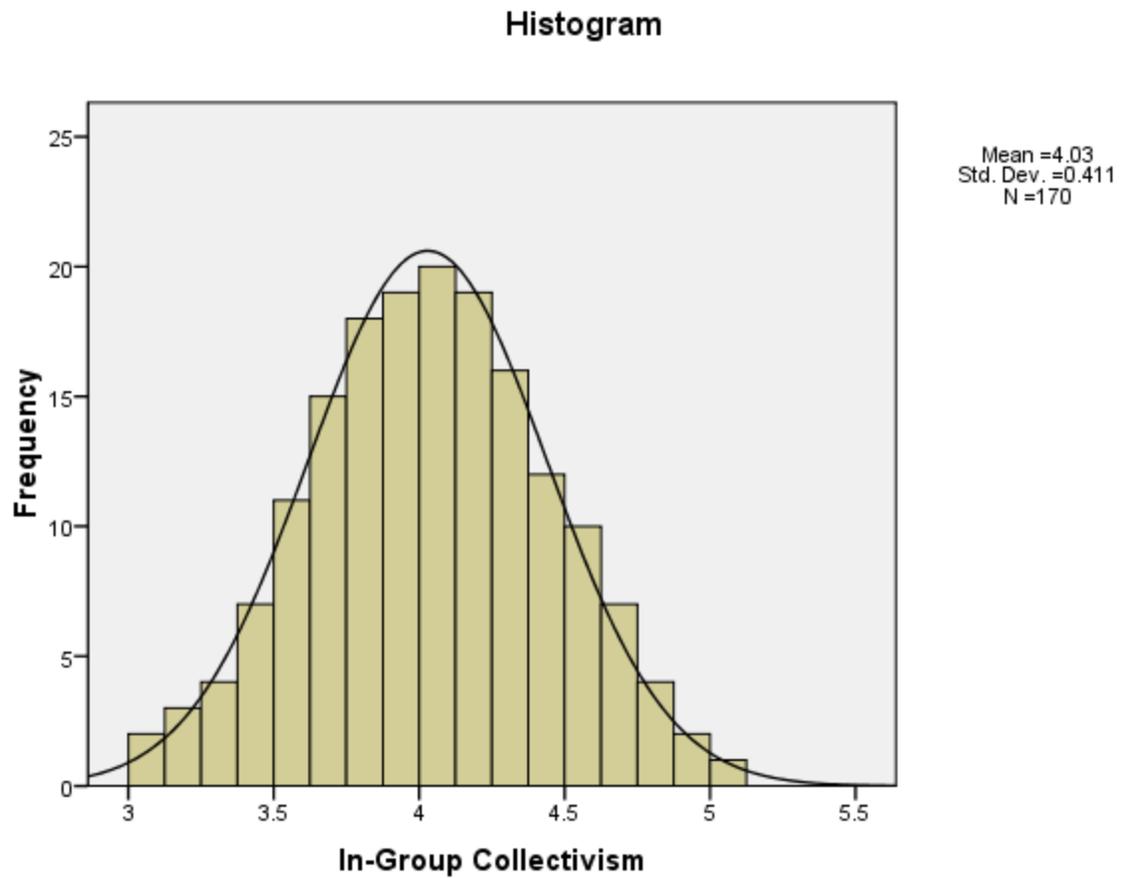


Figure 6 Distribution of in-Group Collectivism scores.

Table 8 Normality test statistics of In-Group Collectivism scores.

| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|-----------------------|---------------------------------|-----|------|--------------|-----|------|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| In-Group Collectivism | .110 | 170 | .000 | .985 | 170 | .062 |

a. Lilliefors Significance Correction

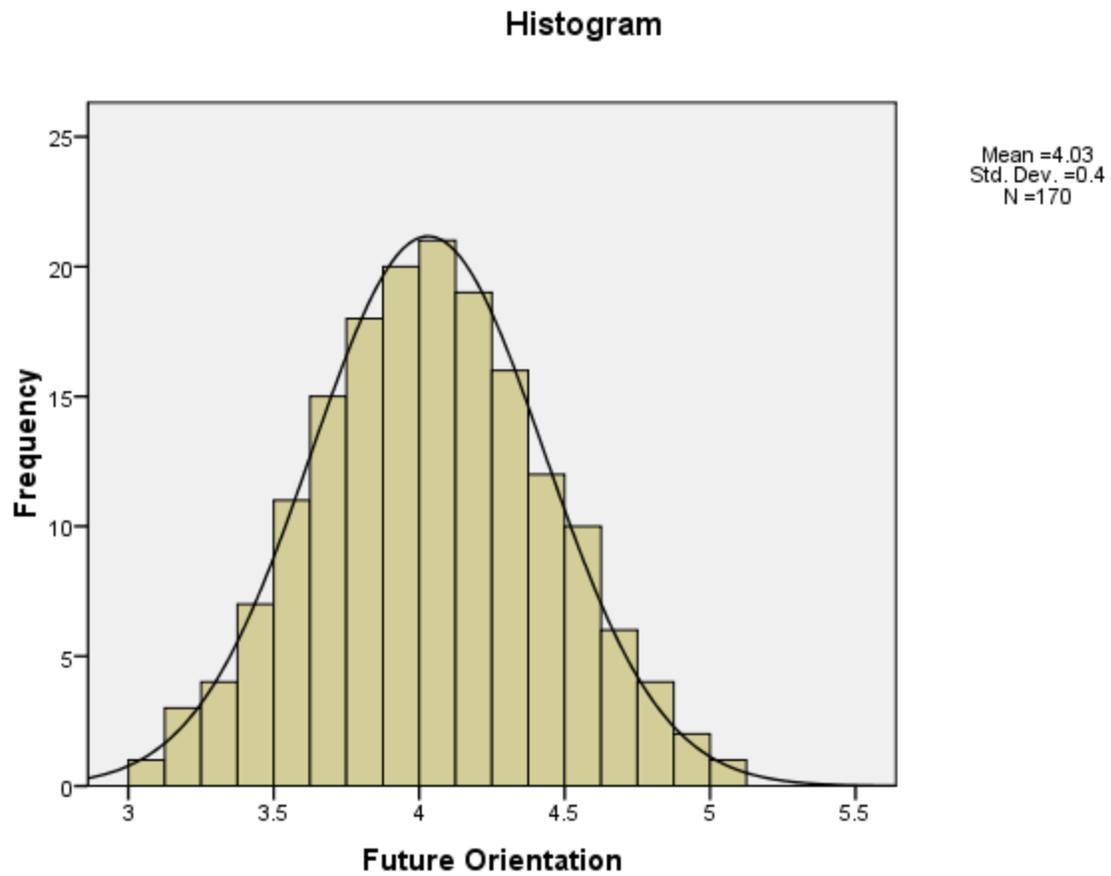


Figure 7 Distribution of Future Orientation scores.

Table 9 Normality test statistics of Future Orientation scores.

| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|--------------------|---------------------------------|-----|------|--------------|-----|------|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| Future Orientation | .118 | 170 | .000 | .985 | 170 | .060 |

a. Lilliefors Significance Correction

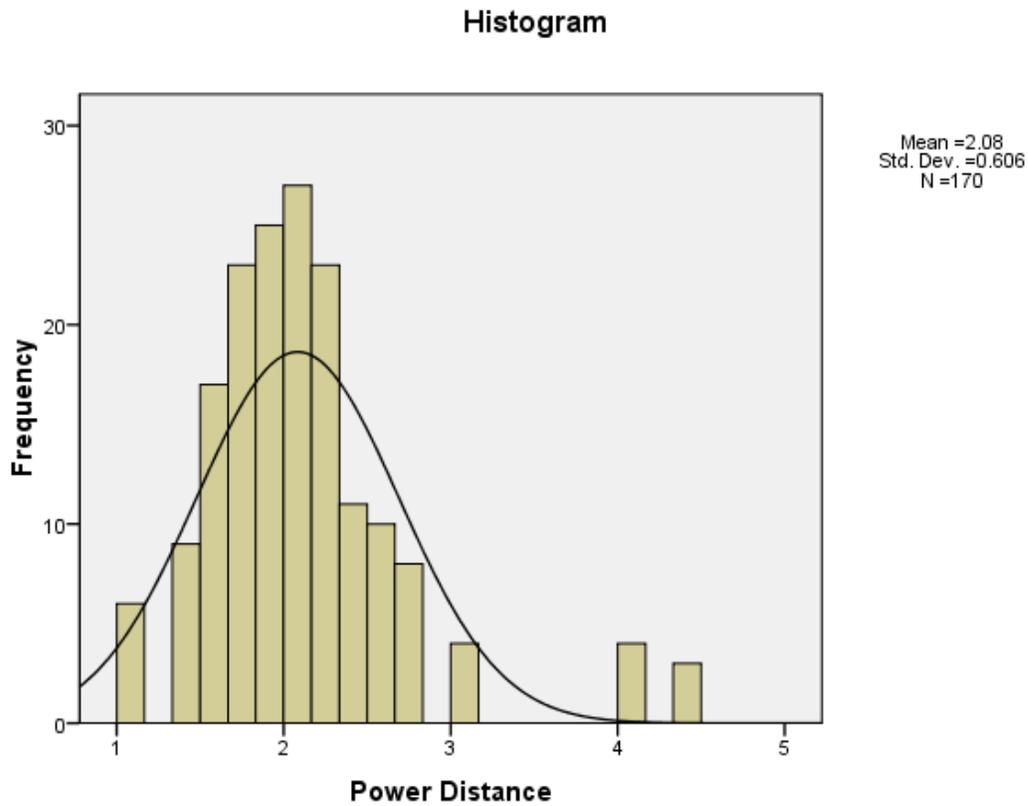


Figure 8 Distribution of Power Distance scores.

Table 10 Normality test statistics of Power Distance scores.

| Tests of Normality | | | | | | |
|--------------------|---------------------------------|-----|------|--------------|-----|------|
| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
| | Statistic | df | Sig. | Statistic | df | Sig. |
| Power Distance | .179 | 170 | .000 | .862 | 170 | .000 |

a. Lilliefors Significance Correction

4.3 Reliability Analysis

To check the ability of measures used to produce consistent results when same entities are measured under different conditions, reliability of the measures was tested using Cronbach's reliability coefficient for both the EI measures and the NC measures. For the WLEIS, Wong and Law (2002) study produced reliability estimates for the four dimensions of SEA, UOE, ROE, and OEA, these were .92, .91, .84, and .93, respectively. In a separate study conducted by Kafetsios and Zampetakis (2008) using WLEIS, the authors reported Cronbach's reliability coefficient .83 for SEA, .77 for OEA, .83 for ROE and .79 for UOE with an overall reliability of .90 for all 16 items. In the case of this study the Cronbach's reliability coefficient's of the four dimensions of SEA, UOE, ROE, and OEA were .97, .78, .93 and .94 respectively and Cronbach's reliability coefficient for all 16 items was .94. For the three PD items, two FO, two InGC and two IC, the Cronbach's reliability coefficient were 0.97, .99, .82 and .99 respectively.

Kline (1999) has noted that the generally acceptable coefficient value of .8 is appropriate for cognitive tests such as EI tests and for most other scales or measures a cut-point of .7 is considered to be an acceptable coefficient value. In this study the value of the four NC dimensions were above .7 and the EI scales internal consistency and reliability was above .8, thus both the NC and EI scales were deemed acceptable. Table 4.8 illustrates the measures and their corresponding Cronbach's alpha values or reliability coefficients.

Table 11 Cronbach alpha's values for the independent (NC) and dependent (EI) variables.

| Scale | Cronbach's Alpha | N of Items |
|-------|------------------|------------|
|-------|------------------|------------|

| | | |
|----------------------------|-------|----|
| Emotional Intelligence | 0.943 | 16 |
| Power Distance | 0.970 | 3 |
| Future Orientation | 0.990 | 2 |
| In-Group Collectivism | 0.828 | 2 |
| Institutional Collectivism | 0.995 | 2 |

4.4 Principal Component Analysis

A PCA was conducted on the 16 items of EI, 3 items of PD, 2 items of FO, 2 items of InGC and 2 items of IC with orthogonal rotation (Varimax). Absolute values less than 0.4 were suppressed for factor loadings; however, the significance of a factor loading will generally depend on the sample size. Stevens (2002) produced a table of critical values against which loading can be compared as a guide. His table recommended that for a sample size of 50 or less a loading of 0.722 can be considered significant, for a sample size of 100 the loading should ideally be greater than 0.512, for a sample size of 200 the significant loading value should be greater than 0.364 and so on (for further information on ideal loadings for sample sizes, see Stevens 2002). Stevens (2002) study indicated that the larger the sample, the smaller the loadings values that can be considered significant. In the case of this study where $N = 170$, a loading of above 0.5 was considered significant.

PCA was conducted on 16 items of EI. Table 4.9 displays the factor loading after orthogonal rotation (Varimax) was performed on EI items. The results of PCA indicate that the Kaiser-Meyer-Oklin (KMO) value verified the sampling adequacy for the analysis, $KMO = 0.856$ which is above the acceptable value of 0.5 and the Bartlett's Test of Sphericity was statistically significant ($p = 0.000 < 0.001$), which indicated that the items were sufficiently large for PCA. During the initial analysis, PCA revealed the existence of four components with eigenvalues of above 1, and in combination explained a total of 88.009% of the variance, with component 1 contributing 55.077%, component 2 contributing 15.472%, component 3 contributing 10.850%, and component 4 contributing 6.617%.

Furthermore, the loading values of individual items were above 0.7, which is well above the acceptable significant value of 0.5. The items that loaded onto the same factor were then evaluated in order to identify common themes. With the aid of Varimax rotation, the items clustered under 4 components. The cluster of 5 items loaded onto component 1 representing

ROE, cluster of 4 items loaded onto component 2 representing OEA, cluster of 4 items loaded onto component 3 representing SEA, and cluster of 3 items loaded onto component 4 representing UOE. These results show that the items have clustered under the relevant components based on the WLEIS, with one variation; in the WLEIS item Emotional Intelligence Q13, belongs to UOE (component 4), but in this PCA the item has loaded highly onto ROE (component 1). However, in this study this does not present a problem as in this study the four dimensions were combined into a single EI measure because the aim of this study is to investigate the impact of NC on overall EI scores rather than the individual dimensions of EI.

PCA was also performed on the 9 reliable items of NC: 3 items of PD, 2 items of FO, 2 items of InGC and 2 items of IC. Like the EI item loadings, individual items were above 0.7, which is well above the acceptable significant value of 0.5. However, instead of 4 components representing each of the 4 dimensions of NC, items loaded heavily onto only 1 component. Field (2009) has reported that this could be the result of sample size; he goes on to report that for factor analysis or PCA (terms are used interchangeably) results would be more accurate if there were at least 300 cases to perform PCA on. Table 4.10 illustrates the result of the PCA performed on the NC items. The total variance analysis revealed the existence of 1 component with eigenvalues of above 1, and in combination explained 80.191% of the variance.

Table 12 Rotated Component Matrix for EI items.

Emotional Intelligence

| EI Items | Component | | | |
|----------|-----------|---------|---------|---------|
| | 1 - ROE | 2 - OEA | 3 - SEA | 4 - UOE |
| | | | | |

| | | | | |
|----------------------------|------|------|------|------|
| Emotional Intelligence Q1 | | | .819 | |
| Emotional Intelligence Q2 | | | .809 | |
| Emotional Intelligence Q3 | | | .853 | |
| Emotional Intelligence Q4 | | | .803 | |
| Emotional Intelligence Q5 | | .901 | | |
| Emotional Intelligence Q6 | | .891 | | |
| Emotional Intelligence Q7 | | .902 | | |
| Emotional Intelligence Q8 | | .767 | | |
| Emotional Intelligence Q9 | .823 | | | |
| Emotional Intelligence Q10 | .872 | | | |
| Emotional Intelligence Q11 | .810 | | | |
| Emotional Intelligence Q12 | .838 | | | |
| Emotional Intelligence Q13 | .727 | | | |
| Emotional Intelligence Q14 | | | | .954 |
| Emotional Intelligence Q15 | | | | .967 |
| Emotional Intelligence Q16 | | | | .941 |

Extraction Method: Principal Component Analysis.
 Rotation Method: Varimax with Kaiser Normalization.
 a. Rotation converged in 6 iterations.

Table 13 Component Matrix for NC items.

| | Component |
|----------------|-----------|
| | 1 |
| Power Distance | -.856 |
| Power Distance | -.892 |

| | |
|----------------------------|-------|
| Power Distance | -.892 |
| Future Orientation | .937 |
| Future Orientation | .924 |
| In Group Collectivism | .832 |
| In Group Collectivism | .859 |
| Institutional Collectivism | .926 |
| Institutional Collectivism | .934 |

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

4.5 Differences between the EI Level of Managers

In order to statistically test the EI level differences between managers, managers were grouped to two groups, Management and Executive Management. To investigate the EI level differences between the two groups, both a parametric Independent Samples T-test and non-parametric Mann-Whitney U test was performed. Table 4.11 and Table 4.12 illustrate the results of both Independent Samples T-test and Mann-Whitney U test.

The results of the Independent Samples T-test indicate the EI mean for Management ($M = 3.85$) and Executive Management ($M = 3.82$) is slightly (insignificantly) different. Furthermore, the result of the Mann-Whitney U test indicate that there is no significant difference between Management ($M = 85.54$) and Executive Management ($M = 85.37$) ratings for the EI variable ($Z = -0.020$, $p = 0.984$). For the EI ranking of the two groups to be considered different, the significant level which is represent with p , should be less than or equal to 0.05 (Pallant, 2006) in the Mann-Whitney U test. Hence, there is no statistically significant difference in the EI scores of Management and Executive Management.

Table 14 Independent Samples T-test statistics for EI scores of Management and Executive Management.

| | Management Category | N | Mean | Std. Deviation | Std. Error Mean |
|------------------------|----------------------|-----|------|----------------|-----------------|
| Emotional Intelligence | Management | 127 | 3.85 | .467 | .041 |
| | Executive Management | 43 | 3.82 | .682 | .104 |

Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|------------------------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|-------|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| Emotional Intelligence | Equal variances assumed | 8.116 | .005 | .276 | 168 | .783 | .026 | .093 | -.158 | .210 |
| | Equal variances not assumed | | | .230 | 55.916 | .819 | .026 | .112 | -.198 | .250 |

Table 15 Mann-Whitney U test statistics for EI scores of Management and Executive Management.

Mann-Whitney U Test Ranks

| Management Category | | N | Mean Rank | Sum of Ranks |
|------------------------|----------------------|-----|-----------|--------------|
| Emotional Intelligence | Management | 127 | 85.54 | 10864.00 |
| | Executive Management | 43 | 85.37 | 3671.00 |
| | Total | 170 | | |

Mann-Whitney Test Statistics

| | Emotional Intelligence |
|------------------------|------------------------|
| Mann-Whitney U | 2725.000 |
| Wilcoxon W | 3671.000 |
| Z | -.020 |
| Asymp. Sig. (2-tailed) | .984 |
| Exact Sig. (2-tailed) | .985 |
| Exact Sig. (1-tailed) | .493 |
| Point Probability | .001 |

a. Grouping Variable: Management

4.6 Difference between the EI Levels of Managers from Different Regions

As illustrated in the Section 4.5, there was no significant difference between the EI scores of Lower Management and Senior Management. Another test was run to investigate the EI score difference between managers from different countries. As mentioned in section 4.1, managers from 25 different nationalities participated in this survey and in order to statistically assess the difference between EI scores of these managers, the representing countries were first grouped

into three geographical regions: Middle East and Northern Africa (MENA), The West, and South-East Asian. The MENA countries included, the UAE, Egypt, Saudi Arabia, Turkey, Bahrain, Iraq, Jordan, Lebanon, and Iran. The countries of the West included, the United Kingdom, Ireland, France, Belgium, Australia, the United States of America, Canada, Czech Republic, Germany, Sweden and, Yugoslavia. The countries of South-East Asia included Pakistan, India, Philippines, and Singapore.

To evaluate the difference statistically, Kruskal-Wallis Test was used as a non-parametric alternative to the One-way Independent ANOVA. The Kruskal-Wallis Test is a technique that tests the difference between more several independent variables (more than two variables). Table 4.13 shows the mean ranking of EI scores of managers from different regions.

Managers from the West scored the highest ($M = 96.05$), whereas managers from South-East Asia scored the lowest ($M = 75.52$). The Kruskal-Wallis Test statistics show that there is no statistically significant difference between the EI scores of the three groups, $H(2) = 5.54$, $p > 0.05$. However, to illustrate the difference between the EI scores of managers from each country, simple Mean Comparison was run on SPSS and the trend id reported on a Radar Chart in Figure 4.7. The chart reveals that managers from the United Kingdom has the highest EI scores ($M = 4.94$) and managers from Pakistan had the lowest EI scores ($M = 3.01$).

Table 16 Kruskal-Wallis test statistics for EI scores of managers from different regions.

| Kruskal-Wallis Test Ranks | | | |
|---------------------------|-----------------|-----|-----------|
| | Region | N | Mean Rank |
| Emotional Intelligence | West | 43 | 96.05 |
| | MENA | 62 | 85.37 |
| | South-East Asia | 65 | 75.52 |
| | Total | 170 | |

| Test Statistics ^{a,b} | |
|--------------------------------|------------------------|
| | Emotional Intelligence |

| | |
|-------------|-------|
| Chi-Square | 5.539 |
| df | 2 |
| Asymp. Sig. | .06 |

a. Kruskal Wallis Test

b. Grouping Variable: Region

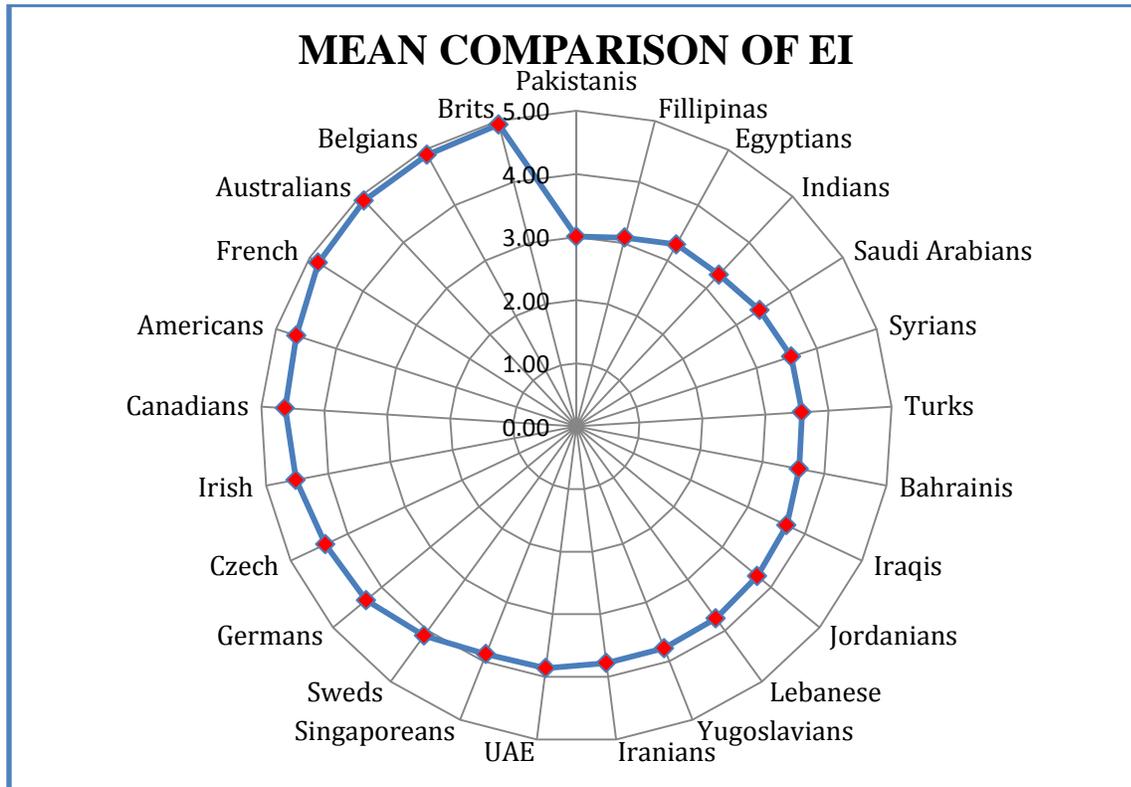


Figure 10 Mean comparison of EI scores of managers from different countries.

4.7 Correlation Analysis

The relationship between the dependent variable (EI) and independent variables (NC) was investigated using Bivariate Correlation. In Bivariate Correlation, the data was subjected to both the non-parametric Spearman rho correlation and parametric Pearson's r correlation. Spearman rho correlation was used, because the data violated parametric assumption, such that the data is non-normally distributed.

According to the Spearman rho correlation coefficient test result, EI was significantly correlated with NC variables of IC ($r = 0.654$, $p < 0.01$), InGC ($r = 0.754$, $p < 0.01$), FO ($r = 0.680$,

$p < 0.01$), and PD ($r = -0.605$, $p < 0.01$). Other than PD, all other NC variables (FO, InGC, and IC) were positively correlated to EI.

Looking at the Spearman rho correlation coefficient matrix in Table 4.14, it can be noted that the independent variables or predictors are correlated to one another, a phenomenon known as multicollinearity. Field (2009) has stated that collinearity is virtually unavoidable, but it poses as a problem only when the predictors correlate very highly and by very highly Field (2009) implies correlations of above 0.8 and 0.9. However, as is evident from Table 4.14, the correlation values are below 0.75 and as such it can be concluded that it is not worthy of concern. However, to confirm the insignificance of the collinearity that is noted among the independent variables or predictors, the variance inflation factor (VIF) test is performed. The VIF is a collinearity diagnostic tool that indicates whether or not a predictor has a strong linear relationship with other predictor (s) (Field, 2009). Field (2009:224) reports that “there are no hard and fast rules about what value of the VIF should cause concern”, he goes on to state that previous research has reported that VIF values of above 10 should cause concern, as the existing multicollinearity may be biasing the regression model. Field (2009) recommends that VIF values be assessed in conjuncture with tolerance level which is a reciprocal of VIF. Tolerance level below 0.2 are worthy of concern. For Table 4.15 present the values of VIF and tolerance level for all four independent variable or predictors. The result of the collinearity diagnostic indicates that the VIF values are well below 10 and the tolerance level above 0.2. This confirms that multicollinearity is not a problem for the regression model.

Table 17 Spearman’s rho Correlations Coefficients for EI and NC Variables

| | | | Emotional Intelligence | Institutional Collectivism | In-Group Collectivism | Future Orientation | Power Distance |
|----------------|----------------------------|-------------------------|------------------------|----------------------------|-----------------------|--------------------|----------------|
| Spearman's rho | Emotional Intelligence | Correlation Coefficient | 1.000 | .654** | .754** | .680** | -.605** |
| | | Sig. (2-tailed) | . | .000 | .000 | .000 | .000 |
| | | N | 170 | 170 | 170 | 170 | 170 |
| | Institutional Collectivism | Correlation Coefficient | .654** | 1.000 | .712** | .630** | -.568** |
| | | Sig. (2-tailed) | .000 | . | .000 | .000 | .000 |
| | | N | 170 | 170 | 170 | 170 | 170 |
| | In-Group | Correlation Coefficient | .754** | .712** | 1.000 | .751** | -.538** |

| | | | | | | |
|--------------------|-------------------------|---------|---------|---------|---------|---------|
| Collectivism | Sig. (2-tailed) | .000 | .000 | . | .000 | .000 |
| | N | 170 | 170 | 170 | 170 | 170 |
| Future Orientation | Correlation Coefficient | .680** | .630** | .751** | 1.000 | -.550** |
| | Sig. (2-tailed) | .000 | .000 | .000 | . | .000 |
| | N | 170 | 170 | 170 | 170 | 170 |
| Power Distance | Correlation Coefficient | -.605** | -.568** | -.538** | -.550** | 1.000 |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | . |
| | N | 170 | 170 | 170 | 170 | 170 |

** . Correlation is significant at the 0.01 level (2-tailed).

Table 18 Collinearity Statistics of NC (Independent) Variables

| Independent Variables | Collinearity Statistics | |
|----------------------------|-------------------------|-------|
| | Tolerance | VIF |
| Institutional Collectivism | .371 | 2.697 |
| In-Group Collectivism | .276 | 3.629 |
| Future Orientation | .325 | 3.079 |
| Power Distance | .436 | 2.295 |

a. Dependent Variable: Emotional Intelligence

4.8 Linear Regression

Following the correlation analysis, to test the hypotheses proposed in sections 2.8 and 2.9, a series of regressions were performed on the data obtained, in order to measure and evaluate the relationship between the variables.

The first method of regression that was selected was simple linear regression. This method of regression was selected to examine the relationship between one independent variable (NC) and the only dependent variable (EI). The four dimensions of NC (PD, FO, InGC, and IC) were all combined under one factor and named NC, linear regression was then performed.

The results displayed in Table 4.16, indicates the R square value is 0.412 and this tells us that NC can account for 41.2% of the variation in EI. In other words, if we are trying to explain why different people have different EI capacities, we can look at the variations in NC. There might be many other reasons or factors that can explain this variation, but in this model, which includes only NC, can explain approximately 41.2% of it. This also means that 58.8% of the variation in EI cannot be explained by NC. Therefore, there might be other factors or variables that have an influence on EI. The table also indicates that NC has a significant impact on EI or is a significant predictor of EI ($F = 117.7, p < 0.001$) and ($t (168) = 10.849, p < 0.001$).

Table 19 Linear regression model – model summary, ANOVA and coefficients

Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .642 ^a | .412 | .408 | .406 |

a. Predictors: (Constant), National Culture

ANOVA^b

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|---------|-------------------|
| 1 | Regression | 19.366 | 1 | 19.366 | 117.700 | .000 ^a |
| | Residual | 27.643 | 168 | .165 | | |

| | | | | | |
|-------|--------|-----|--|--|--|
| Total | 47.009 | 169 | | | |
|-------|--------|-----|--|--|--|

a. Predictors: (Constant), National Culture

b. Dependent Variable: Emotional Intelligence

Coefficients^a

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|------------------|-----------------------------|------------|---------------------------|--------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | .663 | .295 | | 2.250 | .026 |
| | National Culture | .940 | .087 | .642 | 10.849 | .000 |

a. Dependent Variable: Emotional Intelligence

4.9 Standard Multiple Regression

The previous section (4.8) demonstrated the results on a linear regression to examine the relationship of NC as whole and EI. Following this, the data was subjected to a standard multiple regression test. Standard multiple regression was used to examine the relationship between several independent variables (PD, FO, InGC, and IC) and one dependent variable (EI). Table 4.15 summarizes the result of the standard multiple regression model.

The results of the R square value (0.609) indicate that the NC variables of PD, FO, InGC, and IC account for 60.9% of variation in EI. Observations from the Standardized Coefficient matrix, indicates that InGColl ($t(165) = 3.825, p < 0.001$), FO ($t(165) = 2.283, p < 0.001$), and PD ($t(165) = -2.947, p < 0.001$) are all significant predictors of EI. Furthermore, the *Sig.* column

of the Standardized Coefficient matrix indicates that InGC (0.000) makes the strongest contribution to explaining the dependent variable EI, followed by PD (0.004) and then FO (0.024). According to Field (2009), should the value in the *Sig.* column be less than 0.05, then the predictor is making a significant contribution to the regression model. The only independent variable (predictor) that is not making any significant contribution to the regression model is IC (0.174) and this value is significantly greater than the cut off significance value of 0.05.

Table 20 Regression model – model summary, ANOVA and coefficients

Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .780 ^a | .609 | .599 | .334 |

a. Predictors: (Constant), Power Distance, In-Group Collectivism, Institutional Collectivism, Future Orientation

ANOVA^b

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|--------|-------------------|
| 1 | Regression | 28.625 | 4 | 7.156 | 64.227 | .000 ^a |
| | Residual | 18.384 | 165 | .111 | | |
| | Total | 47.009 | 169 | | | |

a. Predictors: (Constant), Power Distance, In-Group Collectivism, Institutional Collectivism, Future Orientation

b. Dependent Variable: Emotional Intelligence

Coefficients^a

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|----------------------------|-----------------------------|------------|---------------------------|--------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 2.167 | .296 | | 7.322 | .000 |
| | Institutional Collectivism | .085 | .063 | .109 | 1.364 | .174 |
| | In-Group Collectivism | .249 | .065 | .355 | 3.825 | .000 |
| | Future Orientation | .138 | .060 | .195 | 2.283 | .024 |
| | Power Distance | -.129 | .044 | -.217 | -2.947 | .004 |

a. Dependent Variable: Emotional Intelligence

4.10 Stepwise Regression

Following the standard multiple regression, the data obtained was further analyzed with stepwise regression in order to confirm the results obtained from the standard multiple regression.

The result of the standard multiple regression indicated that all NC variables were predictors of EI, except for IC. By subjecting the data to a stepwise regression, the researcher aims to confirm that InstColl is indeed not a predictor of EI, as stepwise regression works by retaining the predictor(s) that contribute to the viability of the model and automatically removes the predictor(s) that are considered the least useful. Furthermore, the test also presents results that indicate to what extent the remaining independent variables significantly contribute to the predictive power of the model.

Table 4.16, the result of the stepwise regression, indicates that InstColl was removed and the other three variables InGC, PD and FO were retained due to their significant contribution towards the model. Moreover, the model summary matrix showed that InGC (0.537) alone was responsible for explaining 53.7% of variation in EI. In total, the three retained variables were responsible for explaining 60.5% of variation in EI, which is 0.4% less than what the standard multiple regression model predicted.

Table 21 Stepwise regression model – model summary, ANOVA and coefficients

| Model Summary | | | | | | | | | |
|---------------|-------------------|----------|-------------------|----------------------------|-------------------|----------|-----|-----|---------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | |
| | | | | | R Square Change | F Change | df1 | df2 | Sig. F Change |
| 1 | .732 ^a | .537 | .534 | .360 | .537 | 194.477 | 1 | 168 | .000 |
| 2 | .770 ^b | .592 | .587 | .339 | .056 | 22.796 | 1 | 167 | .000 |
| 3 | .778 ^c | .605 | .597 | .335 | .012 | 5.171 | 1 | 166 | .024 |

a. Predictors: (Constant), In-Group Collectivism

b. Predictors: (Constant), In-Group Collectivism, Power Distance

c. Predictors: (Constant), In-Group Collectivism, Power Distance, Future Orientation

| ANOVA ^d | | | | | | |
|--------------------|------------|----------------|----|-------------|---------|-------------------|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 25.221 | 1 | 25.221 | 194.477 | .000 ^a |

| | | | | | | |
|---|------------|--------|-----|--------|---------|-------------------|
| | Residual | 21.788 | 168 | .130 | | |
| | Total | 47.009 | 169 | | | |
| 2 | Regression | 27.838 | 2 | 13.919 | 121.252 | .000 ^b |
| | Residual | 19.171 | 167 | .115 | | |
| | Total | 47.009 | 169 | | | |
| 3 | Regression | 28.417 | 3 | 9.472 | 84.577 | .000 ^c |
| | Residual | 18.592 | 166 | .112 | | |
| | Total | 47.009 | 169 | | | |

a. Predictors: (Constant), In-Group Collectivism

b. Predictors: (Constant), In-Group Collectivism, Power Distance

c. Predictors: (Constant), In-Group Collectivism, Power Distance, Future Orientation

d. Dependent Variable: Emotional Intelligence

Coefficients^a

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|-----------------------|-----------------------------|------------|---------------------------|--------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 1.739 | .153 | | 11.338 | .000 |
| | In-Group Collectivism | .515 | .037 | .732 | 13.946 | .000 |
| 2 | (Constant) | 2.628 | .236 | | 11.155 | .000 |
| | In-Group Collectivism | .373 | .046 | .530 | 8.143 | .000 |
| | Power Distance | -.185 | .039 | -.311 | -4.774 | .000 |
| 3 | (Constant) | 2.360 | .261 | | 9.052 | .000 |
| | In-Group Collectivism | .291 | .058 | .414 | 5.045 | .000 |
| | Power Distance | -.150 | .041 | -.253 | -3.653 | .000 |
| | Future Orientation | .138 | .061 | .195 | 2.274 | .024 |

a. Dependent Variable: Emotional Intelligence

CHAPTER 5

DISCUSSIONS

“Emotional intelligence (EQ) is emerging as a critical factor in high performance at work, at school, and at home. World leading organizations are adopting EQ practices into organizational development and human resources. Likewise, leading educators, hospitals, psychologists and coaches are using EQ tools to create positive results and meet pressing educational, family, health and social needs.”

(NexusEQ)

In this chapter the results of this study are discussed in terms of the hypothesis that was proposed in section 2.8 and the model described in section 2.9. Moreover, the study’s limitations are identified and directions for future research is proposed.

5.1 National Culture – Emotional Intelligence Relationship

The results of the linear regression in the previous section showed that NC can account for 41.2% of the variation in EI. This indicated that cultural factor should be taken into consideration when we attempt to explain why different people have different EI capacities. NC has a significant impact on EI or is a significant predictor of EI ($F = 117.7, p < 0.001$) and ($t (168) = 10.849, p < 0.001$). This lends support to confirm hypothesis H1 and to the argument that the way in which an individual perceives her/himself in relation to the surrounding human environment, such as culture affects one's emotional world; as culture is seen by many to have an impact on the kind of emotion which dominates the social settings (Paez & Vergara, 1995). This study was unique in that it did not investigate the impact of NC of the universal emotions as found by Ekman (1972), anger, fear, sadness, disgust, surprise, happiness, and contempt; rather it looked at how NC rules EI abilities. The main purpose of this study was to examine the relationship between NC and EI. The conceptual model developed in section 2.9 of this study proposed that NC has an impact on the EI abilities of managers. The model goes on to propose that 4 of the several dimensions of NC also influence EI abilities in other words certain cultural aspects have the potential to enhance or weaken EI abilities. In brief the model proposed indicated:

1. The higher the InGC of a culture, the higher the EI abilities of managers (positive correlation).
2. In high IC cultures, the EI abilities of managers are also expected to be high (positive correlation).
3. In cultures with high FO, the EI abilities of managers would also high (positive correlation).
4. In low PD culture, the EI abilities of managers are expected to be high (negative correlation).

5.2 Power Distance – Emotional Intelligence Relationship

This study found that PD is indeed correlated significantly and negatively to the EI abilities of managers within an organization ($t (165) = -2.947, p < 0.001$), with *Sig.* value of 0.004 which was less than 0.05, confirming hypothesis H2. This result indicates that PD or the

lack of it is making a significant contribution to the EI ability of managers. PD within a country or an organization is an indication of social inequality (House et al., 2004) and this inequality or unequal distribution of power among people is bound to produce a form of psychological distance between the powerful and the powerless (Smith & Trope, 2006), where the powerful experience independence from other people which involves emotions of being distinct or separate from others and consequently more psychologically isolated from them (Smith & Trope, 2006; Guinote et al., 2002). This psychological distance promotes the powerless or even the less powerful people to inhibit their own behavior and act contingently on others (the powerful in this case), to avoid perceived or actual social and material threats (Anderson & Galinsky, 2006). By inhibiting their own behavior, the persons within a high PD culture would tend to be emotionally monotonous in order to avoid unwanted confrontations and be at risk of implying lack of deference towards power holders when they are being emotionally intelligent (Paez & Vergara, 1995).

5.3 Future Orientation – Emotional Intelligence Relationship

FO in this study correlated significantly and positively to the EI abilities of manager within an organization ($t(165) = 2.283, p < 0.001$), with *Sig.* value of 0.024 which was less than 0.05, confirming hypothesis H3. One of the dimensions of EI is the successful utilization of emotions, where an individual has the ability to constructively and intentionally make his or her emotions work for him or her by utilizing them to help guide in future planning, thinking in a way that enhances results and decisions and have the ability to envision how goals should be achieved with positive affect. This dimension of EI is in line with what FO is. In high FO cultures people “have a strong capacity and willingness to imagine future contingencies, formulate future goal statue, and seek to achieve goals and develop strategies for meeting their future aspirations” (House et al., 2004:285). Hence, it can be concluded the EI is dependent on the FO of a culture.

5.4 In-Group Collectivism – Emotional Intelligence Relationship

The results of the Stepwise regression showed that InGC alone was responsible for explaining 53.7% of variation in EI and its significantly and positively correlated to EI ($t(165) = 3.825, p < 0.001$), with *Sig.* value of 0.000 which was less than 0.05, confirming hypothesis H4. This result means that InGC is a variable is of great important in the model and that its contribution if larger than any of the other three variables. House et al. (2004:30) defined InGC as “the degree to which individuals express pride, loyalty, and cohesiveness in their organizations or families”. In other words in high InGC culture duties and obligations towards other is important and is looked at as a determinant of certain behaviors; people emphasize relatedness to others and readiness to help when required. In order to emphasize relatedness to other and feel obligated to help other, one has to be emotionally intelligent where the emotions of others recognized and taken into consideration at all time. Hence, in high InGC cultures a person becomes attuned to emotions that are exuded by other and expresses and regulates emotions in contingent with emotions of other within the group.

5.5 Institutional Collectivism – Emotional Intelligence Relationship

According to the results this study has produced, IC is the only dimension of NC that was not correlated with EI abilities of managers; where the *Sig.* value of 0.174 was significantly higher than 0.05, rejecting hypothesis H5. This result gives room to conclude that IC is not making any significant contribution to the prediction of EI abilities of managers. This could be the result of the lack of human involvement, as people in institutional collectivism are dependent on and loyal to the organization and not other people/groups and rewards are driven by seniority and personal need rather than group needs. Table 22 summarizes the results of the hypotheses testing.

Table 22 Hypothesis result summary

| Hypothesis | Hypothesis Details | Result based on this Dissertation |
|-------------------|--|--|
| H1 | Emotional Intelligence of managers is influenced by National Culture | Confirmed |
| H2 | Emotional Intelligence of managers is negatively related to power distance | Confirmed |
| H3 | Emotional Intelligence of managers is positively related to future orientation | Confirmed |

| | | |
|----|--|-----------|
| H4 | Emotional Intelligence of managers is positively related to in-group collectivism | Confirmed |
| H5 | Emotional Intelligence of managers is positively related to institutional collectivism | Rejected |

5.6 Research Limitations

This study has several limitations. To begin with responses received from participants were self-report responses, and self-report responses are often known to be affected by participants' biases.

Second, questionnaires were given to the participants in order for it to be filled at their own time/convenience and as such the conditions under which the test was completed were not controlled, so it is not known if conditions were always optimal for responding to questions and whether or not their responses were influenced by external factors.

Third, the test administered was in English only and not translated into any other language, and this may have caused some degree of confusion in terms of how the question was phrased and jargons used for the non-English speakers. Hence, the native English speaker might have had the advantage of understanding questions better and responding accordingly.

Fourth, the number of participants or study sample (N = 170) is also considered a limitation of this study and for a study that is considering the impact of NC on a cognitive process EI, then the number of participants should have been higher. The sample size might have been the cause behind the non-normality EI and PD.

Fifth, due to financial constraints it was not possible to administer the MSCEIT, which is an alternative to the WLEIS. The MSCEIT is considered to be an objective test and fulfils criteria on repeatability, reliability and predictability. MSCEIT seeks to measure EI abilities in both a direct and indirect manner and as such the test results are rarely affected by the test takers response biases such as attempting to present oneself in an overly positive way.

5.7 Directions for Future Research

This study examined the relationship between four dimensions of NC with EI as whole and not its four dimensions. For future studies it would be worthwhile to investigate what impact does NC has on each of the four dimensions of EI: self-emotion appraisal (SEO), others' emotion appraisal (OEA), regulation of emotion (ROE) and, use of emotion (UOE). It would also be valuable to include other dimensions of NC when examining its link in relation to EI.

Furthermore, results of this study showed that the EI abilities of managers from one region did not differ significantly from the EI abilities of manager from another region. In order to identify whether or not a difference does exist between the EI abilities of managers from difference culture, future research can benefit by selecting an equal number of participants (large sample) from different cultures and different nationals. This will allow the researcher to confirm if there is indeed a difference between the EI abilities of managers from difference cultures and provide comparative data on the measures of EI of people from each culture.

CHAPTER 6

RECOMMENDATIONS & CONCLUSION

“When one considers EI [emotional intelligence] in light of these domains, it becomes obvious that the field represents a set of comprehensive, interpersonal abilities rather than hardwired native skills; as such, it can be learned. EI [emotional intelligence] could well be called “affective effectiveness.” The affective domain consists of mind, will, and emotions (“heart knowledge”); it contrasts with linguistic, logical, mathematical, and spatial intelligences- the cognitive domain of “head” knowledge.”

(Lt Gen Bradley Hosmer)

This chapter will attempt to make recommendations based on the results obtained from this study. Since NC and three of its dimensions were found to influence the EI abilities of managers within an organizations, recommendation that will be made are how culture can be modified in order to elicit and enhance EI abilities of manager and once the culture has been modified, how will we be able to develop and maintain a culture or work environment that endorse the nurturing of the EI abilities. The final section of this chapter will provide a conclusion to this study.

6.1 Recommendations

According to Bennis (2001) EI has been known to be accountable for over 85% of exceptional performance in the workplace. More specifically, EI makes an unprecedented contribution to job

performance, more so in jobs that require a person to build and maintain positive interpersonal relationships (Lopes et al., 2006). With this in mind it is not unexpected then that EI is of particular importance in positions that involve managing and supervising other people. In a research conducted by Daus & Ashkanasy (2005) it was found that managers high in EI have been found to demonstrate more effective leadership behaviors. Zeidner, Matthews, & Roberts (2004) have reported that individuals with high EI make more effective leaders and have the ability to successful at managing stress and conflict at work.

6.1.1. Culture Assessment & Restructure

NC is a pervasive phenomenon, so much so that many organizational cultures are miniature reflection of NC. Consequently, understanding and modifying the culture within the organization is the key precursor to any EI initiative, as it is important for the culture of an organization to support any such initiative. This study was a proof that culture, in this case NC, can influence the EI abilities of managers. The culture of an organization should sanction managers to display empathy and coach individuals during periods of hardship and low performance; by showing understanding of employee needs managers can mark out paths of employee growth; they can understand talent and leverage it according to organizational needs; they can optimize diversity and leverage it as a competitive advantage. EI abilities help managers create positive work environment, leading to an industrious organizations by naturally instilling managerial recognition that their people are of great value and fostering, developing and maintaining positive relationships and creating a supportive work environment. None of this would happen if the organizational culture does not endorse the use of EI abilities. Hence, the number one thing to do is to assess the current culture within the organization and make the necessary changes that could elicit and enhance the EI abilities of managers. As this study indicated the three dimension of NC that influenced EI were PD, FO and InGC. Organizations should attempt to move towards a low PD, high FO, and high InGC culture.

To develop and maintain a high InGC culture, the way forward for organizations would be to work out reward systems that encourage cooperative efforts rather than competitive efforts. In such systems promotion, incentives and any other form of outstanding performance acknowledgement should ideally be awarded to those individuals who effectively and collaboratively work with others. By establishing a group reward system, individual contribution is not necessarily ignored; rather individual contribution should be balanced with the overall group contribution. Organizations should also strive to make their members accountable for task accomplishments and to foster an InGC culture; accountability should rest with the group and not with an individual. This would give way to an optimized performance and at the same time people within the group will learn to be in sync to different kinds of emotional stimuli. Moreover, InGC can be enhanced by hiring people not only based on their technical skills; rather care should also be taken when considering how well a person is going to fit into a collectivist culture.

To create a high FO culture, House et al., (2004) have made several recommendations. They report that creating a competitive environment is the first move towards a high FO culture; where managers emphasize speed and the undertaking of multiple strategies for superior performance. Also, for a high FO culture to be maintained, House et al., (2004), recommend creating an organic organizational structure. By having an organic structure, organizations promote flexibility, fluidity and emphasize its capability in dealing with unstable and stable conditions in a less formalized manner through a network of relationships and a shared perception of goals. Leaders or managers in an organization also play a very critical role in ensuring that the culture of the organization is high FO. Leaders or managers have the responsibility of envisioning the future, providing long-term goals/objectives and communicating the mission to their followers and employees. Emotionally intelligent managers in this culture will then be able to channel their emotion and energy and that of their followers towards the achievement of goals.

To attain a low PD culture, like in FO culture, there should be a shift in the organizational structure, from hierarchical or mechanistic structure to an organic one. Organizations should work at distributing power, empowering its member and creating an autonomous team. In such organizations, people do not feel alienated from those who in decision making positions, in fact the somehow feel that they can contribute positively towards the progression of the organization, whereby they have the right to provide their input when it comes to making decisions. These organizations also happen to be more flexible and in sync with market dynamics.

Once organizations have attained the culture that is best suitable to endorse the EI capabilities of their people, it can now move to developing and maintaining the EI abilities of their people by providing EI training and recruiting emotionally intelligent individuals.

6.1.2. Training & Development

According to Gosling (2006), many organizations have benefited when EI was integrated into their training and development programs. In support of EI training Cherniss (2004:4) reported that “financial advisors American Express whose managers completed the emotional competence training program were compared to an equal number whose managers had not. During the year following training the advisors of trained managers grew their business by 18.1% compared to 16.2% for those whose managers were untrained”. This empirical study by Cherniss (2004) proves that EI abilities can be learned and if not completely learned then it can at least provide some insight into and individuals EI abilities. In real life scenarios, what tends to happen in organizations is that people are promoted into senior positions, they get promoted because of their excellent work performance; but it was reported by (Goleman, 2004) that these individual who got promoted into leadership/managerial roles generally lacked empathy and failed to comprehend the concerns of others in the work environment. Hence, it becomes imperative for organization to ensure not only that their leaders are

technically competent but it is also important to ensure their emotional competence which is ultimately going to ensure that they can manage and lead others effectively. Cherniss and Adler (2000) propose an effective training program that includes experiential methods and the development of insight. This type of training programs first taps into their emotional reactions to certain situation or rather what are the causes of their emotional outbursts. After acquiring some understanding of their emotional reactions and causes, the participants are then taught fundamental EI skills of recognition, regulation, and expression of emotions that could help them in various social situations.

6.1.3. Recruitment & Selection

The use of EI tests in recruitment and selection to assess candidate suitability from an EI perspective has gained significant momentum in many organizations all around the world over recent years (Cherniss, 2004). This increase in the use of EI test indicates that organizations are now striving to create an emotionally intelligent workforce that can withstand adversity and this also indicates that there is a growing belief that emotions play a vital role in organizational behavior. By ensuring that the workforce within an organization is emotionally intelligence we ensure that these strong emotional abilities will influence an individual's ability to form worthwhile social relationships, communicate effectively and efficiently, manage stress, work pressure, conflicts, and use emotions to make effective decisions, thereby affecting overall behavior at work (Lopes, Cote, & Salovey, 2006). Making use of EI tests in recruitment and selection is valuable when organizations are recruiting for jobs:

1. Where a person has to interact and maintain positive relationships with clients or customers;
2. Where sales advisors are responsible for influencing others motives or emotions;
3. Where a person is in a position to manage and supervise others
4. Where people have to work closely with others on projects or in teams i.e. in matrix organizations high EI would lead to high performance

Hence, organization would benefit from using EI tests to assess the EI abilities of applicants/candidates. A number of available EI tests exist in the market; however, both researchers and practitioners seem to encourage the use of MSCEIT as the chosen assessment tool of EI for recruitment and selection (Gosling, 2006). The MSCEIT is considered as the most accurate test, as the test has the ability to measure EI abilities in both direct and in-direct manner and thus it becomes difficult for an individual to impact the outcome of the test and prevents the individual to present him/herself in an exaggeratedly positive way. Mayor et al., (2002) also advocate the use of MSCEIT, however, they caution against using MSCEIT as the only selection tool. They recommend using MSCEIT in conjunction with other selection tools that take into account the candidates personal attributes, experience, and technical skills required to do the job.

6.2 Conclusion

Culture, whether it is the NC of a country or the culture of an organization, is considered all-pervading. We are all culturally bound and we most often than not act in accordance with the culture that is embedded within an organization or on a larger scale within a nation. Being aware of the importance of cultural impact on cognitive process such as EI does not mean that we are obligated to know everything about every culture. However, it does indicate that we need to be aware of the cultural dynamics that may have an impact on the precursors of emotional expression, internal reactions such as cognitive changes that lead to certain verbal and non-verbal language, and that can assist in coping with and regulating emotions. This study set what to investigate and examine the relationship between NC and EI. The study was carried out in an organization that could be classified as international, where managers (participants) came from an array of countries and cultures. The study statistically showed that there was no substantive difference between the EI abilities of managers from different countries and from different level within the organization. However, NC in general and three of its dimensions (PD, FO, and InGC), were found to be correlated with EI abilities of managers. This finding was in line with Mayor and Salovey's (1997) expectations that culture observance are expected to define how every individual approaches their emotions and the emotions of others. Gosling (2006:44) has stated that "the interplay of emotions in relation to cognition also necessarily involves cultural consideration" whether on a national level or an organizational level. Hence, this dissertation provides valuable information to both the EI and NC discipline.

As the UAE is gaining an unparalleled reputation for becoming a business hub and the home of many global corporations with somewhat unstable, evolving market dynamics, it becomes imperative for organizations to produce emotionally intelligent individuals who will be able to surf the waves of changes and face adversities with a positive attitude and channel this positive affects towards the betterment of self and organizational performance.

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