5-2016

A Correlational Study Of Mid-level Managers Examining Emotional Intelligence And Coaching Dimensions

Christopher Berg
University of New England

Follow this and additional works at: https://dune.une.edu/theses

Part of the Business Administration, Management, and Operations Commons, Business Intelligence Commons, Educational Leadership Commons, and the Management Sciences and Quantitative Methods Commons

Preferred Citation

Berg, Christopher, "A Correlational Study Of Mid-level Managers Examining Emotional Intelligence And Coaching Dimensions" (2016). *All Theses And Dissertations*. 61.
https://dune.une.edu/theses/61

A CORRELATIONAL STUDY OF MID-LEVEL MANAGERS EXAMINING
EMOTIONAL INTELLIGENCE AND COACHING DIMENSIONS

By

Christopher Berg

BA (Albertus Magnus College) 2006
MA (Albertus Magnus College) 2012

A DISSERTATION

Presented to the Affiliated Faculty of

The College of Graduate and Professional Studies at the University of New England

Submitted In Partial Fulfillment of Requirements

For the degree of Doctor of Education

Portland & Biddeford, Maine

May 2016

Christopher Berg
May, 2016
Educational Leadership

A CORRELATIONAL STUDY OF MID-LEVEL MANAGERS EXAMINING
EMOTIONAL INTELLIGENCE AND COACHING DIMENSIONS

ABSTRACT

The purpose of this quantitative correlational case study was to explore how mid-level managers'

emotional intelligence, as established through the *Emotional Intelligence Appraisal (EIA),*

correlates with their executive coaching dimensions as revealed by *The Extraordinary Coach*

Self-Assessment (ECSA). This study used the Talentsmart Inc. (EIA) tool to evaluate retail

telecommunications (telecom) managers' emotional intelligence competencies and Zenger

Folkman's (ECSA) tool to evaluate retail telecom managers' coaching dimensions anonymously

through the survey instrument. The need for this specific research is evident because of the

limited number of quantitative studies regarding the importance of emotional intelligence and its

relationship to coaching in the telecom retail industry. Accordingly, this study sought to provide

data to executive leaders within a telecom organization who plan for and implement new

developmental concepts into leadership training curriculums. Data in this study was gathered

using the Participant De-Identifier Questionnaire (PDQ), which was an online, anonymous

questionnaire that captured participants' demographics. Information was collected and analyzed

from the organization after permission to the researcher was granted to collect and use the data.

Data for this research was then analyzed using statistical methods. The data analysis determined

that the EIA tool revealed that overall emotional intelligence levels for managers were average;

while the ECSA tool revealed that no dominant coaching dimension was identified for managers

with higher levels of emotional intelligence. The knowledge gained in this study will add to research about emotional intelligence and its effects on coaching as it applies to retail management in the telecom industry.

University of New England

Doctor of Education
Educational Leadership

This dissertation was presented
by

Christopher Berg

It was presented on
April 11, 2016
and approved by:

Carol L. Holmquist, Ed.D., Lead Advisor
University of New England

Michelle Collay, Ph.D., Secondary Advisor
University of New England

Howard Fero, Ph.D., Affiliate Committee Member
Albertus Magnus College

ACKNOWLEDGEMENTS

This dissertation would not have been possible without the help of so many people in so many ways. The author wishes to thank several people. First and foremost, I would like to thank my mother for everything she has sacrificed in her life in order to allow my educational dreams to become reality. Next, I would like to thank my sister for showing me what true perseverance and inspiration looks like. Also, I would not have pursued the study if it were not for the support, guidance, and inspiration of Howard Fero and many members of the Albertus Magnus College faculty. I would also like to thank my loving fiancée, Christina, for her love, support, and patience during the past three or so years it has taken me to graduate. Additionally, I would like to thank my organization for funding, supporting, and allowing me to pursue and complete my study. Lastly, I would like to thank Carol Holmquist and Michelle Collay for all their support, guidance, and belief that this achievement was realistic and obtainable.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1: INTRODUCTION

The telecom industry is booming! Forbes, Wall Street executives, politicians, and leading investors, all have gone on record stating that the wireless industry is recession proof because the industry provides a technology in response to a need that will never falter, the need to communicate. Communication has evolved, not just in basic human interactions, but also across the technological landscape. Just 6 years ago, a text message was the least used method of communication in the world; today, it accounts for almost 66% of the communications between human beings, on a global scale (CITA, 2015). The telecom industry is the antithesis of stagnant communication; it is ever changing, and it needs to, in order to satisfy the need for humans to communicate at speeds never before thought possible.

According to the Federal Communications Commission (FCC) and the Cellular Telephone Industries Associations (CTIA), the wireless industry has grown faster, year after year (since 2012), than any other nationally based sales industry. In fact, the wireless economic contributions have grown faster (16%) than the rest of the United States economy (3%) since 2012 (Furchtgott-Roth, 2014). As of December 2014, the wireless industry collectively had 355.4 million wireless subscribers. The CTIA (2015) estimated that "89% of Americans use wireless devices multiple times every day" (p. 2). With the increase in wireless subscribers comes a demand for faster data speeds. In terms of revenue, growth, and profitability, shareholders are smiling ear to ear.

While the telecom industry surges on with new discoveries and technologies to meet the need for communication, frontline managers within this industry are charged

with meeting the demands of coaching their employees, to meet the goals set forth by

shareholders in this retail sector. Communicating with others, the prime contributor to

profits for a wireless telecom business, is the same very contributor with which frontline

managers are struggling with regards to their employees. The telecom industry has

invested millions of dollars into training programs for frontline managers, to help them

communicate better with employees. Typically, this communication method is referred to

as coaching in the business world.

Coaching is communication, and communication is the essence of coaching, but

what separates managers in terms of how they effectively communicate with their

employees? Research points to the presence of Emotional Intelligence (EI) within top

performers. According to world's leading provider of EI, Talentsmart Inc., 90% of top

performers have high EI, EI is responsible for 58% of job performance, and managers

with high levels of EI make approximately $29,000 more in annual income (Talentsmart,

2015).

EI has been linked to effective executive coaching for almost 2 decades now. It is

a bit intangible, yet it is *something* in all managers that affects personal and social

competence. Personal competence is made up of "your self-awareness and self-

management skills, which focus more on you individually than on your interactions with

other people. Personal competence is your ability to stay aware of your emotions and

manage your behavior and tendencies" (Bradberry, 2009).

Statement of the Problem

Telecom industries are spending millions of dollars investing in proven coaching

and leadership development curriculums, when they should be investing in observing

their own employees and learning to design personalized training curriculums for them. The telecom industry is a top-performing force for the global economy because of the people within the industry yielding these results. Frontline mid-level managers possess EI competencies that contribute to the way they coach and communicate with their employees, yet this has never been measured within the telecom industry. Understanding how the existence of current EI levels in frontline mid-level managers, and how these skills reveal coaching dimensions, will present an opportunity to further develop mid-level managers and industry-focused training curriculums.

Purpose of the Study

The purpose of this quantitative correlational case study was to explore how mid-level managers' emotional intelligence, as established through the *Emotional Intelligence Appraisal (EIA)* correlates to their executive coaching dimensions as revealed by *The Extraordinary Coach Self-Assessment (ECSA).* The study's purpose statement reflects the approaches to research outlined by Mann (2006) and Yin (2003), exploring assumptions about EI from multiple perspectives.

Research Questions

The overarching question for this study was: which of the coaching dimensions, as revealed in the ECSA, is dominant amongst current mid-level managers with higher EI, as revealed by the EIA? The following research sub-questions, additionally guided this correlational study:

1. What were the EIA scores for the selected participants?

2. What were the ECSA coaching dimensions for the selected participants?

3. How do the managers' experience, based on their current tenure with the

company, correspond to their EIA score?

4. How do managers' EIA scores who completed the T-Mobile Sales Floor Coach

Leadership Curriculum compare to those managers who have not completed the

T-Mobile Sales Floor Coach Leadership Curriculum?

5. How do EIA scores correspond for both male and female selected participants?

Conceptual Framework

The concept of emotional intelligence and executive coaching has become a

centralized topic of psychological research in recent years, especially with regards to how

it can affect the workplace. With all these initial concepts in place, this study at its core

seeks to explore whether the *Emotional Intelligence Appraisa*l tool can identify and score

mid-level managers EI, and what relationship these scores have on current coaching

methods. Mayer and Salovey (1997) asserted "understanding one's emotions and

emotional knowledge, leads to reflectively regulating emotions so as to promote

emotional and intellectual growth" (p. 3). This study seeks to address the gap in research

pertaining to the importance of developing emotional growth, to improve intellectual

growth for retail managers, which in turn will improve their executive coaching skills.

This concept, which researchers introduce as emotional intelligence, directly and

concretely supports the study premise and argument in the context of coaching via

emotional intelligence of retail managers, to better motivate their employees. To that end,

Goleman (1998) argues that the most effective discipline for executive coaches to learn is

to focus on their emotional state and understand that as leaders, their emotions are always

under a microscope.

> Emotional intelligence does not mean being emotional – letting it all out. Quite the contrary – it means being skillful in the emotional and social realm. With neuroscience finding that emotions are contagious, and that they flow from the more powerful person outward, leaders are on the spot: your emotional state is contagious, for better or for worse. (Goleman, 1998, p. 12)

In essence, this model shows that EI takes practice, to acquire the skill of mastering one's own emotional state, as it can be contagious.

Considering the importance of emotional states, emotions can be found to be most evident while managers are coaching their employees. To that end, Zenger and Folkman (2012) assert that

> Effective coaching raises employee commitment and engagement, productivity, retention rates, customer loyalty, and subordinates' perception of the strength of upper-level leadership. Coaching is *not* something that comes naturally to everyone. Nor is it a skill that is automatically acquired in the course of learning to manage. And done poorly, it can cause a lot of harm. What's more, before they can be taught coaching skills, leaders need to possess some fundamental emotional attributes, many of which are not common managerial strengths. (p. 3)

Complementing the concepts of EI and Executive Coaching are five pillars presented by Goleman that serve to measure managerial strengths and emotional attributes within the workplace:

1. Self-awareness
2. Self-regulation
3. Motivation

4. Empathy

5. Social skills

It is important to note that the five pillars of EI can be modified (Bradberry, 2009) and inserted into any organization to measure the existence of EI within the employees of that organization.

Assumptions

1. The EIA tool can be applied to the telecom organization to measure EQ competencies.

2. Managers will answer questions pertaining to the ECSA tool, openly and honestly.

3. Selected participants will score high (above 80%) on the EIA tool.

4. Selected participants will score low (below 60%) on the EIA tool.

5. A dominant coaching dimension will emerge as a result of administering the ECSA tool.

Limitations

1. There was a possibility that selected managers raced through the assessments in order to complete the assignments.

2. The online website that was created for this study was online and did not have any user errors.

3. Due to the constant changes of the wireless industry, blackout dates were in place that limited when the tools can be completed.

Scope

1. Frontline retail mid-level managers.

2. Minimum of 3 months of experience as a retail manager within the company.

3. Located in the Northeast territory for T-Mobile.

Researcher Bias

The researcher of this study knows some retail managers within the specific unit of the organization and made every effort to ensure that managers selected for study were not identified in any of the assessments taken.

Rationale for the Study

The need to develop emotional intelligence is a necessity in today's telecom industry, especially among mid-level frontline managers as reported by Bradberry (2014). The lack of emotional intelligence development and awareness leads to non-impactful formalized leadership trainings, increases attrition among frontline employees, and continues non-influential executive coaching practices in an industry that is notorious for not developing frontline employees (CITA, 2015). T-Mobile USA leaders do and will face a tremendous setback if they fail to adapt to current leadership development findings and executive coaching trends in the retail industry. Scientific evidence is needed to uncover and support possible correlations between emotional intelligence and executive coaching in the telecom sector. The study of a relationship between emotional intelligence and executive coaching among mid-level retail managers can serve as a significant contribution on the importance of emotional intelligence within leaders.

One of the main issues supporting the rationale for this study was the opportunity to emotional intelligence and its acceptance as a proven leadership competency in business leaders but with little to no research specific to the telecom industry. T-Mobile USA is the third largest telecom company in the world, but struggles to keep pace with their telecom and retail competitors in the training and development industry and nears towards the bottom 20% in the retail training sector (Training Industry, 2016). Training and development resources, especially leadership development, is limited. Currently, there is a trainer/frontline employee ratio of 1:355. This ratio reflects limitations for leaders to address the developmental needs of the frontline population. The majority of frontline managers is left untrained and under-developed or only receives formalized training based on seniority with the company. Moreover, the quality of training and leadership development may be lower than the accepted standards of the industry. Thus, the vast majority of managers can be considered as untrained to lead their frontline employees on a daily basis.

This study supported the consistency of research findings on emotional intelligence as a major contributor to leadership development. The study of the correlation between emotional intelligence and executive coaching dimensions has been done mostly on those in executive roles, with established business leaders. The number of longitudinal studies and intervening studies remains very few because of the complexity of the follow-up processes of this leadership development trait. Thus, the consistency of emotional intelligence as a major contributor to leadership development must be found in a reasonably large number of studies in various business populations with other participants besides executives, top-hierarchy managers, and established managers.

The assessment of emotional intelligence as a contributor to executive coaching

dimensions can be done among a population with less emphasis on leadership

development. The majority of research on the correlation of emotional intelligence and

executive coaching and leadership development has been conducted in top-performing

companies with established executives ranking near the top or atop of the company

hierarchy. However, further understanding of emotional intelligence and its effects on

executive coaching and leadership can be obtained by studies of management populations

that are not established or fully developed in leadership competencies. In such

populations, the availability of emotional intelligence development is low and the use of

formalized training in such leadership development is minimal.

Significance

The significance of this study was to evaluate mid-level managers' emotional

intelligence and understand the correlation between EI and executive coaching

dimensions. The study served as a tremendous opportunity to test the usability of the

Emotional Intelligence Appraisal (EIA) and the Extraordinary Coach Self-Assessment

(ECSA) among a management population, within an industry, that remains unstudied

beyond the executive level. Additionally, the significance of expanding on the concept of

emotional intelligence in a telecom setting will lead to further research and additional

longitudinal studies on the impact of emotional intelligence and its effects on coaching

practices in metric-driven industries.

Lastly, this study contributed to the research on executive coaching. The vast gap

in coaching research reaffirms that more research is needed in the field. Understandably,

numbers will always dictate the bottom-line for metric driven businesses; however, the

focus on the people of the business organizations is becoming more of a concern, especially in telecom industries. This study contributed to a growing methodology that can be used for leadership development, coaching, and motivating employees in a sales organization, and provided a missing link for organizations today in terms of *what* to coach and *how* to coach to it.

Definition of Terms

Emotional Intelligence (EI): The capacity to be aware of, to control, and to express one's emotions, as well as to handle interpersonal relationships judiciously and empathetically.

The Big 4: Used to describe the four biggest wireless carriers in the United States as of 2015, sorted by largest: AT&T, Verizon Wireless, T-Mobile, and Sprint.

Mid-Level Managers: Managers who are responsible for managing retail store fronts and have direct reports, as well as report to a higher manager.

Frontline Employee: Commonly used to describe an employee working directly with consumers on a daily basis, often referred to in wireless as the face of the company.

Key Performance Indicators (KPIs): Measurable metrics assigned to commission-based employees on a monthly basis. Typically, KPIs are focused on what the wireless company is promoting most.

ICAN Coaching: Coaching model currently used by T-Mobile to assist managers with coaching conversations. ICAN stands for Identify, Communicate, Agree, and Next Steps.

Executive Coaching: Coaching conversations between two employees within a business environment.

Coaching: The process of transporting people from where they are to where they want and could be.

Transactional Leadership: The notion that the leader, who holds power and control over his or her employees or followers, provides incentives for followers to do what the leader wants. Hence, the notion, that if an employee does what is desired, a reward will follow, and if an employee does not, a punishment or withholding of the reward will occur (Goleman, 2005).

Emotional Quotient (EI): A way to measure how a person recognizes emotions in himself or herself and others, and manages these emotional states to work better as a group or team (Goleman, 1998).

Intelligence Quotient (IQ): A value that indicates a person's ability to learn, understand, and apply information and skills in a meaningful way. The major difference between EI and IQ is what part of a person's mental abilities they measure, i.e. understanding emotion or understanding information (Goleman, 1998).

Motivation: A passion to work for internal reasons that go beyond money and status, such as an inner vision of what is important in life, a joy in doing something, curiosity in learning. A propensity towards pursuing goals with energy and persistence (Goleman, 2011).

Empathy: The ability to understand the emotional makeup of other people. A skill in treating people according to their emotional reactions (Goleman, 2011).

Social Skills: Proficiency in managing relationships and building networks, and an ability to find common ground and build rapport (Goleman, 2011).

T-Mobile National Ranker: Detailed metric reporting for every retail location's current, historical and projected results, updated daily.

The Extraordinary Coach Self-Assessment (ECSA): Sometimes referred to as the Coaching Attributes and Perspectives survey. Designed by Zenger and Folkman as a tool to assess managers coaching attributes and perspectives. The ECSA is a part of the Zenger and Folkman Extraordinary Coach Curriculum aimed at business professionals who are responsible for coaching employees on a regular basis.

The Extraordinary Coach Self-Assessment (ECSA) Coaching Dimensions (referred to as coaching dimensions in this stud): The three dimensions of the ECSA measures unique aspects of coaching behaviors. The three dimensions are Directive versus Collaborative, Advice-Giving versus Discovery, and Expert versus equal.

Directive versus Collaborative: The first of the three of the coaching dimensions from the ECSA. The Directive coach/manager uses interactions with others as an opportunity to exert strong influence, make recommendations, and provide unambiguous direction. Alternatively, the Collaborative coach/manager recognizes that often the best solutions come from *within* the person being coached. The ideal score for this dimension is a high Collaborative score, reflecting that the role of the coach/manager is to be fully collaborative as he/she guides the person being coached to explore alternatives and choose an optimum solution (Zenger & Folkman, 2015).

Advice-Giving versus Discovery: The second of the three coaching dimensions from the ECSA. At the Advice-giving extreme, the coach/manager exclusively offers advice, direction and instruction. At the Discovery extreme, the coach/manager devotes nearly all of his/her energy discovering what the person receiving the coaching is

thinking. The coach offers little of his/her own learning and experience, choosing instead to rely completely on his/her perspective and rationale. The ideal score for this dimension is a moderately high Discovery score, acknowledging that the coach/manager should provide opinions and observations at the appropriate times during the coaching conversation (Zenger & Folkman, 2015).

Expert versus Equal: Third of the three of the coaching dimensions from the ECSA. The Expert behaves as if he/she possesses greater wisdom than the person being coached. Because the expert assumes the role of *guru*, it often seems that the person being coached is treated as a novice. At the equal extreme, the coach/manager behaves as if he/she is a complete Equal, having no special role, valued perspective, or responsibility in the conversation. The ideal score for this dimension is a moderately high Equal score, acknowledging the expertise of the coach, as the one who facilitates the process and provides needed support (Zenger & Folkman, 2015).

The Emotional Intelligence Appraisal (EIA): Originated from Bradberry's (2012), and is a continuation of Goleman's Emotional Intelligence research (1998), now owned and produced by TalentSmart (2015). The EIA is an emotional intelligence self-test that measures all four EI skills quickly and accurately. Results include a complete customized unique score measuring existing traits of EI.

Personal Competence: The collective power of your self-awareness and self-management skills. It is how you use emotional intelligence in situations that are more about you (privately) (TalentSmart, 2015).

Social Competence: The combination of your social awareness and relationship management skills. It is more about how you are with other people (TalentSmart, 2015).

Self-Awareness: The ability to recognize and understand personal moods and emotions and drives, as well as their effect on others (Bradberry, 2011).

Self-Management: Your ability to use awareness of your emotions to stay flexible and positively direct your behavior. This means managing your emotional reactions to all situations and people (Bradberry, 2011).

Social Awareness: Your ability to accurately pick up on emotions in other people and get what is really going on. This often means understanding what other people are thinking and feeling, even if you do not feel the same way (Bradberry, 2011).

Relationship Management: Your ability to use awareness of your emotions and the emotions of others to manage interactions successfully. Letting emotional awareness guide clear communication and effective handling of conflict (Bradberry, 2011).

Self-Regulation: The ability to control or redirect disruptive impulses and moods, and the propensity to suspend judgment and to think before acting (Goleman, 2011).

Conclusion

Chapter 1 has introduced the study, including defining the evolution of the topics, with its defined core concepts and conceptual framework, problem statement, purpose, assumptions, definitions of terms, research questions, as well as the significance of the study. To further this effort of research and reach these goals, Chapter 2, the literature review, details the related works and theories within the framework. Chapter 3 will introduce the overview, setting, participants selected, data collection and analysis, and limitations of the study. Chapter 4 will present the data analysis, and chapter 5 will discuss the conclusions, suggestions for future research and implications.

CHAPTER 2: LITERATURE REVIEW

The purpose of this quantitative correlational case study was to explore how mid-level managers' emotional intelligence, as established through the *Emotional Intelligence Appraisal (EIA)* correlates to their executive coaching dimensions as revealed by *The Extraordinary Coach Self-Assessment (ECSA).*

This literature review expanded on the history of executive coaching in metric-driven industries, specifically, the genesis of coaching in the workplace. Next, this study presented the leading models of coaching that have been taught, followed, and are still relevant in today's workplace. Furthermore, this literature review defined and explained the conceptualism of Emotional Intelligence (EI), focusing on how EI is utilized in previous and current workplace settings. This review covered the research on coaching through EI, specifically on mid-level managers who are responsible for direct rapports in a sales workplace-based setting: the term workplace-based will be used throughout the literature review. The researcher defines *workplace-based* as an executive business setting environment. Next, the review expanded on two widely accepted tools, the Emotional Intelligence Appraisal (EIA) and the Extraordinary Coach Self-Assessment (ECSA). This study was a quantitative method of study utilizing online assessment tools, data analysis, and data significance.

History of Coaching Case Studies

While there is limited empirical evidence that identifies when the term *coaching* or *coaching practices* arrived in workplaces, most research points to the 1980s. From 1980 to 1994, the field of coaching underwent rapid growth, development, and

expansion. Coaching gathered speed within organizations, due to the rise of corporations and the added pressures leaders then faced, specifically, CEO's were finding themselves more in the position of both strategic decision makers and people managers. In 1995, the first known quantitative study in coaching was conducted in a collegiate setting by Marion Weil. Weil (1995) successfully proved that through role-playing, repetition, and refinement, teachers developed coaching skills to affect students in a learning-enriched environment. The first empirical study that used quantitative analysis in a business organization focused on enhancing IT professionals' and engineers' principles for their daily work (Belt, 1996). Due to the lack of standardized processes, management designed a training program led by mid-level managers evaluating performance to the process change, and providing coaching to employees learning the new system. Lynne (1996) recommended that a second analysis was needed because of the ineffectiveness of the coaching provided by the selected managers. Lynne concluded that the coaching was ineffective due to the lack of confidence and self-efficacy, which impacted the coaching performance.

Executive Coaching for Leadership Development

A number of researchers asserted that a non-negotiable skill for a transformational leader to possess is the ability to develop future leaders through the practice of executive coaching Abbott, 2010; Ernest, 1996; Fanasheh, 2003; Hymes, 2008; Martell 2004; O'Neil, 2007; Turner, 2003; Warner, 1997; and Wright (2007). Warner (1997) appears to be one of the first theorists to conduct studies on coaching as a tool for leadership development within a business organization. Warner's study was focused on leaders

within the aviation business and measured the impact of coaching feedback for on the job performance.

Sharkey (1999) studied leadership development within the financial services industry, specifically Motorola and General Electric Company (GE). Sharkey sought to prove whether leadership development could change transactional leadership characteristics to transformational leadership characteristics, and whether transformational leaders change the culture to reflect values of transformational leadership. Considerable evidence indicated that the leaders changed from transactional leaders to transformational leaders but were unable to influence the culture due to the lack of experience, development, and skill in coaching. Sechrest (1999) conducted a case study within the semiconductor industry that claimed that leadership is key to success and plays a significant role in helping industry organizations accomplish their mission. Sechrest's qualitative study was of importance to the field of coaching because of his pioneering methodology. Sechrest used interviewing techniques derived from Flanagan (1954) and McClelland (1978) for managers and executives, to recall and describe incidents in their careers that helped them learn how to be leaders. The answers were decoded and separated into themed categories, in which the most common theme was *coaching/mentoring*, followed by *feedback*. Adding to Sharkey's (1999) and Sechrest's (1999) findings, Otto (1999) measured the transformative effects on coaching executives' professional agenda. Otto (1999) examined the developmental preconditions of benefitting from a coaching relationship, and the dependency of coaching outcome on lifespan maturity.

The First Executive Coaching Models

Otto's case study is recognized in the field of executive coaching theory for his design of the Developmental Structure/Process Tool (DSPT TM). The DSPT TM is widely recognized and accepted as an effective instrument for supporting professional development in the workplace. Otto concluded that business executives participating in a coaching relationship had the greatest impact in supporting personnel development within organizations. In the 2000s, theory in executive coaching shifted, thanks to Orenstein's (2000) qualitative study in the field. According to Orenstein, executive coaching is best conducted when a model is in place within an organization. This study gave way to numerous theorists designing coaching models within organizations, most notably Eldred (2000), Ballinger (2000), Sztucinski (2001), Kampa-Kokesch (2001), Gonzalez (2008), Gettman (2008), Compton (2008), and Lewis-Duarte (2009). Although his theory is not widely accepted within the field of coaching theory and study, Orenstein is credited by most for pioneering the first coaching model to be followed within an organization, to increase employee performance. Orenstein's study was not recognized as ground-breaking in the field of coaching immediately, however, Orenstein's idea in which coaching models that focus on the skill-set of *self* primarily lead to more confidence when conducting coaching sessions. The theory of coaching then shifted, particularly in business organizations, due to Goleman's (1998) research on emotional intelligence, *Intelligent Quotient vs. Emotional Quotient*.

Bricklin (2001) is credited as the first theorist to design a coaching model based on emotional quotient (EI). Bricklin argued that the best executives in business do not need to have the highest intelligent quotient (IQ), but rather the highest EI. Furthermore,

a lack of EI is frequently the reason why executives fail according to Bricklin.

Additionally, Sullivan (2006), McNevin (2010), Zak-Abrantes (2011) and Castillo-

Ramsey (2011) are in agreement that coaching through EI has proven to produce the

greatest results in performance. Astorino's (2002) conceptual study focused on the actual

application of executive coaching. The study focused on Kegan's (1982, 1994)

constructive-developmental theory of adult development and how it informs the applied

theories and conceptual models of executive coaching. The emphasis of this study, the

first of its kind in the field of coaching, looked at the *what is* and *how to do* it, in regards

to executive coaching (EI). Brodick (2010) is credited as the first theorist to design a

streamlined coaching model in the healthcare industry with her six step themed coaching

model that increased executive women's coaching skills, in part due to her

comprehensive training and development program. Currently, there have not been as

many case studies in the field of executive coaching by individual theorists. Consultant

companies, associations, and firms have dominated the field executive coaching and

conduct many of the studies. Theorists attribute this shift in study to the increased

demand from organizations to teach managers effective coaching methods, to increase

performance, especially in sales industries. Goleman (2005) attribute this shift to big

consulting businesses capitalizing on lucrative opportunities that are too demanding for

individual consultants.

Emotional Intelligence

Emotional Intelligence (EI) was defined in 1990 by professors Peter Salovey and

Jon Mayer. They defined EI as "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" (Salovey & Mayer, 1990, p. 189). In the belief system that characterizes EI, this definition shows that emotions *can* be used to guide logical thinking and goal-oriented actions. Those emotions can actually enhance rationality (Mindful Construct, 2011). Salovey and Mayer (1990) who first used the term *emotional intelligence*, postulated that EI "consists of the following three categories of adaptive abilities: appraisal and expression of emotion, regulation of emotion, and utilization of emotions in solving problems" (Schutte et al., 1998, p. 167). The first category consists of the components of appraisal and expression of emotion in the self and appraisal of emotion in others.

The component of appraisal and expression of emotion in the self is further divided into the subcomponents of verbal and non-verbal, and as applied to others is broken into the subcomponents of non-verbal perception and empathy (Salovey & Mayer, 1990). The second category of emotional intelligence, regulation, has the components of regulation of emotions in the self and regulation of emotions in others. The third category, utilization of emotion, includes the components of flexible planning, creative thinking, redirected attention, and motivation. Even though emotions are at the core of this model, it also encompasses social and cognitive functions related to the expression, regulation, and utilization of emotions (Schutte et al., 1998, p. 168).

According to Salovey and Mayer (1990), there four categories under the third branch (utilization of emotion). For this research, the researcher is using the definition of emotion, when speaking of EI and coaching with EI, from Salovey and Mayer's (1997) research, outlined as: "Emotions – the ability to recognize how you and those around you

are feeling" (p. 13). The four categories, in which each of these categories encompasses the way we utilize emotions, are:

1. Flexible Planning
2. Creative Thinking
3. Redirected Attention
4. Motivation

It is generally accepted that Salovey and Mayer (1997) are the creators and first theorists to coin the phrase EI, however, it was Goleman (1995) who expanded the construct and launched EI into the mainstream spotlight and (also referred to as EI after 1995) into the workplace.

The Goleman Era of Emotional Intelligence

Emotional intelligence (EI), defined by Goleman (1998) is "the capacity for recognizing our own feelings and those of others, for motivating ourselves, and or managing emotions well in ourselves and in our relationships" (p. 317). Interestingly, Goleman's theory on EI was initially dismissed within the business community because the competencies associated with emotional intelligence were categorized as soft skills. Recently, leaders within business organizations are beginning to recognize that improving these soft skills can increase metrics. Goleman built upon Salovey and Mayer's research but defined EI in a slightly different way. According to Goleman, EI "is the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships"

(Goleman, 1998, p. 317). Goleman argued business managers have to understand that the two key themes of EI are to understand yourself, your goals, intentions, responses, and behavior and understand other, and their feelings. It was Goleman's revolutionary work at the time that influenced Salovey and Mayer (1997) to revise and reformulate their original EI model, which gives more emphasis to the cognitive components in terms of emotional growth. Theorists, while giving credit to Goleman for furthering the theory of EI, still hold the Salovey and Mayer (1990) and the Mayer and Salovey (1997) models, as "the most cohesive and comprehensive models of EI" (Schutte et al., p. 169). Goleman accepted his predecessor's models, but argued that those leaders with high EI would outperform those with high IQ levels in a business setting. Goleman received his share of outliers in business corporations because at the time it was widely accepted that the high-powered executives' success was attributed to their IQ. Goleman (1998) researched key EI competencies and determined that they were present in top performing executives:

1. Self-Awareness – Knowing one's internal states, preferences, resources, and intuitions.

2. Self-regulation – Managing one's internal impulses and resources.

3. Motivation – Emotional tendencies that guide or facilitate researching goals.

4. Empathy – Awareness of others feelings, needs, and concerns.

5. Social Skills – Adeptness and inducing desirable responses in others.

Emotional Intelligence and Competence

Since Goleman's findings about EI in the business corporations, many theorists have continued researching EI, notably, Bradberry and Greaves (2009, 2014). They were

the first authors to effectively link EI to job performance. In their decade of research,

Bradberry and Greaves found that 90% of top performers within business organizations

also possessed high EI. Furthermore, there was a direct link to employee's job

performance and the coaching they received from leaders who also possessed high EI.

Bradberry and Greaves furthered Goleman's competencies model (also referred to as the

ability model) and claimed (in business) that there are two primary competencies:

personal competence and social competence.

Figure 1. Core emotional intelligence skills

According to Bradberry and Greaves (2009) *personal competence* is "made up of

your self-awareness and self-management skills, which focus more on you individually

than on your interactions with other people…to stay aware of your emotions and manager

your behavior and tendencies" (p. 34). For the purpose of this study, elements of

Bradberry and Greaves' model will be used, when designing a new model for coaching

with EI. The author of this study defines self-awareness as a coach's ability to accurately

perceive their emotions and stay aware of them as they happen. In addition, the author

chooses to define self-management as the coach's ability to use awareness of their

emotions to stay flexible and positively direct their behavior. Bradberry and Greaves (2009) define *Social competence* as "your social awareness and relationship management skills; social competence is your ability to understand other people's moods, behavior, and motives in order to improve the quality of your relationships" (p. 36). This definition was expanded on from Goleman (2006) in which he argued that people are naturally sociable and they read each other's signals all the time, especially when coaching conversations occur.

Emotional Intelligence for Sales Development and Coaching

Goleman (2011) and Stein (2011) both supported Bradberry and Greaves' model and theory on EI skills, which lead to Goleman's I-IT vs. I-YOU model (2011) designed for high-level leaders within workplaces. According to Goleman (2011), social intelligence means "understanding how people relate and how to relate to them" (p. 16). People and executive coaches have a choice between I-IT connections, treating people as things, and I-YOU connections, treating people as distinct individuals. For this study, the I-IT vs. I-YOU model will be used and designed into observation guides to access, under which connection category coaching conversations fall.

Measuring Emotional Intelligence in the Workplace

Stanley (2012) and Anthony (2003, 2013) both refer to Goleman and Bradberry and Greaves' models in their respected works, but specifically looked at the EI in a sales performance organization. Both authors noted that without the presence of EI, specifically in coaching employees, sales productivity and high turnover would be

evident. Anthony (2003, 2013) designed the ARROW model. Anthony argued that

nowhere is the tie between emotions and business success as clear as it is in sales.

Anthony designed the ARROW model and profile with two particular reasons in mind:

First, ARROW serves as a model for sales professionals to master their EI skills and

increase performance. Second, ARROW serves as a coaching model for sales managers

to use when having conversations with sales employees in relation to their performance.

The ARROW model is "*A*wareness, *R*estraint, *R*esilience, *O*thers (empathy) and *W*orking

with others (building rapport)" (Anthony, 2003, p. 2). The ARROW model was one of

the first accepted models in sales organizations that focused more on behaviors, rather

than numbers. According to Anthony, "in sales, the sales professional's goals are

constantly emphasized. Everyone is concerned with targets—the company has its goals,

and the employees have their individual goals. By what means or skill set will we reach

that target?" (Anthony, 2003, p. 3). This was a groundbreaking model due to the coaching

conversation not mentioning numbers or goals, but rather committing to specific

behaviors to obtain goals. For this study, the ARROW model will be used when

designing the Leaders as Coaches class, however, the ARROW profile will serve as a

measurement tool for EI and is defined in the next section.

Professional Assessments

For this study, measuring EI in mid-level managers will occur. The two

assessments that will be used will be Talentsmart's *Emotional Intelligence Appraisal*

(2015) and Zenger Folkman's Extraordinary Coach Self-Assessment (2015). These two

assessments were chosen because:

1. They all were created with/for sales organizations.

2. These tools are the latest in assessing EI levels and coaching dimensions.

It is the researcher's belief that before mid-level managers can begin coaching employees regarding EI, they must understand their own EI strengths and weaknesses. Typically, in the workplace, specifically sales organizations, assessments for EI are administered, but never multiple assessments (Bricklin, 2001; Brodick, 2010; McNevin, 2010). In summary, the reasoning behind this study's author's unwillingness to administer multiple studies was that employees would naturally identify their EI competencies and adapt accordingly. However, it is the author's claim that multiple assessments are needed, especially in a sales organization because mid-level managers need to understand their own EI competencies, be aware of their employees EI competencies, and how be aware of coaching to different personalities and emotions.

The Emotional Intelligence Appraisal: Bradberry (2012) claims that the test delivers scores for the key components of emotional intelligence: overall EI, self-awareness, self-management, social awareness, and relationship management. Furthermore, the test uses proprietary methods developed by experts in psychological assessment who conducted research on millions of responses to ensure the test is both quick and accurate (TalentSmart, 2015).

The Extraordinary Coach Self-Assessment (ECSA): (Sometimes referred to as the Coaching Attributes and Perspectives survey) was designed by Zenger & Folkman (2013) as a tool to assess managers coaching attributes and perspectives. The ECSA is a part of the Zenger & Folkman Extraordinary Coach Curriculum aimed at business professionals

who are responsible for coaching employees on a regular basis The Extraordinary Coach Self-Assessment (ECSA) scores participants and categorizes the scores into three Coaching Dimensions (referred to as coaching dimensions for this study): The three dimensions of the ECSA measures unique aspects of coaching behaviors. The three dimensions are Directive versus Collaborative, Advice-Giving versus Discovery, and Expert versus Equal.

CHAPTER 3: METHODOLOGY

The purpose of this quantitative correlational case study was to explore how mid-level managers' emotional intelligence, as established through the *Emotional Intelligence Appraisal (EIA)* correlates to their executive coaching dimensions as revealed by *The Extraordinary Coach Self-Assessment (ECSA).*

Research Questions

The overarching question for this study was which of the coaching dimensions, as revealed in the ECSA, is dominant amongst current mid-level managers with higher EI, as revealed by the EIA. The following research sub-questions additionally guided this correlational study:

1. What were the EIA scores for the selected participants?

2. What were the ECSA coaching dimensions for the selected participants?

3. How do managers' experiences; based on their current tenure with the company, correspond to their EIA score?

4. How do managers' EI scores who completed the T-Mobile Sales Floor Coach Leadership Curriculum compare to those managers who have not completed the T-Mobile Sales Floor Coach Leadership Curriculum?

5. How do EIA scores correspond for both male and female selected participants?

This study used a quantitative approach to study a particular phenomenon, within an organization, for a specific group. Compared to other methods, the strength for using this case study method was its ability to examine, in-depth, a *case* within its *real-life* context (Yin, 2014, p. 1). A correlational study determines whether or not two variables

are correlated. This means to study whether an increase or decrease in one variable corresponds to an increase or decrease in the other variable (Kalla, 2011).

According to Yin (2003), a case study design should be considered when: (a) the focus of the study is to answer *how* and *why* questions; (b) you cannot manipulate the behavior of those involved in the study; (c) you want to cover contextual conditions because you believe they are relevant to the phenomenon under study; or (d) the boundaries are not clear between the phenomenon and context. This study design assisted with the selection of the assessment tools used, guided by the research questions stated, revealed a correlation between EI and coaching dimensions.

Setting

The setting of this study was in the mid-level managers' natural environment, specifically, the site, or the natural environment, was defined as the manager's current retail store location that they were currently managing at the time of the study. All retail stores have a designated back area that is separate from the frontline traffic. Within this designated area, all managers had a private office located in the back of the location in which the managers partook in the online assessment tools.

The geographical scope for the 100 managers selected for this study included the Northeast region only, specifically: New York, New Jersey, Connecticut, and Massachusetts. The setting was limited to this region for two reasons:

1. The researcher was directed by the organization to limit the scope of the study to the Northeast, specifically to these 4 states.

2. Budget constraints have limited the purchasing of the assessment tools for a bigger sample size.

Due to the timing of the study, and because the site had to be open during business hours when customer interactions are occurring, it was critical to strategize on when the participation for the assessment tools would occur. In the retail division, reporting existed that allowed the researcher to gauge when the store locations were at their slowest times in terms of customer foot-traffic. Managers were strongly encouraged to take the assessment tools during weekday hours, when their stores were at the lowest amount of customer traffic in the location, which allowed the manager to the necessary time to participate. Lastly, the month of December is the highest volume month of the year; therefore, the organization requested that the study begun after January 26, 2016 to allow managers to focus on driving sales.

Participants/Sample

Randomly selected mid-level managers were invited to participate in this study via a Leadership Invitation Letter (see Appendix B) in mid-January, 2016. There were a total of 131 invites sent to managers. Of the 131 invitations, 74 managers chose to participate in the study. Of the 74 managers, only 61 managers were used for this study and completed the study in full. The other 13 managers were disqualified due to not finishing at least one of the assessment tools.

Data Collection

The data for this study was solely collected and analyzed by the researcher. Having the researcher solely gather the data allowed the study to be completed within the timeline the organization set. The managers did not have any knowledge of how they scored on the assessment tools.

Administration of the EIA and ECSA Tools

The completion of the *EIA and ECSA* occurred during business hours between the dates of January 27, 2016 and February 18, 2016. 61 managers successfully completed and partook in this study throughout the Northeast. Upon registration, the participating managers received an email informing them that a user name and password had been established on their behalf. Within the email were direct links to the EIA and ECSA, to be completed within 7 business days of the receipt of the study's email. Before completing the assessments, an online Participant De Identifier Questionnaire (see Appendix D) was completed to capture needed demographical information for this study (of note, the questionnaire results were only retrievable by the researcher of the study). Due to no empirical evidence or research on the order of administering the tools, the manager was able to choose which tool to partake in first. Managers who were selected, but had not begun the assessments, received daily updates/reminders to complete the assessments before the 7th day.

For this study, the researcher used two portals to capture the responses for the selected participants. The *TalentSmart EIA Portal* and the *Zenger and Folkman Assessment Capture Portal* were used to capture the answers for each manager for the

respective assessments. For data collection on both assessments, each manager was categorized chronologically and by sex. For example, if the first participant to take the EIA is a male manager, they were recorded as MALE1, if the 16th participant to complete the EIA is a female they were recorded as FEMALE16.

For the EIA tool, once the manager completed the assessment, the *TalentSmart EIA Portal* showed their full results, including sectional breakdown and overall score. For the ECSA tool, the portal captured the answers and showed how the managers scored in each of the 3 coaching dimensions. Both portals were used because of the allowance of the answers to be transferred into raw data using Microsoft Excel.

<div align="center">**Analysis**</div>

For this study, the statistical analysis tool used to generate the results summaries and tests was IBM SPSS V22 and IBM SPSS AMOS V22 which included advanced tools for data analysis, statistical testing and factor analysis. To ensure consistency in the statistical methods and data sets used in the analysis, a stepwise sequence was implemented in order to minimize errors and maximize computational efficiency. The data sets were screened first by data and statistical analysis to ensure correct coding of inputted data. The statistical methods used in developing these summaries (tables, plots, charts and comments) were generated from SPSS, AMOS and Microsoft Excel.

Statistics used included:

- Conclusions about data fit to a normal distribution on the results of the Shapiro-Wilk test.
- Consistency tests by using Cronbach's alpha to measure internal consistency, that is, how closely related a set of items is as a group.

- Frequency counts, mean values and percentages

- Hypothesis testing and research study questions were determined from:

    o Correlation (Spearman) for nonparametric testing

    o Factorial analysis (CFA, SEM)

    o Nonparametric tests (Mann-Whitney and Kruskal-Wallis)

Participant Rights

Participation in the study was strictly voluntary and the participants had the ability to opt out of the data collection process or cease their involvement within the study, at any time. Participants signed a consent agreement, which included all appropriate privacy protections. The data gathered was recorded and cataloged without any individual or personal identification markers. The managers who participated in the study remained anonymous and the researcher ensured that the organization upheld confidentiality and ethics, in protecting the managers who chose to participate. On December 20, 2015, T-Mobile Corporation and American Telecommunications granted the researcher full site access and communication autonomy to conduct the study (see Appendix A and B). T-Mobile Corporation's main conditions were that the confidentiality of all employees involved was protected. Furthermore, any proprietary information that was sensitive to the company was not to be used. A copy of the completed study was not provided to the participants and was completed at the sole discretion of the researcher.

Potential Limitations

The researcher of this study understood the bias and perceptions about the conflicts of interests. The biggest bias the researcher was aware of was not allowing the

organization to influence the results. The organization had invested in providing the resources, materials, and technology for this study, therefore, ensuring that accurate data was presented from the study was the researcher's ethical responsibility. The integrity of this study was not altered to appease shareholders. Additional limitations for this study were:

- While reporting existed that forecasted customer traffic, there was no way to guarantee that managers would not be interrupted by increased customer traffic on a given day.

- Managers' undivided attention may have been affected based on availability of managers (managers could have called out sick on a given day, emergency market meetings could have been held, stores could have been selected for an audit and employees could have called out, leaving the store understaffed).

- While technology has advanced, there was no guarantee that the technology needed in this study would be fully cooperative and functional.

CHAPTER 4: DATA ANALYSIS

The purpose of this correlational qualitative study was to explore how the presence of emotional intelligence transfers to a mid-level manager's executive coaching style using the *Emotional Intelligence Appraisal (EIA)* and *the Extraordinary Coach Self-Assessment (ECSA)* tools.

The overarching question for this study was: which of the four EI competencies, as revealed in the EIA, was dominant amongst current mid-level managers and in what coaching dimension current managers score, as revealed by the ECSA?

The following additional research sub-questions guided this correlational study:

1. What were the EIA scores for the selected participants?

2. What was the dominant ECSA coaching dimension for the selected participants?

3. How does the managers' experience, based on their current tenure with the company, correspond to their EIA score?

4. How do EI scores for managers who completed the T-Mobile Sales Floor Coach Leadership Curriculum compare to those managers who have not completed the T-Mobile Sales Floor Coach Leadership Curriculum?

5. How do EIA scores compare for both male and female selected participants?

For this study, the statistical analysis tool used to generate the results summaries and tests was IBM SPSS V22 and IBM SPSS AMOS V22, which included advanced tools for data analysis, statistical testing and factor analysis. To ensure consistency in the statistical methods and data sets used in the analysis, a stepwise sequence was

implemented in order to minimize errors and maximize computational efficiency. Data

and statistical analysis was used to screen the data to ensure correct coding of data. The

statistical methods used in developing these summaries (tables, plots, charts and

comments) were generated from SPSS, AMOS, and Microsoft Excel.

Statistics used included:

- Conclusions about data fit to a normal distribution on the results of the Shapiro-

  Wilk test.

- Consistency tests by using Cronbach's alpha to measure internal consistency, that

  is, how closely related is a set of items in a group.

- Frequency counts, mean values, and percentages.

- Hypothesis testing and research study questions were determined from:

  - o Correlation (Spearman) for nonparametric testing

  - o Factorial analysis (CFA, SEM)

  - o Nonparametric tests (Mann-Whitney and Kruskal-Wallis)

Demographic Characteristics

The total number of participants from the study (61) was composed of randomly

selected mid-level retail managers. The sample conformed to the researcher's criteria (i.e.

must have a minimum of three months in a retail managerial role). The reports below

summarized the demographic characteristics of participants. There were 26 female mid-

level manager participants and 35 male participants, at 57% gender percentage. It also

showed that tenure in the management role within the organization (Mgmt Tenure w/

TMO) has five categories; the most managers in this study had seven or more years

(41%). The managers that completed the T-Mobile sales floor coach curriculum were

51%. Fifty-four percent of the managers corresponded to the age group of 26-34.

Demography Report

      Gender. Details regarding the gender distribution of the participating managers

are provided in Table 1 and Figure 2. 57.4% (35) were Male and 42.6% (26) were female.

Table 1
Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
	Male	35	57.4	57.4	57.4
Valid	Female	26	42.6	42.6	100.0
	Total	61	100.0	100.0	
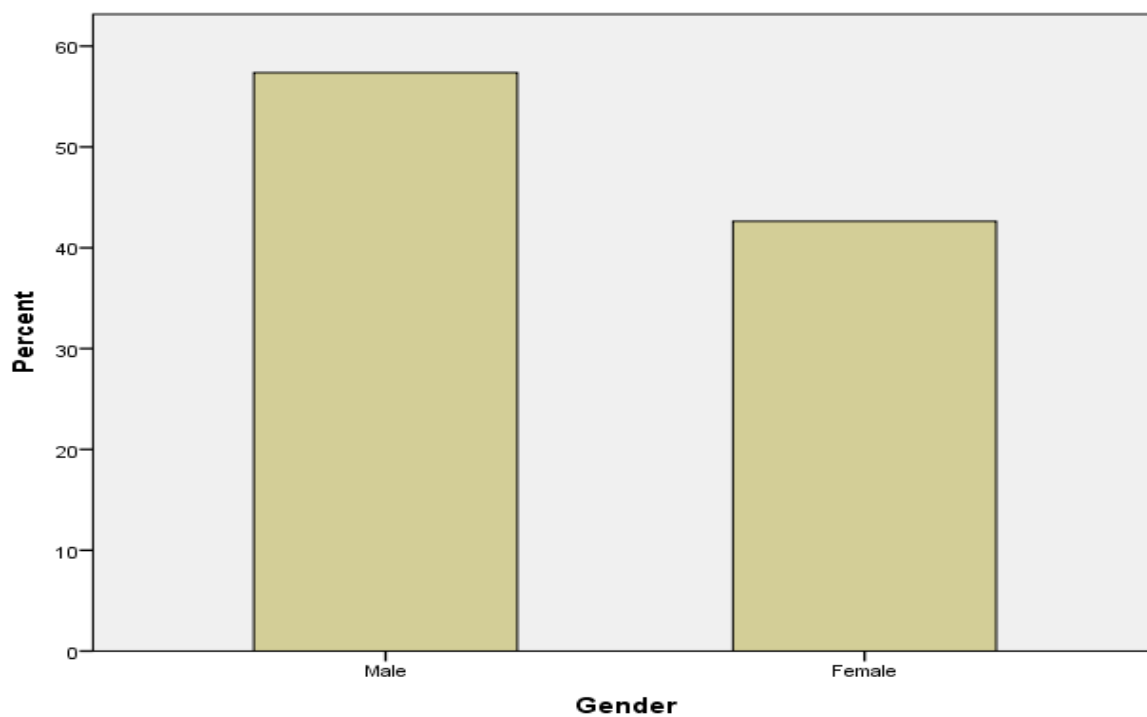
Figure 2. Gender

Management tenure. A considerably large proportion (41%) of the managers have spent at least 7 years in office, followed by those who have spent 3 – 4 years (21.3%). It is also observed that 19.7% of the participating managers have only spent 3 months to a year in office. Managers who have spent 5 – 6 years in office constitute 11.5% while managers who have spent 1 – 2 years in office make up 6.6%. See Table 2 and Figure 3.

Table 2
Management Tenure

		Frequency	Percent	Valid Percent	Cumulative Percent
	3M - 1Y	12	19.7	19.7	19.7
	1 - 2Y	4	6.6	6.6	26.2
Valid	3 - 4Y	13	21.3	21.3	47.5
	5 - 6Y	7	11.5	11.5	59.0
	7 >	25	41.0	41.0	100.0
	Total	**61**	**100.0**	**100.0**	
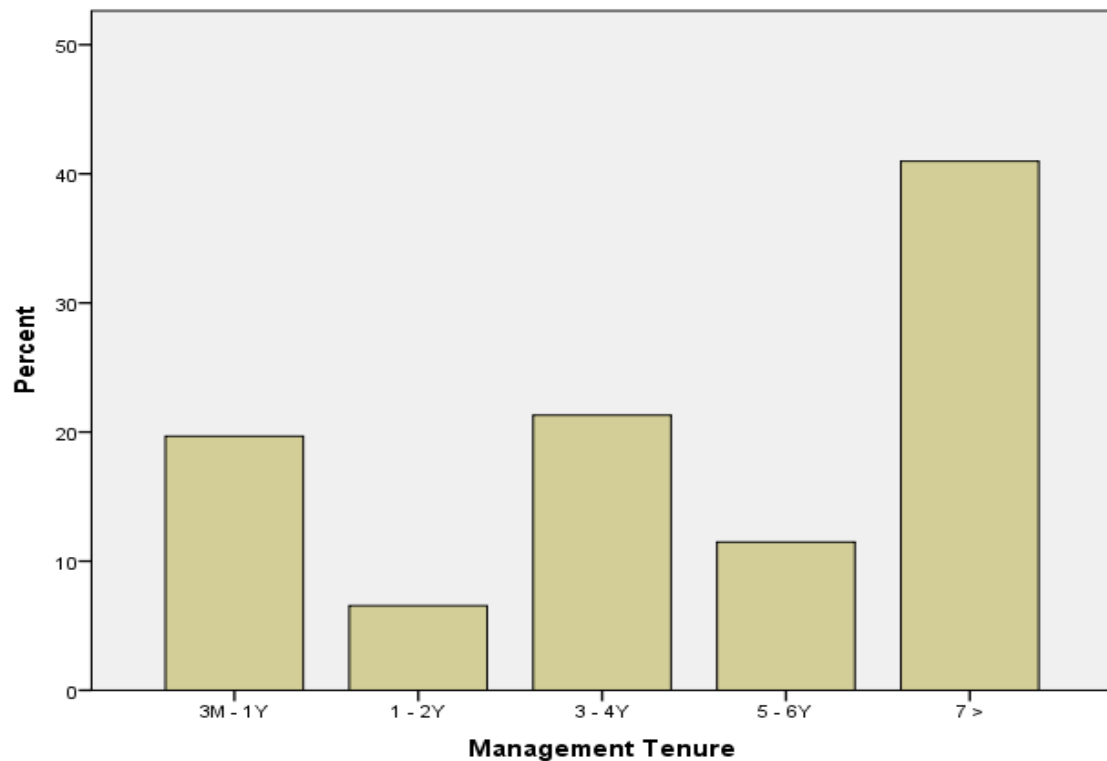
Figure 3. **Management Tenure**

Age. Based on the sample considered in this study, 54.1% of the participating

managers were in the age group 26 – 34 years old, 34.4% were in the age group 18 – 25

years old, and 11.5% were in the age group 35 – 44 years old. None happened to be 45

years or older. The participating managers' age depicts these managers as young

emerging managers. See Table 3 and Figure 4.

Table 3
Age

Age Group		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18 - 25	21	34.4	34.4	34.4
	26 - 34	33	54.1	54.1	88.5
	35 - 44	7	11.5	11.5	100.0
	Total	**61**	**100.0**	**100.0**	
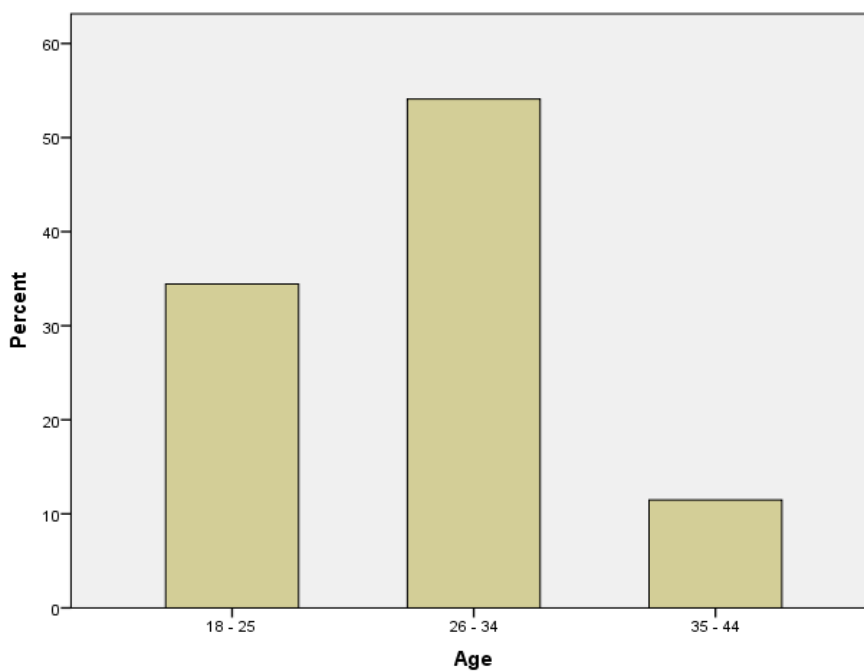
Figure 4. Age

TMO SFC. ***There was a close gap in terms of Frequency of managers that participated in the formal training in coaching and those who did not (see Table 4 and Figure 5). Fifty-one percent of the total managers participated in formal training in coaching while 49 % of managers did not participate.

Table 4
TMO SFC

		Frequency	Percent	Valid Percent	Cumulative Percent
	YES	31	50.8	50.8	50.8
Valid	NO	30	49.2	49.2	100.0
	Total	**61**	**100.0**	**100.0**	
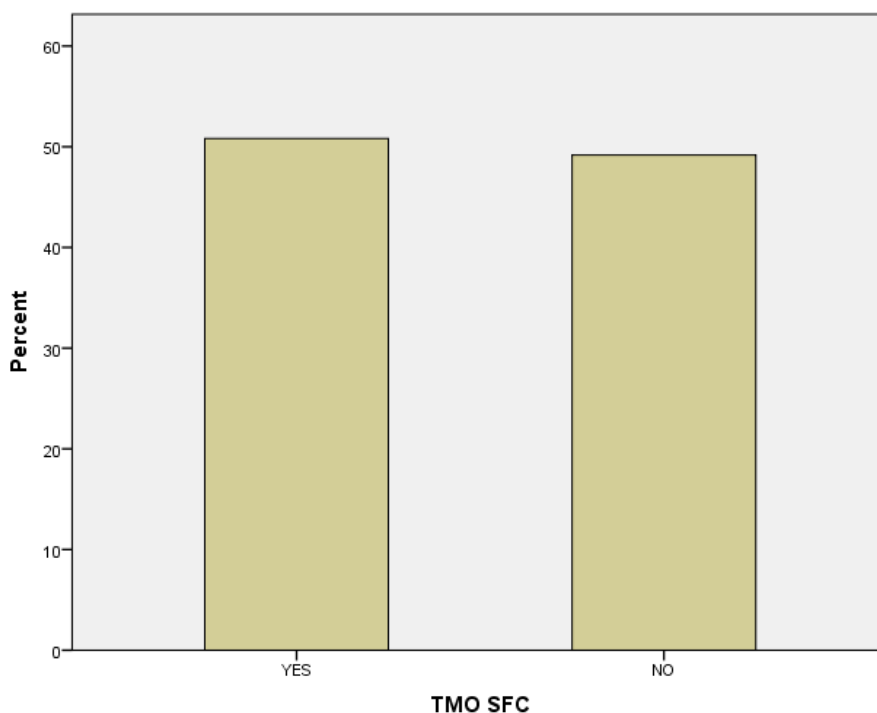
Figure 5. TMO SFC

The EIA sum for Self-Awareness score had a mean of 18.31 with a standard deviation of 2.172. The sum for Self-Management score had a mean of 28.72 and a standard deviation of 6.322, which indicated the presence of much variation in participating managers' responses to Self-Management items. The sum for Social Awareness score had a mean of 25.38 with a standard deviation of 1.734. This indicated less variation compared to the Self-Management score. The Relationship Management score had a mean of 35.64 and a standard deviation of 3.975. The Overall EI score had a mean of 64.97 with standard deviation of 4.604. The variation here was moderate compared to what some individual EIA sections. See Table 5.

Table 5
Overall EIA Score Sum and Overall EI Score

			Descriptive Statistics			
	N	Minimum	Maximum	Mean	Std. Deviation	Variance
EIA Self-Awareness Score sum	61	14	23	18.31	2.172	4.718
EIA Self-Management Score sum	61	14	43	28.72	6.322	39.971
EIA Social Awareness Score sum	61	22	29	25.38	1.734	3.005
EIA Relationship Management Score sum	61	21	41	35.64	3.975	15.801
Overall EI Score	61	50	74	64.97	4.604	21.199
Valid N (listwise)	61					

EIA Competencies Sum. Self-Awareness score had a mean of 51.98 with a standard deviation of 6.566, Self-Management score had a mean of 52.44 with a standard deviation of 12.645, and there was a large variation in the Self-Management score as indicated by the standard deviation. Social Awareness score had a mean of 81.43 with the least variation (standard deviation = 5.766), and lastly Relationship Management Score had a mean of 74.28 and a standard deviation of 7.950. See Table 6 and Figures 6-9. The overall EI score is indicated in Figure 10.

Table 6
EIA Competencies Sum

			Descriptive Statistics			
	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Self-Awareness score	61	39	66	51.98	6.566	43.116
Self-Management score	61	23	81	52.44	12.645	159.884
Social Awareness Score	61	70	95	81.43	5.766	33.249
Relationship Management Score	61	45	85	74.28	7.950	63.204
Valid N (listwise)	61					
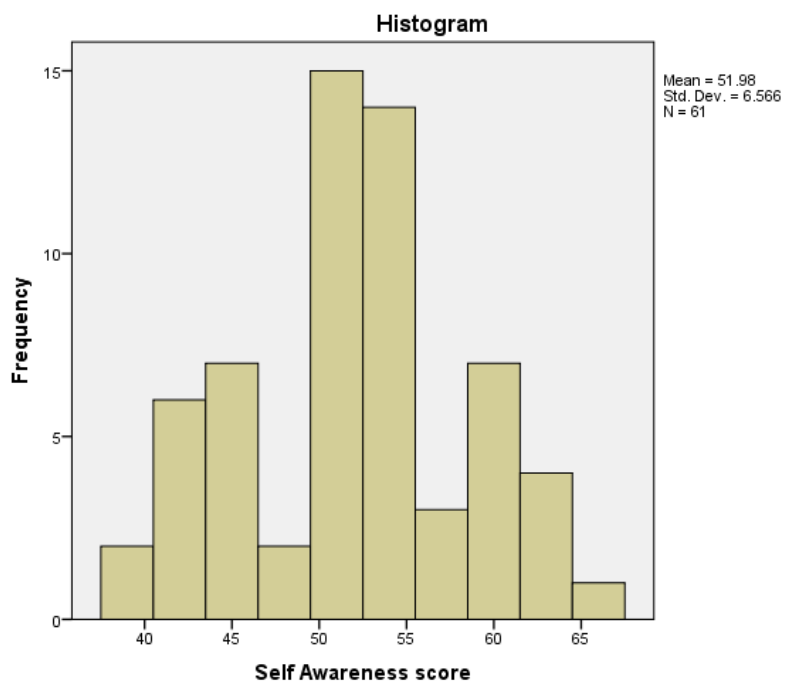
Figure 6. Self-Awareness
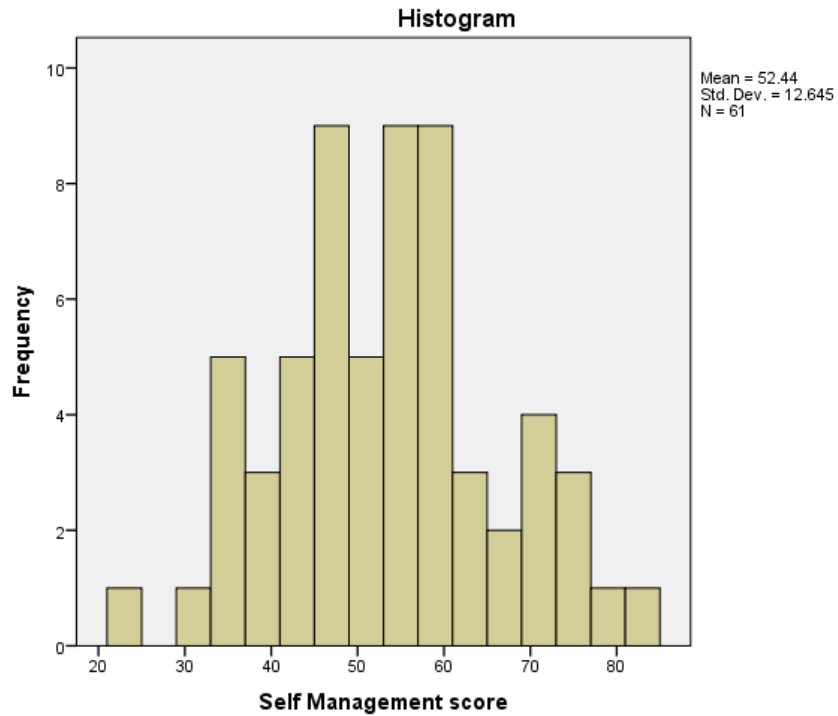
Figure 7. Self-Management
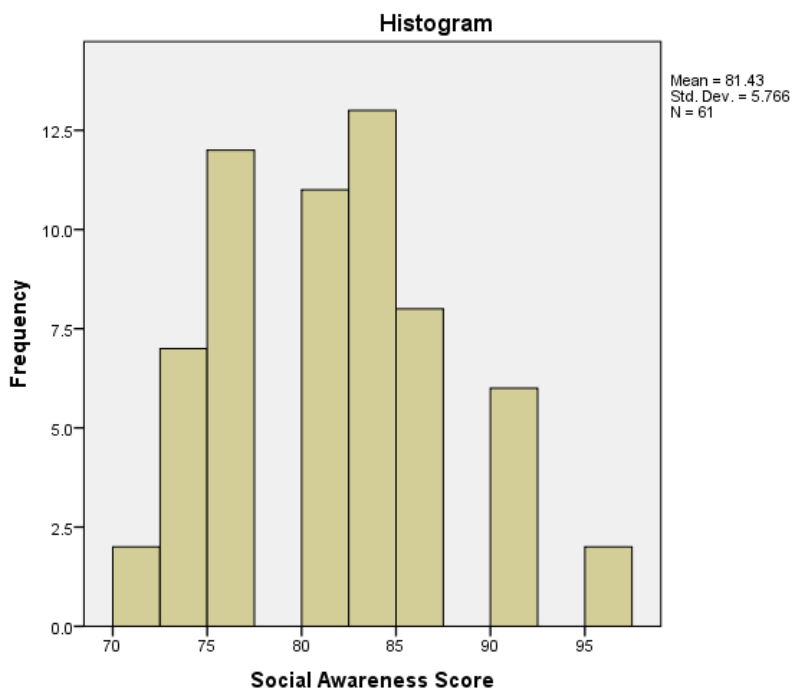
Figure 8. Social Awareness
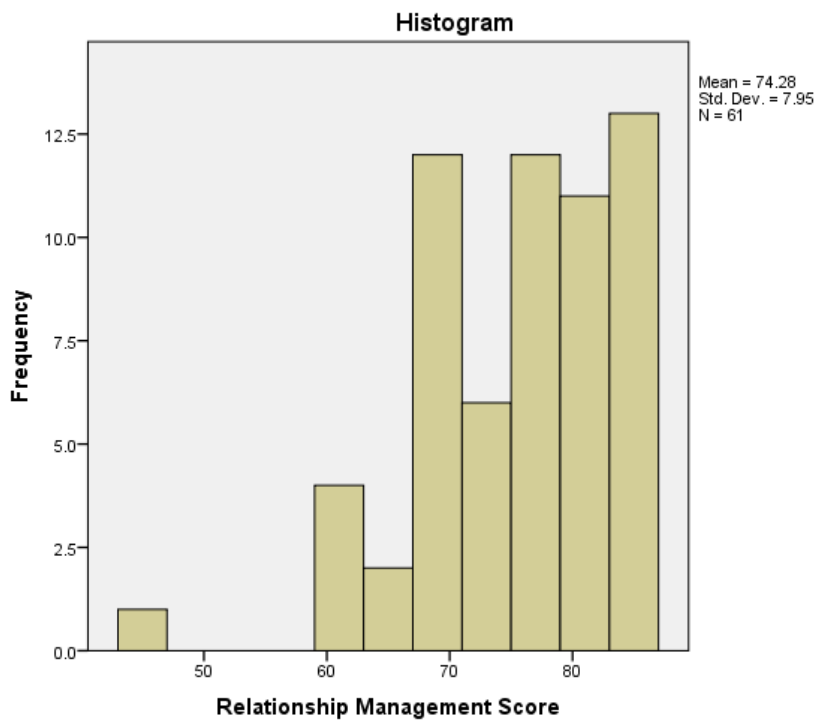
Figure 9. Relationship Management
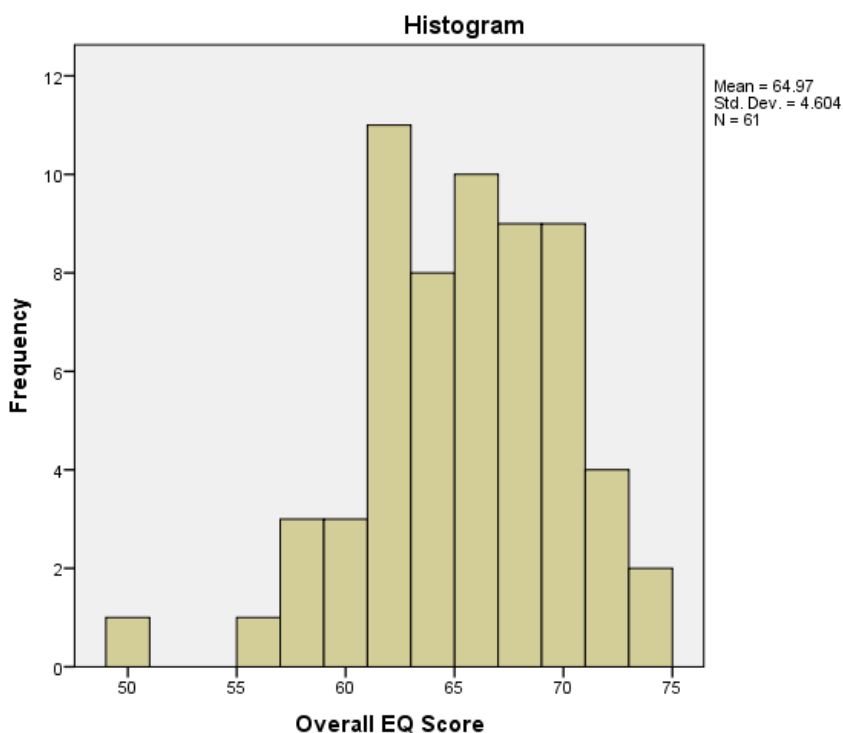
Figure 10. Overall EI

Managers' Tenure Analysis of Variance Tests

Managers' Tenure Analysis – Self-Awareness Score

The Analysis of Variance (ANOVA) test revealed the difference in the Self-Awareness score among the various levels of managers' tenure with the company (see Table 7). The reported p-value of 0.263 indicated that there was no significant difference in average Self-Awareness scores among the various levels of managers' tenure.

Table 7
Self-Awareness Score ANOVA

	Sum of Squares	df	Mean Square	F	Sig.

Between Groups	227.632	4	56.908	1.351	.263
Within Groups	2359.352	56	42.131		
Total	**2586.984**	**60**			

Managers' Tenure Analysis – Self-Management Score

The Analysis of Variance (ANOVA) test revealed the difference in Self-Management scores among the various levels of managers' tenure in the company (See Table 8 below). The reported p-value of <0.05 indicated that there was a significant difference in average Self-Management scores among the various levels of managers' tenure. Consequently, additional analysis was needed; therefore, a post-hoc test was conducted in order to determine the level of managers' tenure that actually differed from each other. The results of the post-hoc test using the LSD method are indicated in Table 9. The interpretation was that managers who have spent between 3 – 4 Years in office had a significantly higher Self-Management score than any other managers, while there was no significant difference among other managers' performance in Self-Management scores across the remaining management tenure.

Table 8
Self-Management Score ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4553.458	4	1138.364	12.650	.000
Within Groups	5039.592	56	89.993		
Total	**9593.049**	**60**			

Table 9
Post Hoc Test

Multiple Comparisons

Dependent Variable: Self-Management score LSD

(I) Management Tenure	(J) Management Tenure	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
3M - 1Y	1 - 2Y	-9.667	5.477	.083	-20.64	1.31
	3 - 4Y	-24.397[*]	3.798	.000	-32.00	-16.79
	5 - 6Y	-8.024	4.512	.081	-17.06	1.01
	7 >	-4.527	3.332	.180	-11.20	2.15
1 - 2Y	3M - 1Y	9.667	5.477	.083	-1.31	20.64
	3 - 4Y	-14.731[*]	5.424	.009	-25.60	-3.87
	5 - 6Y	1.643	5.946	.783	-10.27	13.55
	7 >	5.140	5.109	.319	-5.09	15.37
3 - 4Y	3M - 1Y	24.397[*]	3.798	.000	16.79	32.00
	1 - 2Y	14.731[*]	5.424	.009	3.87	25.60
	5 - 6Y	16.374[*]	4.447	.001	7.46	25.28
	7 >	19.871[*]	3.244	.000	13.37	26.37
5 - 6Y	3M - 1Y	8.024	4.512	.081	-1.01	17.06
	1 - 2Y	-1.643	5.946	.783	-13.55	10.27
	3 - 4Y	-16.374[*]	4.447	.001	-25.28	-7.46
	7 >	3.497	4.057	.392	-4.63	11.62
7 >	3M - 1Y	4.527	3.332	.180	-2.15	11.20
	1 - 2Y	-5.140	5.109	.319	-15.37	5.09
	3 - 4Y	-19.871[*]	3.244	.000	-26.37	-13.37
	5 - 6Y	-3.497	4.057	.392	-11.62	4.63

*. The mean difference is significant at the 0.05 level.

Managers' Tenure Analysis – Awareness Score

The Analysis of Variance test revealed the difference in Social Awareness Scores among the various levels of managers' tenure in the company (see Table 10). The reported p-value of 0.108 indicated that there was no significant difference in the average Social Awareness scores among the various levels of managers' tenure.

Table 10
Social Awareness Score ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	248.830	4	62.208	1.995	.108
Within Groups	1746.088	56	31.180		
Total	**1994.918**	**60**			

Managers' Tenure Analysis – Relationship Management Score

The below Analysis of Variance table test revealed the difference in Relationship Management scores among the various levels of managers' tenure in the company. The reported p-value of 0.431 indicated that there was no significant difference in average Relationship Management scores among the various levels of managers' tenure. See Table 11.

Table 11
Relationship Management Score ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	245.966	4	61.492	.971	.431
Within Groups	3546.296	56	63.327		
Total	**3792.262**	**60**			

Overall EI Score

The reported p-value <0.05 indicated that there was a significant difference in the overall EI score among the various levels of Managers' Tenure (see Table 12). The results of the post-hoc test are presented in Table 13.

Table 12
Overall EI Score ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	525.623	4	131.406	9.860	.000
Within Groups	746.312	56	13.327		
Total	**1271.934**	**60**			

Table 13
Post Hoc Test

Multiple Comparisons						
Dependent Variable: Overall EI Score LSD						
(I) **Management** **Tenure**	**(J)** **Management** **Tenure**	**Mean** **Difference** **(I-J)**	**Std.** **Error**	**Sig.**	**95% Confidence Interval**	
					Lower Bound	Upper Bound
3M - 1Y	1 - 2Y	-4.500*	2.108	.037	-8.72	-.28
	3 - 4Y	-7.673*	1.461	.000	-10.60	-4.75
	5 - 6Y	-4.036*	1.736	.024	-7.51	-.56
	7 >	-.790	1.282	.540	-3.36	1.78
1 - 2Y	3M - 1Y	4.500*	2.108	.037	.28	8.72
	3 - 4Y	-3.173	2.087	.134	-7.35	1.01
	5 - 6Y	.464	2.288	.840	-4.12	5.05
	7 >	3.710	1.966	.064	-.23	7.65
3 - 4Y	3M - 1Y	7.673*	1.461	.000	4.75	10.60
	1 - 2Y	3.173	2.087	.134	-1.01	7.35
	5 - 6Y	3.637*	1.711	.038	.21	7.07
	7 >	6.883*	1.248	.000	4.38	9.38
5 - 6Y	3M - 1Y	4.036*	1.736	.024	.56	7.51
	1 - 2Y	-.464	2.288	.840	-5.05	4.12
	3 - 4Y	-3.637*	1.711	.038	-7.07	-.21
	7 >	3.246*	1.561	.042	.12	6.37
7 >	3M - 1Y	.790	1.282	.540	-1.78	3.36
	1 - 2Y	-3.710	1.966	.064	-7.65	.23
	3 - 4Y	-6.883*	1.248	.000	-9.38	-4.38
	5 - 6Y	-3.246*	1.561	.042	-6.37	-.12

*. The mean difference is significant at the 0.05 level.

Summary

The overall EI score differs between:

3M – 1 Year and 1 - 2 Years with 1 - 2 Years being higher in overall EI score.

3M – 1 Year and 3 - 4 Years with 3 - 4 Years been higher in overall EI score.

3M – 1 Year and 5 – 6 Years with 5 - 6 Years been higher in overall EI score.

1 - 2 Years and 7 and above Years with 1 – 2 Years been higher in overall EI score.

3 - 4 Years and 5 - 6 Years with 3 - 4 Years were higher in overall EI score.

3 - 4 Years and 7 and above Years with 3 - 4 Years been higher in overall EI score.

5 - 6 Years and 7 and above Years with 5 - 6 Years been higher in overall EI score.

There is no significant difference between any other possible combinations.

T-Mobile Sales Floor Coach (SFC) Analysis

The data revealed the correlation between managers' EI scores who completed the

T-Mobile Sales Floor Coach Leadership Curriculum in and those managers who have not

completed the T-Mobile Sales Floor Coach Leadership Curriculum.

EIA Self-Awareness Score Sum

There was no significance difference (p>0.05) between the average EIA Self-

Awareness Score sum for managers who completed the T-Mobile Sales Floor Coach

Leadership Curriculum (Mean = 18.29, SD = 2.053) and those who do not (Mean =

18.33, SD = 2.324). See Tables 14 and 15.

Table 14
EIA Self-Awareness Score Sum

	TMO SFC	N	Mean	Std. Deviation	Std. Error Mean
EIA Self-Awareness	YES	31	18.29	2.053	.369
Score sum	NO	30	18.33	2.324	.424
Total		**61**	**18.31**	**2.188**	**.396**

Table 15
Levene's Test for Equality of Variances-EIA Self-Awareness Score Sum

| | | | | | 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
Equal variances assumed	.677	.414	-.077	59	.939	-.043	.561	-1.165	1.079
Equal variances not assumed			-.077	57.585	.939	-.043	.562	-1.168	1.082

EIA Self-Management Score Sum

There was a significant difference (p<0.05) between the average EIA Self-Management score sum for managers who completed the T-Mobile Sales Floor Coach Leadership Curriculum (Mean = 26.94, SD = 4.767) and those who did not (Mean = 30.57, SD = 7.229). Those who did not complete the curriculum had a higher average score for EIA Self-Management Score sum. See Tables 16 and 17.

Table 16
EIA Self-Management Score Sum

	TMO SFC	N	Mean	Std. Deviation	Std. Error Mean
EIA Self-Management	YES	31	26.94	4.767	.856
Score sum	NO	30	30.57	7.229	1.320
Total		**61**	**28.75**	**5.998**	**660.42**

Table 17

Levene's Test for Equality of Variances- Self-Management Score Sum

								95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	3.989	.050	-2.323	59	.024	-3.631	1.563	-6.759	-.504
Equal variances not assumed			-2.308	49.99	.025	-3.631	1.573	-6.791	-.471

EIA Social Awareness Score Sum

There was no significance difference (p>0.05) between the average EIA Social Awareness score sum for managers who completed the T-Mobile Sales Floor Coach Leadership Curriculum (Mean = 25.35, SD = 1.780) and those who did not (Mean = 25.40, SD = 1.714). See Tables 18 and 19.

Table 18
EIA Social Awareness Score Sum

	TMO SFC	N	Mean	Std. Deviation	Std. Error Mean
EIA Social Awareness	YES	31	25.35	1.780	.320
Score sum	NO	30	25.40	1.714	.313
Total		**61**	**25.37**	**1,747**	**.316**

Table 19

Levene's Test for Equality of Variances-Social Awareness Score Sum

					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
Equal variances assumed	.239	.627	-.101	59	.920	-.045	.448	-.941	.851
Equal variances not assumed			-.101	58.999	.920	-.045	.447	-.940	.850

EIA Relationship Management Score Sum

There was a significance difference (p<0.05) between the average EIA

Relationship Management Score sum for managers who completed the T-Mobile Sales

Floor Coach Leadership Curriculum (Mean = 34.06, SD = 4.234) and those who do not

(Mean = 37.27, SD = 2.959). Those who do not complete the curriculum had a higher

average score for EIA Relationship Management score sum. See Tables 20 and 21.

Table 20

EIA Relationship Management Score Sum

	TMO SFC	N	Mean	Std. Deviation	Std. Error Mean
EIA Relationship	YES	31	34.06	4.234	.760
Management Score sum	NO	30	37.27	2.959	.540
Total		**61**	**35.66**	**3,596**	**.650**

Table 21

Levene's Test for Equality of Variances- Relationship Management Score Sum

					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**
Equal variances assumed	2.428	.125	-3.413	59	.001	-3.202	.938	-5.079	-1.325
Equal variances not assumed			-3.433	53.754	.001	-3.202	.933	-5.073	-1.332

Sum of Four Competencies Scores

See Tables 22 and 23.

Table 22

Sum of Four Competencies Scores

	TMO SFC	**N**	**Mean**	**Std. Deviation**	**Std. Error Mean**
Sum of 4 skill scores	YES	31	253.16	17.524	3.147
	NO	30	267.33	16.130	2.945
Total		**61**	**260.24**	**16.827**	**3.046**

Table 23

Levene's Test for Equality of Variances- Sum of Four Skill Scores

			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
Equal variances assumed	.107	.744	-3.284	59	.002	-14.172	4.316	-22.809	-5.536
Equal variances not assumed			-3.288	58.856	.002	-14.172	4.310	-22.797	-5.547

Hypothesis Testing

Null Hypothesis: There was no significant difference in the sum of four skill scores between managers who completed the T-Mobile Sales Floor Coach Leadership Curriculum and those who did not.

Alternative Hypothesis: There was a significant difference in the sum of four skill scores between managers who completed the T-Mobile Sales Floor Coach Leadership Curriculum and those who did not.

Decision Rule: Reject Hypothesis if P-value < 0.05.

Decision: Since p-value = 0.002 < 0.05. The researcher rejected the null hypothesis.

Conclusion: In conclusion, the data revealed that there was a significant different in the average sum of four skill scores between managers who completed the T-Mobile Sales Floor Coach Leadership Curriculum and those who did not.

There was a significance difference (p<0.05) between the average sum of four skill scores for managers who completed the T-Mobile Sales Floor Coach Leadership Curriculum (Mean = 253.16, SD = 17.524) and those who do not (Mean = 267.33, SD = 16.130).

Those who do not complete the curriculum had a higher average overall score for sum of the four skill score.

Overall EI Scores

There was a significant difference ($p<0.05$) between the average overall EI scores for managers who completed the T-Mobile Sales Floor Coach Leadership Curriculum (Mean = 63.19, SD = 4.362) and those who did not (Mean = 66.80, SD = 4.164). Those who did not complete the curriculum had higher average overall EI scores. See Tables 24 and 25.

Table 24
Overall EI Scores

	TMO SFC	N	Mean	Std. Deviation	Std. Error Mean
Overall EI Score	YES	31	63.19	4.362	.783
	NO	30	66.80	4.164	.760
Total		**61**	**64.99**	**4.263**	**.771**

Table 25
Levene's Test for Equality of Variances- Overall EI Score

			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
Equal variances assumed	.049	.825	-3.301	59	.002	-3.606	1.093	-5.793	-1.420
Equal variances not assumed			-3.304	58.990	.002	-3.606	1.092	-5.791	-1.422

Male vs. Female EIA Sums

EIA Self-Awareness Score Sum

There was no significant difference (p>0.05) between the average EIA Self-Awareness score sum for males (Mean = 18.11, SD = 2.323) and females (Mean = 18.58, SD = 1.963). See Tables 26 and 27.

Table 26
Male Vs. Female EIA Self-Awareness Score Sum

	Gender	N	Mean	Std. Deviation	Std. Error Mean
EIA Self-Awareness Score sum	Male	35	18.11	2.323	.393
	Female	26	18.58	1.963	.385
Total		**61**	**18.34**	**2,143**	**.389**

Table 27
Levene's Test for Equality of Variances- Male Vs. Female EIA Self-Awareness Score

Independent Samples Test									
					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
Equal variances assumed	.353	.555	-.820	59	.415	-.463	.564	-1.591	.666
Equal variances not assumed			.841	57.956	.404	-.463	.550	-1.564	.638

EIA Self-Management Score Sum

There was no significant difference (p>0.05) between the average EIA Self-Management score sum for males (Mean = 29.43, SD = 7.097) and females (Mean = 27.77, SD = 5.078). See Tables 28 and 29.

Table 28

Male Vs. Female EIA Self-Management Score Sum

	Gender	N	Mean	Std. Deviation	Std. Error Mean
EIA Self-Management	Male	35	29.43	7.097	1.200
Score sum	Female	26	27.77	5.078	.996
Total		**61**	**28.6**	**6.087**	**1.098**

Table 29

Levene's Test for Equality of Variances- Male Vs. Female EIA Self-Management Score

Independent Samples Test									
				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
Equal variances assumed	2.521	.118	1.014	59	.315	1.659	1.636	-1.615	4.934
Equal variances not assumed			1.064	58.940	.292	1.659	1.559	-1.461	4.779

EIA Social Awareness Score Sum

There was no significance difference (p>0.05) between the average EIA Social

Awareness score sum for males (Mean = 25.31, SD = 1.549) and females (Mean = 25.46,

SD = 1.985). See Tables 30 and 31.

Table 30
EIA Social Awareness Score Sum

	Gender	N	Mean	Std. Deviation	Std. Error Mean
EIA Social Awareness Score sum	Male	35	25.31	1.549	.262
	Female	26	25.46	1.985	.389
Total		**61**	**25.38**	**1.767**	**.325**

Table 31
Levene's Test for Equality of Variances- Male Vs. Female EIA Social Awareness Score

				Independent Samples Test						
				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
Equal variances assumed	4.706	.034	-.326	59	.746	-.147	.452	-1.052	.758
Equal variances not assumed			-.314	45.837	.755	-.147	.469	-1.091	.797

EIA Relationship Management Score Sum

There was no significance difference (p>0.05) between the average EIA

Relationship Management score sum for males (Mean = 35.11, SD = 4.035) and females

(Mean = 36.35, SD = 3.857). See Tables 32 and 33.

Table 32

EIA Relationship Management Score Sum

	Gender	N	Mean	Std. Deviation	Std. Error Mean
EIA Relationship	Male	35	35.11	4.035	.682
Management Score sum	Female	26	36.35	3.857	.756
Total		**61**	**35.73**	**3.946**	**.719**

Table 33

Levene's Test for Equality of Variances- Male Vs. Female EIA Relationship Management Score

	Independent Samples Test								
				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
Equal variances assumed	.125	.725	-1.201	59	.234	-1.232	1.025	-3.284	.820
Equal variances not assumed			-1.210	55.299	.232	-1.232	1.018	-3.273	.809

Sum of Four Skills Scores

There was no significant difference (p>0.05) between the average sum of four skills scores for males (Mean = 259.66, SD = 22.137) and females (Mean = 260.77, SD = 11.205). See Tables 34 and 35.

Table 34
Sum of Four Skills Scores

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Sum of 4 skill scores	Male	35	259.66	22.137	3.742
	Female	26	260.77	11.205	2.197
Total		**61**	**260.21**	**16.671**	**2.969**

Table 35
Levene's Test for Equality of Variances- Male Vs. Female Sum of Four Skills Scores

Independent Samples Test									
					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
Equal variances assumed	13.062	.001	-.234	59	.815	-1.112	4.743	-10.603	8.379
Equal variances not assumed			-.256	52.93	.799	-1.112	4.339	-9.816	7.592

Overall EI Score

There was no significant difference (p>0.05) between the average overall EI

Score sum for males (Mean = 64.91, SD = 5.586) and females (Mean = 65.04, SD =

2.905). See Tables 36 and 37.

Table 36
Overall EI Score

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Overall EI Score	Male	35	64.91	5.586	.944
	Female	26	65.04	2.905	.570
Total		**61**	**64.97**	**4.245**	**.757**

Table 37
Levene's Test for Equality of Variances- Male Vs. Female Overall EI Score

Independent Samples Test									
			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
Equal variances assumed	13.308	.001	-.103	59	.918	-.124	1.202	-2.529	2.281
Equal variances not assumed			-.113	53.6	.911	-.124	1.103	-2.335	2.087

ECSA Analysis

Reliability Statistics (Cronbach's Alpha)

Cronbach's alpha is a measure of internal consistency, which is how closely related a set of items is in a group. It is considered to be a measure of scale reliability and not a statistical test. The four competencies show Cronbach's alpha values ranging from 0.8 to 0.9, suggesting that the items have relatively high internal consistency. A reliability coefficient of 0.70 or higher is considered acceptable in most research situations. The interclass correlation p-value (sig. = 0.05) for each of the Emotional Intelligence

Appraisals (EIA) is considered statistically significant, which means there were

differences among respondents for each question within each factor. This showed a high

reliability of the data collected. See Table 38.

Table 38
Cronbach's Alpha- Emotional Intelligence Appraisal Competencies

	Mean	**Standard Deviation**	**Variance**	**Cronbach's Alpha**
Self-Awareness Score	3.612	0.280	0.078	0.808
Self-Management Score	3.689	0.275	0.076	0.885
Self-Awareness Score	4.325	0.219	0.048	0.910
Relationship Management Score	3.889	0.324	0.105	0.916

Testing Data Fit for Normal Distribution and Normality

A Shapiro-Wilk Test was used as a test of normality due to the data size being

less than 2000 sets. This study had 61 sets; therefore, the Shapiro-Wilk test was used.

From Table 39, acceptance of the alternative hypothesis is justified, and it can be

concluded that the data came from a non-normal distribution.

Table 39
Tests of Normality Shapiro Wilk Test

	SW Sig.*	**Skewness**	**Kurtosis**
Self-Awareness Score	0.020	0.475	0.192
Self-Management Score	0.005	0.762	0.281
Self-Awareness score	0.001	0.261	0.651
Relationship Management Score	0.047	-0.119	-0.868

* Statistically significant at < 0.05

This indicated that the use of the mean measure is justified to determine the

agreement percentage for each factor or scale questions. Based on the Gauss-Markov

theorem, the researcher used nonparametric tests, such as the Spearmen correlation and

Factor analysis, to examine the hypothesis.

Structural Equation Modeling

Structural Equation Modeling (SEM) was used to estimate the correlations

between *Emotional Intelligence Appraisal and Extraordinary Coach Self-Assessment.*

Five fit indices were implemented to determine the fitness (suitability/appropriateness) of

the model: Ratio of *Chi-squared* to *df* (cmin/df) test of model fit, Test of significant p-

value, Goodness-of-Fit Index (GFI), Root Mean Square Error of Approximation

(RMSEA) and PClose. The structural Equation model of EIA and ECSA is shown in

Figure 11.
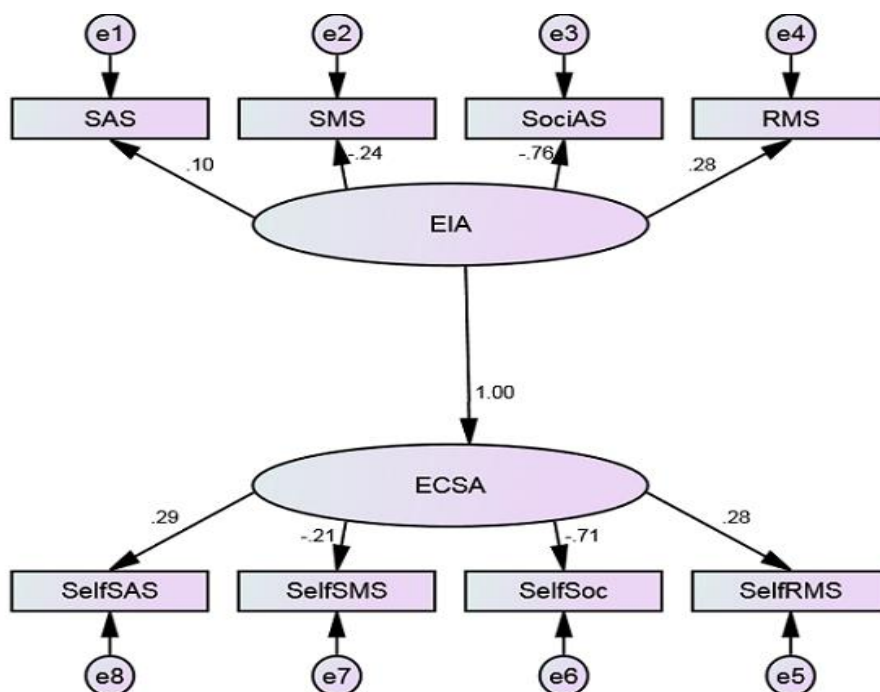
Figure 11. Structural Equation Model of Emotional Intelligence Appraisal and
Extraordinary Coach Self-Assessment showing positive correlation between EIA and
ECSA

The SEM model shown in figure 11 had a good model fit without covariate errors that have big modification indices (MI) values and was obtained within the iteration limit. The results of best model fit indices (five indices) are shown in Table 40.

Table 40
SEM of EIA with ECSA

SEM models	*p*	*cmin/df*	*GFI*	*RMSEA*	*Pclose*
EIA - ECSA	0.045	1.593	0.897	0.078	0.115

Table 40 showed the results of the five fit indices with all generally displaying an adequate fit. The structural model provided a good fit and shows that good model fitting results within the threshold of Cmin/df below 5 indices. GFI has a reasonable value taking into consideration the complex structure of the model and the sample size. RMSEA are small and most models are below 0.08. Meanwhile, PClose (0.115) statistics show that it is probable that RMSEA are < 0.05. P-value (0.045) indicate statistical significant.

ECSA Coaching Dimensions Findings

The ECSA data showed that managers with higher emotional intelligence scores did not have one defined dominant coaching dimension. However, the dominant coaching dimension Frequency among this population was Discovery (34%) followed by Directive (26%) and Equal (26%) dimensions (see Table 41 and Figure 12).

Table 41

Overall Score

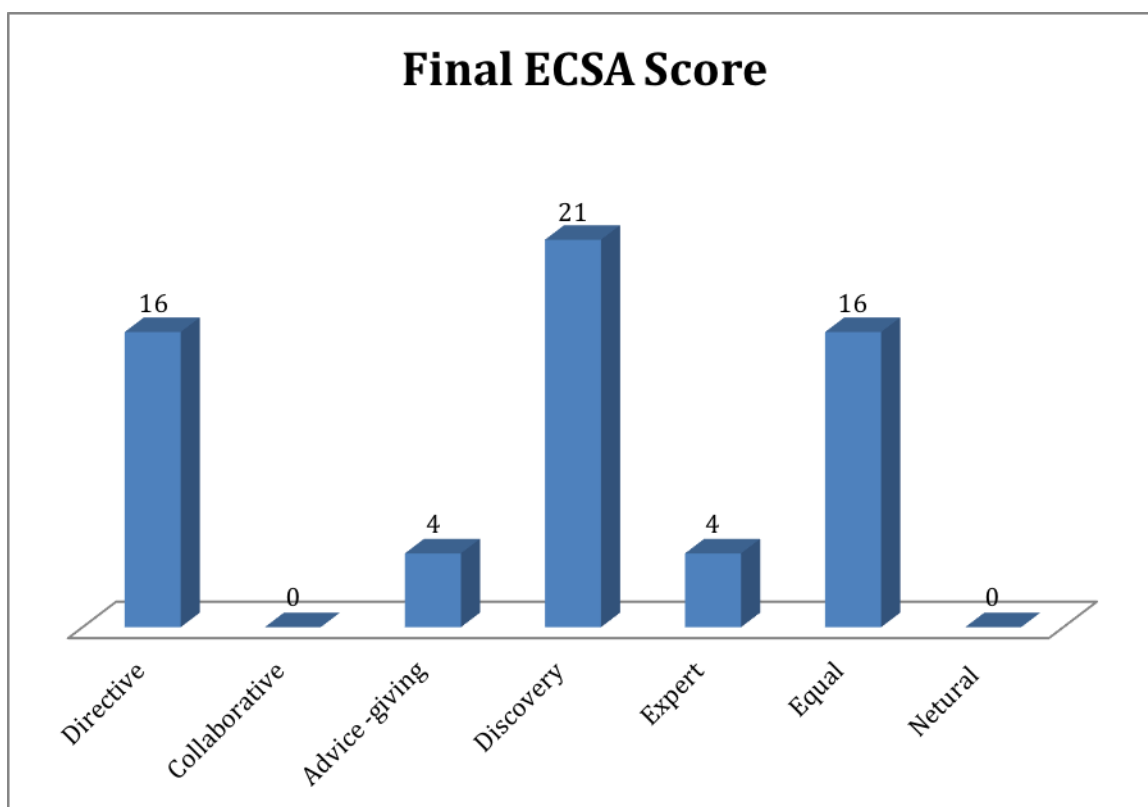|	Frequency	Percentage
Directive	16	26%
Collaborative	0	0%
Advice -giving	4	7%
Discovery	21	34%
Expert	4	7%
Equal	16	26%
Neutral	0	0%

Figure 12. Final ECSA Score

CHAPTER 5: SUMMARY, RECOMMENDATIONS, IMPLICATIONS AND CONCLUSIONS

This research was conducted to discover the relationship between emotional intelligence, as identified in the EIA, and coaching dimensions as identified in the ECSA, among retail managers within a telecommunications organization. By combining the EIA and ECSA instruments, emotional intelligence competencies and coaching dimensions were measured and identified. Identifying the presence of emotional intelligence competencies and the relationship with coaching dimensions can assist metric-driven organizational leaders who are contemplating or currently implementing emotional intelligence and/or coaching development trainings within in their own organization(s). Insights gained with this research study may provide organizational leaders across a multitude of levels of management who are interested in administering and measuring emotional intelligence and/or coaching dimensions with a quantitative review of how these measurements work. It may also assist leaders in implementing the EIA and ECSA instruments into professional leadership development trainings. The findings from this study may assist organizations in ascertaining whether the EIA and ECSA are appropriate for meeting leadership development goals. Furthermore, the findings may aid organizational leaders in deciding whether the EIA and ECSA are the proper instruments to assess the themes of current structured leadership development and coaching curriculums.

This chapter will present a summary of the research purpose, procedures, and findings. In addition, the relationship between the quantitative results and previous literature will be discussed. Chapter 5 concludes with a description of the limitations of the study, recommendations for future studies and research, and implications of the

current study for leadership development efforts across management levels within a retail organization.

Summary of Purpose

The telecommunications industry in America has been increasingly scrutinized over the past decade. A number of reports contest the success of management courses in developing leadership competencies in retail managers (Bradberry & Greaves, 2009). In response, many have searched for new strategies and outsourced leadership development trainings in hopes of bringing the telecom industry to the forefront of training and development among comparable industries. According to Foster and Roche (2014), the EIA is the preferred instrument among organizations, but the EISA is the most often used and most comprehensive coaching dimension instrument within organizations. The purpose of the present study was to quantitatively determine which of the coaching dimensions revealed in the ECSA is dominant amongst current mid-level managers with higher EI, as revealed by the EIA.

Based on the findings from this study, the researcher sought to examine the relationship between emotional intelligence and coaching dimensions among telecom retail managers. The researcher guided the implementation with the approval from Talentsmart Inc. and Zenger Folkman Inc. respectively. To study the possible significance of emotional intelligence and its relationship to coaching dimensions, the following research questions guided this study:

1. What were the EIA scores for the selected participants?

2. What were the ECSA coaching dimensions for the selected participants?

3. How do the managers' experience, based on their current tenure with the company, correspond to their EIA score?

4. How do managers' EI scores, who completed the T-Mobile Sales Floor Coach Leadership Curriculum, compare to those managers who have not completed the T-Mobile Sales Floor Coach Leadership Curriculum?

5. How do EIA scores correspond for both male and female selected participants?

Summary of Procedures

The researcher used a Participant De Identifier Questionnaire, Talentsmart's EIA instrument, and Zenger Folkman's ECSA instrument to collect quantitative data from 61 current telecom retail managers. The survey instrument, the EIA, was developed to assess emotional intelligence within individuals by Bradberry and Greaves (2009), which Talentsmart Inc. now administers after purchasing the rights from the creators in 2014. The researcher developed the Participant De Identifier Questionnaire (see Appendix E), which contained questions designed to collect demographic information from the managers who participated in the study.

The EIA instrument (see Appendix F) consists of four distinct sections. Participants answered questions utilizing a Likert-type scale method to share their perceptions of four main emotional intelligence competencies: self-awareness, self-management, social awareness, and relationship management. These four sections contain between seven and twelve questions to provide depth of insight regarding specific behaviors associated with emotional intelligence competencies. The ECSA instrument (see Appendix G) consists of three distinct sections. Participants answered questions utilizing a Likert-type scale method to ascertain perceptions of three coaching

dimensions: directive versus collaborative, advice-giving versus discovery, and expert

versus equal. The ECSA contains one section including 30 questions to provide depth of

insight regarding specific behaviors of coaching competencies. These instruments were

chosen as they were already field-tested and both had validity confirmed using

Cronbach's alpha, Shapiro-Wilk test, and Factorial analysis (CFA, SEM).

The population of this study was telecom retail managers from 61 retail locations

in the Northeastern United States. Of these, 131 managers were invited to participate with

written permission from T-Mobile USA Inc. (see Appendix A and B) via a Leadership

Invitation Letter (see Appendix D) in mid-January, 2016. Although all 131 managers

received the invitation to participate in the study, 74 responded. Of these 74 managers,

only 61 managers' data were used for this study. Ten managers were disqualified due to

not finishing at least one of the assessment tools completely, and three were disqualified

for not completing the Informed Consent Form (see Appendix C). Participation in this

study was voluntary; all of the managers who participated in the study had their

confidentiality protected, as all responses were anonymous. Furthermore, the 61 locations

that participated were not identified in any way within during data collection or during

analysis of statistical information.

The instruments were housed online at www.tmopartstudy.com/instruments and

an alpha-numeric key was required to gain access to the surveys, ensuring that only those

invited could answer the questions, thus guaranteeing the validity of the information. The

collected data were then analyzed using IBM SPSS V22 and IBM SPSS AMOS V22,

which include advanced tools for data analysis, statistical testing, and factor analysis. A

stepwise sequence was implemented in order to minimize errors and maximize

computational efficiency to ensure consistency in the statistical methods and data sets used in the analysis.

<div style="text-align:center">Demographic Data and Patterns</div>

The Participant De Identifier Questionnaire collected demographic data including sex, age, tenure as retail manager with company, and whether formal training had been completed within the company. Of the 61 respondents, 57.4% (35) are male and 42.6% (26) are female (see Table 1). The second demographic question asked managers what their current tenure was with the company. To clarify, this question asked about managers' tenure with their current organization, not their overall management tenure within the profession. A considerably large proportion (41%) of the managers (25 total) had spent at least seven years in office, followed by 13 managers (21.3%) who spent between three and four years in office. Twelve of the participating managers (19.7%) had only spent three months to a year in office. Managers who have spent five to six years in office constitute 11.5% (7 total), while managers who had spent one to two years in office make up 6.6% (See Table 2 and Figure 3). These data indicated that more than half of the participants have at least five years of tenure in a management role with their present company. This study chose three months as a starting point for management tenure due to the current guidelines in place for new retail managers. Within the first 90 days, managers have a ramp-up period in which they are not held accountable for achieving metrics or conducting formal coaching observations with documentation.

The sample considered in this study consisted of 33 managers (54.1%) between the ages of 26 and 34 years old; 21 were between 18 and 25 years old (34.4%); and 7 were between 35 and 44 years old (11.5%). None were 45 years or older (see Table 3 and

Figure 4). The participating managers' ages depicted a possible representation of the age demographics within the industry as a whole. These data indicated that many managers are among current generational demographics. This is not unusual as the telecom industry's median age for retail managers is around 28 years old (CTIA, 2015). However, additional studies are needed nationally to confirm that these findings regarding age represent the industry as a whole.

The fourth and final demographic question asked managers if they had completed the T-Mobile Sales Floor Coach Curriculum. There is a close gap in terms of frequency of managers who participated in the formal training in coaching and those who did not (See Table 4 and Figure 5). Only 50.8% of the total managers (31) participated in formal training in coaching while 49.2% of managers (30) did not participate. This is not unusual, even with tenured retail managers, as the training is three weeks in length and scheduling managers for a three-week class leaves a leadership void in retail locations.

<div align="center">Research Questions</div>

Research question 1. The overarching question for this study was which of the coaching dimensions as revealed in the ECSA is dominant among current mid-level managers with higher EI, as revealed by the EIA. All participants took the same EIA and ECSA instrument, each was anonymous, and results were reported as a whole. The participants answered questions specific to the instrument they were taking.

The context for emotional intelligence contains aspects of social competence, self-awareness, self-management, and social awareness. Social competence is defined as the combination of social awareness and relationship management skills. Its focus is on interpersonal interaction (TalentSmart, 2015). Self-awareness is defined as the ability to

recognize and understand personal moods, emotions, and drives, and their effects on others (Bradberry, 2011). Self-management is the ability to use awareness of emotions to stay flexible and positively direct behavior. This means managing emotional reactions to all situations and people (Bradberry, 2011). Social awareness is defined as the ability to accurately pick up on emotions in other people and understand what is really going on. This often means understanding what other people are thinking and feeling, even if those feelings are not shared (Bradberry, 2011).

The context for coaching dimensions contained aspects of direct versus collaborative, advice giving versus discovery, and expert versus equal. The directive coaching dimension uses interactions with others as an opportunity to exert strong influence, make recommendations, and provide unambiguous direction (ECSA, 2016). The collaborative coaching dimension recognizes that the best solutions often come from *within* the person being coached. Collaborative coaches guide the person being coached to explore alternatives and choose an optimum solution (ECSA, 2016). The advice-giving coaching dimension is defined as a coach offering advice, direction, and instruction (ECSA, 2016). The discovery-coaching dimension is defined as the coach devoting nearly all of their energy to discovering what the person receiving the coaching is thinking. The coach offers little of their own learning and experience, choosing instead to rely completely on perspective and rationale (ECSA, 2016). The expert coaching dimension is defined as the coach behaving as if they possess greater wisdom than the person being coached. The expert assumes the role of the *guru,* and the person being coached is often treated as a novice (ECSA, 2016). The equal coaching dimension is defined as the coach behaving as if he/she are a complete equal, having no special role,

valued perspective, or responsibility in the conversation (ECSA, 2016).

Statistics revealed that managers with higher emotional intelligence scores did not have one defined dominant coaching dimension. This was a significant finding for the study as it revealed that managers with higher emotional intelligence have multiple coaching dimensions. This finding reveals that further evaluation of the T-Mobile Sales Floor Coach curriculum is needed because it is currently taught with a focus on a directive coaching. If an organization wants to develop emotional intelligence competencies within managers, they must recognize the competencies that are immediately present in individual managers, and considered them strengths to further develop the skills that will lead to an increase in overall emotional intelligence.

Research question 2. What was the overall average of the EIA scores for the selected participants? Two sets of data were analyzed in order to answer this research question. The first set of data represents the EIA sums for the questions answered in each of the four sections, and the second represents the overall EIA sums after the questions were answered. The EIA section sum for self-awareness score had a mean of 18.31 with a standard deviation of 2.172. This is not a significant finding as it reaffirms that retail managers have a firm grasp on their surroundings and what is expected from them as individuals in the role.

The section sum for self-management score had a mean of 28.72 and a standard deviation of 6.322, which indicated the presence of much variation in participating managers' responses to self-management items. This was a significant finding for this study as the data shows that managers are not confident in their self-management skills. These findings can be attributed to a few factors (a) managers constantly feeling the

pressure to deliver on goals and the stresses that come with the retail management

position; (b) the T-Mobile Sales Floor Coach curriculum does not include any lessons or

guidance on self-management exercises and best practices; and (c) the inability to

empathize with retail managers and upper management. It is possible that upper

management, specifically, are disconnected from the retail environment and do not

understand the daily responsibilities of retail managers in the field.

The section sum for social awareness score had a mean of 25.38 with a standard

deviation of 1.734. This indicated less variation than the self-management score, but is a

significant finding nonetheless. The data revealed that the managers in this study have an

understanding of and comfort in their social abilities. These findings can be attributed to

a few factors (a) retail managers typically have a proven track record of retail and sales

positions in their career; (b) the telecom industry is a socially-based industry connecting

people to their world, where they live and work every day; and (c) retail is classified as a

customer-facing industry and social connections are a key component within the industry.

The relationship management score had a mean of 35.64 and a standard deviation

of 3.975. The overall EI score had a mean of 64.97 with standard deviation of 4.604. The

variation here is moderate compared to what some individual EIA sections show (See

Table 5). However, the data revealed that managers believe they have exceptional

relationships with their employees and feel they manage them successfully.

The next data analyzed was the sum of the questions from each of the four

sections using the EIA scoring scale to interpret and calculate scores based on more

weight being assigned to specific questions in a given section (see Appendix F). The self-

awareness score had a mean of 51.98 with a standard deviation of 6.566, self-

management score had a mean of 52.44 with a standard deviation of 12.645, and there

was a large variation in the self-management score as indicated by the standard deviation.

The social awareness score had a mean of 81.43 with the least variation (standard

deviation = 5.766), and lastly the relationship management score had a mean of 74.28 and

a standard deviation of 7.950 (see Table 6 and Figures 6-9).

The overall EI scores varied for each participant (see Figure 10). The highest EI

score was 74 and the lowest was 50 (on a scale 59-100). The sums of the overall

emotional intelligence were a significant finding in the study. Of 61 managers across

multiple demographics, the highest score was 74, which is defined as a "moderate

strength with an opportunity to develop" (Talentsmart, 2015, p. 3). This study's findings

confirmed that understanding and developing emotional intelligence within retail

managers should be considered when evaluating the new structure of Sales Floor Coach.

Research question 3. What was the dominant ECSA coaching dimension for the

selected participants? Statistics revealed that the dominant coaching dimension was the

discovery dimension (21 participants fell into this category). The second most dominant

coaching dimension was a tie between directive (16) and equal (16), then the dominant

coaching dimension with a tie between advice-giving (4) and expert (4). No participants

were associated with collaborative or neutral coaching, according to the ECSA. To

clarify, neutral is defined as not having any dominant dimension for coaching attributes

based on the answers given on the ECSA. In this study, all managers had a coaching

dimension defined. The significant finding that the ECSA revealed was the lack of the

collaboration dimension. The study revealed that not one manager fit within the

collaborative coaching dimension. Some factors that may have influenced this finding are

(a) the current Sales Floor Coach curriculum has a directive style approach to teaching coaching competencies, which may detract managers from having a collaborative approach to coaching; and (b) telecom organizations are driven by the results of metrics and tend to have more directive styles of coaching behaviors present. Results need to be achieved quickly. Therefore, telling the employee directly is the quickest method for achievement, and is typically the mindset adopted in retail.

Research question 4. How do the managers' experience, based on their current tenure with the company, correspond to their EIA scores? To answer this research question, each EIA section competency was analyzed separately, and then the overall EIA score was measured. The analysis of variance (ANOVA) test revealed the difference in the self-awareness score among various levels of managers' tenure with the company (See Table 7). The reported p-value of 0.263 indicated that there was no significant difference in average self-awareness scores among the various levels of managers' tenure.

The ANOVA test revealed the difference in self-management score among the various levels of managers' tenure in the company (See Table 8). The reported p-value of <0.00 indicated that there is a significant difference in average self-management scores among the various levels of managers' tenure. Consequently, additional analysis was needed, and a post-hoc test was conducted in order to determine the level of managers' tenure that actually differs from each other. The results of the post hoc test using the least significant difference (LSD) method were indicated (See Table 9). The interpretation was that managers who have spent between three and four years in office have a significantly higher self-management score than any other managers. There was no significant

difference among other managers' performance in self-management scores across the remaining management tenure. The overall self-management data showed that managers struggled with this competency the greatest. However, managers with three to four years in office had the highest of scores. These findings suggest a few possible conclusions. Managers who have achieved three years of tenure with the company may have learned to self-manage themselves due to the experience gained in the previous three years or there is a possible phenomenon experienced by managers after four years of tenure, as the overall EI scores begin to decline. This could be attributed to being *burnt-out*. Perhaps managers have reached a level at which they no longer feel motivated or compelled to perform in the role for various reasons (e.g., lack of promotional growth, leadership development, relationships with upper management, poor sales performance, and reputation). Additionally, Sales Floor Coach training is required for all managers within their first year of management. Perhaps the lack of follow-up to the course is influencing the results.

The ANOVA test revealed the difference in social awareness scores among various levels of managers' tenure in their company (see Table 10). The reported p-value of 0.108 indicated that there was no significant difference in the average social awareness scores among the various levels of managers' tenure. The ANOVA table test revealed the difference in relationship management scores among various levels of managers' tenure in their company. The reported p-value of 0.431 indicated that there is no significant difference in average relationship management scores among the various levels of managers' tenure (see Table 11).

The overall EI score among the various levels of managers' tenure had a reported p-value <0.00, which indicated that there was a significant difference in the overall EI score among the various levels of managers' tenure (see Table 12). Consequently, additional analysis was needed, and a post-hoc test was conducted. The results of the post-hoc test revealed that the overall EI score differs to degrees that are detailed in Table 13 in Chapter 4. There was no significant difference between any other possible combinations.

These data indicated that managers with one to two years of management tenure within the organization have the highest level of EI scores, as determined by the EIA. Managers with three months to one year of management experience with the company have higher scores then managers with two years or more tenure with the company. A few factors may have influenced these results. Managers may have completed formal training with previous organizations, and this may have influenced the development of emotional intelligence or managers with three months to one year of experience could have more overall management experience in their career that exceeds their current tenure as measured in this study. More importantly, the data suggested that the mandatory requirements for Sales Floor Coach are backwards. Managers who have been with the company for longer than five years should be attending the course rather than the managers with less than one year of experience. Lastly, managers with more than seven years in the manager position are at risk with the company. Therefore, the data revealed that additional training and development support are needed when designing and creating leadership development curriculums as tenure increases with the company.

Research question 5. How do EI scores for manager's who completed the T-Mobile Sales Floor Coach Leadership Curriculum compare to those managers who have not completed the T-Mobile Sales Floor Coach Leadership Curriculum? Statistics revealed that there was no significance difference (p>0.05) between the average EIA self-awareness score sum for managers who completed the T-Mobile Sales Floor Coach Leadership Curriculum (Mean = 18.29, SD = 2.053) and those who do not (Mean = 18.33, SD = 2.324) as detailed in Tables 14 and 15.

There was a significant difference (p<0.05) between the average EIA self-management score sum for managers who completed the T-Mobile Sales Floor Coach Leadership Curriculum (Mean = 26.94, SD = 4.767) and those who did not (Mean = 30.57, SD = 7.229). Those who did not complete the curriculum had a higher average score for EIA self-management score sum (see Tables 16 and 17). There was a significant finding within this data as it suggests that additional considerations need to be discussed. First, there could be a problem with the measurement or instrument used for this study. Perhaps a different instrument needs to be used or created that can be more reliable. Additionally, this significant finding showed that instruments may not be aligned, or perhaps that the problem is within the measurement itself. If the wrong competencies were measured, then the instruments used would not reveal what they are intended to reveal.

There was no significance difference (p>0.05) between the average EIA social awareness score sum for managers who completed the T-Mobile Sales Floor Coach Leadership Curriculum (Mean = 25.35, SD = 1.780) and those who did not (Mean = 25.40, SD = 1.714) as detailed in Tables 18 and 19. There was a significance difference

(p<0.05) between the average EIA relationship management score sum for managers who

completed the T-Mobile Sales Floor Coach Leadership Curriculum (Mean = 34.06, SD =

4.234) and those who did not (Mean = 37.27, SD = 2.959). Those who did not complete

the curriculum had a higher average score for EIA relationship management score sum

(see Tables 20 and 21). This significant finding can be attributed to the following factors:

(a) the instruments used for this study were not the proper instrument to measure this

competency fully; or (b) the Sales Floor Coach Curriculum has not received a full update

in four years and it may be time to update it with new leadership development techniques.

There was a significance difference (p<0.05) between the average sum of four

skill scores for managers who completed the T-Mobile Sales Floor Coach Leadership

Curriculum (Mean = 253.16, SD = 17.524) and those who did not (Mean = 267.33, SD =

16.130). Those who did not complete the curriculum had a higher average overall score

for sum of the four EI competencies. There was a significant difference (p<0.05) between

the average overall EI scores for managers who completed the T-Mobile Sales Floor

Coach Leadership Curriculum (Mean = 63.19, SD = 4.362) and those who did not (Mean

= 66.80, SD = 4.164). Those who did not complete the curriculum had a higher average

overall EI scores (see Tables 24 and 25).

These data indicated that challenges exist within the T-Mobile Sales Floor Coach

Leadership Curriculum for identifying EI competencies and development. These

significant findings revealed the need to reevaluate the current content and effectiveness

of the curriculum. These findings, again, may be affected by the lack of updates to Sales

Floor Coach over the last four years. This lack of continuous development may be

because there was no allotted budget created to develop a training organization due to

below-market performance in the telecom industry or due to a potential buy-out that fell

through with another telecom company. The findings may also be affected due to the

increased focus from other telecom and retail companies within their respected training

departments. Managers are joining the company with better leadership training and have

benefitted from other organizations' focus on enhancing leadership development training.

Lastly, the results may have been affected because the concept of emotional intelligence

has resurged in recent years, and the current generation has more exposure to the

concepts, trainings, and development of the skill.

Research question 6. How did EIA scores compare for both male and female

selected participants? Statistics revealed there was no significant difference ($p > 0.05$)

between the average EIA self-awareness score sum for males (Mean = 18.11, SD =

2.323) and females (Mean = 18.58, SD = 1.963) (see Tables 26 and 27). There was no

significant difference ($p > 0.05$) between the average EIA self-management score sum for

males (Mean = 29.43, SD = 7.097) and females (Mean = 27.77, SD = 5.078) (see Tables

28 and 29), and no significance difference ($p > 0.05$) between the average EIA social

awareness score sum for males (Mean = 25.31, SD = 1.549) and females (Mean = 25.46,

SD = 1.985) (see Tables 30 and 31). The data showed no significance difference ($p > 0.05$)

between the average EIA relationship management score sum for males (Mean = 35.11,

SD = 4.035) and females (Mean = 36.35, SD = 3.857) (see Tables 32 and 33), no

significant difference ($p > 0.05$) between the average sum of the four competencies for

males (Mean = 259.66, SD = 22.137) and females (Mean = 260.77, SD = 11.205) (see

Tables 34 and 35), and no significance difference ($p > 0.05$) between the average overall

EI score sum for males (Mean = 64.91, SD = 5.586) and females (Mean = 65.04, SD =

2.905) (see Tables 36 and 37). These data indicated that there is no significant influence in any of the four competencies between EIA scores for males and females.

Limitations of the Study

In addition to the limitations presented within Chapter 1 of this study, the researcher acknowledged several delimitations and limitations that could have made the study vulnerable to the internal and external validity of this study. Caution should be used when making generalizations based on these research findings alone due in parts to the following: (a) the study was limited to telecom retail managers who were actively employed at time of study; (b) the researcher's organization purchased the EIA and ESCA instruments that were used for this study; (c) before purchasing and administering the EIA and ESCA instruments, Talentsmart Inc. and Zenger Folkman conducted panel interviews with the researcher to understand how their respected instruments were going to be used and how they would be referenced in the study; (d) the data collected was limited to a three-week span and keeping the survey window open longer may have allowed additional managers at their respected locations to participate; and (e) the study began during a time of great stress for the retail managers (audit season and commissions structure changes company-wide), which may have influenced the manner in which the participants partook in the study.

Recommendations for Further Study

The following recommendations for further research are based on the findings from this research study. The EIA instrument was given under the assumption that current retail managers were familiar with the concepts and/or general overview of emotional intelligence. Furthermore, the retail managers were given no background on

emotional intelligence or supporting material to introduce the concept before they took the instrument. Providing a supporting document or media (video) that introduces the concept and why it is considered a defining trait in successful leaders within organizations would have been beneficial.

The study sought to understand two major concepts (emotional intelligence and coaching dimensions) with many layers of data analysis involved for each assessment. Separating the instruments and focusing on one assessment for a given study would allow future researchers to fully understand each instrument in a more detailed manner. The additional data analysis that could be conducted using the answers from each question on the instruments would lend richer correlations and statistics to future studies.

While the instruments provided a useful amount of information, adding components of a mixed-method study would collect more information regarding reported perceptions. Focus groups and interviews could be used with the instruments to better understand how participants developed emotional intelligence throughout their career. Interviews would be beneficial to understand how managers acquired coaching practices, and how they were shaped and influenced into the coach they are today.

This study was limited to a specific level of management. While the data collection and analysis presented significant value, expanding a study to more managers would increase the sample to include different levels of management. In addition, broadening the scope of the study to different levels of management might reveal additional aspects of the levels of emotional intelligence and coaching dimensions. A longitudinal mixed-methods study including all levels of management from entry to executive within the organization is needed to fully analyze the presence of emotional

intelligence and how it correlates to coaching dimensions within the company. The theories presented by Goleman (2005) and Bradberry (2012), in which they assert that most executives in leading business organizations today have higher EI levels, can be further tested. Conducting a quantitative study with executive leaders within an organization can test this theory with obtainable statistical data to support the research.

It would also be of great interest to modify some of the questions presented on the Participant De Identifier Questionnaire. First, one recommendation would be to expand on the management tenure question and not limit their management tenure to just the current organization. Second, align the ages of participants with generational classifications. This would allow the scope of a future study to include generational statistics and perhaps show the difference in emotional intelligence levels within different generations. By characterizing the age demographics generationally, a dominant coaching dimension might present itself among a generational class. This could lead to further studies exploring how coaching dimensions have changed or perhaps why they have remained the same throughout the years.

Finally, some manager's data had to be disqualified due to incomplete instruments. Adding an error message on the page for when managers have missed a question that was required would be useful. They could be alerted to revisit that question before being allowed to submit. In the current study, the incomplete submission was only found after the managers had completed their instruments. Due to the confidentially of the participants, the researcher had no way of knowing who to resend the survey to or what question they had missed. In addition, the researcher's organization still gets the charged full amount as it was recorded as a submission even though it was incomplete.

Implications for Practice

The results of this research study have implications for those within a metric-driven retail setting across multiple levels of management who seek to measure emotional intelligence and understand how it correlates to dominant coaching dimensions. The development of managers' emotional intelligence and coaching attributes could assist in providing a quantitative view of the success these instruments have on identifying leadership development needs. This identification ultimately effects coaching dimensions, and can influence direct rapport, performance, and motivation. Furthermore, these results may change the manner in which the organization fosters its culture across multiple levels of the institutional hierarchy.

Emotional intelligence and coaching models often gain momentum and excitement through the promise of increased leadership awareness, relationship management, behavioral-based coaching, staff performance, or increased metric performance. This is seen in the T-Mobile Sales Floor Coach Leadership Curriculum that has undergone minor revamps every year, but never a full reconstruction. The implementation of curriculum redesigns often occurs before any data concerning the effectiveness of the programs and models are collected, which makes this study even more critical as it adds to the theoretical underpinnings of emotional intelligence and coaching dimensions while offering quantitative data for organizations to utilize when considering adoption. This is critical for organizations as it demonstrates specific areas of need from current manager viewpoints when implementing leadership development curriculums. Planning before implementation could assist in addressing these known issues. Clearly, planning with these data would assist in making the leadership

curriculums more attuned to managers' needs, and could lead to successful impacts on business and employee development.

T-Mobile currently chooses new leadership training concepts by outsourcing to other companies that promise to deliver the best-in-class leadership development. This study reveals that these methods may not be the most effective way to design leadership development trainings for managers. Millions of dollars are spent annually to produce limited results in development of emotional intelligence and coaching behaviors in managers. By making the internal investment to develop emotional intelligence competencies that are proven and are measurable in managers today can lead to better developed managers. This researcher suggests that organizations, specifically metric-driven telecom organizations, utilize theory and data-driven research results before advocating for one individual (often outsourced) approach. Choosing theories without researching their effectiveness within an organization results in a continued carousal effective of round-and-round ineffective leadership curriculums.

Wireless industries are continually faced with increased accountability, demands, and pressures to perform and achieve goals due to the vast competition in the industry. To develop a model that will efficiently meet these extremely difficult pressures, managers need to be equipped with emotional intelligence and coaching tools. An emotional intelligence instrument, matched with coaching dimensions training and development, offers these items. Organizations should utilize the information from this study for comparison with other quantitative studies. These findings as well as the theoretical presentation of emotional intelligence and executive coaching, will help attain the future success of retail managers. The findings from this study could also prove beneficial in

developing talking points that will allow leadership curriculum design teams to better understand the importance of emotional intelligence for today's business leaders and coaches, as well as establish proven instruments that measure emotional intelligence and coaching dimensions to stop the constant pendulum swings that training organizations experience.

Conclusions

Since the inception of Goleman's (1995) emotional intelligence theory, business organizations have rapidly adopted the concept of EI to develop their managers. The purpose of Goleman's research was to change the mindset of executives and have them understand that it is not what you know about something, but what you know about others that ultimately defines a leader within an organization. This idea, coupled with Bradberry's (2012) advancement into categorizing emotional intelligence into four competences to better understand where leaders can develop their social and self-traits, led to EI's popularity among Fortune 500 companies' leadership development programs. EI was defined by Goleman (1998) as "the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships" (p. 317). With the mounting pressures of retail industries, EI has become a popular choice across a multitude of large, medium, and small organizations.

Emotional intelligence and executive coaching can be defined in terms of their importance in leadership development of managers. Emotional intelligence deals with two categories: personal and social competence. Four subcategories make up the core emotional intelligence competencies: self-awareness, self-management, social awareness, and relationship management. These categories and subcategories were measured in the

present study using Talentsmart's Inc., EIA instrument, the leading emotional intelligent assessment instrument on the market today. Executive coaching is a key attribute of successful leaders, and emotionally intelligent managers seem to be most effective when conducting coaching sessions. Coaching is categorized into three dimensions: directive versus collaborative, advice-giving versus discovery, and expert versus equal. The current study measured these coaching dimensions using Zenger Folkman's ECSA instrument, one of the most used and recognized self-assessment for coaching in the industry today.

The data analyzed in the present study suggests that none of the three coaching dimensions studied are statistically dominant in managers currently employed with the organization. However, the data does suggest that overall emotional intelligence scores are fairly average, and even below average, according to the EIA assessment scale. Perhaps different results will be found one to three years later if leadership development curriculums become more focused on developing managers' emotional intelligence competencies. Again, it is suggested that additional research be conducted over a longer period of time.

Insights gained through this study will provide organizational leaders with quantitative data regarding how to measure managers' current levels of emotional intelligence and how to correlate these findings to a coaching dimension. The findings from this study could prove beneficial in developing talking points among organizational leaders that may allow for restructuring present leadership development, trainings, and curriculums, and in developing opportunities to combine data-proven instruments to

ensure managers receive the most effective development training to lead and motivate

their teams to success.

REFERENCES

Abbott, C. (2010). *A new era of leadership: Preparing leaders for urban schools & the 21st Century* (Thesis). Retrieved from ProQuest Dissertations and Theses. USC Rossier School of Education, University of Southern California.

Alvey, C. (2006). *A qualitative study of the characteristics of dyadic trust in executive coaching* (Thesis). Retrieved from ProQuest Dissertations and Theses. University of Phoenix, Arizona.

Anthony, M. (2003). *Selling with emotional intelligence: 5 skills for building stronger client relationships*. Chicago, IL: Dearborn Trade.

Astorino, D. M. (2002). Executive coaching and adult development: An integration of Perspectives (Thesis). Retrieved from ProQuest Dissertations and Theses. Institute for Graduate Clinical Psychology, Widener University, Pennsylvania.

Barbuto, J. E., & Burbach, M. E. (2006). The emotional intelligence of transformational leaders: A field study of elected officials. *The Journal of Social Psychology, 146*(1), 51-64. doi:http://dx.doi.org/10.3200/SOCP.146.1.51-64

Barling, J., Slater, F., & Kelloway, E. (2000). Transformational leadership and emotional intelligence: An exploratory study. *Leadership & Organization Development Journal, 21*(3), 157-161. doi:http://dx.doi.org/10.1108/01437730010325040

Bass, B. M. (1999). Two decades of research and development in transformational leadership. *European Journal of Work and Organizational Psychology, 8*(1), 9-32.

Bradberry, T., & Greaves, J. (2009). *Emotional Intelligence 2.0*. New York City, NY:

TalentSmart.

Bradberry, T. (2011). *Emotional Intelligence 2.0 Revisited*. New York City, NY:

TalentSmart.

Bricklin, M. (2001). *The RAPPORT program: A model for improving the emotional*

intelligence of executive coaching clients (Thesis). Retrieved from ProQuest

Dissertations and Theses. Institute for Graduate Clinical Psychology, Widener

University, Pennsylvania.

Brodrick, T. (2010). *Executive women in healthcare: perceptions of the executive*

coaching process (Thesis). Retrieved from ProQuest Dissertations and Theses.

School of Human Services, Minnesota.

Castillo, C. A. (2011). *Coaching from the inside out: Exploring internal coaching*

practices in organizations (Thesis). Retrieved from ProQuest Dissertations and

Theses. Alliant International University, Fresno, California.

Compton, D. S. (2008). High reliability leadership: Developing executive leaders for high

reliability organizations. School of Business (Thesis). Retrieved from ProQuest

Dissertations and Theses. The George Washington University, District of

Columbia.

Connell, M. (2015). Cisco predicts 15 billion network devices in 2015. InfoWorld.

Retrieved from http://www.infoworld.com/d/networking/cisco-predicts-15-

billion-network-devices-in-2015-788

Clark, R. S. (2003). *Leadership development: Continuous improvement through*

character assessment (Thesis). Retrieved from ProQuest Dissertations and

Theses. University of San Diego, California.

Crouch, M., & McKenzie, H. (2006). The logic of small samples in interview-based
qualitative research. *Social Science Information, 45*(4), 18.
doi:10.1177/0539018406069584

CTIA. (May 2011). Wireless Industry Indices: Semi-Annual Data Survey Results, A
Comprehensive Report from CTIA Analyzing the U.S. Wireless Industry, Year-
End 2010 Results, released May 2011.

Deloitte. L (2014). The impact of 4G technology on commercial interactions, economic
growth, and U.S. competitiveness, August 2014. Retrieved from
http://www.deloitte.com/assets/Dcom-
UnitedStates/Local%20Assets/Documents/TMT_us_tmt/us_tmt_impactof4g_081
911.pdf.

Eldred, M. (2000). *From warriors to wingtips: The leadership transition of retired
officers into the public sector* (Thesis). Retrieved from ProQuest Dissertations and
Theses. University of San Diego, California.

Fanasheh, A. (2003). *The perception of executive coaching among CEOs of America's
top 500 companies* (Thesis). Retrieved from ProQuest Dissertations and Theses.
Pepperdine University, California.

FCC. (2011). 15th Annual Report and Analysis of Competitive Market Conditions with
Respect to Commercial Mobile Services, 192; David Barden, Wireless pricing
constructive, upgrades more expensive, Bank of America Merrill Lynch at 8, 11
(April 11, 2011).

Feldman, M., & Spratt, M. (1998). *Five frogs on a log: A CEO's field guide to accelerating the transition in mergers, acquisitions and gut wrenching change*. Houston, TX: Harper Business.

Fitzgerald, S., & Schutte, N. S. (2010). Increasing transformational leadership through enhancing self-efficacy. *Journal of Management Development, 29*(5), 495-505. doi:http://dx.doi.org/10.1108/02621711011039240

Follesdal, H., & Hagtvet, K. (2013). Does emotional intelligence as ability predict transformational leadership? A multilevel approach. *The Leadership Quarterly, 24*(5), 747-762. doi:http://dx.doi.org/10.1016/j.leaqua.2013.07.004

Foster, C., & Roche, F. (2014). Integrating trait and ability EI in predicting transformational leadership. *Leadership & Organization Development Journal, 35*(4), 316-334. doi:http://dx.doi.org/10.1108/LODJ-07-2012-0087

Furchtgott-Roth, H. (2009). The Wireless Services Sector: A Key to Economic Growth in America 2008 Report (January 2009).

Gardner, L., & Stough, C. (2002). Examining the relationship between leadership and emotional intelligence in senior level managers. *Leadership & Organization Development Journal, 23*(2), 68-78. doi:http://dx.doi.org/10.1108/01437730210419198

Gettman, H, J. (2008). *Executive coaching as a developmental experience: A framework and measure of coaching dimensions* (Thesis). Retrieved from ProQuest Dissertations and Theses. University of Maryland, Maryland.

Goleman, D. (1995). *Emotional intelligence*. New York: Bantam.

Goleman, D. (1998). *Working with emotional intelligence*. New York: Bantam Books.

Goleman, D. (2005). *Emotional intelligence: Why it can matter more than IQ*. New York: Bantam Books.

Goleman, D. (2011). *Social intelligence: The new science of human relationships* (Vol. 2). New York: Bantam Books.

Gonzalez, A. (2004). *Transformative conversations: Executive coaches and business leaders in dialogical collaboration for growth* (Thesis). Retrieved from ProQuest Dissertations and Theses. Union Institute and University, Ohio.

Gonzalez, D. W. (2008). Executive coaching effectiveness: The coachee's experience (Thesis). Retrieved from ProQuest Dissertations and Theses. School of Education, Capella University, Minnesota.

Griffiths, K. (2005). Personal coaching: A model for effective learning. *Journal of Learning Design*, *1*(2), 55-65. Retrieved from http://www.jld.qut.edu.au/

Guest, G., Bunce, A., & Johnson, L. (2006). How many interviews are enough? An experiment with data saturation and variability. *Field Methods, 18*(1), 24. doi:10.1177/1525822X05279903

Harms, P., & Crede, M. (2010). Emotional intelligence and transformational and transactional leadership: A meta-analysis. *Journal of Leadership & Organizational Studies, 17*(1), 5-17. doi:http://dx.doi.org/10.1177/1548051809350894

Hymes, A. J. (2008). *Leadership development: A case study exploring the coaching needs of emerging leaders* (Thesis). Retrieved from ProQuest Dissertations and Theses. School of Psychology, Thesis, Capella University, Minnesota.

Kampa-Kokesch, S. (2001). Executive coaching as an individually tailored consultation

    intervention: Does it increase leadership? (Thesis). Retrieved from ProQuest

    Dissertations and Theses. Western Michigan University, Michigan.

Kessel, J (2009). Wait, the cell phone accessory market is worth how much? Retrieved

    from http://www.mobilecrunch.com/2009/08/26/wait-the-cell-phone-accessory-

    market-is-worth-how-much/

Kupers, W., & Weibler, J. (2006). How emotional is transformational leadership really?

    Some suggestions for a necessary extension. *Leadership & Organization*

    Development Journal, 27(5), 368-383.

    doi:http://dx.doi.org/10.1108/01437730610677972

Latham, J. R. (2013). A framework for leading the transformation to performance

    excellence part I: CEO perspectives on forces, facilitators, and strategic leadership

    systems. *Quality Management Journal, 20*(2), 22.

Lewis-Duarte, M. (2009). *Executive coaching: A study of coaches' use of influence*

    tactics. (Thesis). Retrieved from ProQuest Dissertations and Theses. The

    Claremont Graduate University, California.

Lindebaum, D., & Cartwright, S. (2010). A critical examination of the relationship

    between emotional intelligence and transformational leadership. *Journal of*

    Management Studies, 47(7), 1317-1342.

Martell, N. (2004). *The voice of leadership: Critical success factors of executive women*

    (thesis). Retrieved from ProQuest Dissertations and Theses. Institute for Graduate

    Clinical Psychology, Widener University, Pennsylvania.

Mayer, J. D., & Salovey, P. (1997). What is emotional intelligence? In P. S. D. Sluyter (Ed.), *Emotional development and emotional intelligence: Implications for educators* (pp. 3–31). New York: Basic Books.

McNevin, M. (2010). *How executive coaches assess and develop emotional intelligence in the executive suite* (Thesis). Retrieved from ProQuest Dissertations and Theses. University of Pennsylvania, Pennsylvania.

Nunney Belt, J. (1996). *An evaluation study of a Fortune 500 organizational change program* (Thesis). Retrieved from ProQuest Dissertations and Theses. Pepperdine University, California.

Oettingen, G. (2000). Expectancy effects on behavior depend on self-regulatory thought. *Social Cognition, 18*, 101-129. doi:10.1521/soco.2000.18.2.101

Oettingen, G., Pak, H., & Schnetter, K. (2001). Self-regulation of goal setting: Turning free fantasies about the future into binding goals. *Journal of Personality and Social Psychology, 80*, 736-753. doi:10.1037/0022-3514.80.5.736

O'Neil, P. (2007). *Predicting leader effectiveness: Personality traits and character strengths* (Thesis). Retrieved from ProQuest Dissertations and Theses. Department of Psychology and Neuroscience, Duke University, North Carolina.

Orenstein, R. L. (2000). *Executive coaching: An integrative model* (Thesis). Retrieved from ProQuest Dissertations and Theses. Graduate School of Applied and Professional Psychology, Rutgers The State University of New Jersey, New Jersey.

Otto, C. A. (1993). *The Relationship Between Transformational Leadership and Employee Loyalty, Employee commitment, and Employee Perceptions of Organizational Justice* (Dissertation). Retrieved from ProQuest Dissertations and Theses. Michigan State University, Department of Educational Administration.

Otto, E. (1999). Transformative effects of coaching on executives' professional agenda (Thesis). Retrieved from ProQuest Dissertations and Theses. Massachusetts School of Professional Psychology, Massachusetts.

Salovey, P., & Mayer, J. (1990). Emotional intelligence. Imagination, cognition, and personality. *Journal*, *9*(3), 185-211.

Schutte, N., Malouff, J., Hall, L., Haggerty, D., Cooper, J., Golden, C. & Dornheim, L. (1998). Development and validation of a measure of emotional intelligence. *Personality and Individual Differences, 25*, 167-177.

Sechrest, T. L. (1999). *How leaders develop in the semiconductor industry: A case study* (Thesis). Retrieved from ProQuest Dissertations and Theses. The University of Texas at Austin, Texas.

Sharkey, L. (1999). *Leadership development as a lever for culture change in a financial services organization* (Thesis). Retrieved from ProQuest Dissertations and Theses. Benedictine University, Illinois.

Shellenbarger, S. (1999). Three myths that make managers push staff to the edge of burnout. *Wall Street Journal, Vol 1*, 83-92.

Stanley, C. (2012). *Emotional intelligence for sales success connect with customers and get results*. New York: Amacom.

Starcevich, M. (2008). *The coach: Creating partnerships for a competitive edge, revised edition*. Location: The Center for Coaching and Mentoring.

Stein, S. (2007). *Make your workplace great the 7 keys to an emotionally intelligent organization*. Mississauga, Ont.: J. Wiley & Sons Canada.

Stein, S., Gordon, W., Mann, D., & Papadogiannis, P. (2009). The EISA assessment. Retrieved from http://www.wiley.com/WileyCDA/Section/id-822161.html

Sullivan, M. (2006). *The effectiveness of executive coaching in the development of emotional intelligence competencies* (Thesis). Retrieved from ProQuest Dissertations and Theses. Spalding University, Kentucky.

Sztucinski, K. (2001). *The nature of executive coaching: An exploration of the executive's experience* (Thesis). Retrieved from ProQuest Dissertations and Theses. The George Washington University, District of Columbia.

Talentsmart (2015). *Emotional Intelligence 2.0* Retrieved from the Talentsmart, Inc. http://www.talentsmart.com/

Turner, C. (2004). *Executive coaching: The perception of executive coaching from the executive's perspective* (Thesis). Retrieved from ProQuest Dissertations and Theses. Pepperdine University, California.

Warner, J. (1997). *The role of today's leaders in developing tomorrow's leaders* (Thesis). Retrieved from ProQuest Dissertations and Theses. The University of New Mexico, New Mexico.

Weil, M. (1995). *The impact of collegial peer coaching teacher training program upon Palm Beach County teachers' sense of self-efficacy* (Thesis). Retrieved from ProQuest Dissertations and Theses. Florida Atlantic University, Florida.

Wright, P. J. (2007). *Effective leadership: An analysis of the relationship between transformational leadership and organizational climate* (Thesis). Retrieved from ProQuest Dissertations and Theses. School of Psychology, Thesis, Capella University, Minnesota.

Yunus, N. H., Ghazali, K., & Hassan, C. N. (2011). The influence of leader's emotional intelligence: Mediating effect of leader-member exchange on employees' organizational citizenship behaviors. *Interdisciplinary Journal of Contemporary Research in Business, 3*(3), 1125-1134.

Zenger, J., & Folkman, J. (2012) Finding the balance between coaching and managing. Retrieved from https://hbr.org/2014/06/finding-the-balance-between-coaching-and-managing

APPENDIX A

Access Letter Requesting Permission to Conduct Research

November 14, 2015

Dear Department of Legal Accordance for T-Mobile USA INC.,

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am a registered doctoral student in the Department of Education at the University of New England.

The proposed topic of my research is study the correlation of emotional intelligence and coaching dimensions. The objectives of the study are:

(a)   To measure the current existence of emotional intelligence in Retail Managers

(b)   To identify what coaching dimension that our population of current Retail Managers associate with

I am hereby seeking your consent to conduct a confidential virtual study to measure these objectives. To assist you in reaching a decision, I have attached to this letter:

(a)   A copy of the IBR from my University with the research proposal

(b)   A copy the research instruments which I intend using in my research
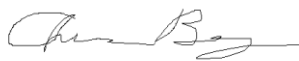
Should you require any further information, please do not hesitate to contact me or my supervisor. Our contact details are as follows:

Christopher Berg: Christopher.Berg7@T-Mobile.com (Cell): 203-804-7747

Upon completion of the study, I undertake to provide you with a bound copy of the dissertation.

Your permission to conduct this study will be greatly appreciated.

Yours sincerely,

Christopher Berg

APPENDIX B

T-Mobile Permission to Conduct Research

November 30, 2015

RE: ACCESS LETTER REQUESTING PERMISSION TO CONDUCT RESEARCH

To Mr. Christopher Berg

Christopher, thank you for submitting the proper documentation needed to review your study request. Additionally, it was a pleasure to speak with you this afternoon and understand what your study looks to accomplish with our employees. As requested, please review the disclaimers carefully that Legal has identified as it was deemed relevant to your request (beginning on page 2). These disclaimers must be strictly adhered to at all times for continued permission to proceed with your proposed study. Please note, T-Mobile Legal reserves the right to enact contingencies at any time if it is necessary to protect our brand and the employees that represent the brand. Leadership wants to ensure that confidentiality is of the utmost importance and the identity of all participants will be protected.

As of November, 30 2015, T-Mobile USA grants Christopher Berg permission to conduct the research study (official research study title/document to be submitted by May 1, 2016) within the Northeast Regional Footprint as outlined in the T-Mobile Polygon Map.

We look forward to the results of your study and your continued support in the development of our frontline employees. If there is additional information or documentation needed, please follow the Legal Accordance Request Portal for all inquiries. (Note that it takes 5-9 business days to receive and review the request).

Good Luck!

Nikki Morio

Legal Compliance

legalrelations@t-mobile.com (internal only)

Please Read Carefully:

Customer Proprietary Network Information

T-Mobile is committed to protecting the privacy and security of our employees' personal information and, as set forth in our Privacy Policy, we strive to be a leader in protecting all such personal information. In today's data-centric world, most consumers are familiar with the sensitivity and potential for misuse of information such as social security numbers, credit card numbers, and even demographic information. T-Mobile is committed to the protection of its customers' CPNI and full compliance with the FCC's CPNI rules. Questions and/or concerns may be directed to privacy@t-mobile.com. A copy of the FCC's Final Order dated April 2, 2007, is available at: http://hraunfoss.fcc.gov/edocs_public/attachmatch/FCC-07-22A1.pdf.

Submissions

The Site may have features that let you submit content or communicate with T-Mobile, other users, and the general public, such as email, posting comments, reviews or ratings, participating in chats or forums, and uploading files. Any questions, comments, suggestions, ideas, plans, notes, drawings, images, photographs, pictures, information and other materials you submit via the Site are referred to here as "Submissions." You agree to only post, upload submit, or request, Submissions that are appropriate and related to the purpose of the Site. You represent that you own or control all of the rights necessary to grant the licenses and sublicenses to your Submission as described in these Terms of Use. By posting Submissions that contain images, photographs, pictures or that may otherwise be graphical in whole or in part ("Images"), you represent that each person depicted in any Image, if any, has provided consent to the distribution, public display and reproduction of any Image. You are fully responsible for any damage or harm resulting from your Submissions, and we assume no liability for Submissions posted or submitted by you or other users. You must not post, upload, submit or request:

•any unlawful, threatening, libelous, defamatory, obscene, pornographic, or other material or content that is otherwise objectionable to us in our sole discretion;
•any commercial material or content (including, for example, funding solicitations, advertising, or marketing any good or services);
•any information you are prohibited from transmitting by contract or confidential relationship;
•any material that exploits or harms minors (any person under the age of 18), intentionally or unintentionally, including by exposing minors to content that is inappropriate, providing minors' personally identifiable information, or seeking to obtain personally identifiable information from minors;
•any material that could harm T-Mobile's business, reputation, employees, subscribers, facilities, or any person;
•any material that infringes, misuses or violates any copyright, trademark, patent right, trade secret or other proprietary right of anyone, including rights of publicity and

privacy;
•content for which you were compensated or granted any consideration by any third party;
•content that references other websites, addresses, email addresses, contact information, or phone numbers;
•content that contains computer viruses, worms, or other potentially damaging computer programs or files.

Consumer Code for Wireless Service

We follow the Consumer Code for Wireless Service established by the Cellular Telecommunications & Internet Association ("CTIA"). In doing so, we want to ensure that no proprietary information is communicated to outside vendors. This information can include: sales margins, profits, revenues, metrics, analytics, accounting sectors, campaigning, or profit visions and market-based campaigns. The communication of this information is strictly forbidden.

APPENDIX C

Informed Consent Form

University of New England
Informed Consent Form

Project Title: A Correlation Study of Mid-Level Managers Examining Emotional
Intelligence and Coaching Dimensions

Principal Investigator(s): Christopher Berg, Director of Human Resources Operations
for American Telecommunications Inc. in Partnership with T-Mobile USA Inc.
Phone: 203-804-7747
Email: Christopher.berg@atiglobal.com

Faculty Advisor: Carol L. Holmquist Ed.D. Adjunct Assistant Lecturer & Research Lead
Advisor
Contact Information
Phone: 804-305-5570
Email:cholmquist@une.edu

Introduction:
General requirement language:
- Please read this form, you may also request that the form is read to you. The
  purpose of this form is to provide you with information about this research study,
  and if you choose to participate, document your decision.

- You are encouraged to ask any questions that you may have about this study,
  now, during or after the project is complete. You can take as much time as you
  need to decide whether or not you want to participate. Your participation is
  voluntary.

Why is this study being done?

To evaluate several psychological instruments and measures, and the possible relations
between them. This means we want to find out some general information about the
usefulness of
Emotional Intelligence and how it relates to coaching. We are only interested in an
evaluation of these variables, and how they are related to one another. We are NOT
interested in any specific individual.

Who will be in this study?

Approximately 100 randomly selected managers were selected as participants that met
the following criteria:
- Have been in the management role with the organization for at least 3 months

- Located in the Northeast Footprint as outlined by T-Mobile
- At least 18 years of age to participate

What will I be asked to do?

All participants will participate and complete the following instruments:
1. Participant De-Identifier form. (Approximately 5 minutes to complete) – Confidential form taken to record some basic demographics to be used to collect relevant data

2. Complete the Emotional Intelligence Appraisal (EIA - Approximately 20-30 minutes to complete)- An emotional intelligence self-test that measures all four EQ skills quickly and accurately.

3. Complete the Extraordinary Coach Self-Assessment (ECSA - Approximately 20-30 minutes to complete) – A self-test that measures which of the 3 coaching dimensions mirrors your coaching style.

What are the possible risks of taking part in this study?

There are foreseeable risks associated with participation in this study.

a) When filling out questionnaires you may come across a question or answer choice that you find unpleasant, upsetting, or otherwise objectionable. For instance, a few of the questions may cause you to think about negative emotional states.

b) You may feel that you have performed poorly on a test. For many of the activities, tests and questionnaires we are evaluating, there is no right or wrong answers.

c) You will be asked to provide confidential information about yourself.

What are the possible benefits of taking part in this study?

a) When your participation is complete, you will be given an opportunity to learn about this research, which may be useful to you in your course or in understanding yourself and others.

b) You will have an opportunity to contribute to psychological science by participating in this research.

What will it cost me?

There are no costs for any participant for this study

Compensation for your Time:

You will *not* be docked any pay when participating in this study. No hours of PTO will be docked from your allotment for your participation in any and all of the research sessions. At no time will you be asked to contribute to the study during scheduled days off or off company time.

How will my data be kept confidential?

You will be assigned a code number, which will protect your identity. All data will be kept in secured files, in accordance with the standards of the University of New England, T-Mobile Inc.,
Federal regulations, and the American Psychological Association. All identifying information will be removed from questionnaires as soon as your participation is complete. No individual both internally or externally will be able to know which your questionnaire responses are. Finally, remember that it is no individual person's responses that interest us; we are studying the usefulness of the instruments in question for people in general. All handling of the data will be done by the one researcher of this study.

- Research records will be kept in a locked file in the locked office of the Principal Investigator;
- Business sensitive data: Data will be stores on a password protected computer.
- Compliant data: Data will be stored on a secure server at American Telecommunications Inc. that is only accessible by the principle investigator. All computers that will be used to access research data will have its hard drive encrypted.
- Individually identifiable data will be destroyed after the study is complete;
- Data will be coded
- Data will be encrypted using industry standards.
- No individually identifiable information will be collected.

Please note that sponsors, funding agencies, regulatory agencies, and the Institutional Review Board may review the research records.

A copy of your signed consent form will be maintained by the principal investigator for at least 5 years after the project is complete before it is destroyed. The consent forms will be stored in a secure location that only members of the research team will have access to and will not be affiliated with any data obtained during the project.

For the online instruments and transfer of data over the internet, proper measures have been taken to keep all this data secure. Upon completion of the study, the principle investigator will wipe the data from the online instruments and no participant's scores will be kept.

What are my rights as a research participant?
- Your participation is voluntary. Your decision to participate will have no impact on your current or future relations with the University *[or with other cooperating institutions (American Telecommunications Inc. and T-Mobile USA. Inc.).* As employees of the company, your decision to participate will not impact your relationship with your employer.
- You may skip or refuse to answer any question for any reason.
- If you choose not to participate there is no penalty to you and you will not lose any benefits that you are otherwise entitled to receive. You are free to withdraw from this research study at any time, for any reason. If you choose to withdraw from the research there will be no penalty to you and you will not lose any benefits that you are otherwise entitled to receive.

What other options do I have?

- You may choose not to participate.

Whom may I contact with questions?

- The principle researcher conducting this study is Christopher Berg**.** For questions or more information concerning this research you may contact him at 203-804-7747 or email Christopher.berg@atiglobal.com or his faculty mentor Carol L. Holmquist Ed.D. at 804-305-5570 or email cholmquist@une.edu
- If you have any questions or concerns about your rights as a research subject, you may call Olgun Guvench, M.D. Ph.D., Chair of the UNE Institutional Review Board at (207) 221-4171 or irb@une.edu.

Will I receive a copy of this consent form?

- You will be given a copy of this consent form.

Participant's Statement
I understand the above description of this research and the risks and benefits associated with my participation as a research subject. I agree to take part in the research and do so voluntarily.

_____   _____

Participant's signature   Date

_____

Printed name

Researcher's Statement
The participant named above had sufficient time to consider the information, had an opportunity to ask questions, and voluntarily agreed to be in this study.

_____   _____

Researcher's signature   Date

_____

Printed name

APPENDIX D

Leadership Invitation Letter/Email

Good Afternoon Leaders!

 T-Mobile is looking for participants that currently hold retail management positions to participate in a virtual research study that starts on January 29, 2016 and goes through mid-February. The items needed to be completed within the study should take approximately 30-60 minutes. The virtual study consists of brief questionnaire, and two leadership assessments. The first assessment focuses on emotional intelligence and the second assessment focuses on coaching assessments and dimensions.

Virtual Study Overview:

Sections:
1. De-Participant Questionnaire (4 questions)
2. Emotional Intelligence Appraisal (28 questions)
3. Extraordinary Coach Self-Assessment (30 questions)

If you are interested in participating, please click on the link below to take you to the study and the first section.

To participate, you will need to:
- Be in the retail management role for at least 3 months
- Located in the Northeast Regional Footprint
- Have a dedicated backroom to take the assessments

Link to Virtual Study: www.tmodigitalload.com/EIAECSA/participants/e93dl0co

Thank you in advance if you choose to participate in this study!

Thankfully,
Research Team

APPENDIX E

Participant De Identifier Questionnaire

Directions: Please select the appropriate answer that matches your personal profile. After you complete the form, just click submit.

1. Male or Female?

       a) M
       b) F

2. What is your Age?

       a) 18-25
       b) 26-34
       c) 35-44
       d) 45 or older

2. How long have you been in your management role with T-Mobile USA INC.?

       a) 3 months-1 year
       b) 1-2 years
       c) 3-4 years
       d) 5-6 years
       e) 7 or more years

4. Have you completed the T-Mobile Sales Floor Coach Curriculum?

       a) Yes
       b) No

Click Submit Below When Complete

SUBMIT

APPENDIX F
Emotional Intelligence Appraisal

EMOTIONAL INTELLIGENCE APPRAISAL®

CONTENTS

EMOTIONAL INTELLIGENCE APPRAISAL®

INTRODUCTION

The Emotional Intelligence Appraisal® provides you with a complete picture of your emotional intelligence. This includes an understanding of:

- what emotional intelligence is.
- your overall emotional intelligence score.
- your current skill levels in the four areas that make up emotional intelligence.
- specific recommendations for action you can take to improve your emotional intelligence.

Before You Begin

This appraisal will ask you specific questions about your behavior. Your responses to these questions will be for your eyes only. A true reflection of your emotional intelligence skills depends on your willingness to accurately rate yourself. This requires a lot of thought into how you behave in many situations, not just the ones you handle well.

When you read each question, follow these instructions to get the most from the Emotional Intelligence Appraisal®.

1. Create a clear picture in your mind of how you think and behave in different situations.

2. Then answer honestly how often you demonstrate the behavior in question.

3. Ignore the shaded areas. You will use those later for scoring.

4. Have fun!

EMOTIONAL INTELLIGENCE APPRAISAL® QUESTIONS: PART ONE

For each question, check one box according to how often you...

	Never	Rarely	Sometimes	Usually	Almost Always	Always
(1) are confident in your abilities.						
(2) admit your shortcomings.						
(3) understand your emotions as they happen.						
(4) recognize the impact your behavior has upon others.						
(5) realize when others influence your emotional state.						
Scoring area for questions 1 through 5 only						
(6) play a part in creating the difficult circumstances you encounter.						

	Never	Rarely	Sometimes	Usually	Almost Always	Always
(7) can be counted on.						
(8) handle stress well.						
(9) embrace change early on.						
(10) tolerate frustration without getting upset.						
(11) consider many options before making a decision.						
(12) strive to make the most out of situations, whether good or bad.						
(13) resist the desire to act or speak when it will not help the situation.						
Scoring area for questions 7 through 13 only						
(14) do things you regret when upset.						
(15) brush people off when something is bothering you.						
Scoring area for questions 14 through 15 only						

EMOTIONAL INTELLIGENCE APPRAISAL®

EMOTIONAL INTELLIGENCE APPRAISAL® QUESTIONS: PART TWO

For each question, check one box according to how often you...

	Never	Rarely	Sometimes	Usually	Almost Always	Always
(16) are open to feedback.						
(17) recognize other people's feelings.						
(18) accurately pick up on the mood in the room.						
(19) hear what the other person is "really" saying.						
Scoring area for questions 16 through 19 only						
(20) are withdrawn in social situations.						

	Never	Rarely	Sometimes	Usually	Almost Always	Always
(21) directly address people in difficult situations.						
(22) get along well with others.						
(23) communicate clearly and effectively.						
(24) show others you care what they are going through.						
(25) handle conflict effectively.						
(26) use sensitivity to another person's feelings to manage interactions effectively.						
(27) learn about others in order to get along better with them.						
Scoring area for questions 21 through 27 only						
(28) explain yourself to others.						

EMOTIONAL INTELLIGENCE APPRAISAL®

SCORING YOUR RESULTS: SELF-MANAGEMENT SCORE

Now it's time to score the next part of your results. This section covers questions 7-15 on page five.

Step One: For questions 7-13 only, add up the number of checks in each column and write the totals in the shaded area directly below question #13 on page five. Transfer this directly to the shaded area of Column D on this page.

Step Two: For questions 14-15 only, add up the number of checks in each column and write the totals in the shaded area directly below question #15. Transfer this directly to the non-shaded area of Column D on this page.

Step Three: Multiply *each row* of Column D by the number directly next to it in Column E. Write the answer for each row in Column F.

Step Four: Add up all the numbers in Column F and write the answer on the line next to the phrase "Total Column F."

Step Five: Find your total from Column F in the left-hand column of one of the tables to the right. Circle the number directly to the right of it. The number you circle is your Self-Management score. Self-Management is one of the four skills that make up emotional intelligence.

Step Six: Write your Self-Management score in the table on page 11.

		COLUMN D	COLUMN E	COLUMN F
QUESTIONS 7-13	Never		X 1	
	Rarely		X 2	
	Sometimes		X 3	
	Usually		X 4	
	Almost Always		X 5	
	Always		X 6	
QUESTIONS 14-15	Never		X 6	
	Rarely		X 5	
	Sometimes		X 4	
	Usually		X 3	
	Almost Always		X 2	
	Always		X 1	

Total Column F = _____

Column F	Self-Management	Column F	Self-Management	Column F	Self-Management
9-10	14	25	45	40	75
11	17	26	47	41	77
12	19	27	49	42	79
13	21	28	51	43	81
14	23	29	53	44	83
15	25	30	55	45	85
16	27	31	57	46	87
17	29	32	59	47	89
18	31	33	61	48	91
19	33	34	63	49	93
20	35	35	65	50	95
21	37	36	67	51	97
22	39	37	69	52	98
23	41	38	71	53	99
24	43	39	73	54	100

EMOTIONAL INTELLIGENCE APPRAISAL®

SCORING YOUR RESULTS: SELF-AWARENESS SCORE

Congratulations, your survey is complete. You will now score your results in four small parts. Begin here with the first part, which consists of questions 1-6 on page five.

Step One: For questions 1-5 only, add up the number of checks in each column and write the totals in the shaded area directly below question #5 on page five. Transfer this directly to the shaded area of Column A on this page.

Step Two: In the non-shaded area of Column A on this page, enter a 1 next to the response you chose for question #6 on page five.

Step Three: Multiply *each row* of Column A by the number directly next to it in Column B. Write the answer for each row in Column C.

Step Four: Add up all the numbers in Column C and write the answer on the line next to the phrase "Total Column C."

		COLUMN A	COLUMN B	COLUMN C
QUESTIONS 1-5	Never		X 1	
	Rarely		X 2	
	Sometimes		X 3	
	Usually		X 4	
	Almost Always		X 5	
	Always		X 6	
QUESTION 6	Never		X 1	
	Rarely		X 2	
	Sometimes		X 3	
	Usually		X 5	
	Almost Always		X 6	
	Always		X 4	

Total Column C = _____

Step Five: Find your total from Column C in the left-hand column of one of the tables to the right. Circle the number directly to the right of it. The number you circle is your Self-Awareness score. Self-Awareness is one of the four skills that make up emotional intelligence.

Step Six: Write your Self-Awareness score in the table on page 11.

Column C	Self-Awareness	Column C	Self-Awareness
6-7	16	22	63
8	20	23	66
9	24	24	69
10	27	25	72
11	30	26	75
12	33	27	78
13	36	28	82
14	39	29	85
15	42	30	88
16	45	31	91
17	48	32	94
18	51	33	97
19	54	34	98
20	57	35	99
21	60	36	100

SCORING YOUR RESULTS: SOCIAL AWARENESS SCORE

Now score the third part of your results, questions 16-20 on page six.

Step One: For questions 16-19 only, add up the number of checks in each column and write the totals in the shaded area directly below question #19 on page six. Transfer this directly to the shaded area of Column G on this page.

Step Two: In the non-shaded portion of Column G, enter a 1 next to the response you chose for question #20.

Step Three: Multiply *each row* of Column G by the number directly next to it in Column H. Write the answer for each row in Column I.

Step Four: Add up all the numbers in Column I and write the answer on the line next to the phrase "Total Column I."

Step Five: Find your total from Column I in the left-hand column of one of the tables to the right. Circle the number directly to the right of it. The number you circle is your Social Awareness score. Social Awareness is one of the four skills that make up emotional intelligence.

Step Six: Write your Social Awareness score in the table on page 11.

		COLUMN G	COLUMN H	COLUMN I
QUESTIONS 16-19	Never		X 1	
	Rarely		X 2	
	Sometimes		X 3	
	Usually		X 4	
	Almost Always		X 5	
	Always		X 6	
QUESTION 20	Never		X 5	
	Rarely		X 6	
	Sometimes		X 4	
	Usually		X 3	
	Almost Always		X 2	
	Always		X 1	

Total Column I = _____

Column I	Social Awareness	Column I	Social Awareness
5	16	18	58
6	19	19	61
7	22	20	64
8	25	21	67
9	29	22	70
10	32	23	74
11	35	24	77
12	38	25	80
13	41	26	83
14	45	27	87
15	48	28	90
16	51	29	95
17	54	30	100

EMOTIONAL INTELLIGENCE APPRAISAL®

SCORING YOUR RESULTS: RELATIONSHIP MANAGEMENT SCORE
Now it's time to score the last part of your results. This covers questions 21-28 on page six.

Step One: For questions 21-27 only, add up the number of checks in each column and place the totals in the shaded area directly below question #27 on page six. Transfer this directly to the shaded area of Column J on this page.

Step Two: In the non-shaded portion of Column J, enter a 1 next to the response you chose for question #28.

Step Three: Multiply *each row* of Column J by the number directly next to it in Column K. Write the answer for each row in Column L.

Step Four: Add up all the numbers in Column L and write the answer on the line next to the phrase "Total Column L."

Step Five: Find your total from Column L in the left-hand column of one of the tables to the right. Circle the number directly to the right of it. The number you circle is your Relationship Management score. Relationship Management is one of the four skills that make up emotional intelligence.

Step Six: Write your Relationship Management score in the table on page 11.

		COLUMN J	COLUMN K	COLUMN L
QUESTIONS 21-27	Never		X 1	
	Rarely		X 2	
	Sometimes		X 3	
	Usually		X 4	
	Almost Always		X 5	
	Always		X 6	
QUESTION 28	Never		X 1	
	Rarely		X 2	
	Sometimes		X 3	
	Usually		X 4	
	Almost Always		X 6	
	Always		X 5	

Total Column L = _____

Column L	Relationship Management	Column L	Relationship Management	Column L	Relationship Management
8	19	22	47	36	75
9	21	23	49	37	77
10	23	24	51	38	79
11	25	25	53	39	81
12	27	26	55	40	83
13	29	27	57	41	85
14	31	28	59	42	87
15	33	29	61	43	89
16	35	30	63	44	91
17	37	31	65	45	93
18	39	32	67	46	95
19	41	33	69	47	97
20	43	34	71	48	100
21	45	35	73		

EMOTIONAL INTELLIGENCE APPRAISAL®

MY EMOTIONAL INTELLIGENCE SCORES

Emotional intelligence is made up of four skills.

- Write each of your skill scores in the following table. They are the numbers you **circled** at the bottom of pages 7-10.
- Add the four skill scores and place the value next to where it says, *"Total of Skill Scores."*
- Find your total in the left-hand column of one of the tables below. The number directly next to it, in the right-hand column, is your overall emotional intelligence (EQ) score. Be sure to circle your score and write it in the Overall EQ Score box.

	Skill Score
SELF-AWARENESS	
SELF-MANAGEMENT	
SOCIAL AWARENESS	
RELATIONSHIP MANAGEMENT	

OVERALL EQ SCORE

Total of Skill Scores = _____

Sum of Skill Scores	Overall EQ Score		Sum of Skill Scores	Overall EQ Score		Sum of Skill Scores	Overall EQ Score
40-48	10		259-262	65		331-334	83
49-68	15		263-266	66		335-337	84
69-88	20		267-270	67		338-341	85
89-108	25		271-273	68		342-344	86
109-128	30		274-277	69		345-348	87
129-148	35		278-281	70		349-352	88
149-167	40		282-285	71		353-356	89
168-187	45		286-289	72		357-360	90
188-203	50		290-293	73		361-364	91
204-211	52		294-297	74		365-368	92
212-219	54		298-301	75		369-372	93
220-227	56		302-305	76		373-376	94
228-238	58		306-309	77		377-380	95
239-242	60		310-313	78		381-385	96
243-246	61		314-318	79		386-389	97
247-250	62		319-323	80		390-393	98
251-254	63		324-326	81		394-396	99
255-258	64		327-330	82		397-400	100

EMOTIONAL INTELLIGENCE APPRAISAL®

WHAT THE SCORES MEAN

Scores on the Emotional Intelligence Appraisal® come from a "normed sample." That means your scores are based on a comparison to tens of thousands of responses to discover where you fall relative to the general population. Read the following descriptions to better understand what your scores mean about your current skill level.

SCORE	MEANING
90-100	**A STRENGTH TO CAPITALIZE ON** These scores are much higher than average and indicate a noteworthy strength. These strengths probably come naturally to you, or exist because you have worked hard to develop them. Seize every opportunity to use these emotionally intelligent behaviors to maximize your success. You are highly competent in this skill, so work to capitalize on it and achieve your potential.
80-89	**A STRENGTH TO BUILD ON** This score is above average. However, there are a few situations where you don't demonstrate emotionally intelligent behavior. There are many things you are doing well to have received this score and a few that could be better with some practice. Study the behaviors for which you received this score and consider how you can polish your skills.
70-79	**WITH A LITTLE IMPROVEMENT, THIS COULD BE A STRENGTH** You are aware of some of the behaviors for which you received this score and you are doing well. Other emotionally intelligent behaviors in this group are holding you back. Lots of people start here and see big improvement in their emotional intelligence once it's brought to their attention. Use this opportunity to discover your potential and improve in the areas where you don't do as well.
60-69	**SOMETHING YOU SHOULD WORK ON** This is an area where you sometimes demonstrate emotionally intelligent behavior but not usually. You may be starting to let people down. Perhaps this is a skill that doesn't always come naturally for you or that you don't use. With a little improvement in this skill, your credibility will go way up.
59 or below	**A CONCERN YOU MUST ADDRESS** This skill area is either a problem for you, you don't value it or you didn't know it was important. The bad news is your skills in this area are limiting your effectiveness. The good news about this discovery and choosing to do something about it is it will go a long way toward improving your emotionally intelligent behavior.

"Emotions have taught mankind to reason."
- Vauvenargues

WHAT IS EMOTIONAL INTELLIGENCE?

Learning about emotional intelligence (EQ) will help you to make use of your scores and discover how you can improve your EQ. Emotional intelligence comes down to four key skills.

The first two skills focus on you.

(1) **Self-Awareness:** Your ability to accurately perceive your own emotions and stay aware of them as they happen. This includes keeping on top of how you tend to respond to specific situations and people.

(2) **Self-Management:** Your ability to use awareness of your emotions to stay flexible and positively direct your behavior. This means managing your emotional reactions to all situations and people.

The last two skills focus more on your contact with other people.

(3) **Social Awareness:** Your ability to accurately pick up on emotions in other people and get what is really going on. This often means understanding what other people are thinking and feeling even if you don't feel the same way.

(4) **Relationship Management:** Your ability to use your awareness of your emotions and the emotions of others to manage interactions successfully. This includes clear communication and effectively handling conflict.

## What Does Emotional Intelligence Look Like?

The four skills of emotional intelligence are based on a connection between what you see and what you do with yourself and others.

	WHAT I SEE	WHAT I DO
WITH ME	Self-Awareness	Self-Management
WITH OTHERS	Social Awareness	Relationship Management

EMOTIONAL INTELLIGENCE APPRAISAL®

UNDERSTANDING YOUR EMOTIONAL INTELLIGENCE

Use this graph to map a picture of your EQ. Enter your skill scores from page 11 on the line under their names. Do the same for your overall EQ score. Plot a point on the graph for each of your emotional intelligence skills and your overall EQ score. Connect these points with a line to visualize your current level of emotional intelligence.

	WITH ME		WITH OTHERS	
100				
90				
80				
70				
60				
50				
0				
Overall EQ	Self-Awareness	Self-Management	Social Awareness	Relationship Management
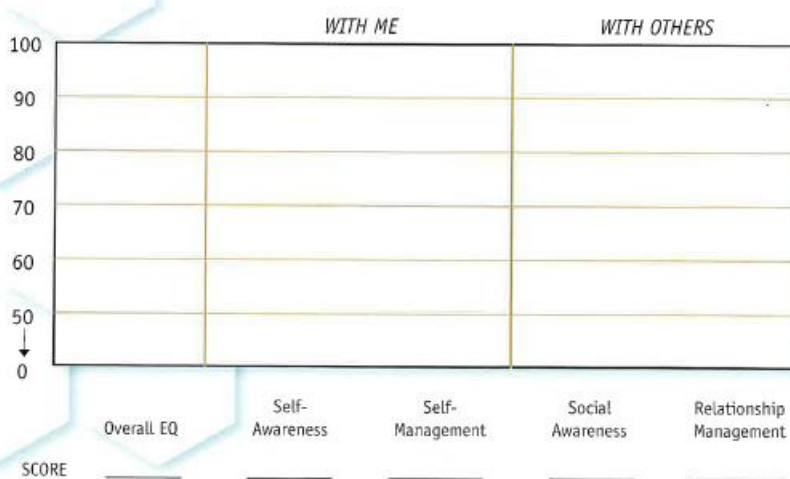
SCORE _____ _____ _____ _____ _____

What trends do you see in your graph? Look for the following...

1. **Your Tendency:** Is your EQ higher *WITH ME* or *WITH OTHERS?*   (circle one) **WITH ME   WITH OTHERS**

2. **Your Strength:** Which skill score is your highest?   _____

3. **Your Weakness:** Which skill score is your lowest?   _____

Looking Forward

Use these trends to help you set goals on the following page. You may choose to build a strength, develop a weakness or both.

APPENDIX G

Extraordinary Coach Self-Assessment

Extraordinary Coach Self-Assessment (ECSA –Zenger-Folkman)

PLEASE LOG IN:

To log in, enter your username and password in the box below.
Remember, passwords are **case-sensitive**.

Username: participant@t-mobile.com

Password: ••••••••

Login

Forgot your password?
Questions or need help?
Privacy Policy

1. My personal preference is...

- to take the time to really understand what another person is thinking.
- to let people know what I am thinking.

2. I get a greater sense of satisfaction when...

- I work with others and help them develop skills.
- I accomplish a difficult task and can see the fruits of my labors.

3. Organizations would be more successful...

- if people did not have to learn the same lessons over and over again.
- if management encouraged people to find new, innovative solutions to old problems.

4. To use coaching time most productively...

- I take time to carefully understand the other person so that I can help them have personal insights.
- I translate my experience into practical, logical advice that helps people become more successful.

5. In one-on-one meetings, even when I am in charge...

- I come to meetings with an agenda, share it with the other person, and then follow the agenda.
- whenever possible, the other person should contribute to the agenda. Letting others choose the agenda topics can go a long way to achieving a successful discussion.

6. To be more successful, organizations need...

- more consistency in thought and direction.
- more diversity in thought and direction.

7. Others would most likely say that...

- I understand and appreciate others.
- I provide good insight, advice and direction.

8. I feel an obligation...

- to assist others as much as I can.
- to encourage others to help themselves.

9. Most of the time at work I am...

- facilitating interaction and managing chaos.
- trying to maintain control.

10. I feel that in conversations...

- when other people dominate, I lose control and influence over the outcome.
- when I dominate, I tend to gain compliance but not always commitment.

11. I believe it is better to...

○ let people struggle to discover a solution from within themselves.

○ give people solutions so they can move on to more important issues.

12. In a one-on-one conversation...

○ I enjoy working together to find new ways to solve problems.

○ I enjoy sharing my knowledge and expertise.

13. In a one-on-one discussion I usually...

○ take the time to understand others' issues and concerns.

○ provide others with a clear direction and purpose.

14. Most often what people need in their lives is...

○ specific, clear directions.

○ to figure out what they want.

15. Taking the time to listen to others most often...

○ results in just more complaining and frustration.

○ makes a noticeable positive impact.

16. People more frequently...

○ tell me that I am a good listener.

○ drop hints that I could be a better listener.

17. I get more frustrated when...

○ people will not challenge or push back on decisions.

○ people don't accept my insights and advice.

18. Things go better when...

○ I set the agenda for a coaching conversation.

○ the person being coached is in the driver's seat.

19. When I take the time to really listen to someone...

○ I get a sense of satisfaction and fulfillment.

○ I am often frustrated because it took time and nothing was really accomplished (the juice was not worth the squeeze).

20. I feel I would NOT be doing my job if...

○ team members were not figuring things out for themselves.

○ team members were confused about what needs to be done and how best to do it.

21. I have the greater desire to...

○ let others know what they need to do to be successful.

○ provide people with the freedom and opportunities that allows them to be successful.

22. In solving problems...

○ when I have the right answer I like to share it.

○ I try to give others a chance to come up with the right answer themselves.

23. To me, helping others means...

○ allowing others the opportunity to find their own way.

○ providing direction and guidance.

24. When I am coaching someone...

○ I am an advisor and therefore I'm still in charge.

○ they are the center of the conversation, and they set the agenda.

25. In one-on-one conversations...

○ I tend to think about what I should say next while the other person is talking in order to use the time efficiently.

○ I just sit back, listen, and really try to understand the other person, and why they think the way they do.

26. Most valuable, from my perspective, is...

○ when people give me good concrete advice that is grounded in experience.

○ when people make an effort to understand what is happening in my life, and which direction I am headed.

27. What organizations need is ...

○ people who will collaborate with others to discover new solutions.

○ knowledgeable people with the right experience and expertise who know what to do.

28. My tendency is to...

○ tell people what to do.

○ let people figure things out for themselves.

29. When listening to others...

○ I usually hear a lot of the same old things.

○ I invariably learn something new.

**30. The best way to fix problems is...**

○ to use my influence, connections and experience to make things happen.

○ by partnering with others in collaborative work.

Section 1: Interpretation and Results

The three dimensions of the Coaching Attributes and Perspectives survey closely parallel the Tannenbaum-Schmidt Leadership Continuum model, and each measures a unique aspect of coaching behaviors.

Your raw scores (on a scale of -10 to +10) for each dimension are displayed below. The normative comparisons (percentile markers comparing your scores to other respondents) are shown below each scale; the three percentile markers indicate the 50th percentile ($\triangle$), 75th percentile ($\square$) and 90th percentile (ϕ). The ideal score range for each dimension is indicated by the brick-colored bar on each scale.
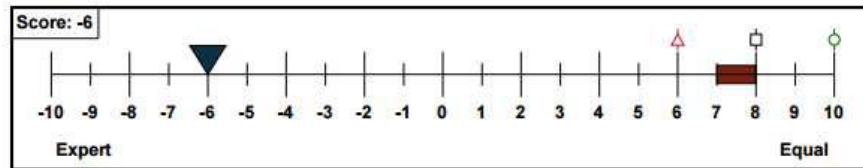
A. Directive versus Collaborative
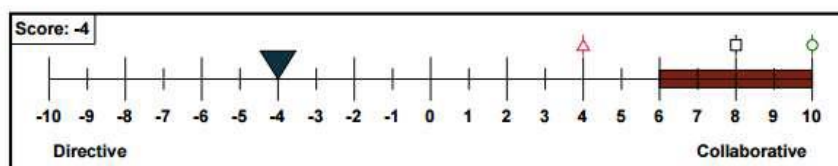
The Directive coach/manager uses interactions with others as an opportunity to exert strong influence, make recommendations, and provide unambiguous direction. Alternatively, the Collaborative coach/manager recognizes that often the best solutions come from "within" the person being coached. The ideal score for this dimension is a high Collaborative score, reflecting that the role of the coach/manager is to be fully collaborative as he/she guides the person being coached to explore alternatives and choose an optimum solution.

B. Advice-giving versus Discovery
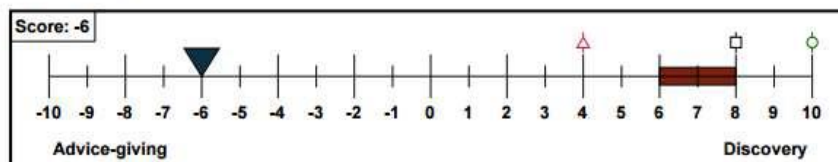
At the Advice-giving extreme, the coach/manager exclusively offers advice, direction and instruction. At the Discovery extreme, the coach/manager devotes nearly all of his/her energy discovering what the person receiving the coaching is thinking. The coach offers little of his/her own learning and experience, choosing instead to rely completely on the coachees' perspective and rationale. The ideal score for this dimension is a moderately high Discovery score, acknowledging that the coach/manager should provide opinions and observations at the appropriate times during the coaching conversation.

C. Expert versus Equal

Score: -6

| -10 | -9 | -8 | -7 | -6 | -5 | -4 | -3 | -2 | -1 | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Expert

Equal

The Expert behaves as if he/she possesses greater wisdom than the person being coached. Because the expert assumes the role of "guru," it often seems that the person being coached is treated as a novice. At the Equal extreme, the coach/manager behaves as if he/she is a complete equal, having no special role, valued perspective, or responsibility in the conversation. The ideal score for this dimension is a moderately high Equal score, acknowledging the expertise of the coach as the one who facilitates the process and provides needed support.