

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 BACKGROUND**

Part of human nature is the desire to succeed. Since ancient times people have tried to beat unpredictable nature by, for example, applying scientific knowledge to inventions, like, the weather forecasts, machines, airplanes, telephones, computers, etc. They have attempted to facilitate everything in their daily lives. Similarly, in their working lives, people also want to be successful. They would like to get higher positions, valuable jobs, or better salaries. Therefore, individual knowledge, wisdom, appropriate skills, unique capabilities or we may call them cognitive skills are needed in order to reach that career success.

Cognitive skill has been believed to be an important tool in career advancement for a long time. However, many researchers recently have found that there are more important skills having a role in career success, they are the non-cognitive aspects (กรมสุขภาพจิต, 2543). David Wechsler's study (อ้างอิงใน กรมสุขภาพจิต, 2543, น.9) mentioned that "non-cognitive skill consists of three aspects which are emotion, personality, and sociality. Any intelligence test that lacks one of these three parts can't be called the complete test". That means intelligence can be revealed not only by intellectual ability, but also by other ways. This aligns to an idea of Howard Gardner. In 1983 Howard Gardner, a psychological professor at Harvard University, presented his Multiple Intelligences theory that intelligence can consist of many aspects, not only intellectual skills, but also intrapersonal intelligence and interpersonal intelligence (Goleman, 1995, p. 42). Intrapersonal intelligence can be explained in simple words as understanding oneself, while interpersonal intelligence is the ability of understanding others and knowing how to socialize. Since 1990 the non-cognitive skill has been in the social interest, so there have been many studies and research papers that focus on this new factor affecting the success in working life, especially emotional intelligence.

Daniel Goleman said that the Intelligence Quotient (IQ) and success in life have no correlation together, although popular opinion largely relates success to this

measurement. In contrast, success correlates mainly with emotional intelligence (as cited in Kanchana Thongchamnarn, 2006, p. 1).

Working in any job needs more than skills and capabilities. Emotional intelligence is essential, because people have interactions with each other, such as, communication, coordination, etc. Weisinger (1998) mentioned emotional intelligence as “an instrument in resolving a sticky problem with a coworker, closing a deal with a difficult customer, criticizing your boss, staying on top of the task until it is completed, and in many other challenges affecting your success” (p. xvii). Many researchers believed that emotional intelligence plays a more important role in working life than IQ. Goleman’s research stated that “67% of all competencies deemed essential for high performance in any job, any organization -were related to EQ, that EQ mattered twice as much as IQ and technical knowledge to a high performance, and EQ was the only *advantage* at the highest levels of leadership.” (Johnson & Erb, 2003)

As Weisinger (1998) was working as a consulting psychologist in many companies, he found that if employees use their emotional intelligence, they help build an emotional intelligence organization, “one in which everyone takes responsibility for increasing their own emotional intelligence, for using it in their relations with others, and for applying the skills for emotional intelligence to the organization as a whole” (p. xviii). Conversely, the lack of emotional intelligence can undermine both an individual’s and a company’s growth and success.

In this study, the research was conducted in an international corporate company mainly providing services to worldwide affiliates as a business service center. There are more than 1,000 employees in over 10 departments; emotional intelligence needs to be a part of working together in such a large organization. As it is considered that working with many different people and confronting stressful jobs, employees should have good skills in recognizing, understanding, and expressing emotion effectively and properly. The employees can all take responsibility for using their emotional intelligence to apply all of their improvements to the organization as a whole.

## **1.2 STATEMENT OF THE PROBLEM**

### **1.2.1 Main Problem**

What is the level of emotional intelligence of employees?

### **1.2.2 Sub-problem**

1.2.2.1 Which emotional intelligence aspects do the employees consider important for their job?

1.2.2.2 Which emotional intelligence aspects do the employees want to develop?

## **1.3 OBJECTIVES OF THE STUDY**

### **1.3.1 Main Objective**

To measure the level of emotional intelligence of employees in various jobs

### **1.3.2 Sub-Objectives**

1.3.2.1 To find out the aspects of emotional intelligence the employees consider important for their jobs

1.3.2.2 To find out the aspects of emotional intelligence the employees want to improve

## **1.4 SCOPE OF THE STUDY**

This study intended to focus on employees of an international private company mainly providing services to worldwide affiliates as a business service center in various departments. The subjects were chosen from selected departments which were considered as having different job characteristics. Those departments were real estate and facilities, customer services, information technology, and human resources.

## 1.5 VARIABLES AND DEFINITIONS OF TERMS

### 1.5.1 Variables

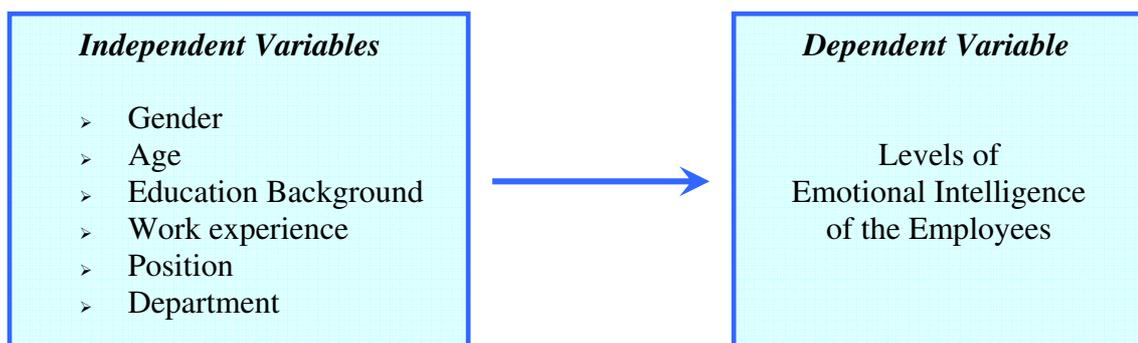
#### Independent Variables

The independent variables in this study are factors related to the level of emotional intelligence, such as, age, gender, education, work experience, position, and job characteristics or department.

#### Dependent Variable

The dependent variable in this study will be the level of emotional intelligence of the employees who have different jobs.

*Figure 1.* Conceptual framework of emotional intelligence in different jobs.



### 1.5.2 Definition of Terms

Variables	Conceptual Definition	Operational Definition	Indicator
Gender	Human beings of two sexes	Biological sex determined since one was born	Male and female
Age	Duration from birth until present time	Number of years a person has lived since (s)he was born	23 – 60 years old

<b>Variables</b>	<b>Conceptual Definition</b>	<b>Operational Definition</b>	<b>Indicator</b>
Educational Background	Formal education one achieved	The level of the highest education that respondents attained	Diploma, Bachelor's Degree, Master's Degree, others
Work Experience	Duration one serves in an organization	Number of years working in the company	0 – 40 years
Position	Hierarchy of work in one organization	Job assignment one receives from the hierarchy of work of an organization	Manager, supervisor, analyst, others
Job Characteristics	Nature of work one has to be competent at in order to join an organization	Job description	Customer Services, Information Technology, Real Estate and Facilities, Human Resources
Level of Emotional Intelligence	The indicator of one's emotional intelligence	Scores after conducting emotional intelligence test	Lower than normal score range, normal score range, higher than normal score range

<b>Variables</b>	<b>Conceptual Definition</b>	<b>Operational Definition</b>	<b>Indicator</b>
Emotional Intelligence Aspect	Competencies of emotional intelligence	Behavior or response related to emotion	<ul style="list-style-type: none"> <li>- Self-control</li> <li>- Empathy</li> <li>- Responsibility</li> <li>- Self-motivation</li> <li>- Decision making/ Problem solving</li> <li>- Social relationships</li> <li>- Pride in oneself</li> <li>- Self-satisfaction</li> <li>- Peace of mind</li> </ul>

## **1.6 SIGNIFICANCE OF THE STUDY**

This study focuses on the overall level of emotional intelligence of employees with different job characteristics. The finding of this study can be used as baseline data for the company to improve or develop the emotional intelligence of employees which affect their job performances and organizational success.

## **1.7 ORGANIZATION OF THE STUDY**

This study consists of five chapters. Chapter One is the introduction which includes the background of emotional intelligence, statement of the problem, objectives, scope of the study, variables and definition of terms, and significance of the study. Chapter Two presents the definition of emotional intelligence, emotional intelligence aspects, its importance, and related previous studies. In Chapter Three, the research methodology regarding the subjects, materials, data collection, and data analysis are revealed. The result of the study is in Chapter Four which is generally presented through tables and explanations. In Chapter Five, conclusions, discussions, and recommendations are described.