RELATIONSHIPS AMONG EMOTIONAL INTELLIGENCE, LEADERSHIP SCORES, AND HUMAN VALUE ADDED METRICS

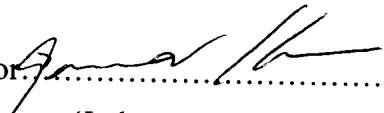**Varumpa Temaismithi**

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ABSTRACT

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It is widely believed that good leader leads an organization for success. Emotional intelligence is deemed as one of key components of a good leader. Leader with higher emotional intelligence level tends to outperform leader with lower emotional intelligence. Relationship between good leader with high emotional intelligence and firm or organization performance was documented to be positively correlated. However, result from this study exhibits that emotional intelligence and organizational performance have significantly negative correlation. This implies that organization led by higher emotional Intelligence leader underperforms organization led by lower emotional intelligence. Contradictions with previous studies may stem from different types of leaders are focused in this studies. Previous studies explored effects of transformation leaders on firm performance. This study explores samples which are bankers who possess transactional leadership style. Transactional leader styles of bankers emphasize on job performances than transformational leader as documented in previous studies. While emotional Intelligence questionnaire is designed to measure emotional intelligence of transformation leader, contradict results should be expected.

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CHAPTER 1

INTRODUCTION

Intelligence is one of the most popular topics in many areas that are related to human. Intelligence is defined in various definitions. Wechsler defined intelligence in three dimensions as thinking rationally, reacting with one's knowledge and capacity toward individual or organization goals, and managing under the given environment effectively. Descartes defined intelligence as ability to distinct between truthful and untruthful issues (Salovey & Mayer, 1990a). Areas of studies related to intelligence are divided into two areas. The first area is cognitive aspects relating to memory and problem solving and the second area is non-cognitive aspects (Cherniss, 2000). Intelligence Quotient (I.Q.) is the most addressed measurement for cognitive intelligence. Most psychologists claim that I.Q. is the most important factor for a person to have a successful work life. Moreover, it is believed that I.Q. is an intelligence that cannot be developed through time. In the other word, I.Q. is believed to be innate capacity of a person, i.e., a person with high I.Q. always performs better than others when apply and earn a degree from Ivy League university. A true success in life is not just acquiring Ph.D. from Ivy League university and being promoted in a high ranked position of a reputable corporation, but it is also success in family and social life. It is, sometimes, more important to consider how to react or deal with people. Previous studies documented that I.Q. is one of the important factors placing a person in a working place with the position one dreams about but I.Q. cannot help a person strives when stumbling down by difficulties in the workplace or having a hard time getting along well with other people (Snarey & Vaillant, 1985; Cherniss, 2000).

Measurement for success in job performance may not be rested only on I.Q. and having only I.Q. as a job performance prediction may not be a proper way to do. The other aspect of intelligence is the non-cognitive ability used to measure how well people live their lives. There are many studies stated that I.Q. is not the only factor helps indicating how well people do in their lives and works. What make people do

well in their lives and works is abilities to handle their emotions and get along with others (Hunter & Hunter, 1984; Snarey & Vaillant, 1985; Sternberg, 1996). The non-cognitive intelligence both in social and emotional abilities was four times more important than I.Q. in determining success in life and work (Feist & Barron, 1976). In sum, both cognitive and non-cognitive abilities are very much related to each other. Emotional and social skills actually help improve cognitive functions (Cherniss, 2000).

Emotional intelligence is one of non-cognitive intelligences and being a key factor for a person to live one life well. Wechler (1958) and Thorndike and Stein (1937) defined emotional intelligence as an important non-cognitive intelligence for self-adaptation. Emotional Intelligence helps one adjusted oneself to the environment different from what one acquainted. Furthermore, having both emotional and social skills helps one lives one's life well or known as being success in both life and workplace. Gardner (1983, p. 59), Salovey and Mayer (1990b), and Thorndike and Stein (1937) documented that emotional intelligence is a form of social intelligence as intrapersonal and interpersonal relate the ability to monitor one's own and others' feeling and emotions. Emotional intelligence (EQ) is proposed as an important type of intelligences which can be measured as intelligence quotient (IQ) and other related test. EQ is considered as a predictor for life satisfaction, healthy, psychological adaption, positive interactions with peers and family, and higher parental warmth. Lower emotional intelligence found to be associated with violent behavior, illegal use of drugs and alcohol, and participation in irresponsible behavior. In workplace, emotional intelligence is related to higher chance of being success among people who have similar positions. Stys and Brown (2004) documented that a firm could have higher financial performance by hiring individuals with higher emotional intelligence as well as training existing employee to be more emotional intelligence.

In addition, Dulewicz and Higgs (2003) found that emotional intelligence is more important than other intellect and other management competencies in the advancement of manager. Results indicated that intellect accounted for 27% and management competencies for 16%, while emotional intelligence explained 36% of the variances in advancement. Analyzing the skills of senior directors and managers, the director group presented significantly higher scores on overall emotional

intelligence and on interpersonal sensitivity and emotional resilience. Further study by Goleman, Boyatizis and McKee (2002) exhibit that not only is emotional intelligence an increasingly indicative reason for stellar performance as rank rises in an organization, but as opposed to cognitive or technical abilities, it also explains 85% of the variance between outstanding and average senior leaders. Different level of emotional intelligence of leaders of different industries may cause by experiences and degree of involvement with corporate missions, visions, values, and cultures. People with high emotional intelligence may be draw to particular types of professions. As documented by Gardner (1999) and Kobe, Reiter-Palmon, and Rickers (2001), results indicated that they may be more likely participants in leadership experiences, and also may be more effective leaders. In addition, emotional intelligence's scores of leaders in non-profit organizations are greater than the emotional intelligence's scores of leaders in profit oriented organizations. For a micro perspective, people who are emotionally intelligence may choose occupations that seem reliant on emotional intelligence, such as psycho-therapy, social work, teaching, business careers including sales, academic or military recruiting, and personal. Mayer and Geher (1996), Bar-on (1997), and Morehouse (2007) documented how different styles of emotionally intelligence leaders adapt themselves to different situations. They are normally flexible, realistic, effective in understanding problematic situations, and competent at arriving at adequate solution and also they can generally find appropriate course of actions dealing with everyday difficulties. While non-profit organization leaders, who may oversee services delivered to countless people with life situations repeatedly in turmoil, must be adapt at addressing everyday arises. They must have the ability to quick and realistically group problems and issues often with significant consequences, and address them in a way that is satisfactory and solution-oriented.

Human Resource professionals and trainers may consider implementing policies and procedures that recognize emotional intelligence as a key component in driving organizational success. Infusing emotional intelligence into workplace policies and procedures and conducting emotional intelligence training for employee will improve organizational service climate, quality assurance of products and services across the board, and improve manager's problem solving capacity. Success in training efforts to increase emotional intelligence levels, also resulting in improved

team performance. Emotional intelligence training may increase the ability levels of employees who have low emotional intelligence skills, resulting in improved quality of work and in their individual occupations. Focusing on the development of emotional intelligence and emotional competencies can increase promotion readiness in employees. In term of cost saving in recruitment and training, and institutional memory, business of all types would benefit from improving the capacity for promotion of their own employees as documented by Mayer and Geher (1996); Langley (2000); Ashkanasy and Dasborough (2003); Bardzil and Slaski (2003); Rahim and Minors (2003).

This study will explore relationships among emotional intelligence, leadership performance, and human value added metrics. Firstly, this study will examine relationship between emotional intelligence and leadership performance and also indicate key components of emotional intelligence. Secondly, this study will investigate relationship between emotional intelligence and human value added metrics as organizational performance. Lastly, this study will indicate relationship between leadership performance and human value added metrics.

1.1 Rationale of the Study and Statements of the Problems

Emotional intelligence is one of the most popular intelligences. It is applied to human resource development area in term of a factor that drives performance. There are two paradigms of emotional intelligence concepts. The first paradigm views emotional intelligence as a pure ability of mental (Mayer & Salovey, 1997). The second paradigm views emotional intelligence as the ability of mental and personality characteristics (Goleman, 1995; Goleman, 1998). It is believed that emotional intelligence is one of a key success factor of a good leader. This is because the concept of emotional intelligence is clearly defined as well understanding oneself and others. The leader with emotional intelligence will perform better than other leaders who have low level of emotional intelligence (Goleman, 1998). In general, an organization perspective, it is believed that emotional intelligence is one of characteristics helps leaders perform better. Thus, many organizations focus on developing emotional intelligence within their organizations, especially at

management level. As a result, they will achieve great organizational performance and be a high performance organization, eventually. However, there are different opinions criticized concepts of emotional intelligence. Critiques stated that emotional intelligence is not a significant factor affiliating a leader to perform well. In addition, emotional intelligence is just a subjective issue by which a clear approach for measuring level of emotional intelligence has not been established and results of emotional intelligence on firm performance are not concreted. As the better firm performance stem from various factors other than emotional intelligence. This leaves question of how emotional intelligence be measured with reliability and validity. Thus, if the measurement is not clearly structured or the measurement may be unreliable, there is doubt about relationship exhibiting effect of emotional intelligence on firm performance.

Based on these two perspectives of emotional intelligence, there are three problem statements. The first problem is whether relationship between emotional intelligence and leadership performance exists. Given relationship between emotional intelligence and leadership performance, what is (are) the key component(s) of emotional intelligence. Secondly, whether the emotionally intelligence leaders can lead their organizations to perform well in terms of employee value added and human value added metrics. Lastly, given firm performance affected by leaders possess emotional intelligence, is relationship between leadership performance and human value added metrics.

1.2 Purposes of the Study

There are three main purposes of this study. The first purpose is to investigate whether high performance leaders are persons with high emotional intelligence or not. Successful leadership always leads an organization to be a high performance organization in terms of both financial and non-financial outcomes. However, good leaders have different style of management. Goleman (2000) stated that there are six types of leadership styles which are commanding, visionary, affiliative, democratic, pace setting, and coaching leaders. Thus, high performance leaders are affected by emotional intelligence embedded in them or not is the first purpose of this study. The

second purpose is to investigate relationship between emotional intelligence and human value added metrics. Organization performances can be measured through human value added metrics. Previous studies indicated that successful organization is the result of having great leader who have both high IQ and EQ. Therefore, exploring the existence of relationship between emotional intelligence and human value added metrics is an interesting issue. The third purpose is to examine the relationship between leadership performance and human value added metrics. In order to explore the whole loop of relationships among leadership performance, emotional intelligence, and human value metrics, relationship between leadership performance and human value added metrics should be explored.

Magnifying all three purposes of studies, five objective of the studies are 1) to study the relationship between four components of emotional intelligence and leaders related to their performance, 2) to investigate the significant component(s) of emotional intelligence for leaders of financial sector in Thailand, 3) to explore the relationship between emotional intelligence and human value added metrics, 4) to indicate the significant component(s) of emotional intelligence for human value added metrics, and 5) to examine the relationship between leadership performance and human value added metrics. Details among purposes of this study and the stated objectives are as follows.

The first main purpose focuses on two objectives that are studying the relationship between four components of emotional intelligence and leaders based on their performance and investigating the significant component(s) of emotional intelligence for leaders. Exploring the relationship between four components of emotional intelligence and leadership performance, leaders are classified as middle and top management level. Concepts of emotional intelligence by Goleman will be applied in this study, including assessment of emotional intelligence. The assessment of emotional intelligence is Emotional Competencies Inventory (ECI). It measures emotional intelligence level of leaders as emotional competencies. Based on the assessment, there are five clusters as self-awareness, self-regulation, motivation, empathy, and social skills. These clusters contain totally twenty-five competencies that meet up four components of Goleman's Emotional Intelligence. Additionally, the assessment of leadership performance is based on State Enterprise Policy Office

(SEPO), (2013a). There is a system to evaluate leadership performance which is called Enterprises Quality Assessment System (SEPA). This study treats score of leadership performance in SEPA as the leadership performance.

The second main purpose is to answer the third and the fourth objectives that are exploring the relationship between emotional intelligence and human value added metrics and indicating the key component(s) of emotional intelligence for human value metrics. There are three calculations in human value added metrics as human economic value added (HEVA), human capital value added (HCVA), and human capital ROI (HCROI). These three measurements are calculated based on financial performance focusing on employee value added in an organization.

The last main purpose is to answer the last objective that is examining the relationship between leadership performance and human value added metrics. Linkage between leadership performance as leadership score from SEPA and human value added metrics will be studied for this purpose.

1.3 Research Questions

The followings are the research questions for this study.

1.3.1 Is there the relationship between emotional intelligence and leadership score? If there is, what is the key component(s)?

1.3.2 Is there the relationship between emotional intelligence and human value added metrics? If there is, what is the key component(s)?

1.3.3 Is there the relationship between leadership score and human value added metrics? If there is, what kind of the relationship do they have?

1.4 Significance of the Research

This study contributes to Human Research Development (HRD) in Thailand in three fundamental ways. Firstly, this study investigate whether relationships among four components of emotional intelligence, leadership score as leadership performance, and human value added metrics are significant and can one concludes that emotional intelligence affects leader performance. Secondly, this study will be

able to investigate the significant component(s) of emotional intelligence for leaders of financial sector in Thailand and human value added metrics. Lastly, this study will explore whether organizations have both training and improving programs for emotional intelligence promoting the development of leadership performance and organizational performance or not.

1.5 Definitions of Key Terms

The following definitions of key terms are provided to scope down the phenomena of this study.

1.5.1 Emotional Intelligence is referred to Goleman's emotional intelligence. Goleman's model consists of four components as five clusters, self-awareness, self-regulation, self-motivation, empathy, and social skills.

1.5.2 Leaders refer to middle and top management levels in organizations.

1.5.3 Leadership score represents leadership performance in organizations. Leadership performance are assessed by Enterprise Quality Assessment System (SEPA) focusing on organizational administrative. The score reflects the effectiveness of leaders in the organizations.

1.5.4 Human value added metrics represent organization performance. Three assessments are applied to human value added metrics which are human economic value added (HEVA), human capital value added (HCVA), and human capital return on investment (HCROI)

Table 1.1 Definitions of Key Terms in This Study

Key terms	Definitions
Emotional Intelligence	referring to the general idea of emotional intelligence, not specific any model
Goleman	referring to Goleman's emotional intelligence model
Leader	referring to the middle and top management levels in the organizations
Leadership Scores	representing leadership performance in the organizations
Human value Added Metrics	representing organizational performance

1.6 Summary

Good leaders should possess both cognitive ability measured by Intelligence Quotient (I.Q.) and non-cognitive ability measured by Emotional Quotient (EQ). Emotional intelligence is considered as another important factor that good leaders must have. It is believed that good leaders not only be a role model for people working with them but also create higher value to an organization they work with. This means that good leaders should lead the organization harmoniously with great performances. Thus, it can be concluded that high emotional intelligence leader may outperform lower emotional intelligence leader. However, there is no previous study in Thailand indicate a clear relationship among leadership performance, organization performance, and emotional intelligence. This study is the first study indicating relationship among these three factors for state enterprise operating in financial sectors and investigating significant component(s) of emotional intelligence for leaders of financial sector in Thailand and human value added metrics.

CHAPTER 2

REVIEW OF LITERATURE

This chapter reviews related literatures divided into three main categories, namely emotional intelligence, leadership performance, and human value added metric. Human value added metric depicts an organization performance. Three common models regarding emotional intelligence are reviewed. Furthermore, the relationships among emotional intelligence, leadership performance, and organizational performance are reviewed.

2.1 Conceptions of Emotional Intelligence

Concepts of Emotional Intelligence, capturing attentions of philosophers and academicians, appeared in both practical and academic publications began in the early 1990s. There are two perspectives of Emotional Intelligence as ability model and mixed model. The ability model regards emotional intelligence as a pure form of mental ability. Emotional intelligence is an innate ability of a person. The mixed model regards a mixture conception of intelligence that is mental abilities with personality characteristics such as optimism and well-being (Stys & Brown, 2004). Mayer, Salovey, and Carso (2000) proposed three famous models of emotional intelligence that are Mayer and Salovey's, Bar-on's, and Goleman's models under two perspectives of emotional intelligence. This means that three models are classified under two frameworks of emotional intelligence, namely the ability and the mixed model. Mayer and Salovey, the first model of emotional intelligence, defined emotional intelligence as the mental ability model. Bar-on's and Goleman's models, the second and the third model, described emotional intelligence as the mixed model. Details of each model will be discussed as follows.

2.1.1 Mayer and Salovey's Model

Mayer and Salovey (1997), under the ability model, defined emotional intelligence as the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others. Emotional intelligence can be considered as a form of pure intelligence or innate ability of a person (Stys & Brown, 2004). A wider form of intelligence documented by Mayer and Salovey (1997) and Cherniss and Goleman (2001, pp. 3-12) in terms of altruism stating that emotional intelligence is the ability monitoring both one's own and others' feeling together with emotions. After capturing and understanding feelings or emotions of one and the others, a person can discriminate and extract information from feelings and emotions to guide how one response and react upon information extracted. Further evidence on how emotional intelligence affects an individual problem solving skills by Mayer, Salovey, and Carso (2000) exhibits that emotional intelligence is the set of abilities to accurately understand information embedded in emotions. The more accurate understanding of emotion leads to the better problem solving skills in an individual's emotional life. Mayer and Salovey, (1997) and Cherniss and Goleman (2001) provided strong support findings of Mayer, Salovey, and Carso (2000) stating that ability to perceive, understand, integrate, and regulate emotion reacting to situation one facing help promote successful both working and social life.

Mayer and Salovey's model addressed four major areas of skills in emotional intelligence. The first area is perception and expression of emotion. The area of skills is the ability of a person to identify and express emotions of physical states, feelings, and thoughts of a person and the others. The first area of skill is not only the ability to identify and express emotions of a person and the other but also the ability to identify and express emotions in other people artwork, language, etc. The second area of skill is ability to integrate emotion in thought. Better judgement and memory arisen from how a person take into account emotions and prioritize thinking in productive ways. The third area of skill is ability to understand and analyze emotion a person confronted. The skills in the area are ability to label emotions, including complex emotions and simultaneous feelings, and to understand relationships associated with shifts of emotion. The last area of skills is reflective regulation of emotion. The area is

ability to stay open to feelings and to monitor emotions aiming at promoting emotional and intellectual growth (Mayer & Salovey, 1997; Mayer, Salovey, & Carso, 2000).

2.1.2 Bar-on's Model

Emotional intelligence, under the second perspective or the mixed model, as defined by Bar-on (1997) stated that emotional intelligence is considered as the mixed array of non-cognitive capabilities, competencies, and skills affecting a person ability to deal with demanding and high pressure surroundings successfully. Bar-on's model is being concerned with understanding oneself and others, relating to people, and adapting to and coping with the surroundings to be more successful in dealing with environmental demands (Bar-on, 1997; Cherniss & Goleman, 2001, pp. 3-12). Stys & Brown (2004) extends Bar-on emotional intelligence model by proposing a model identifying determinants affecting a person well-being. The extended model taking into account the context of personality theory emphasizes on co-dependence of the ability aspects of emotional intelligence with personality traits and their personality factors as determinants affecting a personal well-being.

Mayer, Salovey, and Carso (2000) proposed five major areas of skills in emotional intelligence under the mixed model. The first area of skills is ability to understand oneself well, intrapersonal skills, in terms of knowing how one feels. The intrapersonal skills comprise of five dimensions which are emotional self-awareness, assertiveness, self-regard, self-actualization, and independence. The second area of skill focuses on how a person deals with others, interpersonal skills. The second area of skills covers three aspects which are interpersonal relationships skill, social responsibility skill, and empathy. The third area of skill emphasizes on readiness to adapt oneself to different ambiences. The third area of skills relate to three dexterities of problem solving, reality testing, and flexibility. The fourth area of skill focuses on stress tolerance and stress control. In the other words, the fourth skill emphasizes on stress management which requires emotional understanding and control. The fifth area of skill addresses general mood skills dealing with positive feelings, i.e., happiness and optimism.

Bar-on's theoretical work combines mental abilities such as self-awareness with other characteristics that considered separately from mental abilities such as personal independence, self-regard, and mood. This makes mixed model of Bar-on.

2.1.3 Goleman's Model

Goleman (1995) defined Emotional Intelligence, under the mixed emotional intelligence model, as the abilities in three dimensions. The first dimension is self-control ability. The second dimension covers enthusiasm and persistence. The third dimension is the ability to motivate oneself. Cherniss and Goleman (2001) extend emotional intelligence model, defined by Goleman (1995), as the ability to recognize and regulate emotions in ourselves and others. Further studies by Goleman (2001) and Stys and Brown (2004) documented that emotional intelligence should take into account performance of a person or organization under consideration by integrating both cognitive ability and personality factors to determine a successful workplace. Goleman proposed the model taking into account performance, integrating an individual's abilities and personality, and applying their corresponding effects on performance in the workplace. The model focuses on how cognitive ability and personality factors determine workplace success.

Mayer, Salovey, and Carso (2000) proposed five major areas of skills for Goleman's emotional intelligence model. The first area of skill focuses on knowing one's emotions by recognizing a feeling as it happens and monitoring feelings from moment to moment. The second area of skill addresses ability to manage emotions resulting in characteristics of enthusiastic and persistent. The second skill is about handling feelings so they are appropriate. It is ability to soothe oneself and ability to shake off rampant anxiety, gloom, or irritability. The third area of skill emphasizes on motivating oneself by managing and regulating emotions of a person. The third skill is the ability to regulate or control one's emotion when unpleasant or pleasant incidents or surroundings occurred in order to get one back on track and pursue goals or objective originally planned. Mayer, Salovey, and Carso (2000) elaborated the third skill when pleasant and unpleasant incidents occurred without noticed. One should motivate oneself to stick with objective or goal of task be assigned by not showing out too much gratitude, pleasant incidents had occurred, even inside is

exhilarating or practice to control oneself not react impulsively to an unpleasant incident spontaneously. The fourth area of skill is ability to recognize emotions of others. The fourth skill is known as empathy and altruism. Empathy or empathic awareness is to understand or sympathize others and altruism is unselfishness and understands what others need or want. The fifth area of skills accentuates relationship management. This skill highlights on how a person manage feelings or emotions of oneself and of the others in order to interact smoothly.

Moreover, Goleman created the mixed model for predictive validity. The model stated that emotional intelligence is an important factor for success at home, at school, and at work. For social life, emotional intelligence leads to a more pleasant character having less rudeness or aggressiveness, gaining more popularity among peer group, improving effective learning at youth. At work, a person with high level of emotional intelligence always is a good team player and leader supporting members of the team. Results from Goleman (1995) indicated that a person with strong emotional intelligence promotes team effectiveness. Moreover, Goleman stated that I.Q. contributes about 20% to the factors that determine life success and 80% left for other factors. He suggested that emotional intelligence is more powerful than I.Q. in driving an organization for success. Besides, work life success, emotional intelligence is another indicator in predicting success for many life tasks.

Four components of Goleman's emotional intelligence are self-awareness, self-management, social awareness, and social skills. The four components of Goleman's emotional intelligence will be discussed in detail later. A set of emotional competencies had been included within each components of Goleman's emotional intelligence model. Emotional competencies are not instinctive talents, but rather learned capabilities that must be worked on and developed to achieve outstanding performance. Individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies (Boyatzis, Goleman, & Rhee, 1999; Stys & Brown, 2004).

This study focuses on Goleman's model in exploring effects of emotional intelligence on organization performance. Three reasons why this paper based on Goleman's emotional intelligence model are discussed in this section. Firstly, application of emotional intelligence to business sector was documented in

Goleman's works in which concepts or emotional intelligence together with the application in business practice are purported. Moreover, Goleman research works had shown applications to both social and work life. As evidenced in Goleman works, emotional intelligence is viewed as a key success factor for a person to success in both their life and work. Secondly, emotional intelligence model proposed by Goleman combined both innate ability and personalities also known as the mixed model. The application of mixed model incorporating organization or firm performance is a more appropriate model as the validity of any model application should be measurable via firm performance. This implies that the model possesses both abilities and personalities can be applied to performance in the workplace. Thirdly, Goleman's model is linked to a set of competencies follow four components of emotional intelligence (self-awareness, self-management, social awareness, and social skills). Emotional competencies directly relate to job performance. People can learn and develop their emotions to achieve a great performance (Cherniss & Goleman, 2001; Stys & Brown, 2004).

Table 2.1 Summary of Emotional Intelligence Models

EI Models	Ability Model	Mixed Model
Mayer and Salovey's Model	-Perception and expression of emotion -Assimilating emotion in thought -Understanding and analyzing emotion -Reflective regulation of emotion	
Bar-on's Model		-Intrapersonal skills: emotional self-awareness, assertiveness, self-regard, self-actualization, and independence

Table 2.1 (Continued)

EI Models	Ability Model	Mixed Model
		-Interpersonal skills: interpersonal relationships, social responsibility, and empathy
		-Adaptability scales: problem solving, reality testing, and flexibility
		-Stress-management scales: stress tolerance and impulse control
		-General mood skills: happiness and optimism
Goleman's Model		-Self-awareness
		-Self-management
		-Social awareness
		-Social skills

2.2 Emotional Intelligence and Emotional Competencies

Concept of emotional intelligence was firstly applied to business practice and documented in reputable publications by Daniel Goleman. Goleman's research paper addressed the application of emotional intelligence concept to business application measuring through four competencies was published in Harvard Business Review (HBR) in 1998. Findings exhibits that four conventional characters of effective leaders, which are intelligence, toughness, determination, and vision, are not sufficient given the dynamic and more complex world. Goleman (2004) documented that truly effective leaders are distinguished by a high degree of emotional intelligence, which includes self-awareness, self-regulation, motivation, empathy, and social skill. Moreover, Goleman found that the common character of most effective leaders is high degree of emotional intelligence. This does not mean that Intelligence Quotient (I.Q.) and technical skills are irrelevant. Goleman (2004) exhibited that a

well-trained leader equipped with incisive and analytical mind having endless supply smart ideas still won't be a great leader. Emotional intelligence played an increasingly important role at the highest levels of the company. The higher the rank of a person, the more emotional intelligence capabilities are required. Emotional intelligence not only distinguishes outstanding leaders but also links to strong leader and organization performance. Evidences show that a good emotion leader is one of the major factors promoting cooperation, fairness, and overall group performance. Barsade (1998, p. 5-10); Barsade and Gibson (1998) exhibits characters that effective leaders should possess are warm heart, more outgoing, emotionally expressive, dramatic, and sociable. Moreover, ability to manage feelings and handle stress is another aspect of emotional intelligence effective leader should have (Cherniss, 2000).

Goleman (1998) defined emotional intelligence as the ability to manage our relationships and ourselves effectively—consists of four fundamental capabilities: self-awareness, self-management, social-awareness, and social skill. Each capability is composed of specific sets of competencies (Goleman, 2000). David McClelland (Harvard University Psychologist) found that leaders with six or more emotional intelligence competencies would be more effective than others who lack of such competencies. Four fundamental capacities of emotional intelligence are depicted in Table 2.2 and discussed as a set of competencies below.

Table 2.2 Summary of Goleman's Emotional Intelligence and its Competencies

Emotional Intelligence	Its Competencies
Self-awareness	-Emotional self-awareness
	-Accurate self-assessment
	-Self-confident
Self-management	-Self-control
	-Trustworthiness
	-Conscientiousness
	-Adaptability
	-Achievement orientation

Table 2.2 (Continued)

Emotional Intelligence	Its Competencies
Social-awareness	-Empathy
	-Organizational awareness
	-Service orientation
Social-skills	-Visionary leadership
	-Influence
	-Developing others
	-Communication
	-Change catalyst
	-Conflict management
	-Building bonds
	-Teamwork and collaboration

2.2.1 Self-awareness

Goleman (2000, 2004) documented that self-awareness is the condition that a person has a deep understanding of one's emotions, strengths, weaknesses, needs, and drives. Self-awareness is divided into three competencies as emotional self-awareness, accurate self-assessment, and self-confidence. Emotional self-awareness is the ability to read and understand your emotions as well as recognize their impact on work performance, relationships, and the like. Accurate self-assessment is a realistic evaluation of your strengths and limitations. Self-confidence is a strong and positive sense of self-worth. People with strong self-awareness are honest with themselves and with others. They are able to recognize how their feelings affect them, other people, and their job performance. Therefore, people who have high degree of self-awareness will get his jobs done well in advance. They also are able to speak accurately and openly about their emotions and the impact they have on their work.

2.2.2 Self-management

Self-management consists of six competencies as self-control, trustworthiness, conscientiousness, adaptability, achievement orientation, and initiative. Self-control is the ability to keep disruptive emotions and impulses under control. Trustworthiness is a consistent display of honesty and integrity. Conscientiousness is the ability to manage yourself and your responsibilities. Adaptability is a skill at adjusting to changing situations and overcoming obstacles. Achievement orientation is the drive to meet an internal standard of excellence. Initiation is a readiness to seize opportunities, (Goleman, 2000).

2.2.3 Social awareness

Social awareness contains three competencies as empathy, organizational awareness, and service orientation. Empathy is a skill at sensing other people's emotions, understanding their perspective, and taking an active interest in their concerns (Goleman, 2000). Empathy is the most easily recognized of all competencies in emotional intelligence. It refers to thoughtfully considering employees' feeling in the process of making decisions (Goleman, 2004). Nowadays, empathy is one of the most important factors of leadership due to the rapid pace of globalization and the growing need to retain talent. Retention of talent, empathy plays a key role. Leaders need empathy to develop and keep good people, however presently the stakes are higher. When good people leave, they take knowledge of their organizations with them. Organizational awareness is the ability to read the currents of organizational life, build decision networks, and negative politics. Service orientation is the ability to recognize and meet customers' needs (Goleman, 2000).

2.2.4 Social Skill

Social skill concerns a person's ability to manage relationships with others the same as empathy. It refers to friendliness with a purpose such as moving people in the direction that you desire. There are eight competencies as visionary leadership, influence, developing others, communication, change catalyst, conflict management, building bonds, and teamwork and collaboration. Visionary leadership is the ability to take charge and inspire with a compelling vision. Influence is the ability to employ a

range of persuasive tactics. Developing others is the propensity to bolster the abilities of others through feedback and guidance. Communication is a skill at listening and at sending clear, convincing, and well-tuned messages. Change catalyst is proficiency in initiating new ideas and leading people in a new direction. Conflict management is the ability to de-escalate disagreements and orchestrate resolutions. Building bonds is proficiency at cultivating and maintaining a web of relationships. Teamwork and collaboration is competence at promoting cooperation and building teams (Goleman, 2000). Social skilled people know many people as acquaintances. They have ability for finding common found with people of all kinds. It does not mean that they need to socialize continually. Such people can have a network when the time for action comes (Goleman, 2004).

However, Mayer, Salovey, and Caruso (2000); Goleman (1998) argued that emotional Intelligence may not be a strong predictor for job performance. Distinction between emotional intelligence and emotional competency is that emotional competency is objective measurements while emotional intelligence is more subjective. Emotional intelligence as measured through emotional competency is a key factor driving people to success in work and in life. This implies that there is a linkage between emotional competency and emotional intelligence. Moreover, emotional competency indicates both personal and social skills leading to outstanding performance in work. Knowing feelings of people, a leader can develop a specific competency by influencing or motivating people. A person who can control their emotions will find it easier to develop a competency such as initiative or achievement drives of a successful leader. Cherniss (2000) stated that if we want to predict performance of himself or his team members, these social and emotional competencies need to be identified and measured.

Results from Rahim and Minors (2003), 222 participants were studied, indicated that two significant positive correlations. Firstly, the positive correlation between the emotional competencies of self-regulation and empathy is documented. Secondly, for a leader concerning with product and service quality, positive correlation between the self-awareness and self-regulation competencies and effective problem-solving skills during subordinate conflict is reported. The research had confirmed relationship between emotional intelligence and individual and team

performance. Emotional intelligence skills connect both to individual cognitive-based performance and team task performance skills by which such connection help supporting ability to recognize and manage emotions against distracting emotions. Additionally, a study of 34 undergraduate students demonstrates a positive influence of emotional intelligence and the emotional competency area or emotional awareness and management on individual cognitive-based performance (Lam & Kirby, 2002). A lack of emotional intelligence may lead to diminished cognitive performance and an inability to achieve tasks, especially with others (Goleman, 1998). There are four main reasons to evaluate and improve emotional intelligence competencies in the workplace. The first reason is emotional intelligence competencies are important for success in most jobs. The second reason is many employees enter the workforce without the competencies necessary to succeed at their jobs. The third reason is employees already have the established means and motivation for providing emotional intelligence training. The last reason is most employees spend the majority of active hours at work (Stys & Brown, 2004).

2.3 Emotional Intelligence and Leadership Performance

Mandell and Pherwani (2003) described that emotional Intelligence affects leadership performance. A successful leader possess skills of emotional intelligence which are flexibility, conflict management, persuasion and social reasoning, and these skills become increasingly important with advancing levels in leadership hierarchy. A considerable amount of literatures depict that emotional Intelligence is key ingredient of human resource professional. Researches indicate a strong level of correlation between emotional intelligence and top performers and performance climates in the workplace. Emotional Intelligence is supported as an important element in excellent job performance profiles, employee behavior, and organizational practice. Leader with high emotional Intelligence promotes an outstanding climate for service delivery and in employee concern for quality, and ability to deal with workplace conflict. Based on Goleman (1998) analysis of performance profiles from various positions in 121 companies around the world, he found that emotional intelligence abilities rank as more than twice as crucial for excellence the technical

and cognitive abilities. Emotional intelligence is described as the essential elements or activities knowing one's emotions, managing emotions, motivating people, recognizing emotions in others, and handling relationship (Goleman, 1995). Goleman's emotional intelligence and its characteristics behaviors have been refined to include individual and organizational behaviors and outcomes. Goleman stated that the very best corporate leaders share in common the characteristics of self-awareness, self-regulation, motivation, empathy, and social skills. These skills allow superb leaders to understand their own as well as others' emotional makeup well enough to move people to achieve institutional objectives. (Hess & Bacigalupo, 2011) An organization that supports and promotes emotional intelligence in its organizational value may see more people following established ground rules, and more emotionally intelligence managers rising to top leadership positions (Morehouse, 2007).

Emotional intelligence is carried through an organization like water running through pipes. The leader's mood has a great impact to business success. A leader needs to make sure that his optimistic, authentic, high-energy mood, and chosen actions follow as he feels and acts that way too. Goleman, Boyatzis, and McKee (2001) stated that for a leader focusing on financial performance, who leads an organization from one's inner life, given right emotional, the expected behavioral chain reaction occurs. As a leader fells happy and acts happily, the right emotional input leads to expected behavioral chain reaction by which people around him view everything in a positive way. Another example is that as a leader reveals his confidence in achieving goals, enhances creativity and efficiency of decision makings, and influences them to be helpful. Such a positive environment supports mental efficiency in which a leader encourages and influences his team members better understanding information, using decision rules in complex judgments, and being more creative. The most effective leaders display moods and behaviors that match situation optimistically. Effect leaders respect how other people feel and move forward with hope and humor (Goleman, Boyatzis, & McKee, 2001). Formally, an emotional intelligence leader can manage his moods though self-awareness, adjust those moods through self-management, understand impacts of given moods through empathy, and act in ways that boost other's moods through relationship management. Goleman explained that a leader who possesses high level of emotional intelligence,

both leader and organizational performance improved. A good leader have the capacity to empathize employees' feelings and condition of work environments, to intervene when problems occur, to manage one's emotions in order to gain the trust of the employees, and to understand the political and social conventions within an organization (Goleman, 2001). Stys and Brown (2004) documented that an additional capacity for a good leader is the capacity to impact organizational performance by setting a particular work environment.

2.3.1 A Review of the Previous Studies in Emotional Intelligence and Leadership Performance

Previous studies showed that emotional intelligence and leadership performance are positively correlated. High level of emotional intelligence can lead to a higher level of efficiency and higher performance of both employees and leaders (Chatrudee Sukplang (2000), Piyapon Sritidach (2002), Rungtip Sesawaeng (2006), Sak Soonklang (2009), and Thanwatoo Seepromting (2012). Further evidences from previous studies concluded that personal characters, i.e., ages, gender, educational level, and work experience, have no relationship to emotional intelligence (Chatrudee Sukplang, 2000; Kanrayanee Promthong, 2003; Parkpoom Rawirot, 2003; Wacharathanakhon, 2011). However, some evidences showed that gender and age is related to emotional intelligence. Different gender has different emotional intelligence in term of social skills (Chatrudee Sukplang, 2000). When people are older, emotional intelligence will be developed at the higher level (Manasanan Hatthasak, 2003). Moreover, previous studies found that work environment and work factors such as budget, operational method, responsibilities, leadership, etc. has positive relationship to emotional intelligence (Parkpoom Rawirot, 2003; Kanchana Thana, 2008). Good work environment leads people to have high emotional intelligence. As a result, organizations will perform better.

2.4 Human Value Added Metrics (HVAM)

Organization performance depends on various factors. Amount of asset used is one of the key driving factors. In addition, contribution from human who best utilizes and operates the assets leads to high value creation induces higher level of monetary performance (Abhash & Phalguni, 2013). Thus, human capital is the important living asset in an organization. Two schools of thoughts about human capital are accounting and management perspectives. In accounting perspective, human capital is considered as an expense, while in management perspective, human capital is an investment that generates predictable organizational growth. Bontis (1999, 2001) suggested that human capital represents the individual stock of knowledge in organization's collective capability to extract the best solutions from its individual employees. Human capital is defined as the sum of the employees' skills, experiences, capabilities, and tacit knowledge. Moreover, human capital includes intangible recourses of abilities, effort, and time that workers bring to invest in their work (Edvinsson & Malone, 1997; Davenport & Prusak, 1998; Bontis, 2007). To enhance level of employee performance, Becerra-Fernandez and Sabherwal (2001) suggested that an organization should increase level of employees' competencies (Becerra-Fernandez & Sabherwal, 2001). As a result, by increasing job performance, organizational monetary performance is improved (Davenport & Prusak, 1998). Hence, it can be concluded that there is relationship between human capital and financial performance of organizations. Higher level of financial nature performance of organizations is attached with higher and better organizational human capital (Youndt, Subramaniam, & Snell, 2004; Mahmood, Ahmad, & Hussain, 2011). Previous studies showed that human capital has a positive relationship with organizational performance. Bontis (2007) documented that organizational performance is most influenced by superstar players who have some distinct capabilities such as high level of intelligence, creative ideas, initiation, ambition, and inimitability. Therefore, human capital is one of the key success factors driving an organization to outperform.

Focusing on human capital, this study measures human value added in an organization. The assessment of human value added will be based on the calculation

of human value added metrics. Human value added metrics measure relationship between operating profits and human capital employment cost. There are three main value added performance metrics which are Human Economic Value Added (HEVA), Human Capital Value Added (HCVA), and Human Capital ROI (HCROI). Each human value added factor and its calculation is discussed below.

2.4.1 Human Economic Value Added (HEVA)

Economic Value Added (EVA) is a financial performance measurement calculating true economic profit of an organization. It estimates the amount by which earning exceeds or falls short of the required minimum rate of return for shareholders. It shows how much true profit is left not only after paying all expenses, including taxes, but also after subtracting the cost of invested capital. It is defined as net operating profit after tax (NOPAT) minus the cost of capital. Cost of capital is calculated by the amount of capital invested multiplied with the appropriate cost of funds used. EVA can be viewed as a human capital measurement. Dividing EVA by the average headcount within the calculation period, yields Human Economic Value Added (HEVA). However, EVA may not be a true benchmark metrics simply because of using NOPAT. This is because NOPAT may be significant lower for an organization facing foreign exchange rate as earnings when converted to local currency at the given current spot rate. Moreover, organizations that do not reinvest capital to maintain its plant or equipment can improve its depreciation line and will have a positive effect on EVA. Therefore, using profit from operations, operating profit, in calculating value added performance metrics will result more accuracy. The calculation measures how much wealth is in reality being created by the employees, including allowance for shareholder dividends are taken into account. Fitz-enz (2009, 2012) proposed the calculation as stated below.

$$HEVA = \frac{Operating\ profit - 10\%\ Shareholder\ Equity}{Average\ Headcount}$$

2.4.2 Human Capital Value Added (HCVA)

Another dimension of human valued added metrics bases on value added from normal organization operation called Human Capital Value Added (HCVA). It measures the difference between the cost of materials and labor to produce a product, and the sale price of a product. HCVA measures an adjusted profitability figure by each employee in organization (Fitz-enz, 2009; Fitz-enz, 2012). The calculation is stated below.

$$HCVA = \frac{Operating\ Profit + Employment\ Cost}{Average\ Headcount}$$

2.4.3 Human Capital ROI (HCROI)

Human Capital Return on Investment or HCROI measures return on investment in terms of profit for money spent on human capital employment costs. It drives human capital practitioners to the conclusion that they can have as direct an impact on revenue and non-people related costs. HCROI represents the leverage of human capital employment cost within organization (Fitz-enz, 2009; Fitz-enz, 2012).

$$HCROI = \frac{Operating\ Profit + Employment\ Cost}{Employment\ Cost}$$

2.5 Summary

The overview of the literatures is provided in this chapter 2 regarding three variables for studying the relationships among emotional intelligence, leadership scores, and human value added metrics. Literatures show that there are relationships among emotional intelligence, leadership performance, and human value added metrics.

CHAPTER 3

RESEARCH DESIGN AND METHODS

Three crucial terms for specific measurement of high performance organization in terms of monetary performance, are emotional intelligence, leadership performance, and organization performance. Relationships among these three jargons, in Thailand context specifically for state enterprises, are not in depth perused. Thus, this chapter is divided into three major parts. The first part provides conceptual framework, research methodology, research design, and the instrumentation validity and reliability. The second part discussed about data collection. Data analysis is reports in the last section.

To address relationships between three jargons, this study has carefully stated three research questions to explore those relationships properly. Three research questions are stated below.

1) Is relationship between emotional intelligence and leadership score exists? If the relationship exists, what is (are) the key component(s) for the relationship?

2) Is relationship between emotional intelligence and human value added metrics persists? If the relationship persists, what is (are) the key component(s) for the relationship?

3) Is relationship between leadership score and human value added metrics prevails? If the relationship prevails, what kind of the relationship do they have?

In order to accomplish the purposes and answer the research questions, this study is designed to use mainly two statistical tests which are two-way ANOVA and independent test (Chi-square).

3.1 Conceptual Framework

Based on literature reviews, this paper explores the relationships among emotional intelligence, leadership score, and human value added metrics. The conceptual framework is shown below.
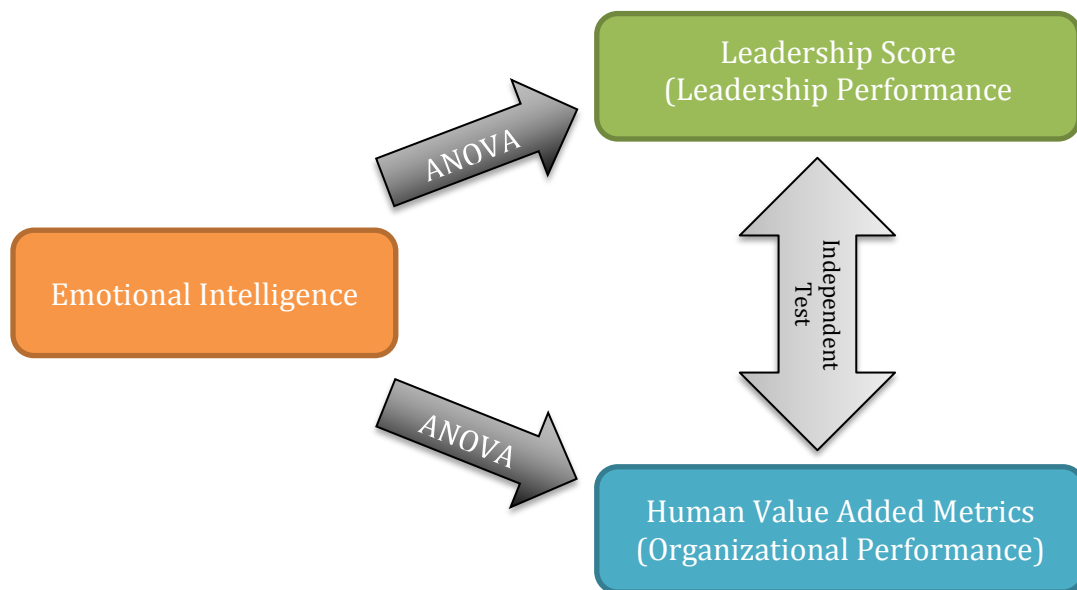
Figure 3.1 Conceptual Framework

Figure 3.1 elaborates relationship among three jargons, which are emotional intelligence, leadership score or leadership performance, and human value added metrics. Emotional intelligence affects both leadership and organizational performance. Analysis of variance is generally used to test whether two or more groups have the same or difference mean values, in this study, two-way analysis of variance is recommended. Two-way ANOVA compares expected value of each explanatory variable or two groups against dependent variable, SEPA Score or leadership performance. Expected value or mean value is used for statistical inference or for interpreting whether the data are alike or related. Relationships among three jargons are tested. Three pairs of relationship are tested. Testing whether relationship between two set of jargons exist is performed via two way analysis of variance and

the independent test using chi-square test between leadership and organizational performance is conducted. The first pair of relationship is the test between emotional intelligence and leadership performance. The second pair of relationship is the test between emotional intelligence and organizational performance. The third pair, leadership and organizational performance, is tested for independency between two jargons. In sum, the conceptual framework exhibits three tests among three related jargons, two tests aim at pointing out whether emotional intelligence affects leadership and organizational performance and one test probes whether two performances are related or not.

3.2 Methodology

3.2.1 Assessment of Emotional Intelligence: Emotional Competence Inventory (ECI)

Integrating the work of Goleman (1995, 1998), Boyatzis (1982, pp. 10-12), and Boyatzis, Goleman, and Rhee (1999, pp. 343-362), this study explores whether a person who demonstrates four competencies which are self-awareness, self-management, social awareness, and social skills performs effectively and efficiently at appropriate times and situation. The model of emotional intelligence is developed consisting of five clusters with 25 competencies embedded in each cluster (Boyatzis, 1982; Spencer & Spencer, 1993; Rosier, 1994-1997; Boyatzis, Goleman, & Rhee, 1999). The first cluster is self-awareness consisting of three competencies as emotional awareness, accurate self-assessment, and self-confidence. The second cluster is self-regulation consisting of five competencies as self-control, trustworthiness, conscientiousness, adaptability, and innovation. The third cluster is motivation consisting of four competencies as achievement drive, commitment, initiative, and optimism. The fourth cluster is empathy consisting of five competencies as understanding others, developing others, service orientation, leveraging diversity, and political awareness. The last cluster is social skills consisting of eight competencies as influence, communication, conflict management, leadership, change catalyst, building bonds, collaboration and cooperation, and team capabilities.

Four competencies embedded in emotional intelligence can be reported in four types of relationships. The competencies are parts of a whole and complement each other in functional behavior. A person can demonstrate flexibility in adapting to situations. The competencies are alternate manifestations. The specific competency used is varying by setting or stimulus. This depends on the degree of micro and macro definition of the competencies in the study. Alternate manifestations are often found in competency models with highly behaviorally specific definitions of the competencies. The competencies within the cluster are conflicting. Often use of one competency out the possible use of another such as self-control and initiative (Boyatzia, Goleman, & Rhee, 1999).

The most common emotional intelligence questionnaire used in previous studies based on the questionnaire suggested by Goleman. Emotional intelligence questionnaires adopted in Thailand by psychologist experts are also based on Goleman. Emotional intelligence questionnaires include both content and reliability tests. This study follows common emotional intelligence questionnaire commonly used in Thailand, i.e., questionnaire by Nattayapat Pawanawiwat (2009).

3.2.2 Assessment of Leadership Performance (SEPO)

Leadership performance will be measured based on categories and criteria set by the State Enterprise Policy Office (SEPO), (2013b). SEPO is a government agency with specific objective aiming to improve and supervise state enterprises with specific focus on financial and accounting policy and human resources management. Seven criteria and maximum scores for each categories measured are exhibited in Table 3.1.

Table 3.1 SEPA Criteria

Criteria	Score	%
Operating assessments		
1. Leading organization	120	12
2. Strategic planning	80	8
3. Customers and markets focusing	110	11
4. Assessment, analysis, and knowledge management	80	8
5. Human focusing	100	10
6. Operational focusing	110	11
Outcome assessments		
7. Results (6 categories)		
- Products and services		
- Customers		
- Finance and marketing		
- Human (employees)		
- Good governance and accountability		
- Leadership	400	40
Total	**1000**	**100**

There are two types of assessments in SEPA. The first assessment emphasizes on operational management which measures six areas. The second assessment is outcome assessments emphasize on six categories outcomes performed by the state enterprise being evaluated.
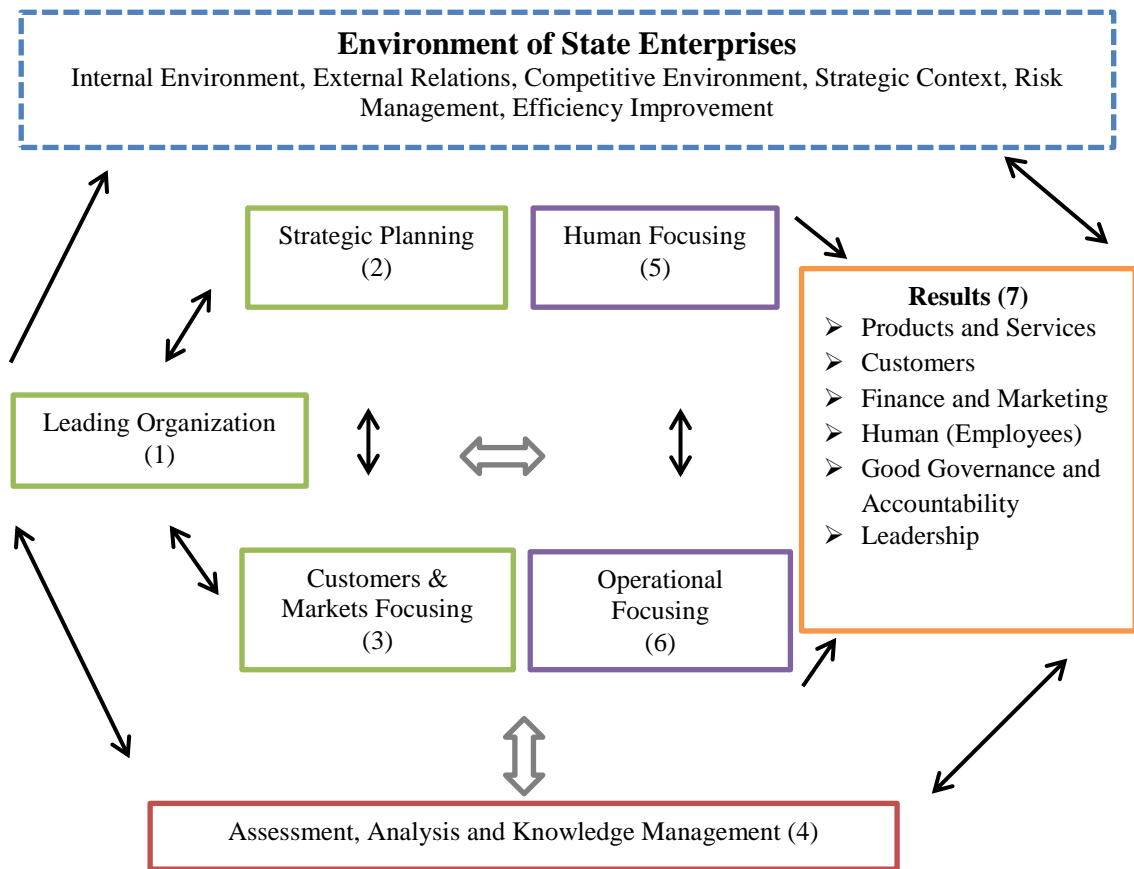
Figure 3.2 SEPA Framework

Figure 3.2 depicts relationships between operational and outcome measurements. Moreover, Figure 3.2 exhibits how seven categories, the first six categories are operational assessment and the seventh category is outcome assessment, are linked. For example, leading organization, strategic planning, and customers and markets focusing are related. The linkage of three categories point out that a good leader of an organization should lead the organization under a painstaking strategic plan. Well thought strategic plan is conducted in the strategic planning scheme focusing on customers and markets, sometimes call customer and market centric. Good strategic plan should state clear direction indicate goals that state enterprise aims to achieve by which the stated goals are objective and measurable. Furthermore, in strategic planning process, leader takes into account customers and markets centric by which high value products and services are delivered to public. Outcome assessments related to results of six categories directly related to human and

operational focusing as elaborated in Figure 3.2. In addition, the assessment, analysis, and knowledge management are linked to the criteria of leading organization and the results. These are reflected the role of state enterprises as internal environment, external organizational relationship, competitive environment, the role of strategy, organizational risk, and operational improvement.

SEPA score reflects two types of assessments embedded in each state enterprise leader taking into account external internal factors. Good leader facilitates and supports collaborations of people in an organization resulting good outcomes stated in the seventh criteria of outcome measurements. Thus, this study treats SEPA score as a good proxy for leadership performance.

3.2.3 Assessment of Human Value Added Metrics

Organizational performance is commonly measured via financial status. High organization performance can be measured both quantitative, financial measurements, and qualitative aspects. One of many important qualitative measurements, definitely, rested on human capital. This study employs human value added metrics to capture both quantitative and qualitative aspects of measurement. Human value added metrics are calculated based on financial statements of an organization. Financial performance is one of the effective assessments of organization performance. It is a good reflection how organization performs given a specific level of human capital. As an orchestra, organization performs well under effective leader who unifies various views and perspectives of people as one strong team moving an organization toward the set goals. There are three assessments of human value added metrics as follow.

Human Economic Value Added:

$$HEVA = \frac{Operating\ profit - 10\%\ Shareholder\ Equity}{Average\ Headcount}$$

Human Capital Value Added:

$$HCVA = \frac{Operating\ Profit + Employment\ Cost}{Average\ Headcount}$$

Human Capital ROI:

$$HCROI = \frac{Operating\ Profit + Employment\ Cost}{Employment\ Cost}$$

All variables in these three measurements are defined as follow.

3.2.4 Operating Profit

A measure of an organization's earning power from ongoing operations, equal to earnings before deduction of interest payments and income taxes (EBIT). EBIT is known as an operating income. Operating income is the most popular measurement in finance. EBIT can be obtained by deducting cost of producing products and all operating costs, i.e., rent, utilities, depreciation, marketing expenses, human related costs, etc. from total revenues. In the other words, EBIT measures efficiency and effectiveness of an organization without any effects from financial decision. In general, EBIT or operating profit is used as an indicator of a good leader. Good leader leads an organization toward strategic goals set from strategic planning taking into account customers and markets centric principal, given a specific level of human capital and operational process, an exceptional operating performance can be obtained.

3.2.5 Shareholder Equity

Assets of an organization can be raised from two major sources of funds, liabilities or debt and equity. Equity is share capital plus retained earnings minus treasury shares. Shareholder equity represents the amount by which a company or an organization is financed through common and preferred shares. In the other words, shareholder equity, in short is equity, shows how much the owner put his wealth into. High equity of an organization can be interpreted in two dimensions. Firstly, high equity means owners have high confidence in what is firm operating, i.e., more capital poured in the firm as high expansion capturing customers and market demands. Secondly, high equity may stem from high level of retained earnings or profit kept in the organization every year.

3.2.6 Average Headcount (Average Number of Employees)

The average number of employees examines the number of workers you have during a certain period of time. It is not economical to count the number of employees each day and then find an average. Organizations will look at the beginning number of employees and the ending number of employees for the period and then find the average number of employees. This calculation is used in employee-turnover rates to help the organization find how quickly employees leave the company. High average head count implies a human intensive character, normally in the service industries.

3.2.7 Employee Cost

Employment cost is total costs that organization spends for their employees. It is from several categories such as recruiting expense, basic salary, employment taxes, benefits, equipment, etc. In a high competitive environment, high employee cost signifies unhealthy firm and leads to lower firm performance. To low employee cost may hinder firm performance as firm may underinvest in necessary tools and equipment which essential to provide best quality services or products. Finding optimal points of employee costs rests on leadership skills especially a visionary leader (Goleman, 1995).

3.3 Research Design

This study is designed to answer three major queries. The first question is to investigate whether high performance leaders are persons with high emotional intelligence or not. The second question is to investigate relationship between emotional intelligence and human value added metrics by exploring the existence of relationship between emotional intelligence and human value added metrics. The third query is to examine the relationship between leadership performance and human value added metrics. Relationship among three set of variables, which are emotional intelligence, leadership performance, and organizational performance is explored.

To obtain crucial input, emotional intelligence, the Emotional Intelligence questionnaire is used to access emotional intelligence level of leaders. Ensuring consistency in measurement of emotional intelligence of a leader, questionnaire used

in this study is adopted from the previous researches from psychological experts based on the research works of Chatrudee Sukplang, 2000 and Nattayapat Pawanawiwat, 2009. Most emotional intelligence questionnaires are rooted from Goleman's emotional intelligence assessment (Goleman (1999).

After emotional intelligence of leaders is obtained, instrumentation validity and reliability tests are performed to ascertain that samples of the study represent population characteristics and pilot test is conducted to confirm that emotional intelligence obtained from the questionnaire is reliable. Descriptive statistics is reported and analyzed to understand current status of each set of variables. Further data analysis focuses on analysis of variance and independence tests aiming at answering research questions.

3.4 Instrumentation Validity and Reliability

Good model with good and clear measurement delivers trusted results. Validity tests are conducted to answer two questions. Firstly, can results obtained be inferred to population behavior? Secondly, do variables or measurements used in the study perform their duties well? To exemplify concept of validity test in simpler terms, validity test aims at ensuring results obtained from the study can represent or infer to population behavior and variables used in the model should be measurable and perform their duties as planned originally. More discussion on validity test is needed. As the data is considered as large sample, according to law of large number, results from the test can be inferred to population. Content validity test is another angle to consider. Content validity test focuses on testing variables or measurements used in the specific model whether they perform their duties well or represent what the model plans to see. In this study, the EQ questionnaire is adopted from the previous researches complies with Goleman's emotional intelligence assessment. As the questionnaire is adopted from previous research papers of psychological experts, content validity is checked including translation and back translations. For reliability test, a pilot test is performed to reconfirm reliability; both item correlation and alpha coefficient were checked.

A pilot test is used to test reliability of the EQ questionnaire. Samples in the pilot test are drawn from two Thai state enterprises which are Metropolitan Electricity Authority (MEA) and Provincial Electricity Authority (PEA). There are 60 observations by which 43 samples are from PEA and 17 samples are from MEA. Proportion of male from total samples is 51.7% or 31 out of 60 samples and 48.3% or 29 out of 60 samples are female. Samples are categorized by their management level. Three levels of managements are collected which are top, middle, and supervisory or lower management levels. The average working experience of the samples is 25 years. The result of reliability is 0.95 (in Appendix A) which is similar to the previous studies (Chatrudee Sukplang, 2000; Nattayapat Pawanawiwat, 2009). The EQ questionnaire used in this study is adopted from Nattayapat Pawanawiwat (2009) with confidence.

3.5 Data Collection

3.5.1 Sector Selection

State enterprises in Thailand can be categorized into 9 groups, which are communication, infrastructure, industry, energy, transportation, finance, commercial and service, agriculture and environment, and social and technology. This study focuses on State Enterprises operate in financial sector. This is because total asset values of state enterprises operating in financial sector worth approximately 7,841,424 million baht or having total asset values around 60% of total assets for all Thai state enterprises, 13,178,871 million baht. There are 10 organizations in the financial sector which are Krung Thai Bank (KTB), Small and Medium Enterprise Development Bank of Thailand (SME Bank), Bank of Agriculture and Agricultural Co-operatives (BAAC), Export-Import Bank of Thailand (EXIM Bank), Government Saving Bank (GSB), Government housing Bank (GHB), Islamic Bank of Thailand (Ibank), Secondary Mortgage Corporation (SMC), Thai Credit Guarantee Corporation (TCG), and Office of the Government Pawnshop. Due to the classification of SEPO, there are eight financial organizations that are categorized as Specific Financial Institutions (SFIs), not including Krung Thai Bank and Office of the Government Pawnshop. Therefore, this study collects the three largest financial organizations in

SFIs which are Government Saving Bank (GSB), Bank of Agriculture and Agricultural Co-operatives (BAAC), and Government Housing Bank (GHB). These three organizations have the total asset more than a half of the financial sector, approximately 60% or around 30% total asset values compared with total asset values of all state enterprises. This can be concluded that samples selected for this study is large enough and can represent Thai state enterprise.

3.5.2 Data Selection

This study collects data from leaders who are in middle and top management levels of banking sector's state enterprise in Thailand. Three largest banks of state enterprise are selected. Total observations of 219 leaders who are middle and top management levels in selected organizations are exhibited in Table 3.2.

Table 3.2 Data Selection and Response Rate

Organizations	GSB	BAAC	GHB	Total
Numbers of Employees	21,556	22,553	4,534	48,643
Middle and Top Management Levels	124	46	49	219
Questionnaire Return	85	46	30	161
Response Rate (%)	69	100	61	74

Number of observations from GSB is 124 leaders out of 21,556 employees. Forty six middle and top managers are drawn from BAAC out of 22,553 employees. There are 49 samples out of 4,534 employees from GHB. One hundred and sixty one out of two hundreds and nineteen questionnaires are returned. Proportions of return questionnaire from three state enterprise banks are reported. Seventy four percent of questionnaires handed to target samples are returned. Forty six questionnaires or all samples from BAAC had responded to emotional intelligence questionnaire and all samples are returned to this study. Eighty five out of one hundred twenty four or 69% of handed questionnaires to GSB are returned. Thirty out of forty nine or 61% of handed questionnaires to GHB are returned.

3.6 Data Analysis

Understanding current status of samples given research questions is an important step called data analysis with descriptive statistics. In general, descriptive statistics is used to elaborate characteristics of data studied both locational and dispersion characters. Locational measurements are expected value or mean, median, and mode. If three locational measurements located at the same position, data is a symmetrical distribution. This study is not focusing on the distribution of the data. Expected value or the average of the data is used to specify location represented data under consideration. Dispersion measurement explains volatility of the data. Variance and standard deviation are two measurements representing data dispersion. The higher the dispersion indicates the higher volatility of the data.

Table 3.3 reports descriptive statistics of the observations in this study. Middle and top management managers of GSB and BAAC are male, while female dominates as middle and top managers at GHB. Average age of samples from BAAC is highest at 56.91 years, whereas the average ages of GSB and GHB managers are 47.75 years and 46.67, respectively. Standard deviation of managers' age of BAAC is lowest at 2.23 years, while those of GSB and GHB are 6.83 and 7.44, respectively. This can be interpreted that BAAC has strong seniority culture. At BAAC, middle and top management level managers are from BAAC personals ranked by years of working experience. The confirmation for the statement is the number of years worked at the organization of BAAC is highest at 34.09 years, which those of GSB and GHB are 21.15 and 18.89 years, respectively.

Table 3.3 Descriptive statistics

Descriptive Statistics		Organization		
		GSB	BAAC	GHB
N		85	46	30
Gender	M	52	34	9
	F	33	12	21
Age	Min	35	49	32
	Max	60	60	59
	Mean	47.75	56.91	46.67
	SD	6.831	2.298	7.439
Marital Status	Single	29	3	12
	Married	47	42	18
	Divorced	9	1	0
Educational Level	Bachelor	4	0	6
	> Master	81	46	24
Management Level	Top	4	18	2
	Middle	81	28	28
Work Experience (years)	Min	8	26.07	5
	Max	35	40	37
	Mean	21.15	34.088	18.882
	SD	6.93	2.692	7.826
Years in Current Position (years)	Min	0.10	0.2	1
	Max	14.7	8.09	16
	Mean	3.74	1.845	5.933
	SD	2.885	1.874	3.841

Descriptive statistics shows that number of years in the current positions of BAAC is lowest at 1.85 years, while those of GSB and GHB are 2.89 years and 3.84 years, respectively. This is because seniority culture at BAAC is more emphasized may be the source of explanation why middle and top managers have lowest number of years in the current position, 1.85 years, while having longest work experience, 34.09 years. More than 80% of managers of state enterprise financial institution have education background higher than under undergraduate level. More than 50% of

managers are married. This may support the claim that a person with good education and married has higher chance of being success. It is because a person who success both in work and in life tend to have higher emotional intelligence. Tests whether the statement is true or not will be discussed in the chapter 4.

3.7 Summary

The conceptual framework is to explore relationships among three variables which are emotional intelligence, leadership scores, and human value added metrics. This study is designed to use two way ANOVA and independent test (chi-square) to accomplish the research questions. The data is collected in financial sector of Thailand's state enterprise. The middle and top management levels in the three largest organizations are selected. In addition, the descriptive statistics are described at the end of this chapter.

CHAPTER 4

RESEARCH FINDINGS

Repeating the purposes of the study and the research questions, there are three purposes of this study. The first purpose is to investigate whether high performance leaders are persons with high emotional intelligence or not. The second purpose is to investigate relationship between emotional intelligence and human value added metrics. The last purpose is to examine the relationship between leadership performance and human value added metrics. Furthermore, the research questions are as follow.

1) Is there the relationship between emotional intelligence and leadership score?

2) Is there the relationship between emotional intelligence and human value added metrics?

3) Is there the relationship between leadership score and human value added metrics?

The results of the study are reported in this chapter. In order to accomplish the purposes of the study and answer the research questions, three main results are reported in this chapter. The first result explains relationship between emotional intelligence and leadership score. The second result shows relationship between emotional intelligence and human value added metrics. The last result presents relationship between leadership score and human value added metrics.

4.1 The Relationship between Emotional Intelligence and Leadership Scores

This study divides emotional intelligence into two levels as low and high levels. One hundred and sixty one out of two hundred and nineteen emotional intelligence questionnaires are completed and returned. Level of emotional intelligence of 161 observations is divided into two groups, high and low emotional intelligence.

Table 4.1 exhibits descriptive statistics of emotional intelligence of 161 samples. Emotional intelligence score or EQ score is the average total score from five categories, which are self-awareness, self-regulation, self-motivation, empathy, and social skills.

Table 4.1 Descriptive Statistics of Emotional Intelligence

	N	Minimum	Maximum	Mean	Std. Deviation
Emotional Intelligence	161	3.42	5	4.5469	0.37103
Valid N	161				

Minimum emotional intelligence score is 3.42 and maximum emotional intelligence score is 5.0. Dispersion of the EQ score indicated by standard deviation of 0.37 points out that distance of deviation from the data representative or average value is small. The expected value or data representative has average value of 4.55 by which average value is used as a reference point determining high and low emotional intelligence group. For EQ score equal to or lower than the expected value of 4.55, a middle or top management manager is categorized as low emotional intelligence leader. For a leader with EQ score higher than 4.55, the leader is labeled as high emotional intelligence leader.

Fifty middle and top management managers are classified in the low level of emotional intelligence as EQ scores are lower than 4.55. For high level of emotional intelligence, EQ scores are higher than 4.55, there are 111 observations. In the other

words, proportion of middle and top level managers classified as high emotional intelligence is 69% (rounded from 68.94%) and as low emotional intelligence is 31% (rounded from 31.06%).

To answer the first research question, does relationship between emotional intelligence and leadership score exist, Analysis of Variance (ANOVA) of two determinants, emotional intelligence score and leadership score are performed. Dividing leaders based on EQ scores into two groups and test variance of two groups against the variance given leadership scores earned, the study can identify whether leadership performance arises from different level of emotional intelligence or not.

Prior two-way ANOVA test can be performed; six assumptions for validity of data must be done. Six assumptions for data validity are as follows:

1) Dependent variable is continuous variable. SEPA score is not from counting process, instead the score is assigned by measuring process. Thus, SEPA score of dependent variable is a continuous variable.

2) Independent variables consist of two or more group. Emotional intelligence score is divided into two groups, high and low emotional intelligence leader. Therefore, independent variables meet requirement of assumption two.

3) Observations or samples are independent. Each observation is either middle or top management so that it is impossible that a leader be identified as middle and top management. It can be concluded that observations are independent.

4) There is no significant outlier. Results from descriptive statistics as shown in Table 4.2 and Figure 4.1to Figure 4.4 indicate that outlier is not detected for low emotional intelligence score as shown in histogram (Figure 4.1) and Box Plot (Figure 4.2). Even outlier may be detected for high emotional intelligence score. Histogram and Box Plot of high emotional intelligence score depicted in Figure 4.3 and Figure 4.4, respectively, indicate one outlier. As outlier computed by SPSS based on the distant away from upper quartile by 1.5 which is not an appropriate measurement. Previous studies documented that outlier measured 1.5 IQR from upper quartile is not appropriate. Outlier should detect from the multiplier of 2.2 or up to 3 IQR. Thus, both high and low emotional intelligence samples are not having an outlier.

Table 4.2 Descriptive Statistics of Emotional Intelligence by Group

		Percentiles						
		5	10	25	50	75	90	95
Weighted Average (Definition 1)	Low	3.4278	3.6302	3.8879	4.0000	4.4612	4.5227	4.5462
	High	4.5817	4.6173	4.6909	4.7659	4.8121	4.8838	4.9691
Tukey's Hinges	Low			3.8886	4.0000	4.4598		
	High			4.6909	4.7659	4.8114		

Table 4.2 reports percentile of emotional intelligence scores of two sample groups. Emotional intelligence scores of the low score sample group ranges from 3.4278 (the 5th percentile) to 4.5462 (the 95th percentile). Emotional intelligence scores of the high score sample group ranges from 4.5817 (the 5th percentile) to 4.9691 (the 95th percentile). Interquartile range or IQR is calculated from the difference of the 75th percentile (3rd quartile) and the 25th percentile (1st percentile). IQR is the range between the third and the first quartile captures behavior of the middle range of data of 2 quartiles. IQR is used as the based in detecting an outlier. In general IQR will be multiplied with a multiplier ranges from 1.5 to 3 and extended from the lowest quartile (the first quartile) and the highest quartile (the third quartile) by multiple value of IQR. IQR multiplied by 1.5 and extended from the first and the third quartile is called as an inner fence used as an indicator for suspected outlier. While IQR multiplied by 3 and extended from the first and the third quartile is called as an outer fence used as an indicator for a definite outlier. Choosing multiplier is at researcher discretion. Hoaglin and Iglewicz (1987) demonstrated that the 1.5 multiplier is inaccurate most of the time. Evidences showed that 50% of the time, data or observation was indicated as an outlier is actually not an outlier. Hoaglin and Iglewicz suggested that multiplier of 2.2 is probably more valid in a lot of cases.

SPSS selects 1.5 as a multiplier for the outlier test and identifies suspected outlier, represented by a circle of the case of suspected outlier, see Figure 4.4. Interpretation of the result rested on researcher point or view.
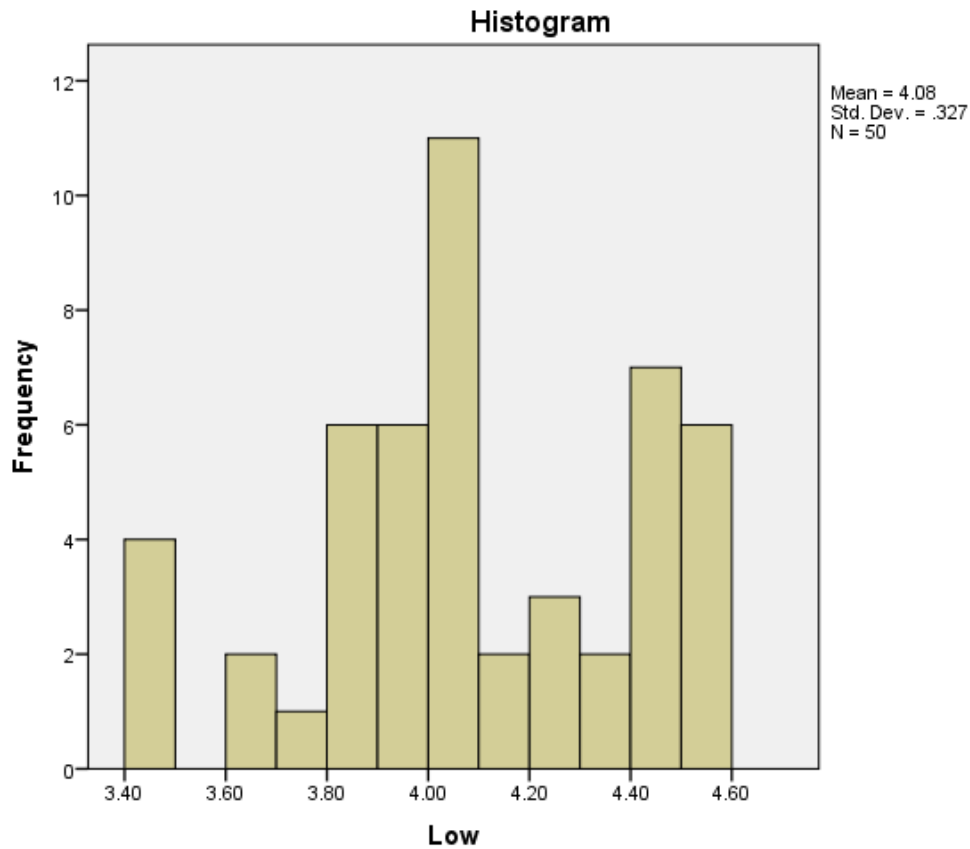
Figure 4.1 Histogram for Low Emotional Intelligence Leader

4.1.1 Emotional Intelligence

To determine an outlier, researcher can also detect from the distribution of data. Histogram is one of the popular tools used for outlier detection. Technique used in detecting outlier by observing pattern of the distribution is called outlier labeling rule pioneered and introduced by Hoaglin, Iglewicz, and Tukey (1986). Figure 4.1 depicts the distribution of low emotional Intelligence score group. It can be observed that data are distributed around themselves without any obvious deviation from the group.
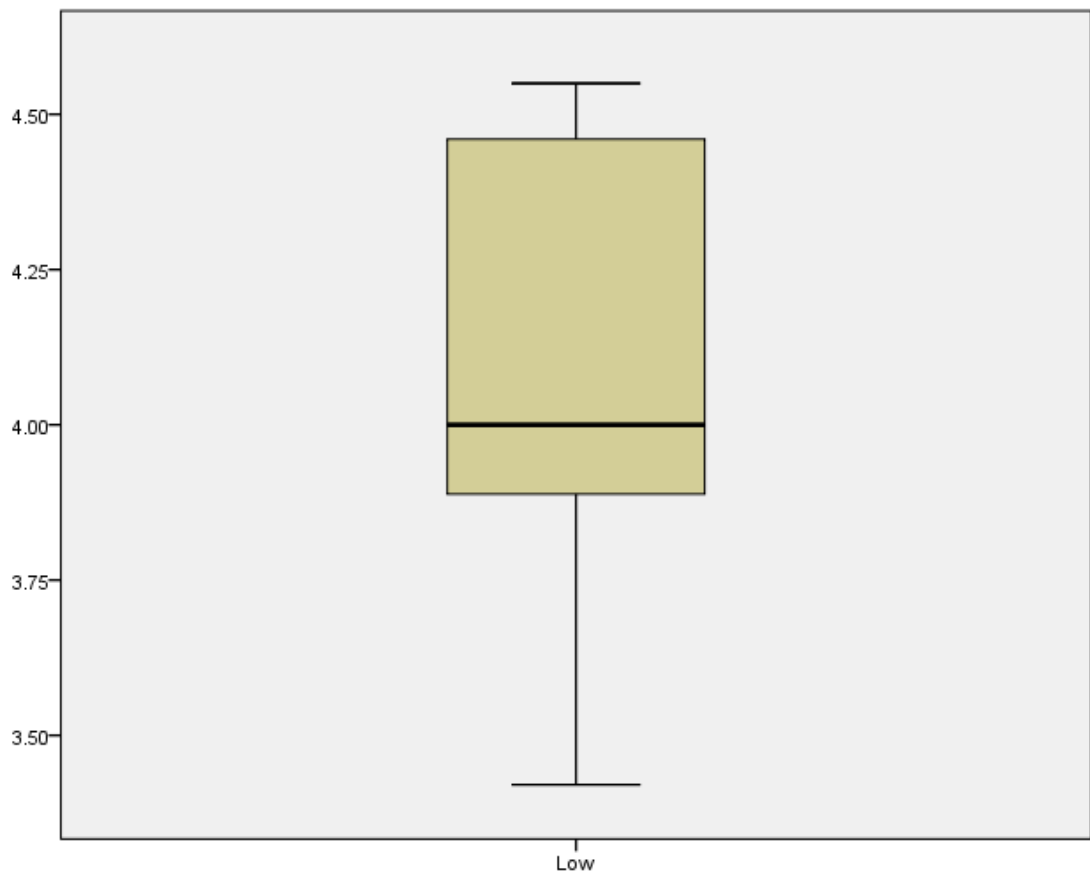
Figure 4.2 Box Plot for Low Emotional Intelligence Leader

To confirm distribution pattern as shown in histogram of Figure 2, Box Plot portraits the extension from the first quartile downward and from the third quartile upward by 1.5 IQR. If there is a suspected outlier, a circle will be shown labeled with number of case of the specific data. Moreover, if there is an extreme value indicating a definite outlier or the distant from the first and the third quartile equal to or larger than 3 IQR, an asterisk will be shown with number of case labeled next to the asterisk. For low emotional intelligence score group, Figure 3 depicts no sign of an outlier so that it can be concluded that there is no outlier for low emotional intelligence score group.
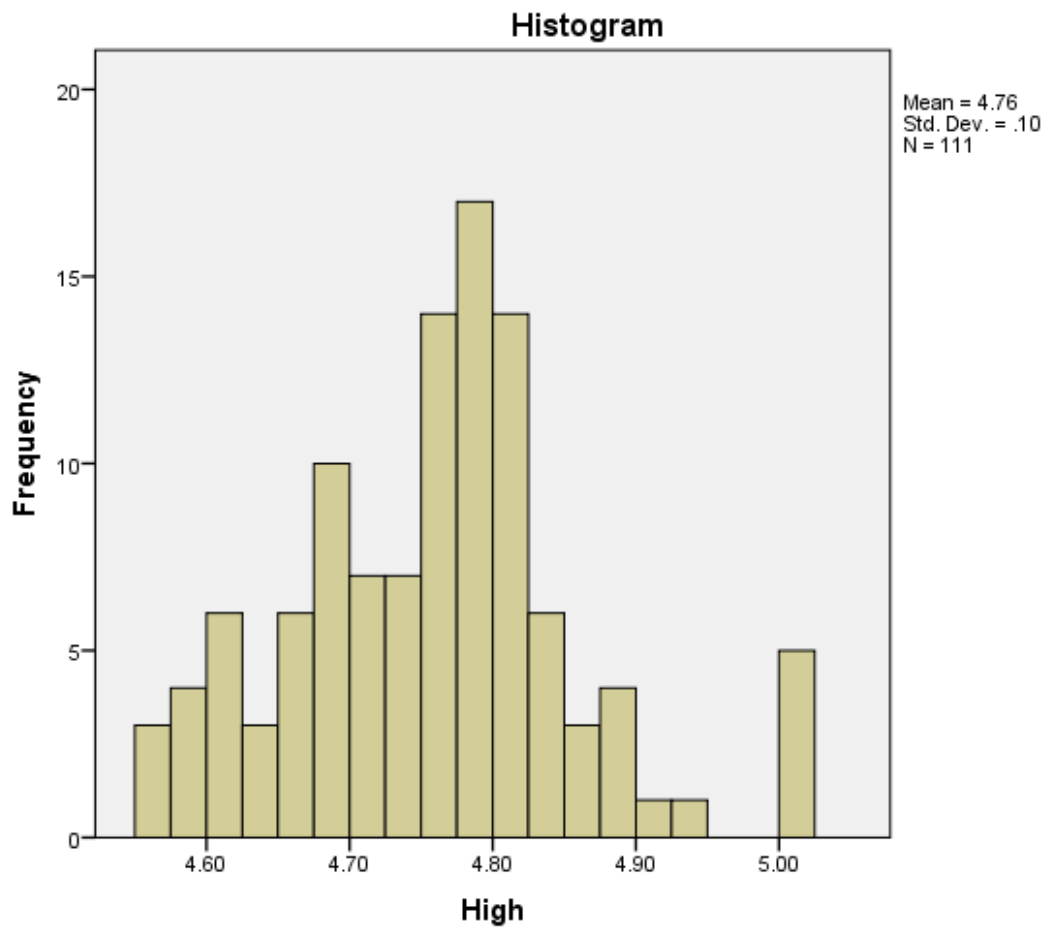
Figure 4.3 Histogram for High Emotional Intelligence Leader

Figure 4.3 exhibits a histogram of high emotional intelligence score leaders. Pattern of the distribution shows not much deviation from the rest of the group. This can be observed from the column in the furthest right hand side of the histogram. The column on the far right is not significantly away from the rest of the group. However, to confirm whether an outlier persists or not, box plot and IQR test should be explored.
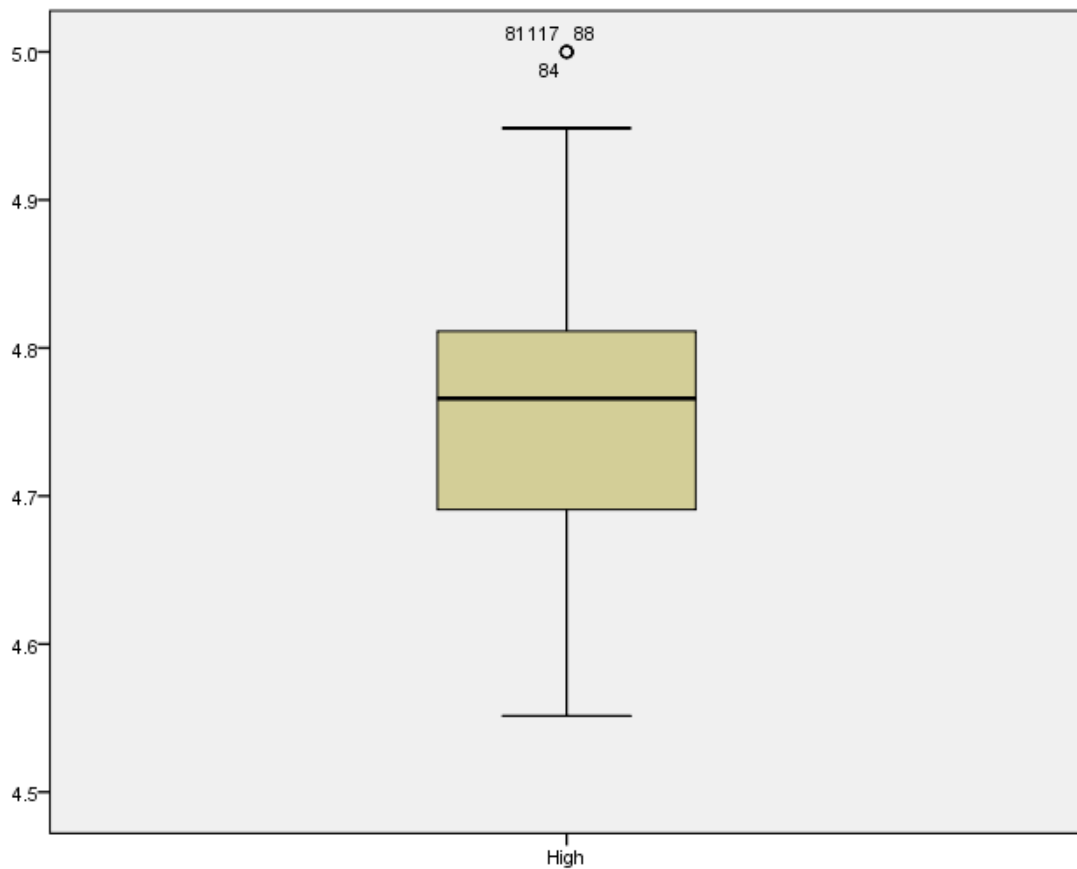
Figure 4.4 Box Plot for High Emotional Intelligence Leader

Figure 4.4, Box Plot for high emotional intelligence leader, shows four cases of suspected outliers, which are case number 81, 84, 88, and 117. All cases are represented by a circle which means that these cases are in the inner fence from the third quartile or they are suspected outliers. If the multiplier to IQR has been raised to be larger than 1.5, these cases will not be an outliers. Therefore, we concluded that for the high emotional intelligence score, there is no problem from outliers. Data used for the study meets the requirement of no outlier assumption and can be tested with two-way ANOVA.

1) Dependent variable should be approximately normal. SEPA scores are obtained from three state enterprise banks and do not follow an approximately normal distribution. However, as this study is not aiming at predicting leader performance using emotional intelligence score, the main objective is determining whether there is a relationship between these two sets of variables or not. Thus, the normality assumption is relaxed for this study.

2) Same variances of each combinations of two groups of explanatory variables or homogeneity of independent variances are required. Table 4.3 reports Leven's test for equality of variance and the result shows that the requirement for this assumption holds. Leven's test for equality of variance shows that variances of two groups are not statistically different at 5% significant level as p-value is 10.19% and F-statistics is at 3.392. So that we cannot reject the hypothesis that variances of two groups are the same.

Results from the tests of 6 assumptions above allow the validity of using two-way ANOVA in this study. Table 4.3 reports results of two way ANOVA, testing between dependent variable or SEPA Scores and two independent variables which are high and low emotional intelligence score. Both equal and unequal variances are assumed are showed significantly that there is the difference in leadership scores between two emotional intelligence levels. As a result, based on leadership scores, the high emotional intelligence level performs better than the low level of emotional intelligence.

Table 4.3 Two Way ANOVA Result of Emotional Intelligence (EI) and Leadership Scores (SEPA Scores)

EI	N	Mean	SD	Equal Variances Assumed		Equal Variances Not Assumed		Levene's Test of Equality of Variance	
				t-stat	Sig. (2-tailed)	t-stat	Sig. (2-tailed)	F	Sig
Low	50	4.712	0.089	-7.566	0.000	-6.615	0.000	3.392	0.1091
High	111	4.804	0.062						

Note: two way ANOVA test at 0.05 significant level

Table 4.3 can be interpreted that leaders with high emotional intelligence score outperform those with low emotional Intelligence score. Hypotheses testing relationship between emotional intelligence and leadership performance can be stated as follows:

H_0: $LS_H - LS_L \geq 0$

H_1: $LS_H - LS_L < 0$

LS_H and LS_L are leadership score measured leadership performance for an organization led by managers with high emotional intelligence and with low emotional intelligence, respectively. If null hypothesis cannot be rejected, it can be interpreted that leaders with high emotional intelligence outperform those with low emotional intelligence. On the other hand, if alternative hypothesis is accepted, it can be interpreted that leaders with low emotional intelligence outperform those with high emotional intelligence. To explain in detail, positive and significant t-statistic signifies $LS_H < LS_L$, the interpretation above holds. On the contrary, negative and significant t-statistic signifies that alternative hypothesis is accepted, it implies that leaderships with high emotional intelligence outperforms those with low emotional intelligence. For simplicity, if alternative hypothesis is accepted with positive t-statistic, low emotional intelligence leader outperforms high emotional intelligence leader, vice and versa.

T-statistics equal to -7.566 and -6.615 reveal that leadership performance of the lower emotional intelligence score is significantly less than that of the higher emotional intelligence score. In sum, leader with high level of emotional intelligence performs better than leader with lower emotional intelligence.

4.2 The Relationship between Emotional Intelligence (EI) and Human Value Added Metrics (HVAM)

This section aims at answering the second research question. The second research question seeks to test the existence of relationship between emotional intelligence and human value added metrics. In the other words, relationship between organizational performance and emotional intelligence is explored. There are three measurements link emotional intelligence which are human economic value added (HEVA), human capital value added (HCVA), and human capital ROI (HCROI). Statistical results are discussed and showed in the tables below.

Table 4.4 reveals the ANOVA result of emotional intelligence and human economic value added (HEVA). Organizational performance as measured by HEVA is significantly different between two levels of emotional intelligence. Hypotheses for the tests are as follows:

H_0: $HEVA_H - HEVA_L \geq 0$

H_1: $HEVA_H - HEVA_L < 0$

Table 4.4 Two way ANOVA Result of EI and HEVA

				Equal Variances Assumed		Equal Variances Not Assumed		Levene's Test of Equality of Variance	
EI	**N**	**Mean**	**SD**	**t-stat**	**Sig. (2-tailed)**	**t-stat**	**Sig. (2-tailed)**	**F**	**Sig**
Low	50	1.838	1.106	6.110	0.000	4.883	0.000	4.341	0.1404
High	111	1.029	0.572						

Note: two way ANOVA test at 0.05 significant level

$HEVA_H$ and $HEVA_L$ are human economic value added for an organization led by managers with high emotional intelligence and with low emotional intelligence. If null hypothesis cannot be rejected, it can be interpreted that organization led by high emotional intelligence manager outperforms that of low emotional intelligence managers. On the other hand, if alternative hypothesis is accepted, it can be interpreted that organization led by low emotional intelligence manager outperforms that led by high emotional intelligence manager. To explain in detail, positive and significant t-statistic signifies $HEVA_H < HEVA_L$, the interpretation above holds. On the contrary, negative and significant t-statistic signifies that alternative hypothesis is accepted, it implies that organization led by leader with high emotional intelligence outperforms that led by leader with low emotional intelligence. For simplicity, if alternative hypothesis is accepted with positive t-statistic, organization led by low emotional intelligence leader outperforms those led by high emotional intelligence leader, vice and versa.

T-statistics reported in Table 4.4 are 6.11 and 4.883 which are positive and signify significant relationship, alternative hypothesis is accepted, reveal that organization led by low emotional intelligence outperforms that led by high emotional intelligence. In a layman term, organization led by low emotional intelligence leader performs better than organization led by high emotional intelligence leader.

Table 4.5 reveals ANOVA result of emotional intelligence and human capital value added (HCVA). Organizational performance as measured by HCVA is significantly different between two levels of emotional intelligence. Hypotheses for the tests are as follows:

$$H_0: HCVA_H - HCVA_L \geq 0$$
$$H_1: HCVA_H - HCVA_L < 0$$

Table 4.5 Two way ANOVA Result of EI and HCVA

Descriptive Statistics				Equal Variances Assumed		Equal Variances Not Assumed		Levene's Test of Equality of Variance	
EI	N	Mean	SD	t-stat	Sig. (2-tailed)	t-stat	Sig. (2-tailed)	F	Sig
Low	50	4.340	1.502	7.260	0.000	6.125	0.000	3.836	0.1318
High	111	2.930	0.935						

Note: Two way ANOVA test at 0.05 significant level

$HCVA_H$ and $HCVA_L$ are human capital value added for an organization led by managers with high emotional intelligence and with low emotional intelligence. If null hypothesis cannot be rejected, it can be interpreted that organization led by high emotional intelligence manager outperforms that of low emotional intelligence managers. On the other hand, if alternative hypothesis is accepted, it can be interpreted that organization led by low emotional intelligence manager outperforms that led by high emotional intelligence manager. To explain in detail, positive and significant t-statistic signifies $HCVA_H < HCVA_L$, the interpretation above holds. On

the contrary, negative and significant t-statistic signifies that alternative hypothesis is accepted, it implies that organization led by leader with high emotional intelligence outperforms that led by leader with low emotional intelligence. For simplicity, if alternative hypothesis is accepted with positive t-statistic, organization led by low emotional intelligence leader outperforms those led by high emotional intelligence leader, vice and versa.

T-statistics reported in Table 4.5 are 7.26 and 6.125 which are positive and signify significant relationship, alternative hypothesis is accepted, reveal that organization led by low emotional intelligence outperforms that led by high emotional intelligence. In a layman term, organization led by low emotional intelligence leader performs better than organization led by high emotional intelligence leader.

Table 4.6 reveals ANOVA result of emotional intelligence and human capital return on investment (HCROI). Organizational performance as measured by HCROI is significantly different between two levels of emotional intelligence. Hypotheses for the tests are as follows:

H_0: $HCROI_H - HCROI_L \geq 0$

H_1: $HCROI_H - HCROI_L < 0$

Table 4.6 Two way ANOVA Result of EI and HCROI

Descriptive Statistics				Equal Variances Assumed		Equal Variances Not Assumed		Levene's Test of Equality of Variance	
EI	N	Mean	SD	t-stat	Sig. (2-tailed)	t-stat	Sig. (2-tailed)	F	Sig
Low	50	3.890	1.609	5.727	0.000	4.552	0.000	1.416	0.0823
High	111	2.796	0.816						

Note: Two way ANOVA test at 0.05 significant level

$HCROI_H$ and $HCROI_L$ are human capital return on investment for an organization led by managers with high emotional intelligence and with low emotional intelligence. If null hypothesis cannot be rejected, it can be interpreted that organization led by high emotional intelligence manager outperforms that of low emotional intelligence managers. On the other hand, if alternative hypothesis is accepted, it can be interpreted that organization led by low emotional intelligence manager outperforms that led by high emotional intelligence manager. To explain in detail, positive and significant t-statistic signifies $HCROI_H < HCROI_L$, the inter pretation above holds. On the contrary, negative and significant t-statistic signifies that alternative hypothesis is accepted, it implies that organization led by leader with high emotional intelligence outperforms that led by leader with low emotional intelligence. For simplicity, if alternative hypothesis is accepted with positive t-statistic, organization led by low emotional Intelligence leader outperforms those led by high emotional intelligence leader, vice and versa.

T-statistics reported in Table 4.6 are 5.727 and 4.552 which are positive and signify significant relationship, alternative hypothesis is accepted, reveal that organization led by low emotional intelligence outperforms that led by high emotional intelligence. In a layman term, organization led by low emotional intelligence leader performs better than organization led by high emotional intelligence leader.

4.3 The Relationship between Leadership Score (LS) and Human Value Added Metrics (HVAM)

This section aims at answering the third research question. The third research question seeks to test the existence of relationship between leadership and organizational performances. In the other words, relationship between organizational performance or human value added metrics (HVAM) and leadership score or SEPA score is explored. Human value added metrics consists of three measurements which are human economic value added (HEVA), human capital value added (HCVA), and human capital ROI (HCROI).

Chi-square independent tests are performed. Three assumptions are required for Chi-square independent test. First assumption is observations are drawn randomly.

Each middle or top management manager is selected randomly by not specifying any name to be sample for this study. Each sample must complete emotional intelligence questionnaire and return to be a sample point. There are 161 observations. The second assumption is value for each variable must be mutually exclusive. As each sample is categorized either as middle or top management leader, the second assumption met. The third assumption requires at least 5 samples per each category. With 161 samples and 3 categories for HVAM, assumption 3 is also met. Thus, independent Chi-square can be performed and statistical results are discussed and showed in the tables below.

Table 4.7 demonstrates independent test result between leadership score and human value added metrics (HVAM). Chi-square of each pair tested is significant. The largest significant Chi-square is relationship between HCVA and SEPA Score at 347. The second largest significant Chi-square is relationship between HEVA and SEPA Score at 335. The smallest significant Chi-square is the relationship between HCROI and SEPA Score at 322.

The Chi-square independent test at 1% significant level indicates that leadership performance and organizational performance are not independent. This implies that leadership and organizational performance are related. Hypotheses for independent test are stated below:

H_0: SEPA Score and HVAM are independent

H_a: otherwise

Direction of relationship between leadership and organizational performance is also explored by performing Pearson correlation test at 1% significant level. Results from Pearson correlation is discussed below.

Table 4.7 Independence Test Result of Leadership Scores and HVAM

LS – HVAM	Pearson Correlation	Pearson Chi-Square	Sig. (2-tailed)
HEVA	-0.941	335.000	0.000
HCVA	-0.996	347.000	0.000
HCROI	-0.916	322.000	0.000

Note: Independent test at 0.01 significant level

According to results from Pearson correlation test, leadership score and HVAM are negatively significantly correlated. Human Capital Value Added (HCVA) and SEPA Scores are the highest significantly negatively correlated at -0.996. The second largest significantly negatively correlated relation is between Human Economic Value Added (HEVA) and SEPA Scores at -0.941. Human Capital Return on Investment (HCROI) and SEPA Score are also significantly negatively correlated at -0.916.

Most studies in the past documented that leaders with high emotional intelligence outperform leaders who has lower emotional intelligence. Shabzad, Mohammad and Arshad (2014) demonstrated that transformational leadership style or leaders who have high emotional intelligence tend to have more impact on employee job satisfaction and firm financial performance as compared with transactional leaders. Results from this study contradict to previous studies with some explanation. Firstly, subjects for this study are all in financial sectors in which leaders focus on excellence financial performance. Bass (1985), Al-Dmour and Awamleh (2002), and Jaroslav (2013) explained that leadership styles of leaders in banking sector are demanding, mandatory, and directive styles in order to have distinct performance. Secondly, all functional operations of works in banking are highly specialized and standardized at the processing level. Thus, the environment and tasks assigned are highly controlled and structured. Evidences from previous studies by Awamleh, Evans and Mahate (2005) stated that transactional leadership style does not positively related to employee satisfaction. Transactional leadership style seems to respond more

positively to a clear work structure and work process. This means that most leaders in banking industry are transactional leadership who focus on job performances under a clearly defined work structure and work process. Given the two explanations, we should not astonish with results found.

4.4 Summary

Three research questions are explored and three conclusions can be made. Firstly, emotional intelligence and leadership performance have significantly positive relationship. This can be implied that leader with higher emotional intelligence level tends to outperform leader with lower emotional intelligence. Secondly, emotional intelligence and organizational performance have significant negative correlation. Organization led by higher emotional Intelligence leader underperforms organization led by lower emotional intelligence. Thirdly, leadership and organization performance are significantly negatively correlated.

Evidences from this study contradict to previous studies as the samples of this study are bankers who possess transactional leadership style. Transactional leader styles of bankers emphasize on job performances than transformational leader as documented in previous studies. While emotional Intelligence questionnaire is designed to measure emotional intelligence of transformation leader, contradict results should be expected.

CHAPTER 5

CONCLUSION, DISCUSSION, LIMITATIONS, AND RECOMMENDATIONS

Conclusion, discussion of findings, limitations, and recommendations are provided in this chapter. Exploring relationships among emotional intelligence, leadership score, and human value added metrics in the bank sector's state enterprise in Thailand, three findings are documented. The chapter consists of four sections which are conclusion, discussion, limitations of the study, and implications and recommendations for future research.

5.1 Conclusion

This study explores relationships among three factors driving an organization to be a sustainable organization in terms of monetary measurement. Three sets of variables are emotional intelligence, leadership performance, and organizational performances are examined. There are 161 observations from middle and top management leaders in State enterprise banking sector.

Three research questions are explored and three conclusions are demonstrated below.

5.1.1 Emotional intelligence and leadership performance have significantly positive relationship. Hypotheses testing relationship between emotional intelligence and leadership performance can be stated as follows:

$H_0: LS_H - LS_L \geq 0$

$H_1: LS_H - LS_L < 0$

T-statistics equal to -7.566 and -6.615 reveal that leadership performance of the lower emotional intelligence score is significantly less than that of the higher emotional intelligence score. This can be implied that leader with higher emotional intelligence level tends to outperform leader with lower emotional intelligence.

5.1.2 Emotional intelligence and organizational performance have significantly negative correlation. Hypotheses for the tests are as follows:

H_0: $HCROI_H - HCROI_L \geq 0$

H_1: $HCROI_H - HCROI_L < 0$

T-statistics are 5.727 and 4.552 which are positive and signify significant relationship, alternative hypothesis is accepted, reveal that organization led by low emotional intelligence outperforms that led by high emotional intelligence. In a layman term, organization led by low emotional intelligence leader performs better than organization led by high emotional intelligence leader.

5.1.3 Leadership and organization performance are significantly negatively correlated. Hypotheses for independent test are stated below:

H_0: SEPA Score and HVAM are independent

H_a: otherwise

The Chi-square independent test at 1% significant level indicates that leadership performance and organizational performance are not independent. This implies that leadership and organizational performance are related. Direction of relationship between leadership and organizational performance is also explored by performing Pearson correlation test at 1% significant level. According to results from Pearson correlation test, leadership score and HVAM are negatively significantly correlated. This can be implied that score measured organization performance may not reflect true leadership performance.

Evidences from this study contradict to previous studies as the samples of this study are bankers who possess transactional leadership style. Transactional leader styles of bankers emphasize on job performances than transformational leader as

documented in previous studies. While emotional intelligence questionnaire is designed to measure emotional intelligence of transformation leader, contradict results should be expected.

5.2 Discussion

Three discussions regarding to results of each research question are as follow. The first finding is that relationship between emotional intelligence and leadership performance are significantly positively correlated. This complies with previous studies confirming that leadership with higher level of emotional intelligent tends to outperform leadership who has lower level of emotional intelligent. The second finding is that emotional intelligence and organizational performance have significantly negative correlation. This implies that organization led by low emotional intelligence leader performs better than organization led by high emotional intelligence leader. The second finding contradicts with previous studies of positive relation between organization performance and emotional intelligence. The contradiction may cause by the samples under this study are transactional leadership style rather than transformational leadership style as those of the past studies. The third finding is that leadership and organization performance are significantly negatively correlated. Another contradiction with past studies is found and documented. The third finding implies that evaluation measurement through score, SEPA score, may lead to misinterpretation and practice. Organization, state enterprise, aims at high SEPA score may not be an organization with good leadership performance. More discussion on contradictions found in this study is discussed below.

Most studies in the past documented that leaders with high emotional intelligence outperform leaders who has lower emotional intelligence. Shabzad, Mohammad, and Arshad (2014) demonstrated that transformational leadership style or leaders who have high emotional intelligence tend to have more impact on employee job satisfaction and firm financial performance as compared with transactional leaders.

Results from this study contradict to previous studies with some explanation. Firstly, subjects for this study are all in financial sectors in which leaders focus on excellence financial performance. Bass (1985), Al-Dmour and Awamleh (2002), and Jaroslav (2013) explained that leadership styles of leaders in banking sector are demanding, mandatory, and directive styles in order to have distinct performance. Secondly, all functional operations of works in banking are highly specialized and standardized at the processing level. Thus, the environment and tasks assigned are highly controlled and structured Evidences from previous studies by Awamleh, Evans and Mahate (2005) stated that transactional leadership style does not positively related to employee satisfaction. Transactional leadership style seems to respond more positively to a clear work structure and work process. This means that most leaders in banking industry are transactional leadership who focus on job performances under a clearly defined work structure and work process. Given the two explanations, we should not surprise with results found.

5.3 Limitations of the Study

The only limitation of this study is number of observations deemed to be small. Even though asset size of the three state enterprise banks are 60% of all state enterprise bank assets. Number of middle and top management level can be larger but that requires more formal institutional relations. Moreover, having board of director members as top executive members included in samples studied will provide a more solid result as state enterprise are governed by government policy and directed by board of director.

Another excerpt from this study regarding contradicting results is that emotional intelligence questionnaire used is designed to measure level of emotional intelligence of transformational leader while samples in this study are transactional leaders. Thus, emotional questionnaire may need some adjustments.

5.4 Implications and Recommendations

This section discusses the implications and recommendations from this study. Two implications are implications for academicians and for practitioners. Recommendation for further study is in the last subsection.

5.4.1 Implications for Academicians

Academicians may apply result from this study in two folds. The first implication is to develop an effective leadership strategy for an organization via the combination of two results from the first and the second findings. Effective leader should be an individual with high emotional intelligence but to drive an organization forward, sometimes, adjusting the driving factors could benefit to the firm. This means that the first finding is definitely complied with past studies indicating that emotional intelligence affects leadership performance but the contradiction from the second finding pointed out that aiming at higher organizational performance, lower level of emotional intelligence leader outperforms the higher level emotional intelligent leader. This suggests that an individual leader shall have high level of emotional intelligence to promote and encourage collaboration within an organization. Driving an organization forward, leader should possess emotional intelligent but not having too high or too compassionate.

The second implication for academician is evaluation measurement through one measurement, SEPA score, may not be the solution for a high performance organization. As one measurement widely used in the industry rested on assumptions of transformational leadership style which may not be a good measurement for an industry under high volatility environment such as financial sector. Appropriate evaluation measurement should be validated which could be an interesting issue for further study.

5.4.2 Implications for Practitioners

Application of this study is that understanding nature of two different leadership styles, top executive management level can make the best use of strengths of two different leaders. Transactional leaders and transformational leaders are

generally working in the same organization, same or different management level, having known types of management style can create a harmonic working environment.

Results from this study consistent with the nature of highly specialized and standardized work process, leaders in banking industry are generally demanding and directive styles.

5.4.3 Recommendations for Further Study

Recommendation for further study is to explore in other sector of state enterprise which requires clear work structure and work process and observe whether the results are consistent with those of this study or those of previous studies. The other recommendation is to include members from board of director as top executive samples to match with the nature of state enterprises which are highly regulated and supervised by board of director.

5.5 Summary

This study documented results which are contradicting with previous results which believe that high emotional intelligence leader outperform leader who have lower emotional intelligence. Results from this study pointed out that different leader in different industry should be explored. High emotional intelligence leaders in industry that not requires highly specialized and standardized skills in functional process, outperforms lower emotional intelligence leaders. Organization in highly structured work processes and standardized may need leader with lower emotional intelligence level as the focus of leading this type of organization is monetary performances.

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APPENDICES

Appendix A

Results of Pilot Test

Case Processing Summary

		N	%
Cases	Valid	59	98.3
	Excluded[a]	1	1.7
	Total	60	100.0

a. Listwise deletion based on all

variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.950	64

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
ทุกครั้งที่รู้สึกตื่นเต้น ฉันรู้ตัวเสมอ	237.03	475.757	.047	.951
ฉันสามารถบอกได้ถึงอารมณ์ที่ประสบอยู่	236.85	473.683	.118	.951
ฉันรู้จักจุดเด่นและจุดด้อยของตนเอง	236.81	467.051	.328	.950
ฉันรู้ว่าเมื่อใดควรขอความช่วยเหลือจากคนอื่น	236.95	464.808	.383	.950
ฉันเชื่อว่าฉันเป็นคนมีความสามารถในการทำงาน	236.85	466.959	.361	.950
ฉันตัดสินใจเรื่องต่างๆ ด้วยความเชื่อมั่น	236.92	468.700	.317	.950
เมื่อมีความเครียด ฉันสามารถทำให้ตัวเองผ่อนคลายลงได้	237.20	465.992	.395	.950
ฉันสามารถระงับอารมณ์ที่พลุ่งพล่านของตนเองให้สงบลงได้	237.19	465.189	.365	.950
ฉันทำงานในความรับผิดชอบอย่างละเอียดถี่ถ้วน	236.95	467.739	.378	.950
ฉันคิดว่าเพื่อนๆ ไว้วางใจในตัวฉัน	237.12	467.072	.369	.950
ฉันเป็นคนมีวินัยในตนเอง	236.90	464.783	.350	.950
เมื่อฉันรับปากว่าจะทำอะไรแล้วฉันก็จะทำอย่างที่พูด	236.59	465.797	.421	.950
ฉันรู้ได้ด้วยตนเอง ว่าฉันทำอะไรผิด	236.95	469.566	.273	.950

Item-Total Statistics (Continued)

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
ฉันปรับตัวเข้ากับสิ่งแวดล้อมใหม่ๆ ได้	236.93	459.547	.560	.949
ฉันสามารถปรับอารมณ์ได้ตามสถานการณ์ที่เปลี่ยนแปลงไป	237.08	462.562	.483	.949
ฉันมองหาแนวคิดใหม่ๆ จากแหล่งต่างๆ	237.10	464.093	.373	.950
ฉันมีความคิดแปลกใหม่ที่เป็นประโยชน์ต่อการทำงาน	237.22	461.589	.531	.949
ฉันมองว่าความผิดพลาดในอดีตเป็นประสบการณ์ที่มีคุณค่า	236.68	462.084	.488	.949
ฉันพยายามทำงานให้ได้ดีตามมาตรฐานที่ตั้งไว้	236.56	460.147	.651	.949
ฉันมีจุดมุ่งหมายที่ท้าทายในชีวิต	237.00	459.690	.590	.949
ฉันยึดเป้าหมายขององค์กรเป็นแนวทางในการทำงาน	236.76	459.874	.609	.949
ฉันสละผลประโยชน์ของตนเองเพื่อเป้าหมายกลุ่ม/ฝ่ายได้	236.98	457.327	.655	.949
ฉันชอบเรียนรู้สิ่งต่างๆ เพิ่มเติมอยู่เสมอ	237.05	462.532	.443	.950
ฉันพร้อมที่จะทำในสิ่งที่ไม่เคยมีใครทำมาก่อน	237.29	465.829	.339	.950

Item-Total Statistics (Continued)

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
ฉันมองเห็นโอกาสที่แตกต่างจากผู้อื่น	237.31	461.767	.483	.949
ฉันทำงานของฝ่ายให้สำเร็จลุล่วงไป	236.83	465.833	.515	.949
ฉันสนุกกับการหาวิธีใหม่ๆ ในการทำงาน	237.14	460.774	.514	.949
แม้มีอุปสรรคฉันก็ยังคิดว่าสามารถทำงานต่อไปให้สำเร็จได้	236.88	464.141	.579	.949
ฉันสัมผัสถึงความรู้สึกของผู้อื่นๆ ได้ แม้ว่าเขาจะไม่พูดอะไร	236.98	467.017	.328	.950
ฉันสามารถเข้าใจถึงข้อวิตกกังวลของผู้อื่น	237.19	466.120	.393	.950
ฉันจะเอ่ยปากชมผู้ที่ฉันเห็นว่าสมควรได้รับคำชม	236.71	459.553	.568	.949
ฉันทราบข้อดีและข้อที่ควรปรับปรุงของผู้อื่น	237.20	462.303	.508	.949
ฉันคอยให้กำลังใจและส่งเสริมเพื่อนร่วมงาน	236.76	460.874	.494	.949
ฉันทราบวิธีการที่จะทำให้ผู้อื่นพอใจ	237.08	460.424	.557	.949
ฉันเข้าใจความต้องการของพนักงานในฝ่าย	237.17	457.798	.604	.949
ฉันรู้สึกยินดีที่ได้ช่วยเหลือผู้อื่น	236.56	460.147	.595	.949

Item-Total Statistics (Continued)

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
ฉันยอมรับว่าคนเรามีความแตกต่างกันไป	236.54	469.390	.288	.950
ฉันสามารถคุยกับคนได้ทุกระดับ	236.63	464.376	.397	.950
เมื่อฉันเดินเข้าไปในห้อง ฉันสามารถรับรู้ได้ว่าคนในห้องกำลังมีอารมณ์ร่วมกันอย่างไร	237.08	469.251	.309	.950
ฉันสามารถบอกถึงความสัมพันธ์ของคนในกลุ่ม/ฝ่ายได้	237.19	461.982	.452	.950
ฉันสามารถค้นหาทางเลือกที่ทำให้ทุกคนเห็นพ้องต้องกันได้	237.32	462.222	.549	.949
ฉันสามารถชักจูงให้ผู้อื่นเห็นด้วยกับการเปลี่ยนแปลง	237.46	468.321	.393	.950
ฉันสามารถโน้มน้าวให้ผู้อื่นคล้อยตามได้	237.44	463.837	.555	.949
ฉันสามารถให้ผู้อื่นเข้าใจในสิ่งที่ฉันต้องการจะบอก	237.19	463.672	.483	.950
ฉันสามารถพูดให้คนสนใจฟังได้	237.32	462.119	.488	.949
ฉันสนใจสังเกตภาษาท่าทางของคนเรา	237.14	467.671	.381	.950
ฉันชอบอภิปรายถกเถียงปัญหาเพื่อหาแนวทางแก้ไข	237.42	460.593	.465	.950
ฉันสามารถช่วยเหลือผู้ที่ฉันไม่ชอบ	237.49	460.737	.401	.950

Item-Total Statistics (Continued)

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
พนักงานในฝ่ายมักทำตามแนวทางที่ฉันปฏิบัติ	237.58	467.731	.433	.950
ฉันเป็นตัวอย่างที่ดีของคนอื่น	237.32	465.395	.411	.950
ฉันสามารถกระตุ้นให้เพื่อนร่วมงานเกิดความกระตือรือร้น	237.39	461.001	.529	.949
ฉันสามารถทำให้เกิดการเปลี่ยนแปลงที่ดีได้	237.36	460.095	.631	.949
ฉันพร้อมที่จะรับฟังข่าวดีและข่าวร้าย	236.86	455.188	.571	.949
ฉันสามารถบอกได้ว่าอะไรควรที่จะได้รับการเปลี่ยนแปลง	237.10	464.507	.413	.950
ในที่ทำงานฉันมีเพื่อนสนิทหลายคน	237.32	461.705	.405	.950
ฉันยินดีที่จะรู้จักและสร้างความสัมพันธ์กับคนใหม่ๆ เสมอ	236.95	457.222	.609	.949
ฉันสามารถสร้างบรรยากาศที่เป็นมิตรในการทำงาน	236.81	460.327	.556	.949
ฉันสามารถสร้างบรรยากาศแห่งความร่วมมือในการทำงาน	236.88	457.175	.644	.949
ฉันสามารถวางแผนร่วมกับผู้อื่นได้	236.85	460.752	.542	.949
ฉันทำให้พนักงานในฝ่ายทราบถึงเป้าหมายของงาน	237.00	460.483	.562	.949
ฉันทำให้คนในฝ่ายรู้สึกสนุกกับงาน	237.41	452.590	.719	.948

Item-Total Statistics (Continued)

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
ฉันสร้างและปกป้องชื่อเสียงของฝ่าย	236.95	450.497	.699	.948
ฉันสามารถทำให้พนักงานในฝ่ายมองเห็นเป้าหมายร่วมกันได้	237.14	458.740	.513	.949
เมื่อทุกคนอยู่ในสภาวะตึงเครียด ฉันสามารถหาทางออกได้	237.34	456.642	.629	.949

Appendix B

Permission Letters

ที่ ศธ ๐๕๒๖.๑๒/ ๕๐๗

คณะพัฒนาทรัพยากรมนุษย์
สถาบันบัณฑิตพัฒนบริหารศาสตร์
เลขที่ ๑๑๘ ถนนเสรีไทย เขตบางกะปิ
กรุงเทพฯ ๑๐๒๔๐

๒ พฤษภาคม ๒๕๕๙

เรื่อง   ขออนุญาตให้นักศึกษาไปทอดแบบสอบถามเพื่อประกอบการทำดุษฎีนิพนธ์

เรียน   ท่านผู้บริหารธนาคารอาคารสงเคราะห์

ด้วย นางสาววรัมพา เตมัยสมิธิ รหัสประจำตัว ๕๓๑๐๖๓๑๐๑๖ นักศึกษาชั้นปริญญาเอก หลักสูตร ปรัชญาดุษฎีบัณฑิต สาขาการพัฒนาทรัพยากรมนุษย์และองค์การ (หลักสูตรนานาชาติ) คณะพัฒนาทรัพยากร มนุษย์ สถาบันบัณฑิตพัฒนบริหารศาสตร์ กำลังทำดุษฎีนิพนธ์เรื่อง "The Effect of Emotional Intelligence on Leadership Performance and Human Value Added Metrics" โดย รศ.ดร.วิชัย อุตสาหจิต เป็นอาจารย์ที่ปรึกษา ทั้งนี้ คณะพัฒนาทรัพยากรมนุษย์ จึงใคร่ขอความอนุเคราะห์จากท่านอนุญาตให้นักศึกษา ไปทำการทอดแบบสอบถาม ให้กับผู้บริหารธนาคารอาคารสงเคราะห์ จำนวน ๖๑ ชุด   โดยนำข้อมูลที่ได้ไป ประกอบการทำดุษฎีนิพนธ์ เพื่อประโยชน์เชิงวิชาการและการพัฒนาองค์กรต่อไป ทั้งนี้ หากท่านประสงค์จะขอ ข้อมูลเพิ่มเติมโปรดติดต่อ นางสาววรัมพา เตมัยสมิธิ หมายเลขโทรศัพท์ ๐๘๑-๘๑๘๗๙๘๙

คณะพัฒนาทรัพยากรมนุษย์ หวังเป็นอย่างยิ่งว่าคงจะได้รับความอนุเคราะห์จากท่านเป็นอย่างดี จึงขอขอบคุณล่วงหน้ามา ณ โอกาสนี้

ขอแสดงความนับถือ

(รองศาสตราจารย์ ดร.วิชัย อุตสาหจิต)
คณบดีคณะพัฒนาทรัพยากรมนุษย์

สำนักงานเลขานุการ
โทรศัพท์   ๐ ๒๗๒๗ ๓๔๙๐
โทรสาร   ๐ ๒๓๗๕ ๓๙๗๖

ที่ ศธ ๐๕๒๖.๑๒/๘๐๒

คณะพัฒนาทรัพยากรมนุษย์
สถาบันบัณฑิตพัฒนบริหารศาสตร์
เลขที่ ๑๑๘ ถนนเสรีไทย เขตบางกะปิ
กรุงเทพฯ ๑๐๒๔๐

๖ พฤษภาคม ๒๕๕๙

เรื่อง   ขออนุญาตให้นักศึกษาไปทดแบบสอบถามเพื่อประกอบการทำดุษฎีนิพนธ์

เรียน   ท่านผู้บริหารธนาคารเพื่อการเกษตรและสหกรณ์การเกษตร

          ด้วย นางสาววรัมพา เตมัยสมิธิ รหัสประจำตัว ๕๓๑๐๖๓๑๐๑๖ นักศึกษาชั้นปริญญาเอก หลักสูตร
ปรัชญาดุษฎีบัณฑิต สาขาการพัฒนาทรัพยากรมนุษย์และองค์การ (หลักสูตรนานาชาติ) คณะพัฒนาทรัพยากร
มนุษย์ สถาบันบัณฑิตพัฒนบริหารศาสตร์ กำลังทำดุษฎีนิพนธ์เรื่อง "The Effect of Emotional Intelligence
on Leadership Performance and Human Value Added Metrics" โดย รศ.ดร.วิชัย อุตสาหจิต
เป็นอาจารย์ที่ปรึกษา ทั้งนี้ คณะพัฒนาทรัพยากรมนุษย์ จึงใคร่ขอความอนุเคราะห์จากท่านอนุญาตให้นักศึกษา
ไปทำการทอดแบบสอบถาม ให้กับผู้บริหารธนาคารเพื่อการเกษตรและสหกรณ์การเกษตร จำนวน ๔๖ ชุด
โดยนำข้อมูลที่ได้ไปประกอบการทำดุษฎีนิพนธ์ เพื่อประโยชน์เชิงวิชาการและการพัฒนาองค์กรต่อไป ทั้งนี้ หาก
ท่านประสงค์จะขอข้อมูลเพิ่มเติมโปรดติดต่อ นางสาววรัมพา เตมัยสมิธิ หมายเลขโทรศัพท์ ๐๘๑-๘๑๘๗๙๘๙

          คณะพัฒนาทรัพยากรมนุษย์ หวังเป็นอย่างยิ่งว่าคงจะได้รับความอนุเคราะห์จากท่านเป็นอย่างดี
จึงขอขอบคุณล่วงหน้ามา ณ โอกาสนี้

ขอแสดงความนับถือ

(รองศาสตราจารย์ ดร.วิชัย อุตสาหจิต)
คณบดีคณะพัฒนาทรัพยากรมนุษย์

สำนักงานเลขานุการ
โทรศัพท์   ๐ ๒๗๒๗ ๓๔๙๐
โทรสาร   ๐ ๒๓๗๕ ๓๙๗๖

ที่ ศธ ๐๕๒๖.๑๒/ส๐๗

คณะพัฒนาทรัพยากรมนุษย์
สถาบันบัณฑิตพัฒนบริหารศาสตร์
เลขที่ ๑๑๘ ถนนเสรีไทย เขตบางกะปิ
กรุงเทพฯ ๑๐๒๔๐

๔ พฤษภาคม ๒๕๕๙

เรื่อง ขออนุญาตให้นักศึกษาไปทอดแบบสอบถามเพื่อประกอบการทำดุษฎีนิพนธ์

เรียน ท่านผู้บริหารธนาคารออมสิน

ด้วย นางสาววรัมพา เตมัยสมิธิ รหัสประจำตัว ๕๓๑๐๖๓๑๐๑๖ นักศึกษาชั้นปริญญาเอก หลักสูตร
ปรัชญาดุษฎีบัณฑิต สาขาการพัฒนาทรัพยากรมนุษย์และองค์การ (หลักสูตรนานาชาติ) คณะพัฒนาทรัพยากร
มนุษย์ สถาบันบัณฑิตพัฒนบริหารศาสตร์ กำลังทำดุษฎีนิพนธ์เรื่อง "The Effect of Emotional Intelligence
on Leadership Performance and Human Value Added Metrics" โดย รศ.ดร.วิชัย อุตสาหจิต
เป็นอาจารย์ที่ปรึกษา ทั้งนี้ คณะพัฒนาทรัพยากรมนุษย์ จึงใคร่ขอความอนุเคราะห์จากท่านอนุญาตให้นักศึกษา
ไปทำการทอดแบบสอบถาม ให้กับผู้บริหารธนาคารออมสิน จำนวน ๑๓๒ ชุด โดยนำข้อมูลที่ได้ไปประกอบการ
ทำดุษฎีนิพนธ์ เพื่อประโยชน์เชิงวิชาการและการพัฒนาองค์กรต่อไป ทั้งนี้ หากท่านประสงค์จะขอข้อมูลเพิ่มเติม
โปรดติดต่อ นางสาววรัมพา เตมัยสมิธิ หมายเลขโทรศัพท์ ๐๘๑-๘๑๘๘๗๙๘๙

คณะพัฒนาทรัพยากรมนุษย์ หวังเป็นอย่างยิ่งว่าจะได้รับความอนุเคราะห์จากท่านเป็นอย่างดี
จึงขอขอบคุณล่วงหน้ามา ณ โอกาสนี้

ขอแสดงความนับถือ

(รองศาสตราจารย์ ดร.วิชัย อุตสาหจิต)
คณบดีคณะพัฒนาทรัพยากรมนุษย์

สำนักงานเลขานุการ
โทรศัพท์ ๐ ๒๗๒๗ ๓๔๙๐
โทรสาร ๐ ๒๓๗๕ ๓๙๗๖

Appendix C

Emotional Intelligence Questionnaire

Questionnaire: The Effect of Emotional Intelligence on Leadership Performance and Human Value Added Metrics

คำอธิบาย

1. แบบสอบถามเพื่อการวิจัยนี้ มีวัตถุประสงค์เพื่อศึกษา
2. แบบสอบถามประกอบด้วยชุดคำถาม 2 ส่วน ดังนี้
   ส่วนที่ 1 ข้อมูลส่วนบุคคล
   ส่วนที่ 2 แบบสอบถามเชาวน์อารมณ์
3. ผู้วิจัยขอความร่วมมือจากท่านในการตอบแบบสอบถามทุกข้อตามความรู้สึกหรือ ประสบการณ์ของท่านเองตามความเป็นจริง ทั้งนี้เพื่อความสมบูรณ์ของผลการศึกษา และขอรับรอง ว่าคำตอบทั้งหมดของท่านถือเป็นความลับ และขอขอบท่านทุกท่านที่ให้ความร่วมมือตอบ แบบสอบถามในครั้งนี้

ส่วนที่ 1 ข้อมูลส่วนบุคคล

ชี้แจง: กรุณากรอกข้อความลงในช่องว่างและทำเครื่องหมาย ✔ ในช่องสี่เหลี่ยม ☐ ที่มีคำตอบตรง กับตัวท่านมากที่สุด โปรดกรอกให้ครบทุกข้อ

1. เพศ ☐ ชาย ☐ หญิง
2. อายุ ปี ....
3. สถานภาพสมรส ☐ โสด ☐ สมรส ☐ หย่าร้าง
4. ระดับการศึกษาสูงสุด
   ☐ ต่ำกว่าปริญญาตรี
   ☐ ปริญญาตรี
   ☐ สูงกว่าปริญญาตรี
5. ตำแหน่งปัจจุบัน ....
6. อายุงานตั้งแต่เริ่มทำงานครั้งแรกจนถึงปัจจุบัน .... ปี .... เดือน
7. อายุงานในตำแหน่งปัจจุบันของท่าน .... ปี .... เดือน

ส่วนที่ 2 เชาวน์อารมณ์

    คำชี้แจง: แบบสอบถามเชาวน์อารมณ์ มีทั้งสิ้น 64 ข้อ กรุณาขีดเครื่องหมาย ✓ลงใน
ช่องว่างตามความรู้สึกหรือการปฏิบัติของท่านเองตามความเป็นจริง โดยตอบแต่ละข้อเพียง 1
คำตอบ และโปรดกรอกให้ครบทุกข้อ

ข้อ	ข้อความ	น้อยที่สุด	น้อย	ปานกลาง	มาก	มากที่สุด
1	ทุกครั้งที่รู้สึกตื่นเต้น ฉันรู้ตัวเสมอ					
2	ฉันสามารถบอกได้ถึงอารมณ์ที่ประสบอยู่					
3	ฉันรู้จักจุดเด่นและจุดด้อยของตนเอง					
4	ฉันรู้ว่าเมื่อใดควรขอความช่วยเหลือจากคนอื่น					
5	ฉันเชื่อว่าฉันเป็นคนมีความสามารถในการทำงาน					
6	ฉันตัดสินใจเรื่องต่างๆ ด้วยความเชื่อมั่น					
7	เมื่อมีความเครียด ฉันสามารถทำให้ตัวเองผ่อนคลายลงได้					
8	ฉันสามารถระงับอารมณ์ที่พลุ่งพล่านของตนเองให้สงบลงได้					
9	ฉันทำงานในความรับผิดชอบอย่างละเอียดถี่ถ้วน					
10	ฉันคิดว่าเพื่อนๆ ไว้วางใจในตัวฉัน					
11	ฉันเป็นคนมีวินัยในตนเอง					
12	เมื่อฉันรับปากว่าจะทำอะไรแล้ว ฉันก็จะทำอย่างที่พูด					

ข้อ	ข้อความ	น้อยที่สุด	น้อย	ปานกลาง	มาก	มากที่สุด
13	ฉันรู้ได้ด้วยตนเอง ว่าฉันทำอะไรผิด					
14	ฉันปรับตัวเข้ากับสิ่งแวดล้อมใหม่ๆ ได้					
15	ฉันสามารถปรับอารมณ์ได้ตามสถานการณ์ที่เปลี่ยนแปลงไป					
16	ฉันมองหาแนวคิดใหม่ๆ จากแหล่งต่างๆ					
17	ฉันมีความคิดแปลกใหม่ที่เป็นประโยชน์ต่อการทำงาน					
18	ฉันมองว่าความผิดพลาดในอดีตเป็นประสบการณ์ที่มีคุณค่า					
19	ฉันพยายามทำงานให้ได้ดีตามมาตรฐานที่ตั้งไว้					
20	ฉันมีจุดมุ่งหมายที่ท้าทายในชีวิต					
21	ฉันยึดเป้าหมายขององค์กรเป็นแนวทางในการทำงาน					
22	ฉันสละผลประโยชน์ของตนเองเพื่อเป้าหมายกลุ่ม/ฝ่ายได้					
23	ฉันชอบเรียนรู้สิ่งต่างๆ เพิ่มเติมอยู่เสมอ					
24	ฉันพร้อมที่จะทำในสิ่งที่ไม่เคยมีใครทำมาก่อน					
25	ฉันมองเห็นโอกาสที่แตกต่างจากผู้อื่น					
26	ฉันทำงานของฝ่ายให้สำเร็จลุล่วงไป					
27	ฉันสนุกกับการหาวิธีใหม่ๆ ในการทำงาน					

ข้อ	ข้อความ	น้อยที่สุด	น้อย	ปานกลาง	มาก	มากที่สุด
28	แม้มีอุปสรรคฉันก็ยังคิดว่า สามารถทำงานต่อไปให้สำเร็จได้					
29	ฉันสัมผัสถึงความรู้สึกของผู้อื่นๆ ได้ แม้ว่าเขาจะไม่พูดอะไร					
30	ฉันสามารถเข้าใจถึงข้อวิตกกังวล ของผู้อื่น					
31	ฉันจะเอ่ยปากชมผู้ที่ฉันเห็นว่า สมควรได้รับคำชม					
32	ฉันทราบข้อดีและข้อที่ควร ปรับปรุงของผู้อื่น					
33	ฉันคอยให้กำลังใจและส่งเสริม เพื่อนร่วมงาน					
34	ฉันทราบวิธีการที่จะทำให้ผู้อื่น พอใจ					
35	ฉันเข้าใจความต้องการของ พนักงานในฝ่าย					
36	ฉันรู้สึกยินดีที่ได้ช่วยเหลือผู้อื่น					
37	ฉันยอมรับว่าคนเรามีความ แตกต่างกันไป					
38	ฉันสามารถคุยกับคนได้ทุกระดับ					
39	เมื่อฉันเดินเข้าไปในห้อง ฉัน สามารถรับรู้ได้ว่าคนในห้อง กำลังมีอารมณ์ร่วมกันอย่างไร					
40	ฉันสามารถบอกถึงความสัมพันธ์ ของคนในกลุ่ม/ฝ่ายได้					
41	ฉันสามารถค้นหาทางเลือกที่ทำ ให้ทุกคนเห็นพ้องต้องกันได้					
42	ฉันสามารถชักจูงให้ผู้อื่นเห็นด้วย กับการเปลี่ยนแปลง					

ข้อ	ข้อความ	น้อยที่สุด	น้อย	ปานกลาง	มาก	มากที่สุด
43	ฉันสามารถโน้มน้าวให้ผู้อื่นคล้อยตามได้					
44	ฉันสามารถให้ผู้อื่นเข้าใจในสิ่งที่ฉันต้องการจะบอก					
45	ฉันสามารถพูดให้คนสนใจฟังได้					
46	ฉันสนใจสังเกตภาษาท่าทางของคนเรา					
47	ฉันชอบอภิปรายถกเถียงปัญหาเพื่อหาแนวทางแก้ไข					
48	ฉันสามารถช่วยเหลือผู้ที่ฉันไม่ชอบ					
49	พนักงานในฝ่ายมักทำตามแนวทางที่ฉันปฏิบัติ					
50	ฉันเป็นตัวอย่างที่ดีของคนอื่น					
51	ฉันสามารถกระตุ้นให้เพื่อนร่วมงานเกิดความกระตือรือร้น					
52	ฉันสามารถทำให้เกิดการเปลี่ยนแปลงที่ดีได้					
53	ฉันพร้อมที่จะรับฟังข่าวดีและข่าวร้าย					
54	ฉันสามารถบอกได้ว่าอะไรควรที่จะได้รับการเปลี่ยนแปลง					
55	ในที่ทำงานฉันมีเพื่อนสนิทหลายคน					
56	ฉันยินดีที่จะรู้จักและสร้างความสัมพันธ์กับคนใหม่ๆ เสมอ					
57	ฉันสามารถสร้างบรรยากาศที่เป็นมิตรในการทำงาน					
58	ฉันสามารถสร้างบรรยากาศแห่ง					

ข้อ	ข้อความ	น้อยที่สุด	น้อย	ปานกลาง	มาก	มากที่สุด
	ความร่วมมือในการทำงาน					
59	ฉันสามารถวางแผนร่วมกับผู้อื่นได้					
60	ฉันทำให้พนักงานในฝ่ายทราบถึงเป้าหมายของงาน					
61	ฉันทำให้คนในฝ่ายรู้สึกสนุกกับงาน					
62	ฉันสร้างและปกป้องชื่อเสียงของฝ่าย					
63	ฉันสามารถทำให้พนักงานในฝ่ายมองเห็นเป้าหมายร่วมกันได้					
64	เมื่อทุกคนอยู่ในสภาวะตึงเครียดฉันสามารถหาทางออกได้					

BIOGRAPHY

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