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Running head: THE IMPORTANCE OF LEADERS' EMOTIONAL INTELLIGENCE.

Project submitted in partial fulfillment of the requirements

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By

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To all those who made my life  
a growing experience

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### *Acknowledgements*

Now that the project came to an end, I would like to acknowledge the people who had been of great support to me.

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*Abstract*

This study was conducted on 11 department heads at Universite Saint-Joseph (USJ) to examine whether emotional intelligence is a quality of leadership at institutions of higher education in Lebanon. Participants were selected according to non-probability sampling based on the researcher's judgment. The participants answered the EQ-i: S questionnaire. The scores were evaluated according to scales following the guidelines of the EQ-i: S manual. Results showed that emotional intelligence is a quality of leadership at USJ. Department heads received average to high scores in Total EQ except for one male leader. Females scored slightly higher than males on Total EQ. Moreover, female academic leaders showed better stress management scores than male academic leaders. Age and gender differences were not apparent in the other scales.

The Importance of Emotional Intelligence in the Job  
Performance of Leaders in Institutions of Higher Education

Chapter One

*Context of the problem*

"Emotional intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions effectively in ourselves and others." (Fabio, 2002, p. 1)

Emotions play a big part in people's personal life and job success. Academic knowledge is important and essential but has little value if a person is not emotionally and socially competent. Leaders play a significant role in the advancement and growth of educational institutions as they know how, when and where to use their knowledge to suit others' values and needs. Leaders who handle human force in their institution with understanding, education and empathy, reap effective results.

"Great leadership works through our emotions" (Goleman, Boyatzis, McKee, 2002, p. 1). The leaders' success depends on how they drive emotions, for if they fail to direct emotions properly, their attempts at managing the institution successfully might fail. Followers need a resonant leader who is supportive, empathetic and drives emotions positively (Goleman et al., 2002).

Emotional intelligence is how effectively you use your emotions to make them work for you and to make them guide your actions and thoughts for better results (Weisinger, 1998). According to Bennis (1994), leaders should inspire trust in people and should be able to get them to their side to make changes to fulfill their vision. Workers trust leaders and constantly follow them if they are consistent, congruent, reliable and integral as they rule and set tasks.



Albert Einstein cautioned; "we should take care not to make the intellect our God. It has, of course, powerful muscles, but no personality. It cannot lead, it can only serve." (Cited in Goleman et al., 2002, p. 27))

#### *Purpose of the study*

The purpose of this study is to measure the emotional intelligence of department heads at Universite Saint-Joseph (USJ), Beirut Branch. The current study addresses the following question: Is emotional intelligence a basic component of leadership qualification at Universite Saint-Joseph (USJ)?

Spencer, in her research on emotional intelligence (EI) competencies in organizations analyzed hundreds of EI competencies. Using the EI competencies model, she found that EI competencies contribute 80 to 90 percent of the competencies that distinguish outstanding from average leaders. Cognitive competencies surfaced in the study only for job success at the technical level, but EI competencies were crucial for distinguishing essential competencies at work (Spencer, cited in Goleman et al., 2002)

#### *Rationale and significance of the study*

The significance of the study is to provide insight into the emotional intelligence of leaders in Lebanon, namely those who are in higher education institutions; such studies are missing in Lebanon. Hence, the rationale of the study is to focus on the importance of emotional intelligence competencies in the training of academic leaders in Lebanon.

Emotional Quotient (EQ) is important to measure because supporters claim that emotional intelligence (EI) is responsible for success in life, whereas IQ isn't as important. Studies in the workplace have shown that IQ predicts 1 to 20 % of job success, whereas the variance in EQ is as large as 27 to 45 % in predicting job success (Stein & Books, 2001).

### *Review of the literature*

The literature review will consist of three parts: a) A theoretical background of emotional intelligence; b) The relationship between emotional intelligence and leadership; and c) measuring emotional intelligence through the use of BarOn EQ-i: S.

### *Procedures*

Eleven department heads will be selected using non-probability judgment sampling, where personal judgment is used to get a sample. The choice of a non-probability sample is based on the fact that a scientific hypothesis is not being tested, but only exploring the existence of EI characteristics in leaders of an institution of higher education in Lebanon, namely Universite Saint-Joseph, Beirut branch.

The leaders at USJ will be administered BarOn EQ-i: S designed to measure emotional intelligence. The test consists of 51 items based on the same theoretical model as the BarOn EQ-i.

BarOn's EQ-i: S is composed of 15 subscales covering the following areas: (a) intrapersonal EQ, (b) interpersonal EQ, (c) adaptability, (d) stress management, and (e) general mood (BarOn, 2002).

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### *Reliability and validity*

BarOn EQ-i: S demonstrated sufficient factorial, construct and predictive validity. It has also shown four types of reliability measures, namely internal consistency, mean inter-item correlations, test-retest reliability and standard error of measurement/ prediction.

### *Data Analysis*

A raw score for each of the five EQ-i: S scales will be calculated for each participant. These raw scores will then be converted into standard scores on the profile. According to the BarOn manual, a standard score has a mean (or average) of 100 and a standard deviation set at 15 for all age/ gender groups and across all scales. Interpretation of the scores will be based

on profile sheets for gender and age. The scores will also be interpreted according to the guidelines specified in the manual.

### *Results*

The results of this study will shed light on the importance of emotional intelligence in the success of leaders at institutions of higher education in Lebanon. Consequently, a training of these leaders in skills subsumed in emotional intelligence might be warranted.

## Chapter Two

### *Review of the Literature*

#### *Introduction*

“Leadership is the ability to influence others -individuals, teams and groups- to take them in a desired direction.” (Bush & Middelwood, 1997, p. 23). Successful leaders keep their promises, are models, believe in others, admit mistakes, arouse optimism, change lives and create a climate for learning that is characterized by trust and openness (Snowden & Gorten, 2002).

For an effective performance, leaders at educational institutions need to pay close attention to the content and process of communication used. The communication process should involve more empathy, more understanding of receiver's needs and attitudes and better transmission of messages and feedback (Bush & Middlewood, 1997). If education is to be improved, leaders should understand the diversity of nature, issues and process in educational institutions and the creativity in designing institutions and administrative strategies. Educational leadership includes the ability to see the future, read others' intentions, and take action accordingly (Razik & Snowden, 2001). The platform of the American Association of School Administration (AASA) for the 21<sup>st</sup> century stressed the importance of effective communication and relationship building as the main caution for public school success (Snowden & Gorten, 2002).

In this chapter, research on emotional intelligence and its connection to leadership is discussed. The importance, use, reliability and validity measures of the instrument BarOn emotional quotient inventory will be also reviewed.

#### *Emotional Intelligence*

Mayer and Salovey (1990) who first coined the term emotional intelligence defined it as “The ability to perceive one’s own and others’ internal states, motives and behaviors and to

act towards them optimally on the basis of that information” (p. 187). Emotional intelligence includes the ability to read verbal and nonverbal cues as well as the ability to manage one’s emotions and others’ in order to solve problems, to differentiate among emotions and to understand them for directing behavior (Mayer & Salovey, 1993).

Mayer and Salovey developed four building blocks for emotional intelligence. These are (a) the ability to perceive, assess, and show emotions; (b) to manage feelings to enable one to understand his/ her and others’ emotions; (c) to understand emotions and their source; and (c) to direct emotions to enhance emotional and intellectual growth (Mayer & Salovey, cited in Weisinger, 1998).

Gardner in his theory of Multiple Intelligence mentioned two intelligences that constitute loosely emotional intelligence. These intelligences are interpersonal and intrapersonal intelligence. Gardner (1999) defined interpersonal intelligence as the ability to understand other people’s intentions, motivation, and needs and to work co-operatively with others. He also defined intrapersonal intelligence as the ability to understand oneself, to manage one’s inner feelings and to use this information to adjust one’s life.

Similarly, Daniel Goleman, defined personal skills in relation to emotional intelligence. He stated in his book, *Emotional Intelligence*, that this intelligence is the ability to manage ourselves and our relationships and is the best predictor of success at work and in life. He also presented new brain research to support his argument (Goleman, 1996).

According to BarOn (1999) the developer of the instrument used in this study, emotional intelligence is:

...the emotional, personal social, and survival dimensions of intelligence, which are often more important for daily functioning than the more traditional cognitive aspect of intelligence. Emotional intelligence is concerned with understanding oneself and others, relating to people, and adapting to and

coping with the immediate surroundings to be more successful in dealing with environmental demands.... In a way, to measure emotional intelligence is to measure one's "common sense" and ability to get along in the world (p. 1).

### *Research on Emotional Intelligence*

Research on EI abounds in the literature. In one study, the researchers tested the competency model of leaders in a hierarchy from purely technical skills to cognitive abilities to emotional intelligence competencies in 188 companies. The results showed that cognitive skills are important, likewise calculation of ratio of technical skills, IQ, and emotional quotient (EQ) was shown to be ingredients of excellent performance. But EQ was shown to be twice as important as the others, especially for people in higher ranks in the companies. Comparison between star performance and average ones in senior leadership positions showed that 90 % of the difference in the profiles of managers was attributed to EI rather than cognitive factors (Goleman, 1998).

Similarly, in another study on a global manufacturing company, Langly (2000) explored whether "promotion readiness" of middle managers can be identified through EI. The purpose of the study was to compare between senior and middle managers' EI "as it might be context or role-related" rather than strictly measure EI competencies. Three tests were given to the managers: an attitudinal questionnaire based on EI, a sub-competencies model of Goleman using Likert's scale; a questionnaire designed to highlight the daily behavioral values of importance to managers; and a test developed by Collins and Porras (1996) used to compare between what a person regards important in business and the cultural norms as opposed to one's personal values. The results showed that senior managers had better personal competency in emotional awareness, innovation, commitment, political awareness, leadership, change catalyst and team capabilities than middle managers. The

author concluded that EI competencies increase the "promotion readiness" of middle managers (Langley, 2000).

In another study, the relationship between transformational leadership and emotional intelligence was investigated. The main purpose was to find whether a relation existed between high EQ and high levels of performance. The study was conducted in the United Kingdom on 21 stores (470 head office, administration, and employees) that changed from transactional leadership to transformational leadership. SMS-EQ profiles, a quantitative tool developed to draw an EQ profile was used in this study. The SMS-EQ survey was conducted in two parts: the first part consisted of 360 adjectives that the participants had to select from to describe external happenings; in the second part, the participants had to check adjectives that described them. The results suggested the existence of a relationship between success, EQ and transformational leadership in a retail management context. Also, the findings indicated the importance of transformational styles in the success of organizations and satisfaction of followers (Duckett, & McFarlane, 2003).

Another study was conducted by Cavallo and Brienza (2002) to assess the importance of EI in leadership success across the Johnson & Johnson Consumer Companies (JJCC). The sample consisted of more than 1400 employees in 37 countries. The purpose of the study was to investigate whether EI competencies distinguished high performance leaders at JJCC. One eighty three multi-rater questionnaire survey was administered to 415 employees. The questionnaire consisted of items included in the JJCC leadership competency model, the standard of leadership (SOL) and Emotional Competency Inventory (ECI). Data were also collected on performance rating and potential rating. The results showed a strong relationship between the superior performance of leaders and their emotional competence. Supervisors and subordinates were asked to rate leaders and the rates showed that leaders whose scores were 4.1 or greater on a 5-point scale were rated significantly higher on all of the 4 of

emotional dimensions of self-awareness, self-monitoring, social-awareness and social skills than other participants. Peers found high performance leaders stronger on self-awareness management and self-management clusters. Six competencies distinguished high performance across three-group rater, specifically self-confidence, achievement orient, initiative, leadership, influence and change catalyst. On 20 emotional competencies measured, subordinates and supervisors rated high performance leaders stronger in 17 to 14 emotional intelligence competencies while peers found high performance leaders stronger in 9 out of 20 emotional competencies. Women received higher peer ratings in five emotional competencies, emotional self-awareness, conscientiousness, developing others, service orientation, and communication, specifically on adaptability and service orientation while men were rated higher on the competency change catalyst. The results suggested that high performance managers at JJCC were successful because they possessed Emotional Intelligence Competencies (Cavallo & Brienza, 2002).

Similar studies conducted on emotional intelligence revealed its importance in relationship to social skills. Schutte, Malouf, Bobik, Coston, Greeson, Jedlicka, Rhodes, and Wendorf (2001) conducted seven studies on emotional intelligence and interpersonal relationship of which five are of relevance to this study. Studies 1 and 2 examined whether emotional intelligence was related to empathy and self-monitoring. The participants were 24 students from Southeastern University with a mean age of 27.5 for the first study and the participants for the second study were 37 teaching interns in the Southeastern United States with an average mean age of 29. All participants completed Schutte et al. (1998) trait measure of EI and Davis (1980) interpersonal Reactivity Index. Lennox & Wolfe (1984) self-monitoring scale was used only in the second study. The results showed that participants who scored higher on EI scored higher on self-monitoring and empathetic perspective taking (Schutte et al., 2001).



In the third study, the relationship between scores of emotional intelligence and social skills was explored. The participants were 77 university employees, older adults attending seminars at a university campus, and residents of a retirement home. All completed the trait measure of EI (Schutte et al., 1998), and a measure of social skills (Riggio, 1989). The results showed that higher scores for emotional intelligence were associated with higher scores for social skills. A gender comparison showed no significant difference between the emotional intelligence scores or the social skills score of men and women (Schutte et al., 2001).

In the fourth study, the purpose was to investigate whether people with high EI scores would cooperate with others more than those with low EI. Thirty-eight public school employees and college students from southeast US completed the trait measure of EI (Schutte et al., 1998) then engaged in a prisoner's dilemma paradigm traditionally used to assess cooperation (Boone & Macy, 1999). The results showed that participants with high scores on EI had significantly more cooperative responses than those with low EI scores (Schutte et al., 2001).

In the fifth study, the researchers investigated whether people with high EI scores would also have high scores for close relationship. Forty-three college students and church attendees from Southeastern US completed Schutte et al., 1998 trait measure of EI and Schutz, 1978 fundamental Interpersonal Relations Orientation (FIRO-B;). Results showed that higher emotional intelligence scores were related to higher scores on the inclusion and affection subscales, but were not related on the control subscale. Inclusion refers to the relationship with others; affection refers to the extent of which a person is emotionally involved with others; and control scale is the extent of which a person takes responsibility and makes decisions (Schutte et al., 2001).

In a study on teams at work, Welch (2003) demonstrated that teams with high level of EI scores outperformed teams with low level of EI by a margin of 2 to 1, though the members

had identical IQ scores. The results also showed that inclusiveness, adaptability, assertiveness, empathy and influence were essential components for EI teams to perform well individually and/ or collectively. Moreover, trust was found to be essential for teamwork for giving and receiving feedback as well as for the flexibility to change. The results also showed that teams needed to have the intent to develop EI through self- understanding, improve their social skills by giving and receiving feedback and finally, teams needed to develop their situational EI which is the ability to adapt to new situations (Welch, 2003).

Emotional intelligence is simply the intelligent use of emotions, where one uses his/ her emotions in a way to help guide his/ her behavior and thinking in directions that will fulfill his/ her desired outcomes. To be able to succeed, a person needs to communicate well with others. An example of successful communication is demonstrated through a school supervisor who worked on changing her style of communication with teachers to empower them as she applied site-based management in the classroom. She found that to change communication styles to empower teachers involved awareness of communication in school leadership, identifying unconscious scripts, formulating new scripts and testing them and then applying them until they become habitual (Laud, 1998).

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#### *Characteristics of Successful Leaders*

Prominent leaders and researchers in leadership positions at educational institutions or organizations wrote about leadership skills like Bennis (1994), Sergiovanni (1989), and Cherniss (1998). They stated that to be a leader one has to be good at dealing with people in all situations and under different circumstances (Snowden & Gorton, 2002).

Cherniss (1998) stated that educational leaders need to be people smart. Principals must rely on agreement and informal authority. Educational leaders need to be emotionally intelligent to be able to build working relationships, be mediators, negotiators and mentors. Bennis (1994) who was himself a prominent leader and researcher stated that:

Leaders are people who are able to express themselves fully. By this I mean that they know who they are, what their strengths and weaknesses are, and how to fully deploy their strengths and compensate for their weaknesses. They also know what they want, why they want it, and how to communicate what they want to others, in order to gain their cooperation and support. Finally, they know how to achieve their goals. The key to full self-expression is understanding one self and the world, and the key to understanding is learning-one's own life and experience (p. 73).

A leader has a building vision that enables him/her to know what he/she wants and is resilient to setbacks. A leader is passionate meaning he/she has hope and communicates hope and inspiration to others. A leader has integrity as an essential part of self-knowledge, sticks to his/her principals and is mature. He/she should be curious, a risk taker and isn't afraid of failure (Bennis, 1994).

Sergiovanni (1989) defined leadership as the ability to inspire followers to act accordingly as he/she understands people, defines situations, influences people, and controls the environment (Sergiovanni, cited in Razik & Sawson, 2001).

Foster (1989) stated that leadership is context oriented related to creating a sense of belongingness and teamwork. Belongingness involves having shared norms values and beliefs of the organizational culture (Sergiovanni, cited in Razik & Sawson, 2001).

Goleman, on the other hand, believes that effective leaders have one characteristic in common; they possess a high degree of emotional intelligence. Without emotional intelligence, knowledge and ideas will not make a great leader (Goleman, 1998).

Finally, according to Goleman, et al. (2002), leaders with emotional awareness can understand their inner feelings, talk about them and have an intuition about how to perform best on their job. Leaders with self-management skills exercise self-control so they can

control their emotions, stay calm and clear-headed. Leaders with social awareness empathize with others' unspoken feelings and thoughts. They listen attentively and show concern for others. Leaders who are successful at relationship management are inspiring because they drive people toward a certain vision or mission by giving them a sense of belongingness.

*BarOn Emotional Quotient Inventory: Short*

BarOn EQ-i:S is an instrument that measures emotional intelligence behavior. The instrument is a self-reported type of questionnaire, with responses scored on a five-point Likert scale. The instrument consists of 51 items distributed along eight scales: Adaptability EQ, Total EQ, Intrapersonal EQ, Interpersonal EQ, Stress Management EQ, General Mood EQ. The last two scales are validity indicators; the Inconsistency Index, which helps to identify random responses and the Positive Impression Scale, which answers whether the respondent is trying to give an exaggerated impression of himself/ herself (BarOn, 2002).

The normative sample for EQ-i:S consisted of 3174 adults (1543 males and 1631 females) within an age range of 16 -39 years with a mean age of 35 and SD 11.6. The ethnic groups consisted of 79 % whites, 8.1% Asians, 7.1% black, 2.8 % Hispanic, 0.7 % Native Americans, and 2.3% from other ethnicities. Results on age and gender using two-way ANOVA showed that on the Positive Impression scale, Total EQ scale, Interpersonal scale, Intrapersonal scale, Stress management, Adaptability scale, and General Mood scale the youngest age group scored lower than the other age groups. Males had higher scores on intrapersonal and general mood scale whereas females had higher scores on interpersonal scale. However, gender responses for all the scales were not significantly different, but the results for the Positive Impression Scale showed that Black respondents scored higher on this scale than Hispanic or Caucasian respondents (BarOn, 2002).

The reliability of BarOn EQ-i:S was measured in four aspects: internal consistency , mean inter-item correlations, test-retest reliability and standard error of measurement/

prediction. The internal reliability and the mean inter-item correlation consist of the degree to which all the items in a test measure the same construct. The internal consistency coefficients were high and ranged from .76 to .93 with the exception of the Positive Impression Scale which had coefficients of .76 to .51. Similarly, the mean inter-item correlation was high for the scales of BarOn except for the Inconsistency Index and for the Positive Impression Scale, which coefficients ranged between .60 and .46.

The second type of reliability examined was the test-retest reliability, which refers to the stability over time of responses to the same item or test. The test-retest reliability was examined over a six months interval and showed coefficients which ranged between .46 and .80. The standard error was measured using standard error of measurement (SEM) and standard error of prediction (SEP) when retested. Individual true scores of SEM gave scores of  $\pm 3.5$  points for one standard error 68% of the time and within two standard errors of  $\pm 7.18$  points 95% of the time, while SEP gave scores of  $\pm 4.15$  within one standard error 68% of the time and 95% of the time gave scores of  $\pm 8.30$  within two standard errors (BarOn, 2002).

The validity of BarOn EQ-i:S was also examined in three components: construct, factorial, and predictive validity. The construct validity of BarOn EQ-i:S was assessed based on: (a) the correlation between BarOn EQ-i and BarOn EQ-i:S; (b) the relationship between BarOn EQ-i: S and other measures of emotional intelligence; and (c) the degree of association between BarOn EQ-i:S and other personality measures.

The correlation between BarOn EQ-i and BarOn EQ-i: S instruments is high. The Intrapersonal, Interpersonal, Stress Management, and Adaptability scales for BarOn EQ-i:S showed high correlations ranging between .73 and .96 for males and .75 to .97 for females. Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) and BarOn EQ-i:S showed moderate to low correlations between the two tests across most of the scales. Also, a

moderately high correlation of .58 between TMMS and BarOn EQ-i: total scores was found. These findings give evidence to the construct validity of BarOn EQ-i: S. On the other hand, the divergent validity was examined through comparing the scores on BarOn EQ: i and those on a 16 factor personality test showed some overlap indicating that BarOn EQ: i is not a personality test. Likewise, NEO-Five Factor Inventory (NEO-FFI) a personality test, and BarOn EQ-i:S were found to have moderate to low correlations (BarOn, 2002).

Another type of construct validity tested, is the convergent validity of the instrument which focuses on the relationship between BarOn and other measures, such as attention deficit and hyperactivity, academic success, and coping with occupational stress. Moderate to high correlations were found between various BarOn EQ-i: S scales and specific types of behaviors assessed by Corners Adult ADHD Rating Scales (CAARS). The differences in BarOn EQ-i: S scores of 67 academically successful and 65 academically unsuccessful students were compared. The results showed that the two groups didn't differ on the Interpersonal or General Mood scores but they differed on other scales. The successful group scored higher on the intrapersonal, stress Management, and Adaptability scales in addition to the total EQ ( $p < .001$ ). Moreover, moderate positive correlations were found between the Task-Oriented coping scale and the various BarOn EQ-i: S scales, but a negative pattern of correlations was found for the relationship between the Emotion-Oriented coping scale and the BarOn EQ-i:S scales (BarOn, 2002).

As for the factorial validity of the instrument, it was revealed in the high intercorrelation of the five scales of emotional intelligence: interpersonal capacity, intrapersonal skills, stress management, adaptability and general mood. BarOn EQ-i:S was developed based on the factor analysis examined in BarOn EQ-i: instrument. The instrument measures distinct aspects of emotional intelligence behavior, as suggested by the low to

moderate correlations found among the Intrapersonal, Interpersonal, Stress Management, and Adaptability scales for BarOn EQ-i:S (BarOn, 2002).

The last aspect of validity examined, predictive validity, was assessed based on the criterion-predictive validity which measures the relationship between BarOn EQ-i:S and job performance, leadership and academic success. The results showed that BarOn EQ-i: total and composite scores correlated significantly with job performance. EI was associated with three elements of transformational leadership: idealized influence, inspirational motivation and individualized consideration. BarOn EQ-i:S was shown to be a predictor of post-secondary academic success, as students who showed determination in their studies also possessed strong social and emotional skills (BarOn, 2002).

### *Conclusion*

In the reviewed literature, emotional intelligence was defined as being smart about how one feels and having the capabilities and skills to cope with environmental demands and work pressure. In other words, emotional intelligent is simply the use of emotions, where one uses his/ her emotions in a way to help guide his/ her behavior and thinking in directions that will fulfill his/ her desired outcomes.

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In relation to leaders, emotional intelligence was found to be essential for success. Leaders who have the capacity to manage their practices, control their behavior, are empathetic and optimistic and can manage others are effective leaders. According to the reviewed literature, high IQ is not by itself sufficient for success. Leaders need high EI as well for success in leadership and management positions.

## Chapter Three

### *Method*

#### *Participants*

A non-probability judgment sample was used whereby the selection of the sampling units was based on my personal judgment to obtain a sample as representative as possible of the department heads at Universite San-Joseph (USJ), Beirut branch.

The sample consisted of 11 department heads at USJ (5 females and 6 males, mean age = 43.6). The department heads vary in age and are all either Master's degree or Ph.D. holders. Table 1 presents the distribution of the sample showing the participant's gender, age, and years of experience as leaders.

Universite Saint-Joseph is a French private university founded in 1875 by the Jesuit Brethren. It includes 12 faculties, 24 institutes, one school, four campuses in Beirut and three campuses in various regions. The university is open to all religions and beliefs, promotes the Lebanese, Arab and francophone cultures, is trilingual: French, Arabic and English, has a study scheme based on the European Credit System, conducts 100 of inter-university departments and international conventions (Joined lectures and conventions on current issues with other universities), and has a university Medical Center, the Hotel Dieu de France.

#### *Instrument*

BarOn EQ-i: S is a self-report test which measures emotional intelligent behavior in adults of all ages (see Appendix A). The development of this instrument was based on the BarOn model of emotional Quotient Inventory (EQ-I; BarOn, 1997) which views emotional intelligence in relation to "...the emotional, personal, and social dimensions of general intelligence."(BarOn, 2002, p. 1)

The EQ-i: S offers the test user a number of important features such as a large normative sample, gender and age specific norms, scales that measure features of emotional



intelligence, a General Mood scale for interpreting the potential of emotionally intelligent behavior, a Positive Impression scale for identifying exaggerated results, an Inconsistency Index for detecting inconsistent responses. Also, the test is easily administered and scored, has short administration time of 15 min, and excellent reliability and validity (BarOn, 2002).

BarOn EQ-i:S consists of 51 items distributed along eight scales. Two of these scales are validity indicators, the Impression scale and the Inconsistency Index. The Inconsistency Index helps in identifying random responses and the Impression scale identifies exaggerated responses. The other six scales are:

(a) Intrapersonal: is defined as having the ability to express oneself constructively and being aware of one's strengths and weaknesses. This scale is composed of the following sub-scales:

- Self-Regard is the capacity to accept positive and negative aspects of personality and to respect oneself accordingly. A person with self-regard has self-confidence and security.
- Emotional Self-Awareness is the capacity to distinguish between one's feelings and to know the source or cause of these emotions.
- Assertiveness is the capacity to tell about one's feelings, beliefs, and opinion and to get one's right constructively.
- Independence is the capacity to have control over one's emotions, thoughts and behavior. Independent people plan, execute and supervise work as they take other people's opinion into consideration.
- Self-Actualization is the capacity to use one's potentials to the fullest. It is the ability to set goals and attain them regardless of misfortunes encountered.

(b) Interpersonal: having the ability to understand others' thoughts and needs and to build upon them for better relationships. This scale is composed of the following sub-scales:

- Empathy is the capacity to value, consider and understand others. It is the ability to read others' feelings and needs and to show care.
- Social Responsibility is the capacity to do things for others and society by cooperating and contributing to the community in social situations.
- Interpersonal Relationship is the capacity to listen, question, answer, and express sensitivity and intimacy in social situations. It relates to exchanged satisfaction between parties in social interaction.

(c) Stress Management: is directing emotions in a way that could assist one in doing the right thing. This scale is composed of the following sub-scales:

- Stress Tolerance is the ability to handle situations by being optimistic, calm and in control of issues or cases.
- Impulse Control is the capacity to control one's feelings and needs as a reaction to certain situations.

(d) Adaptability: is coping with changing situations as one keeps himself/ herself balanced as problems arise. This scale is composed of the following sub-scales:

- Reality Testing is the ability to objectively test and see things as they really are without the interference of feelings and fantasy.
- Flexibility is the capacity to accept and change new situations. It is also the ability to be tolerant and dynamic.
- Problem Solving is the capacity to get at the root of the problem and solve it. It is also being able to find the cause and effect of a problem and to find solutions to the problem.

(e) General Mood: is being able to keep one self-motivated and positive. This scale is composed of the following sub-scales:

- Happiness is being able to find satisfaction in life, to enjoy certain moments with one self and others, and to amuse oneself.
- Optimism involves having hope, being positive even at the worst times and seeing the good side of things.

### *Procedures*

A letter was addressed to USJ by my advisor to grant me the permission to conduct the study. The letter explained the purpose of the study and confidentiality procedures (See Appendix B).

Before I started contacting department heads at USJ, I asked the assistant of the head of translation department for the procedure to follow for data collection. As a result, I personally contacted the department heads at USJ and asked them to complete the BarOn EQ-I: S, a 51-item questionnaire that aims at measuring EI of leaders. I made sure that the selected participants had good English proficiency, for USJ is a French university. They all agreed immediately to fill it out, especially that they knew I was an English instructor at the university.

Some of the department heads filled out the questionnaire in my presence, while I clarified to them the meaning of some of the items. Other department heads asked that I leave the questionnaire for them to fill later. The questionnaires were completed and returned in the two months of May and June, 2004.

As I was scoring the questionnaire, I found two questionnaires with unanswered items, so I called the concerned department heads and asked them to supply the missing information on the phone. They apologized for the inconvenience and were kind enough to answer the items they had missed. In total, 11 questionnaires were completed and returned.

## Chapter Four

### *Results*

#### *Introduction*

This chapter reports the results of BarOn EQ-i:S test which was administered to 11 department heads at USJ, five of which are females and 6 males. The results are displayed according to scales first, then by examining the variation of responses according to gender differences. The interpretation of the results is based on the BarOn EQ-i: S manual guidelines. A raw score for each of the five EQ-i: S scales was calculated for each participant. These raw scores were then converted into standard scores on the profile for each gender. The standard score has a mean (or average) of 100 and a standard deviation set at 15 for all age/ gender groups and across all scales.

#### *Intrapersonal Scale (IS)*

The standard scores on the Interpersonal scale for males and females ranged from 78 to 113. Females had standard scores that ranged from 99 to 113 and males had standard scores that ranged from 78 to 112. The interaction in age and gender are not significant, (see Table 2 for age and gender differences). One department head only, a male, had a standard score below 85, suggesting that this individual is self-critical and has poor ability in recognizing his feelings and expressing them. He also lacks self-confidence and assertiveness. According to the test manual, department heads who have standard scores between 85 and 115 seem to be effective, self-confident, know why and what they are feeling, are assertive and express themselves within an organizational environment.

#### *Interpersonal Scale (IS)*

The standard scores on the Interpersonal scale for males and females ranged from 85 to 123. Males had standard scores that ranged from 86 to 123 and females' standard scores between 85 and 118. The interaction in age and gender are not significant (see Table 3 for age

and gender difference). Scores that range from 85 to 115 indicate that department heads are individuals with good awareness, understanding and appreciation of the feelings of co-workers most of the time. The scores also suggest that their working relationship with others is mutually satisfying because they are able to initiate warm and caring relationships with colleagues and are capable of working in a team environment. However, scores which are greater than 115 show that these leaders are warm and caring individuals. They listen, understand and appreciate the feelings of others. They are supportive of their co-workers even under high-pressure conditions and are good contributors in an organizational team environment.

#### *Stress Management Scale (ST)*

The standard scores on the Stress Management scale for males and females ranged from 65 to 126. Males had standard scores that ranged from 65 to 120 and females' standard scores ranged from 104 to 126. Females show better stress management results than males but age seems to have no effect on results (see Table 4 for age and gender difference). Department heads who scored between 85 and 115 have average ability in handling stressful situations, in being patient and controlling their impulses. However, those who scored higher than 115 are able to withstand stress without collapsing are rarely impulsive and work well under pressure. These individuals can handle stressful or anxiety provoking tasks that are risky and keep up their professionalism. Department heads who scored below 85 (only one male) are impulsive, impatient and make emotional decisions.

#### *Adaptability Scale (AS)*

The standard scores on the Adaptability scale for males and females ranged from 89 to 117. Males had standard scores that ranged from 93 to 126 and females' standard scores ranged from 89 to 117. Age and gender difference were not significant (see Table 5 for results).

Individuals with a standard score that ranges from 85 to 115 have effective functioning. They are considered reasonably comfortable in settings requiring moderate adjustment to ongoing change. They can accept and set realistic goals and can approach difficult tasks systematically. Department heads who have standard scores greater than 115 are generally realistic, effective and competent in making decisions. They prosper at tasks that necessitate the ability to appraise, adapt and think clearly.

#### *General Mood Scale (GM)*

The standard scores on the Interpersonal scale for males and females ranged from 82 to 114. Males had standard scores that ranged from 82 to 114 and females' standard scores ranged from 76 to 111. The interaction in age and gender are not significant (see Table 6 for age and gender difference). Scores below 85 suggest that there may be feelings of dissatisfaction at work and a need for more positive outlook. Scores that range from 85 to 115 indicate that department heads are fairly optimistic, satisfied with work and have a positive attitude towards work which is helpful in difficult or stressful situations. Higher scores than 115 indicate cheerful, positive, hopeful and optimistic individuals who know how to be successful. These individuals are confident and have positive attitudes which are essential components in interacting with others and solving problems.

#### *Emotional Quotient Scale (EQ)*

The total EQ standard scores of department heads ranged from 80 to 121. Females had a total EQ that ranged from 92 to 121; while males scored from 80 to 118 (except for one male who scored below average EQ; see Table 7 for gender and age difference). The participants' Total EQ score ranges from average to above average EQ with females scoring higher than males (see table 7 for results according to gender and age). According to the test's manual, department heads who scored between 85 to 115 had average EQ suggesting that they are emotionally and socially effective. They have strong areas of strength and other

areas that could be improved either emotionally or socially as indicated by the scales that measure their performance. On the other hand, department heads whose standard scores were greater than 115 are classified as exceptionally effective emotionally and socially. According to the manual, emotionally intelligent behavior seems to cover all aspects of their daily life, for they are characterized by an optimistic and positive outlook on life and are usually successful in achieving their goals.

#### *Positive Impression Scale (PI)*

Results within the range of 115 to 130 indicate that individuals try to create a mild to moderate self-impression, while scores that are below 115 show no indication of creating an overly positive impression. However, department heads positive Impression scale fell within the range of 87 to 130 for males and 85 to 123 for females. Females have shown to have a less or attempt to show overly positive behavior than males, as presented in Table 8.

#### *Inconsistency Index (IS)*

Scores below 10 on the Inconsistency Index indicate consistent responding and no indication of invalidity. The inconsistency Index scores of department heads show no sign of inconsistency for the scores and are all below 10, as presented in Table 9.

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#### *Summary*

The standard scores of department heads show, in general, high emotional intelligence as the scores on scales were found rarely if ever below average. All leaders scored average or above average on emotional intelligence except for one male who scored below average. Hence, department heads at USJ can be considered emotionally intelligent leaders.

## Chapter Five

### *Discussion*

The purpose of the study was to measure the emotional intelligence of 11 department heads at USJ, Beirut branch. The sample consisted of 6 males and 5 females, based on the method of non-probability sampling.

The results showed that all department heads scored from average to high average on Total EQ, with scores ranging from 85 to 121, except for one male whose score was 80. Females scored slightly higher on Total EQ than males, but the difference in scores was not significant. Moreover, female academic leaders obtained higher scores on the Stress Management scale. Age and gender differences were not significant for Interpersonal, Intrapersonal, Stress Management, Adaptability, and General Mood scales.

These results are compatible with the study on the importance of EI success across the Johnson & Johnson Consumer Companies (JJCC) where the findings indicated that high performance managers at JJCC were successful because they possessed Emotional Intelligence Competencies (Cavallo & Brienza, 2002). Another study supports the current study's results on a global manufacturing company to explore whether "promotion readiness" of middle managers can be identified through EI. The findings of the indicated study support the notion that EI Competencies increase the "promotion readiness" of middle managers (Langley, 2000).

One explanation for the high EQ of USJ department heads is that they are people-oriented leaders. They have social and emotional skills which they might have acquired with age and experience. The department heads at USJ have a mean age of 43.6, which is considered a young age for leaders of institutions for higher education. The one department head who scored low on the Total EQ had been a leader for only one year and had no previous experience in the profession. Therefore, the results suggest that emotional



intelligence could be developed through leadership experiences, a finding that promotes the need for training and practice to obtain higher levels of emotional intelligence.

Research has shown that emotional intelligence, like technical skills, can be developed systematically to build competence in personal and social awareness, self-management, and social skill. However, social and emotional competencies differ from cognitive abilities in that they are often developed early in life and reinforced over several years, so they tend to become synonymous with self-image and thus need focused attention over time to bring about change. Consequently, leaders whose scores were average or below average should undergo a systematic approach to build up their social and emotional competencies in order to become more efficient socially and emotionally (Cherniss, Goleman, Emmerling, Cowman, & Adler, cited in Cavallo & Brienza, 2002).

Another possible explanation for the high EQ scores of USJ department heads might be embedded in the Lebanese culture. The Lebanese culture is a friendly culture where people are efficient in dealing with one another. This culture emphasizes developing peoples' social skills. Women mostly are encouraged to be courteous and nurturing, which might explain female leaders higher EQ scores. At USJ, the general climate promotes a friendly interaction between faculty, students, and staff, which might also explain the results of the study.

Finally, those involved in leading need a high level of emotional intelligence so that they can function properly in their role. Emotional intelligence is essential in enabling department heads to interact successfully with their staff for a more effective functioning of the institution. Therefore, the results of this study give support to the hypothesis that high emotional intelligence is a component of successful leadership.

*Limitations and further research*

One limitation of this study was common method bias. The measure used is a self-reported instrument and rating scales. To eliminate such biases in further studies, it is advisable to observe leadership behaviors or experiences. The behavior or experiences could be examined on frequency, effectiveness and subordinate reactions; these additional measures of leadership would extend the findings presented here beyond self-reported leadership experiences.

Another limitation is the small sample used in this study. In further research, a larger as well as a more representative sample of leaders in institutions of higher education in Lebanon is recommended.

More research should be conducted in Lebanon on organizations or companies in fields other than educational institutions for a further understanding of the nature of leadership in the workplace.

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Table 1

*Biographical Data of Participants*

Gender	Age	Education	Years of Experience At USJ	Years of Experience in leadership position
M	42	Ph.D.	7	7
M	34	Ph.D.	7	7
M	29	2 MAs	3	3
M	58	MA	10	10
M	67	BA	1	0
M	34	Ph.D.	7	7
F	42	MA	2	2
F	55	Ph.D.	6	6
F	42	Ph.D. student	6	6
F	32	Ph.D. student	7	7
F	35	Ph.D.	1	1

Table 2  
*Intrapersonal Scale According to  
 Age and Gender*

<i>Gender</i>	<i>Intrapersonal</i>
Males	
34	96
42	104
58	91
67	78
34	102
29	112
Females	
42	99
55	102
32	111
42	101
35	113

Table 3  
*Interpersonal Scale According to  
 Age and Gender*

Age	Interpersonal
Males	
34	93
42	123
58	118
67	86
34	88
29	90
Females	
42	85
55	107
32	115
42	88
35	118



Table 4  
*Stress Management Scale According to  
 Age and Gender*

Age	Stress Management
Males	
34	112
42	114
58	65
67	88
34	86
29	120
Females	
42	104
55	123
32	114
42	119
35	126

Table 5  
*Adaptability Scale According to  
 Age and Gender*

Age	Adaptability
Males	
34	93
42	118
58	116
67	96
34	97
29	126
Females	
42	111
55	119
32	117
42	89
35	117

Table 6  
*General Mood Scale According to  
 Age and Gender*

Age	General Mood
Males	
34	105
42	114
58	91
67	82
34	83
29	105
Females	
42	87
55	111
32	101
42	76
35	110

Table 7  
*Emotional Quotient Scale According to  
 Age and Gender*

Age	Emotional Quotient
Males	
34	98
42	118
58	88
67	80
34	87
29	113
Females	
42	96
55	113
32	113
42	92
35	121

Table 8  
*Positive Impression Scale According to  
 Age and Gender*

Age	Positive Impression
Males	
34	118
42	121
58	130
67	87
34	122
29	87
Females	
42	123
55	96
32	93
42	85
35	99

Table 9

*Inconsistency Index Scale According to  
Age and Gender*

Age	Inconsistency Index
Males	
34	7
42	7
58	6
67	7
34	7
29	8
Females	
42	3
55	6
32	3
42	10
35	3

Appendix A

BarOn EQ-i: S

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Name: \_\_\_\_\_

Gender: M    F

(Circle one)

Birthdate: \_\_/\_\_/\_\_

Age: \_\_\_\_\_

Today's Date: \_\_/\_\_/\_\_

Month Day Year

Month Day Year

The Bar On EQ-i: S consists of statements that provide you with an opportunity to describe yourself by indicating the degree to which each statement is true of the way you feel, think, or act most of the time and in most situations. There are five possible responses to each sentence.

**1 . Very seldom or Not true of me; 2. Seldom true of me; 3. Sometimes true of me; 4 - Often true of me; 5. Very often true of me or True of me**

Read each statement and decide which *one* of the five possible responses best describes you. Mark your choices on the answer sheet by circling the number that corresponds to your answer. If a statement does not apply to you, respond in such a way that will give the best indication of how you *would* possibly feel, think, or act. Although some of the sentences may not give you all the information you would like to receive, choose the response ; that seems the best, even if you are not sure. There are no "right" or "wrong" answers and no "good" or "bad" choices. Answer openly and honestly by indicating how you actually are and *not* how you would like to be or how you would like to be seen. There is no time limit, but work quickly and make sure that you consider and respond to *every* statement



	Very Often True of Me or True	Often True of Me	Sometimes True of Me	Seldom True of Me	Seldom Very or Not True of Me
1. I'm a fairly cheerful person.	5	4	3	2	1
2. I like helping people.	5	4	3	2	1
3. I'm unable to express my ideas to others.	5	4	3	2	1
4. It is a problem controlling my anger.	5	4	3	2	1
5. My approach in overcoming difficulties is to move step by step.	5	4	3	2	1
6. I don't do anything bad in my life.	5	4	3	2	1
7. I feel sure of myself in most situations.	5	4	3	2	1
8. I'm unable to understand the way other people feel.	5	4	3	2	1
9. I prefer others to make decisions for me.	5	4	3	2	1

	Seldom Very or Not True of Me	Seldom True of Me	Sometimes True of Me	Often True of Me	Very Often True of Me or True of Me
10. My impulsiveness creates problems.	1	2	3	4	5
11. I try to see things as they really are, without fantasizing or daydreaming about them.	1	2	3	4	5
12. Nothing disturbs me.	1	2	3	4	5
13. I believe that I can stay on top of tough situations.	1	2	3	4	5
14. I'm good at understanding the way other people feel.	1	2	3	4	5
15. It's hard for me to understand the way I feel.	1	2	3	4	5
16. I feel that it's hard for me to control my anxiety.	1	2	3	4	5

	Not True of Me	Seldom Very or True of Me	Seldom True of Me	Sometimes True of Me	Often True of Me	Very Often True or True of Me
17. When faced with a difficult situation, I like to collect all the information about it that I can.	1	2	3	4	5	
18. I have not told a lie in my life.	1	2	3	4	5	
21. In the past few years, I've accomplished little.	1	2	3	4	5	
22. I tend to explode with anger easily.	1	2	3	4	5	
23. I like to get an overview of a problem before trying to solve it.	1	2	3	4	5	
24. I have not broken a law of any kind.	1	2	3	4	5	
25. I care what happens to other people.	1	2	3	4	5	
26. It's hard for me to enjoy life.	1	2	3	4	5	

	Not True of Me	Seldom Very or True of Me	Seldom True of Me	Sometimes True of Me	Often True of Me	Very Often True or True of Me
27. It's hard for me to enjoy life.	1	2	3	4	5	
28. I have strong impulses that are hard to control.	1	2	3	4	5	
29. When facing a problem, the first thing I do is stop and think.	1	2	3	4	5	
30. I don't have bad days.	1	2	3	4	5	
31. I am satisfied with my life.	1	2	3	4	5	
32. My close relationships mean a lot to me and to my friends.	1	2	3	4	5	
33. It's hard to express my intimate feelings.	1	2	3	4	5	
34. I'm impulsive	1	2	3	4	5	
35. When trying to solve a problem, I look at each possibility	1	2	3	4	5	

	Not True of Me	Seldom Very or True of Me	Seldom True of Me	Sometimes True of Me	Often True of Me	Very Often True or True of Me
36. I have not been embarrassed for anything that I've done	1	2	3	4	5	
37. I get depressed.	1	2	3	4	5	
38. I'm able to respect others.	1	2	3	4	5	
39. I'm more of a follower than a leader	1	2	3	4	5	
40. I've got a bad temper.	1	2	3	4	5	
41. In handling situations that arise, I try to think of as many approaches as I can.	1	2	3	4	5	
42. I generally expect things will turn out all right, despite setbacks from time to time.	1	2	3	4	5	
43. I'm sensitive to the feelings of others.	1	2	3	4	5	

	Very Often True of Me	Often True of Me	Sometimes True of Me	Seldom True of Me	Seldom Very or Not True of Me
44. Others think that I lack assertiveness.	5	4	3	2	1
45. I'm impatient.	5	4	3	2	1
46. I believe in my ability to handle most upsetting problems.	5	4	3	2	1
47. I have good relations with others.	5	4	3	2	1
48. It's hard for me to describe my feelings.	5	4	3	2	1
49. Before beginning something new, I usually feel that I'll fail.	5	4	3	2	1
50. It's difficult for me to stand up for my rights.	5	4	3	2	1
51. People think that I'm sociable.	5	4	3	2	1

Appendix B  
Letter of Permission

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April 23, 2004

To Whom It may Concern:

This is to certify that Ms. Iman Hammoud is a student at the Lebanese American University. Ms. Hammoud is pursuing a Master's degree in Education and has taken several courses with me. As part of the M.A. requirement, Ms. Hammoud needs to work on a research project and she has chosen to conduct a study on the emotional Intelligence of leaders at your institution.

Any Help in facilitating Ms. Hammoud's access to your institution is highly appreciated.

Please do not hesitate to contact me for further information.

Sincerely,

Ketty Sarouphim, Ph.D.

Associate Professor of Psychology and Education

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