

EMOTIONAL INTELLIGENCE IN THE HOSPITALITY

INDUSTRY: A COMPARISON STUDY

by

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## ABSTRACT

With the popularity of the Emotional Intelligence (EI) construct in current research and leadership publications today, a study to determine what EI traits are prevalent in hospitality industry professionals today could impact the focus of future hospitality education, recruiting, and training.

The relationship between socio-demographic variables and EI levels of hospitality industry professionals was examined. Although little significance was found between the groups, the research revealed this group of professionals possesses above average levels of EI, which may be indicative of their achievement and longevity in a service-based industry.

Including EI into academic curricula for hospitality undergraduate students seems essential to better prepare them for their career choice. The current study compared scores of hospitality industry professionals with hospitality undergraduate students to determine what difference may exist. Significant differences between the groups gave credence to the view that curricula inclusion would be a beneficial concept for preparing students for a more seamless entrance into leadership positions within the industry.

Keywords: emotional intelligence, hospitality industry, hospitality undergraduate students, service-based industry

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# CHAPTER I

## INTRODUCTION

### Problem Statement

A critical element in preparing students to enter and remain in the hospitality industry lies with the industry-related curriculum that they study. Though most hospitality management programs produce technically adept managerial candidates, few programs include emotional training as part of the curriculum. Consequently, significant numbers of hospitality graduates enter the industry unprepared emotionally for the stressful situations intrinsic to their chosen career. With a diverse industry in terms of the clientele and employees, managers with high emotional intelligence (EI) are more likely to effectively interact with socio-economic, multicultural, and educationally dissimilar populations.

### Purpose of the Study

The purpose of this study was twofold: to evaluate the EI levels of successful hospitality industry professionals and to compare EI levels of undergraduate hospitality students to hospitality industry professionals. This comparison can be used to indicate which EI skills students should possess upon graduation in order to be more successful in their hospitality management careers. For both groups Overall EI along with multiple dimensions of EI were compared.

## Definition of Terms

Several key terms and the following operational definitions were used in this study:

Ability to Express Emotions Score: “[The] ability to express emotions. The higher the emotional expression, the higher the emotional intelligence” (Jerabek, 2001, p. 2).

Behavioral Score: “Actions that will encourage desired outcomes in social situations and intrapersonal issues. The higher the score, the higher the practical emotional intelligence” (Jerabek, 2001, p. 2).

Emotional Insight into Self Score: “The level of emotional insight. Subjects with high emotional insight into self tend to have high emotional intelligence” (Jerabek, 2001, p. 2).

Emotional Intelligence: “The ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional meanings, and to reflectively regulate emotions in ways that promote emotional and intellectual growth” (Mayer & Salovey, 1997, p. 22).

Goal Orientation and Motivation Score: “The ability to set goals and the drive to achieve them. The higher the score, the higher the emotional intelligence” (Jerabek, 2001, p. 2).

Hospitality Curriculum: Specific courses included in a hospitality administration educational program.

Hospitality Industry: “Businesses that operate to meet lodging, vacation, business, and recreational needs of visitors and the resident population. The industry

includes hotels, restaurants, bars, and any business that offer food or shelter for profit to people away from home” (Buergermeister, 1983, p. 40).

Hospitality Segment: The classification or categorization of the types of businesses that make up the hospitality industry.

Knowledge Score: “The degree of knowledge about how to behave in order to achieve desired outcomes in interpersonal and intra-personal situations. The higher the ... score the higher the theoretical emotional intelligence” (Jerabek, 2001, p. 2).

Self-Administered Survey: A questionnaire and cover letter mailed or emailed to individual respondents and executed by the respondent (D. R. Cooper & Emory, 1995).

Social Insight and Empathy Score: “The level of social insight and empathy. The higher the score, the higher the emotional intelligence” (Jerabek, 2001, p. 2).

### Research Questions

For this study, a comparison of hospitality industry professionals’ EI scores was conducted based on a number of socio-demographic variables. Next, a comparison of undergraduate hospitality students’ EI scores was conducted to hospitality industry professionals’ EI scores. Five research questions were developed in order to ascertain the differences regarding the EI between and within the groups. The questions were further segmented to avoid multicollinearity. All questions in the instrument were utilized to determine Overall EI Scores. Knowledge Scores and Behavioral Scores were determined based on mutually exclusive questions but not exclusive of questions used to determine Emotional Insight into Self, Goal Orientation and Motivation, Ability to Express

Emotions, and Social Insight and Empathy Scores. Emotional Insight into Self, Goal Orientation and Motivation, Ability to Express Emotions, and Social Insight and Empathy Scores were determined using mutually exclusive questions to determine their scores.

Q1: What is the relationship of years of experience in the hospitality industry of the professionals with:

- a. the Overall EI Scores?
- b. the Knowledge and Behavioral Scores?
- c. the Emotional Insight into Self, Goal Orientation and Motivation, Ability to Express Emotions, and Social Insight and Empathy Scores?

Q2: What is the relationship of the hospitality industry career classifications of the professionals with:

- a. the Overall EI Scores?
- b. the Knowledge and Behavioral Scores?
- c. the Emotional Insight into Self, Goal Orientation and Motivation, Ability to Express Emotions, and Social Insight and Empathy Scores?

Q3: What is the relationship of the hospitality segment in which the professionals are employed with:

- a. the Overall EI Scores?
- b. the Knowledge and Behavioral Scores?
- c. the Emotional Insight into Self, Goal Orientation and Motivation, Ability to Express Emotions, and Social Insight and Empathy Scores?

- Q4: What is the relationship of the education level achieved by the hospitality industry professionals with:
- a. the Overall EI Scores?
  - b. the Knowledge and Behavioral Scores?
  - c. the Emotional Insight into Self, Goal Orientation and Motivation, Ability to Express Emotions, and Social Insight and Empathy Scores?
- Q5: What is the relationship between undergraduate students' and hospitality industry professionals':
- a. Overall EI Scores?
  - b. Knowledge and Behavioral Scores?
  - c. Emotional Insight into Self, Goal Orientation and Motivation, Ability to Express Emotions, and Social Insight and Empathy Scores?

#### Assumptions

In completing this study, it is assumed:

1. The participants of the study responded honestly and accurately to the questions.
2. The participants understand all of the terms and questions as asked in the instrument.
3. Hospitality undergraduate students surveyed were a representative of hospitality undergraduate students across the United States.

4. Hospitality industry professionals surveyed were a representative of hospitality industry professionals across the United States.
5. The Emotional Intelligence Test – 2nd Revision is an appropriate measure of EI.

### Literature Review

Mayer and Salovey (1997), who coined the term emotional intelligence, define it as “the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional meanings, and to reflectively regulate emotions in ways that promote emotional and intellectual growth” (p. 22). More succinctly, it is how individuals relate and react to the world around them. To be successful, managers must know their strengths, weaknesses, and limitations, and must be adaptable, conscientious, persuasive, collaborative, high performing, and possess the ability to see things from others’ perspectives (Carmeli, 2003; R. K. Cooper, 1997; Goleman, 1998). These are the traits associated with high EI.

Educators and employers are united in the view that technical skills alone do not make a productive employee, and that EI is often the determinant in a business’ success (Carmeli, 2003; Caruso & Wolfe, 2001; R. K. Cooper, 1997). Caruso (1999) states “Managers who focus on their technical skills, do not manage, they’re just in charge. Understanding and enhancing emotional intelligence enhances management skills” (p. 3). Bar-On, cited in Stein and Book (2000), remarked that EI “levels out the playing field for

success. It helps account for those cases where some high-IQ individuals falter in life, while others with only a modest IQ can do exceptionally well” (p. 26).

The hospitality industry is considered a service industry (Langhorn, 2004). While this is a simplistic view, it also explains one difficulty that lies within the industry. With an exceptionally diversified workforce, hospitality managers are expected to be able to handle volatile situations with finesse and as little disruption as possible for guests. Guests and employees expect successful managers to adjust to the needs of those involved and the situation at hand. While dealing with disgruntled employees or guests, a manager must accurately assess the situation without internalizing negativity. A manager is also required to maintain emotional control while defusing the situation and finding the best course of action. Serving customers is the purpose of the hospitality industry. It is important to note that customer satisfaction has been tied directly to service providers' EI levels (Kernbach & Schutte, 2005; Langhorn, 2004; Varca, 2004; Winsted, 2000).

Emotions are important in conveying ideas and creating team spirit. Being emotionally stable promotes the free flowing of ideas and keeps the lines of communication open (Caruso & Wolfe, 2001). By relating emotionally to employees, the employees will be better able to complete their job responsibilities. Dasborough and Ashkanasy (2002) found that leaders who have high EI are better able to manage the impressions they give others, and through effective leadership, use those impressions to guide their subordinates to achieve the desired goals. Employees have higher levels of satisfaction when their leaders possess high levels of EI (Lewis, 2000; Sosik & Megerian, 1999; Wong & Law, 2002). In addition, leaders are able to replicate in employees their

own feelings of excitement, energy, and enthusiasm with the use of EI (J. M. George, 2000; McColl-Kennedy & Anderson, 2002).

The EI skills needed for leadership success include empathizing with subordinates, accurate assessment of their own and others' emotions as a tool for choosing strategies to maximize results and produce positive outcomes, communicating vision and enthusiasm, and creating constructive relationships with followers (Ashkanasy, Hartel, & Daus, 2002; Carmeli, 2003; R. K. Cooper, 1997). Based on the interpersonal and intrapersonal skills and traits, many researchers and authors divide EI into subsets or dimensions (Bar-On, 1997; Goleman, 1998; Mayer & Salovey, 1997). These divisions range from three to over fifteen.

Goleman is credited with popularizing EI with his books: *Emotional Intelligence* (1995), *Working with Emotional Intelligence* (1998), and *Primal Leadership* (Goleman, Boyatzis, & McKee, 2002). In addition, he has authored many articles on the subject of EI. His writings have become must reads for today's managers. Goleman's (1998) method of delineating EI involves what he calls the four domains of EI. These are self-awareness, self-management, social awareness, and relationship management.

### Self-Awareness

Self-awareness is recognizing and understanding one's own emotions; using them to guide behavior; accepting one's strengths, weaknesses, and competencies; and possessing the self-confidence to succeed. The dimension of self-awareness is further divided into three categories: emotional self-awareness, accurate self-assessment, and

self-confidence (Boyatzis & Goleman, 1999). Leaders who are aware of why they are experiencing emotional responses and what is causing the emotions are better able to self-manage these emotions because they are identifiable. “Being able to pause and take stock of one’s real emotions facilitates and ability to cope” (Liff, 2003, p. 29). In addition, their understanding of their reactions, aids in prevention of miscommunications with others (Dess & Picken, 2000; Graetz, 2000).

### Self-Management

Self-management is the ability to manage one’s emotions, impulses, and reactions; being able to adapt and change as necessary; being able to open and honest; possessing an internal drive to succeed; and maintaining an optimistic outlook. Boyatzis and Goleman (1999) identify the subcategories of self-management as self-control, trustworthiness, conscientiousness, adaptability, achievement orientation, and initiative. Many of the sub-categories of self-management can directly affect the satisfaction, desire to continue employment, and actions of subordinates (Carmeli, 2003; Langhorn, 2004; Rosete & Ciarrochi, 2005). This was hypothesized in the Affective Events Theory (AET) (H. M. Weiss & Cropanzano, 1996).

AET asserts that individuals’ affective reactions to events at work are directly linked to their behaviors at work. This association is critical in the hospitality industry. There employees are in one-on-one contact with customers, and customers’ perceptions are directly influenced by the actions and attitudes of the employees (Kernbach & Schutte, 2005; Langhorn, 2004; Varca, 2004; Winsted, 2000). AET theorizes that if

the employees' behavior is in direct correlation with their interactions with leaders, hospitality managers must be able to maintain composure and control their emotional outbursts while interacting with employees (D. T. Dasborough & Ashkanasy, 2003; M. T. Dasborough, 2006; McColl-Kennedy & Anderson, 2002).

### Social Awareness

The social awareness dimension of EI includes empathy, organizational awareness, and service orientation. Empathy is being aware of others' feelings and needs, as well as being able to see things from others' perspectives. Organizational awareness is being aware of the environment around oneself, including political undertones, while service orientation is meeting the needs of those to whom one has a responsibility, including both employees and customers (Boyatzis & Goleman, 1999).

Nelson and Low (2003) defined empathy as "the ability to accurately understand and constructively respond to the expressed feelings, thoughts, and needs of others" (p. 67). They postulated that by having good empathetic skills, better responses could be made to indicate understanding with the other party. Kellett, Humphrey, and Sleeth (2002) investigated the relationship between empathy and leadership in organizational settings using structural equation modeling. They found that subordinates find empathetic leaders are important when the subordinates' work requires mental ability to complete difficult tasks.

Empathy is considered a key trait of successful leadership (Abraham, 1999; Barbuto & Burbach, 2006; Boyatzis, Stubbs, & Taylor, 2002; Wolff, Pescosolido, &

Druskat, 2002). Perceiving others' feelings and emphasizing with them tends to establish an effective relationship that provides advantages for leaders and service providers (Varca, 2004; Winsted, 2000). By considering both employees' and guests' feelings in addition to other factors, managers can make better decisions in the workplace. Outstanding leaders are likely to understand their employee's feelings, and good relationships between the leaders and employees are the result (Abraham, 1999; Ashkanasy & Tse, 2000; Kellett et al., 2002).

Through case study analysis, Pescosolido (2002) found that empathetic individuals emerged and succeeded as leaders. These individuals were able to see themselves in other's positions and provide the support needed by their subordinates. Stein's (2002) study involving EI in successful CEOs found that the "superstar" CEOs all possessed very high empathy skills. Although all of the CEOs in the study were considered successful, those whose companies were substantially more successful were grouped into the "superstar" category. Kellett et al. (2002) found "two distinct behavioral routes that influence perception of an individual as a leader in a small group" (p. 533); one of these was empathy while the other was technical ability.

Wolff, Pescosolido, and Druskat (2002) found that empathy was a good predictor of "perspective taking" which they defined as "analyzing, discerning, and considering the merits of another's point of view" (p. 517). The authors found empathy essential to successful leadership and credited it with positively affecting the technical aspect of management.

## Relationship Management

Relationship management, as the fourth identified dimension of EI, encompasses the traits of being an inspirational leader, being persuasive, as well as, leading and nurturing subordinates appropriately. Boyatzis and Goleman (1999) identified the fourth dimension as social skills, with the sub-categories of developing others, leadership, influence, communication, change catalyst, conflict management, building bonds, and teamwork and collaboration.

Traits associated with relationship management include being a change agent; effectively managing conflict, motivating others, and being a team builder. Ployhart, Lim and Chan (2001) suggest that leaders with excellent relationship management traits are able to “motivate and inspire followers by challenging them, by creating a sense of teamwork and shared goals, by articulating and communicating a shared vision, and by inspiring followers to accomplish more than they would have believed was possible” (p. 814).

## Increasing Emotional Intelligence

EI skills are involved in almost every area of an individual’s personal and professional life. A number of educational programs around the country involve EI training as early as preschool. In addition, many large companies have discovered the importance of EI skills and are not only adopting training programs that enhance their managers’ EI, but also using EI tests to choose employment candidates (Bacon, 2004; Cobb & Mayer, 2000; Goleman, 1995; Sala, 2001). Goleman (1998) proposes that

unlike a person's intelligence quotient (IQ) which is relatively resistant to change, EI can be enhanced through instruction, counseling, positive thinking, and practicing of new behaviors. He states that with the proper training a person's EI is malleable like other skill sets.

The EI-based Breakthrough Leadership Program was incorporated into curriculum with robust results in the Weatherhead School of Management at Case Western University. Boyatzis, Stubbs and Taylor (2002) found a 70% improvement in EI scores in graduates one to two years after completing the program, and a maintained 50% improvement after five to seven years. In a typical MBA program graduates showed only a 2% improvement, without additional training. Other industry training programs showed a 10% improvement three to eighteen months after training. The Breakthrough Leadership Program has been adapted for use in business leadership training.

Sala (2001) completed a study of managers in Brazil and the U.S. using the Mastering Emotional Intelligence Program (MEI). This one year program utilizes awareness and support of positive behaviors to improve EI levels. In the study, Brazilian managers showed an 11% increase, while U.S. managers showed a 24% increase in EI scores. While there is a large difference in the amount that the scores improved in the different cultural groups, Sala gives no hypothesis on why there was a disparity. What can be gleaned from these studies is that they indicate that in their studies EI was indeed teachable.

### Pilot Studies

Two pilot studies were conducted in order to evaluate the usefulness of the commercial instrument. Pilot studies also determined the levels of EI undergraduate students initially possessed and if subsequent lecture and in-class activities might significantly increase these scores. If a significant increase was achieved, it would reinforce findings that EI was teachable (Bardzil & Slaski, 2003; Boyatzis et al., 2002; Goleman, 1998). The first pilot study was conducted over a three-semester period between the years of 2002 and 2003. Although minimal additional training occurred between the pre and post-tests, small but significant ( $p < .05$ ) increases were identified in two of the three semesters suggesting EI was teachable to the subjects (Scott-Halsell, Shumate, & Adams, 2004).

The second pilot study examined the relationship between the increase in EI scores when additional emphasis was placed on EI in the curriculum. In contrast to the first study, EI concepts were heavily emphasized and incorporated into all phases of the course. The second study also examined the changes in individual dimensions of EI that the previous study did not examine. The increases were significant ( $p < .01$ ) in the Overall EI Scores of the students, which increased 4.8%; the Behavioral Score, with an increase of 5.0%; Emotional Insight into Self, which increased 5.1%; and Ability to Express Emotions, which increased 4.7% increase. These results suggested that most dimensions of EI were teachable to this group and that a larger increase was achieved with additional EI-specific activities included into the curriculum (Scott-Halsell & Blum,

2006). Those that were found to not be significant were in Knowledge, Goal Orientation and Motivation, and Social Insight and Empathy dimensions.

## CHAPTER II

### A STUDY OF EMOTIONAL INTELLIGENCE LEVELS IN HOSPITALITY INDUSTRY PROFESSIONALS

#### Abstract

Little research has been conducted on EI of hospitality industry professionals. This study was designed to investigate the relationship between socio-demographic variables and emotional intelligence (EI) levels of hospitality industry professionals. Although few significant differences were found between the groups, this group of professionals possesses above average levels of EI, which may be indicative of their achievement and longevity in a service-based industry.

Key Words: emotional intelligence, hospitality industry, service-based industry

#### Introduction

The hospitality field, by definition, is a service industry. Its task is to create shareholder wealth by servicing and satisfying guests. Industry segments include among others: hotels, restaurants, private clubs, institutional food service, event planning, tourism related businesses, and airlines. More often than not, the product purchased is either intangible or the perceived quality of the product purchased is impacted by the service method in which it was received. Langhorn (2004) said it well when he said that in hospitality, the service provider is “part of the product itself” (p. 229). For the guests to be satisfied, they must believe that they have received a valuable service for their

dollar, as well as feel valued and respected by the workers providing the service (Kernbach & Schutte, 2005; Langhorn, 2004; Varca, 2004; Winsted, 2000).

Volumes of research, as well as opinion, has been published regarding the need for effective leadership to move organizations forward (Covey, 1989; B. George, 2003; Goleman et al., 2002; Maccoby, 2003; Maslow, 1998; Peters & Waterman Jr., 1982). Many expound on what needs to be done or explain how to do it, but few cover the intrinsic qualities an individual must possess to be the desired dynamic leader being extolled in the works.

The word “service” is touted as the end all for hospitality workers and managers. Employees work in departments with names like “Guest Services” or “Catering Services.” Restaurant wait staff are known as “servers.” They are trained to be “service oriented” and provide excellent “customer service.” However, service is subjective at best. Staff members might believe they are providing good customer service, when in truth it may be less than adequate in the eyes of the receiver. This article is not postulating that attempts at service excellence are acts of futility, rather proposing that methods in predicting who might excel in service provision for both line and management personnel should be identified in an effort to satisfy the customer.

Many studies have been conducted in personality types and traits inherent to service-oriented individuals. Some of the latest analyses include the relationship between service quality and EI (Kernbach & Schutte, 2005; Langhorn, 2004; Varca, 2004; Winsted, 2000). Varca (2004) and Winsted (2000) examined many of these elemental traits of EI in relation to customer satisfaction in service delivery and found significant

effects of the traits. Kernbach and Schutte (2005) and Langhorn (2004) found a strong relationship between the Overall EI level of service providers and customer satisfaction.

One of the problems that the industry faces is that hospitality workers are often minimum wage earners who are unable to afford the service that they are providing. For the employees to be able to provide the necessary level of service, they too must feel appreciated and supported. They are, in fact, the internal customers of the company for which they work. One of the primary duties of hospitality managers is to lead while satisfying their internal customers (Lewis, 2000; Sosik & Megerian, 1999; Wong & Law, 2002).

Satisfying both their internal and external customers is easier utilizing EI (J. M. George, 2000; Higgs & Aitken, 2003; Langhorn, 2004). Mayer and Salovey (1997), who created the term emotional intelligence define it as “the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional meanings, and to reflectively regulate emotions in ways that promote emotional and intellectual growth” (p. 22). More succinctly, it is how individuals relate and react to the world around them. To be successful, managers must know their strengths, weaknesses, and limitations. They must be adaptable, conscientious, persuasive, collaborative, high performing, and possess the ability to see things from others’ perspectives (Goleman, 1995).

Leaders who possess high levels of EI are able to communicate vision and enthusiasm effectively (Bagshaw, 2000; Brownell & Jameson, 2004; Dearborn, 2002; Dess & Picken, 2000; Graetz, 2000). They are able to minimize unnecessary conflict

(Bagshaw, 2000) while empathizing with subordinates and guests (Abraham, 1999; Ashkanasy & Tse, 2000; Kellett et al., 2002). As well, they can accurately assess their own and others' emotions in an effort to choose the best strategies to both maximize results and satisfy the parties involved (R. K. Cooper, 1997; Sosik & Megerian, 1999; Voola, Carlson, & West, 2004). Leaders with high EI can create constructive relationships with followers and motivate themselves and their employees to not only do their job, but to do it well (Ashkanasy et al., 2002; J. M. George, 2000; Goleman, 1998; Wong & Law, 2002). N. M. Ashkanasy et al. (2002) postulate:

Emotional intelligence appears to be distinct from, if positively related to, other intelligences; it develops over a person's life span and can be enhanced through training; and it involves, at least in part, a person's abilities to identify and to perceive emotion (in self and others), as well as possession of the skills to subsequently understand and manage those emotions successfully (p. 325).

Dulewicz, Higgs and Slaski (2003) found that EI accounts for 30% of the variance in management performance.

### Domains of Emotional Intelligence

Goleman is credited with popularizing EI with his books: *Emotional Intelligence* (1995), *Working with Emotional Intelligence* (1998), and *Primal Leadership* (Goleman et al., 2002). In addition, he has authored many articles on the subject of EI. His writings have become must reads for today's managers. Goleman's (1998) method of delineating EI involves what he calls the four domains of EI. These are self-awareness, self-management, social awareness, and relationship management.

## Self-Awareness

Self-awareness is recognizing and understanding one's own emotions; using them to guide behavior; accepting one's strengths, weaknesses, and competencies; and possessing the self-confidence to succeed. The dimension of self-awareness is further divided into three categories: emotional self-awareness, accurate self-assessment, and self-confidence (Boyatzis & Goleman, 1999). Leaders who are aware of why they are experiencing emotional responses and what is causing the emotions are better able to self-manage these emotions because they can identify them. In addition, because they understand their reactions, they are better able to prevent miscommunications with others (Dess & Picken, 2000; Graetz, 2000). Hamacheck (2000) asserted:

People seldom fail as bosses, workers, parents, teachers, or in relationships generally because they know too little about the world outside the self. More often they stumble because of what they do not know or fail to understand about their intrapersonal feelings and motives, the world inside the self (p. 239).

At Johnson & Johnson, Inc., high performing managers were found to have significantly higher levels of Self-Awareness (Cavallo & Brienza, 2005). In two other studies, Self-Awareness was found to be significantly related to job performance of service industry managers. Dulewicz et al. (2003) evaluated retail managers while Langhorn (2004) evaluated restaurant general managers in the U.K.

## Self-Management

Guests and employees expect successful managers to adjust to the needs of the individuals involved in the situation at hand. While dealing with disgruntled employees

or guests, a manager must accurately assess the situation without internalizing negative comments. A manager is also required to maintain emotional control while defusing the situation and determining the best course of action without allowing setbacks to alter their course. This is often referred to as the Self Management component of EI. The subcategories of self-management are self-control, trustworthiness, conscientiousness, adaptability, achievement orientation, and initiative (Boyatzis & Goleman, 1999). Many of the sub-categories of self-management can affect the individual's satisfaction, desire to continue employment, organizational commitment and the actions of their subordinates (Bagshaw, 2000; Carmeli, 2003; Langhorn, 2004; Pirola-Merlo, Hartel, Mann, & Hirst, 2002; Sivanathan & Fekken, 2002; H. M. Weiss & Cropanzano, 1996).

Self-management of emotions is important in conveying ideas and creating team spirit and team effectiveness (Gardner & Stough, 2002; Langhorn, 2004; Pirola-Merlo et al., 2002; Yost, 2000). Being emotionally stable promotes free flowing ideas and keeps the lines of communication open (Caruso & Wolfe, 2001). In addition, leaders with good self-management skills are able to be better change agents and create buy-in to change by subordinates (Ferres & Connell, 2004; W. H. Weiss, 2002). Through leaders relating emotionally with employees, the employees will be better able to complete their job responsibilities. D. T. Dasborough and Ashkanasy (2002) found that leaders who have high EI are better able to manage the impressions they give others, and use those impressions to guide their subordinates to achieve the desired goals. When their leaders possess high levels of EI, employees have higher levels of satisfaction (Abraham, 2000; Langhorn, 2004; Wong & Law, 2002), and leaders are able to replicate in employees

their own feelings of excitement, energy, and enthusiasm (J. M. George, 2000; McColl-Kennedy & Anderson, 2002).

### Social Awareness

The social awareness dimension includes empathy, organizational awareness, and service orientation. Empathy is being aware of others' feelings and needs, as well as being able to see things from others' perspectives. Organizational awareness is being aware of the environment around oneself, including political undertones, while service orientation is meeting the needs of those to whom one has a responsibility, including both employees and customers (Boyatzis & Goleman, 1999). Langhorn (2004) found "The [restaurant] general managers' ability to identify with their place of work, the team within the outlet, its role in the local community and possibly the brand itself are important factors in delivering good performance" (p. 227). These findings encapsulate the importance of the dimension of Social Awareness.

Outstanding leaders are likely to understand their employee's feelings, and good relationships between the leaders and employees are the result (Abraham, 1999; Ashkanasy & Tse, 2000; Kellett et al., 2002). Pescosolido (2002) noted that empathetic individuals emerged and succeeded as leaders. These individuals were able to see themselves in other's positions and provide the support needed by their subordinates. Stein's (2002) study involving EI in successful CEOs found that the "superstar" CEOs all possessed very high empathy skills. Although all of the CEOs in the study were considered successful, those whose companies were substantially more financially

successful were grouped into the superstar category. Kellett et al. (2002) found “two distinct behavioral routes that influence perception of an individual as a leader in a small group” (p. 533); one of these was empathy while the other was technical ability. Empathy permits individuals to see work-place events from the organization’s perspective (Abraham, 1999).

### Relationship Management

Relationship management, as the fourth identified dimension of EI, encompasses the traits of being an inspirational leader, being persuasive, as well as, leading and nurturing subordinates appropriately. Boyatzis and Goleman (1999) identified the fourth dimension as social skills, with the sub-categories of developing others, leadership, influence, communication, change catalyst, conflict management, building bonds, and teamwork and collaboration.

Traits associated with relationship management include being a change agent; effectively managing conflict, motivating others, and being a team builder. Ployhart, Lim and Chan (2001) suggest that leaders with excellent relationship management traits are able to “motivate and inspire followers by challenging them, by creating a sense of teamwork and shared goals, by articulating and communicating a shared vision, and by inspiring followers to accomplish more than they would have believed was possible” (p. 814).

Findings by Bardzil and Slaski (2003) indicated that “managers who wish to improve the climate for services within their organizations should be aiming to create and

support more positive emotional experiences, and to reduce and minimize the negative ones – for staff as well as customers” (p. 103). “In today’s more service-oriented industries, leadership roles are also to motivate and inspire others, to foster positive attitudes at work, and to create a sense of contribution and importance with and among team members and stakeholders” (Leban & Zulauf, 2004, p. 561).

### Objectives of this Study

EI has been shown to be instrumental to the success of leaders. “Growing evidence indicates that emotional intelligence competency has the potential to improve performance on both personal and organizational levels” (Carmeli, 2003, p.789). For the purpose of this study, the current EI levels of hospitality industry professionals in relation to their socio-demographic variables were examined to determine if any relationships could be found. Table 2.1 cross-references the scores and sub-score categories from the Emotional Intelligence Test – 2<sup>nd</sup> Revision, the instrument used in this study, and indicates Goleman’s domains of EI being measured in each.

Table 2.1  
 Emotional Intelligence Test – 2<sup>nd</sup> Revision Scores Measuring  
 Goleman’s Domains of Emotional Intelligence

	Emotional Intelligence Test Scores	Measured domains of Emotional Intelligence
Overall Score	Overall EI Score	self-awareness, self-management, social awareness and relationship management
Level One Sub-scores	Behavioral Score	self-management and relationship management
	Knowledge Score	self-awareness and social awareness
Level Two Sub-scores	Emotional Insight into Self Score	self-awareness
	Goal Orientation and Motivation Score	self-management
	Ability to Express Emotions Score	self-management
	Social Insight and Empathy Score	social awareness and relationship management

The current study was exploratory in nature. Four research questions were developed in order to ascertain the differences regarding the EI between and within the groups. Plumeus, the developer, indicated that all questions in the instrument are used to determine Overall EI Score. Plumeus further disclosed that questions attributing to level one sub-scores, Knowledge and Behavioral, are mutually exclusive but are not exclusive of questions used to determine the four level two sub-scores. The four level two sub-scores, Emotional Insight into Self, Goal Orientation and Motivation, Ability to Express Emotions, and Social Insight and Empathy, were scored with mutually exclusive questions.

- Q1: What is the relationship of years of experience in the hospitality industry of the professionals with: the Overall EI Scores, the level one sub-scores, and the four level two sub-scores?
- Q2: What is the relationship of the hospitality industry career classifications of the professionals with: the Overall EI Scores, the level one sub-scores, and the four level two sub-scores?
- Q3: What is the relationship of the hospitality segment in which the professionals are employed with: the Overall EI Scores, the level one sub-scores, and the four level two sub-scores?
- Q4: What is the relationship of the education level achieved by the hospitality industry professionals with: the Overall EI Scores, the level one sub-scores, and the four level two sub-scores?

## Methodology

### Sample

The population of interest for the study was hospitality industry professionals at all levels of management. A snowball cluster sampling method was employed for the group. The professionals were identified through human resource contacts with specific companies, online databases of hospitality professional organizations, or internet searches of hospitality companies. The sample was limited to professionals who volunteered to participate after the recruiting process. The segments identified to be sampled were hotel, restaurant, event/meeting planning, institutional food, and private club.

## Data Collection

Data was collected over a six-month period (November through April, 2006). An introductory letter was provided to the human resources departments of hospitality companies, in person, by mail, or by email, stating the purpose of the study and including a request for their participation (Appendix A). The human resources departments were asked to recruit managers from all segments and classifications in their organizations. Hospitality professionals were also contacted through the use of online membership directories. They were contacted directly by mail or email using an introductory, explanatory letter with a link to the site and asked to participate (Appendix B).

## Instrument

There is no definitive instrument to measure EI, and many are available in both online, and pencil and paper formats. Most are self-reporting measures and range in length from 33 to 133 items. Their costs vary greatly and some are unavailable for use without prior training. To avoid the halo effect, participants answering in effort to represent themselves in the best light, the researchers felt a medium length online survey would be best. Therefore, for the purpose of this research, the best one available to meet the needs of the study was the Emotional Intelligence Test – 2nd Revision developed by Plumeus (Jerabek, 2001) (Appendix C). The online instrument is comprised of 70 multiple-choice questions. The test took approximately 30 to 45 minutes to complete and measures Overall EI along with theoretical Knowledge, Behavioral aspect, Emotional Insight into Self, Goal Orientation and Motivation, Ability to Express Emotions, and

Social Insight and Empathy. Developers of the test provide three cutoff points for researchers: a score of 75 or below is low; a score of 100 is average; and a score of 125 or greater is high. One standard deviation away from the mean is 15 (Jerabek, 2003). The results from the online survey were compiled by Plumeus and sent to the researchers in an Excel worksheet at the conclusion of the research period. The data was transferred to the Statistical Package for Social Sciences (SPSS 12.0 for Windows) where statistical analysis of the data set was initially checked for data entering and data coding accuracy prior to computing the results of the study. A test of reliability rendered a Cronbach's Coefficient Alpha of 0.882, indicating good reliability.

### Results and Findings

A snowball sample, where participants were recruited by other participants who had been recruited by the researcher, was used because of the nature of the industry. By recruiting through human resource departments of large companies participants could be contacted from across the country. However, due to the nature of the snowball sample, it was impossible to ascertain a response rate. A total of 130 letters and 75 emails were sent to companies and individuals requesting participation. Sixty-six industry professionals responded to the survey from 15 different organizations.

### Data Analysis

Descriptive statistics were then employed to obtain a representation of the sample. The socio-demographic variables tested were gender, age, ethnicity, education level

completed, industry segment, job classification, and years in industry. Although there were 64 useable responses, the *N* is some socio-demographic variables is lower due to missing data. Table 2.2 presents the samples' socio-demographic information.

The age range of the participants was from 22 to 55 years of age with the mean age being 38.58 years. For this study the sample is divided into four groups: 22 to 29 years of age, 30 to 39 years of age, 40 to 49 years of age, and 50 years of age or older. Although a mix of ethnicities participated, because of the heavy participation of Caucasians, the sample was divided into Caucasian and non-Caucasian.

Education achievement was predominately college graduate with 65.1% having an undergraduate degree and an additional 12.5% receiving a graduate degree. Three (4.8%) never attended college and 17.5% attended but never completed their college degree. For the purpose of the study the groups are defined as college graduates and non-college graduates.

Although a cluster sample was utilized with near equal opportunity of all groups to be represented, the industry segment grouping was heavily skewed to hotel. Of the 64 in the sample, 43 indicated hotel as their industry segment, 1 person indicated restaurant, and 1 person indicated event/meeting management, while institutional food rendered 9 respondents and private club had 10 responding. For the purpose of analysis the industry segments were defined as hotel and non-hotel. The respondents were asked their job titles which were coded into job classifications.

Table 2.2  
 Socio-demographic Characteristics of Hospitality Industry Professionals

Trait	Frequency	Percent
<b>Gender</b>		
Male	27	42.9
Female	36	57.1
<b>Age</b>		
20 to 29	12	18.8
30 to 39	23	35.9
40 to 49	24	37.5
50 or older	5	7.8
<b>Ethnicity</b>		
Caucasian	53	82.9
Other	11	17.1
<b>Educational Achievement</b>		
High School Graduate	14	22.2
College Graduate	41	65.1
Graduate Degree	8	12.7
<b>Industry Segment</b>		
Hotel	43	67.2
Restaurant	1	1.6
Event/Meeting Planner	1	1.6
Institutional Food	9	14.1
Private Club	10	15.6
<b>Job Classification</b>		
Operations	35	54.7
Human Resources	16	25.0
Sales/Event Management	9	14.1
Other/Unknown	4	6.3
<b>Years in Industry</b>		
0 to 9 years	18	28.6
10 to 19 years	23	36.5
20 or more years	22	34.9

Table 2.3 presents the distribution of the EI scores of the industry professionals. The mean score in the Overall and the sub-scores were above average, although all were within one standard deviation of the average mean EI score of 100.

Table 2.3  
EI Minimum, Maximum, and Mean Scores with Standard Deviation of Hospitality Industry Professionals ( $N = 64$ )

	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Median</i>	<i>Std. Deviation</i>
General Score	93	134	115.22	118.00	9.630
Behavioral Score	91	134	114.44	117.00	9.648
Knowledge Score	86	129	111.08	113.00	10.920
Emotional Insight Into Self	91	128	112.45	113.50	10.280
Goal Orientation & Motivation	87	132	112.56	112.50	11.368
Ability to Express Emotions	80	125	108.81	111.00	10.718
Social Insight & Empathy	87	127	106.09	106.00	8.059

Statistical procedures were utilized to investigate the research questions. Analysis of variance was used to determine the relationships between the EI scores and the socio-demographic variables.

Prior to multivariate analysis, the data were examined for quality assurance. The data set was first screened for missing values, outliers, normality, and multicollinearity. The few missing values were randomly scattered. One case was excluded because of the significant number of missing values making the subject inappropriate for inclusion in the analysis. One outlier was discovered and therefore excluded.

Normality among the variable was assessed by evaluating skewness and kurtosis. All values ranged from -1 to +1. This indicated a symmetric distribution of scores and a relatively normal bell shaped curve of distribution.

To determine if covariates might affect the analysis of variance, a Pearson correlation coefficient was calculated for the relationships between the independent variables. A covariate is a control variable which is not exclusive from and can impact another independent variable. Results presented in Table 2.4 show that there were no statistically significant correlations between the socio-demographic variables tested.

Table 2.4  
Correlations among the Socio-demographic Variables of the Hospitality Industry Professionals (N = 64)

	Education Level Achieved	Job Classification	Hospitality Segment
Education Level Achieved			
Job Classification	-.077		
Hospitality Segment	.224	-.168	
Years in Industry	-.005	-.199	-.266

\*\*correlation is significant at  $p < .01$

Four one-way ANOVA were conducted to evaluate the relationship between the Overall EI Score and years of experience in the hospitality industry, career classification, hospitality segment and education level achieved. Table 2.5 demonstrates that no significance was found between the Overall EI Score and the socio-demographic variables.

Table 2.5

One-way ANOVAs Determining the Relationship between Overall EI Scores of Hospitality Industry Professionals and Socio-demographic Variables

	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>	<i>Partial Eta Squared</i>
Years of Experience in the Hospitality Industry	2	125.481	1.347	.268	.043
Career Classification	3	71.310	.760	.521	.037
Hospitality Segment	1	65.527	.703	.405	.011
Education Level Achieved	1	88.255	.939	.336	.015

\* significant at  $p < .05$

Four MANOVA analyses were conducted to evaluate the relationships between the Behavioral and the Knowledge Scores with the socio-demographic variables. Table 2.6 displays the results of the Wilks' Lambda multivariate tests. A significant effect was found in education level achieved. Follow-up univariate ANOVAs indicated that Behavioral Scores were not significantly influenced by education level achieved ( $F(1,61) = .191, p > .05$ ). Knowledge Scores, however, were significantly impacted by education level achieved ( $F(1,61) = 6.695, p < .005$ ).

Table 2.6

Wilks' Lambda Multivariate Test for Significance between Behavioral and Knowledge Scores and Socio-demographic Variables

	<i>Value</i>	<i>F</i>	<i>Hypothesized df</i>	<i>Error df</i>	<i>Sig.</i>	<i>Partial Eta Squared</i>
Years of Experience in the Hospitality Industry	.939	.943	4.0	118	.442	.031
Career Classification	.925	.783	6.0	118	.585	.038
Hospitality Segment	.983	.529	2.0	61	.592	.017
Education Level Achieved	.896	3.49	2.0	60	.037*	.104

\* significant at  $p < .05$

Four additional MANOVA analyses were conducted to evaluate the relationships between the Emotional Insight into Self, Goal Orientation and Motivation, Ability to Express Emotions, and Social Insight and Empathy Scores with the socio-demographic variables. Table 2.7 displays the results of the Wilks' Lambda multivariate tests. A significant effect was found in years of experience in the hospitality industry. Follow-up univariate ANOVAs indicated that Ability to Express Emotions Scores were not significantly influenced by years of experience in the industry ( $F(2,60) = 1.019, p > .05$ ), nor were Social Insight and Empathy Scores significantly influenced by years of experience in the industry ( $F(2,60) = .109, p > .05$ ). Emotional Insight into Self Scores, however, were significantly impacted by years of experience in the industry ( $F(2,60) = 4.112, p < .005$ ), as were Goal Orientation and Motivation ( $F(2,60) = 3.869, p < .005$ ).

Table 2.7  
Wilks' Lambda Multivariate Test for Significance between Emotional Insight into Self, Goal Orientation and Motivation, Ability to Express Emotions, and Social Insight and Empathy Scores and Socio-demographic Variables

	<i>Value</i>	<i>F</i>	<i>Hypothesized df</i>	<i>Error df</i>	<i>Sig.</i>	<i>Partial Eta Squared</i>
Years of Experience in the Hospitality Industry	.765	2.05	8.0	114	.047*	.125
Career Classification	.814	1.02	12.0	151	.435	.066
Hospitality Segment	.944	.871	4.0	59	.487	.056
Education Level Achieved	.940	.924	4.0	58	.456	.060

\* significant at  $p < .05$

## Discussion

The education level achieved variable accounting for significance in the Knowledge Score was not expected since the group with the higher mean score was the non-college graduates. Further research will need to be conducted to determine if this was an abnormality or if the result is generalizable to the population.

With further examination of the data, it was discovered that Emotional Insight into Self increased in each level of length of time in the industry. The group who had been in the industry 0 to 9 years had a mean score of 107.11, the group who had been in the industry 10 to 19 years had a mean score of 113.17, and the group who had been in the industry 20 years or more had a mean score of 116.00. Goal Orientation and Motivation increased in the same manner with the higher scores coming from the group who had been in the industry the longest. With regard to Ability to Express Emotions, the data shows that those who had been in the industry less than 20 years had a higher mean score than those who had been in 20 years or more. This may be due to a generational effect, the cut-off could be indicative of the Baby Boomer generation who were raised and taught to express emotions differently than the younger generations. The mean scores in Social Insight and Empathy for all three groups were within one point.

Goleman (1995) indicates that EI increases with age and maturity. Therefore, a difference was expected based on tenure in the industry. Explanations for this may have been that high EI tends to reduce turnover (Abraham, 1999; Goleman, 1998; McClelland, 1999; Spencer & Spencer, 1993) or that those who choose not to change careers after a short time already possess high levels. Also, N. M. Ashkanasy (2003) found while

completing his research that those with higher EI were more likely to participate in the voluntary activities involving EI training. This may have impacted who chose to participate in this study and who chose to refrain.

Since all areas of hospitality require managers to interact with internal as well as external customers it is not surprising that no significance was found. Langhorn (2004) found EI leads to higher customer satisfaction as well as team satisfaction and team turnover in operation related positions and Spencer and Spencer (1993) found that sales staff who were chosen based on EI scores had significantly higher sales than those with lower EI scores.

Similarly to the analysis based on job classification, it is not surprising that no significance was found in the hotel versus non-hotel employed professional. All segments of hospitality are service related and EI has been found to be significant in success of managers in service industries (Kernbach & Schutte, 2005; Langhorn, 2004; Varca, 2004; Winsted, 2000).

### Conclusions and Implications

The purpose of the study was to investigate the role of specific socio-demographics on the EI levels of hospitality managers. The study found only limited significance. The reasons for this lack of significance could have been in the limited sample size, the willingness of a diverse population to participate, that only those who found the topic compelling were willing to complete the survey or that there is little difference between the groups. The mean scores of the sample do demonstrate, however,

that the average EI scores for professionals who participated in the study are above average. Previous research indicates that those with above average scores are successful and possess strong leadership skills. The professional longevity of many of the participants may also be indicative of a successful career. They obviously have career commitment as well as a service orientation to stay in the industry an average of 15.44 years.

This study examined the EI scores of hospitality industry professionals in detail, and investigated the factors that might have impact the professionals' EI scores. Although few differences were found between the groups, the above average scores did indicate that it is an observable skill set in hospitality management. This could be a sign that students who will be entering the industry after graduation would be better prepared for their careers if they, too, had strong EI skills. These skills might give them an advantage in entering and staying in the industry, as well as enjoying success in both their work and home life.

### Recommendations for Professionals

Since past research demonstrates the importance of EI in career and personal success, it follows that developing EI skills is essential. Developing EI does not have to be an expensive proposition, although some training options are. Hiring one-on-one life coaches to guide decisions to achieve dreams and attain personal success in both personal and work environments have become popular, but are often cost prohibitive to many. Another option is attending training seminars and conferences that are offered in many

locations throughout the world. However, these seminars can also be an expensive alternative. A more cost effective might be to read and follow the suggestions of one or more books on the subject like Working with Emotional Intelligence (Goleman, 1998) or Caruso and Wolfe's (2001).

To develop EI skills one must first know what the skills are and believe that they are necessary. EI skills can be developed by practicing thought and behavioral changes such as pausing before reacting, reflecting on what and why, and then choosing the appropriate behavior or action. To maintain EI skills requires a great deal of practice and attention to the task. No one is expected to have faultless emotional responses, accepting ones' own strengths and weaknesses is one of the components of high EI. Emotional intelligent thought and behavior need to become the foundation from which thought and action are determined and are skills that must always be honed. An excellent resource for information on EI is the website for the Consortium for Research on Emotional Intelligence in Organizations, based at Rutgers University, which can be found at <http://www.eiconsortium.org>.

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## CHAPTER III

### A COMPARISON OF EMOTIONAL INTELLIGENCE LEVELS OF HOSPITALITY UNDERGRADUATE STUDENTS TO HOSPITALITY INDUSTRY PROFESSIONALS

#### Abstract

With the popularity of the Emotional Intelligence (EI) construct in current research and leadership publications today, a study was needed to determine the essentiality of including EI into academic curricula for hospitality undergraduate students to better prepare them for their career choice. This study tested the EI levels of hospitality undergraduate students and compared them to hospitality industry professionals to determine if differences exist. Significant differences were found, giving credence to the view that including EI in hospitality curricula would be beneficial for preparing students for a more seamless entrance into leadership positions within the industry.

Keywords: emotional intelligence, hospitality industry, hospitality undergraduate students

#### Introduction

Aiding students to become successful industry managers is the goal of hospitality educational programs. To be successful, managers must know their strengths, weaknesses, and limitations, and must be adaptable, conscientious, persuasive, collaborative, high performing, and possess the ability to see things from others'

perspectives (Carmeli, 2003; R. K. Cooper, 1997; Goleman, 1998). These are the traits associated with emotional intelligence (EI).

The hospitality industry is considered a service industry. While this is a simplistic view, it also explains one difficulty that lies within. With an exceptionally diversified workforce, hospitality managers are expected to be able to handle volatile situations with finesse and as little disruption as possible for guests. Guests and employees expect successful managers to adjust to the needs of the individuals involved and the situation at hand. While dealing with disgruntled employees or guests, a manager must accurately assess the situation without internalizing negative comments. A manager is also required to maintain emotional control while defusing the situation and determining the best course of action. EI aids these managers in accomplishing these tasks (Goleman et al., 2002; Langhorn, 2004; Pescosolido, 2002).

### Review of Literature

Mayer and Salovey (1997), who coined the term emotional intelligence, define it as “the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional meanings, and to reflectively regulate emotions in ways that promote emotional and intellectual growth” (p. 22). More succinctly, it is how individuals relate and react to the world around them.

Educators and employers are uniting in the view that technical skills alone do not make a productive employee and EI is often the determinant in a business’ success (Carmeli, 2003; Caruso & Wolfe, 2001; Langhorn, 2004). Hospitality industry leaders

indicate that new hires need stronger human relations and leadership skills (Scheule & Sneed, 2001). “Employees with superior interpersonal skills are likely to have better ‘customer hands’ because they are better able to read and respond to others’ moods, needs, and wants, so scores of employers use screening criteria for new hires that includes their emotional intelligence and natural abilities with people (Bacon, 2004, p. 38).

Reuven Bar-On, a pioneer in EI research who coined the phrase EQ, remarked that EI “levels out the playing field for success. It helps account for those cases where some high-IQ individuals falter in life, while others with only a modest IQ can do exceptionally well” (Stein & Book, 2000, p. 26).

Emotions are important in conveying ideas and creating team spirit. Being emotionally stable promotes the free flowing of ideas and keeps the lines of communication open (Caruso & Wolfe, 2001). By relating emotionally with employees, the employees will be better able to complete their job responsibilities. Dasborough and Ashkanasy (2002) found that leaders who have high EI are better able to manage the impressions they give others and use those impressions to guide their subordinates to achieve the desired goals. Employees have higher levels of satisfaction when their leaders possess high levels of EI (Lewis, 2000; Sosik & Megerian, 1999; Wong & Law, 2002), and leaders are able to replicate in employees their own feelings of excitement, energy, and enthusiasm (J. M. George, 2000; McColl-Kennedy & Anderson, 2002). In addition, customer satisfaction is also directly tied to service providers’ EI levels (Kernbach & Schutte, 2005; Langhorn, 2004; Varca, 2004; Winsted, 2000).

The EI skills needed for leadership success include empathizing with subordinates, accurate assessment of their own and others' emotions as a tool for choosing strategies to maximize results and produce positive outcomes, communicating vision and enthusiasm, and creating constructive relationships with followers (Ashkanasy et al., 2002; Carmeli, 2003; R. K. Cooper, 1997). Based on these skills and traits, many researchers and authors divide EI into subsets or dimensions (Bar-On, 1997; Goleman, 1998; Mayer & Salovey, 1997). The instrument used in this study divided the dimensions into two sub-groups of Overall EI. Behavioral and Knowledge are a subset of Overall EI, while Emotional Insight into Self, Goal Orientation and Motivation, Ability to Express Emotions, and Social Insight and Empathy Scores are sub-sets of Behavioral and Knowledge Scores. Figure 3.1 shows the relationship of the sub-groups to each other and to Overall EI Scores.

Training undergraduate students in EI will better prepare them for their future and make them more valuable as employees in the hospitality industry. "Hospitality management curricula tend to be very strong in teaching students the technical skills that are needed to be food employees and managers....However, there are fewer opportunities for students to learn and practice interpersonal/human skills and conceptual skills" (Scheule & Sneed, 2001, p. 34).

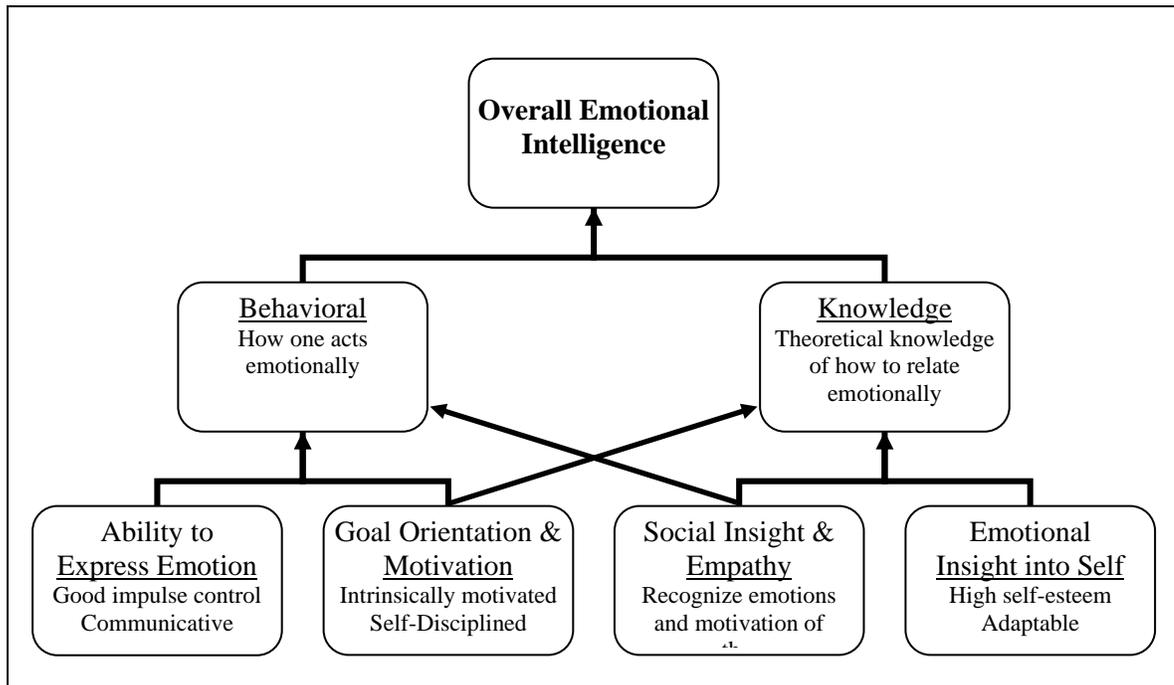


Figure 3.1  
Relationships between Subsets of Emotional Intelligence  
(adapted from Jerabek, 2003 and Mayer & Salovey, 1997)

Goleman (1998) suggests that unlike a person's intelligence quotient (IQ) which is relatively resistant to change, EI can be enhanced through instruction, counseling, positive thinking, and practicing of new behaviors. He and other researchers have found that with the proper training a person's EI is malleable like other skill sets (Ashkanasy et al., 2002; Bagshaw, 2000; Boyatzis et al., 2002; Brownell & Jameson, 2004; Cavallo & Brienza, 2005). However, the teaching of EI can only be facilitated if the participants are ready to learn and buy into the process, if the training is applicable to the participants' situation, and if continually reinforced (Bagshaw, 2000).

## Teaching Emotional Intelligence

There are two views concerning the teaching of EI. The first, the Ability Model, relies on the individual making his/her own decisions after being taught methods of evaluating situations that he/she might encounter. The Ability Model focuses on teaching emotional reasoning by “helping them develop the capacity to make decisions on their own in their own context” (Cobb & Mayer, 2000, p. 16). The second is the Mixed Model, which goes beyond the Ability Model to teach emotional skills, social values, and behavior. Some believe that this is more a form of programming and could stifle creativity, skepticism, or spontaneity. Cobb and Mayer (2000) say of the Mixed Model: “Teaching people to be tactful or compassionate as full time general virtues runs counter to the ‘smart’ part of EI, which requires knowing when to be tactful or compassionate and when to be blunt or even cold and hard” (p. 16). The Ability Model is a more readily accepted method of teaching adults and has been found to be reliable training for all dimensions of EI (Caruso, Mayer, & Salovey, 2002).

## Transformative Learning Theory

The Ability Model closely resembles teaching using the Transformative Learning Theory (TLT). Mezirow (1991) developed the theory to identify the transformation that occurs in learners when they are retrained to view situations using a new frame of reference. In Mezirow (1997) explains that a frame of reference can be cognitive, conative, and/or emotional in scope and is composed of two dimensions: habits and points of view.

Habits of mind are broad, abstract, orienting, habitual ways of thinking, feeling, [knowledge] and acting [behavior] influenced by assumptions that constitute a set of codes. These codes may be cultural, social, educational, economic, political, or psychological. Habits of mind become articulated in a specific point of view – the consternation of belief, value judgment, attitude, and feeling that shapes a particular interpretation (p. 5-6).

Cranton (2002) identified seven steps to teaching for transformation. These are:

1. Creating an activating event – give students an opportunity to see something from a different perspective than the one they currently have.
2. Articulate assumptions – have students identify assumptions that they hold regarding the event.
3. Critical self-reflection – with the use of journals or discussions have students reflect critically on their currently held assumptions.
4. Open to Alternatives – use role play, debate or correspondence to articulate the viewpoint opposing the ones held.
5. Discourse – use evidence to show why it is important to view the event from a different view than their own.
6. Revise assumptions and perspectives – with the use of mentoring, support groups and discussion groups work to revise previously held assumptions of the event.
7. Act on revision – provide opportunities for students to use their new found transformation.

(p. 66-70)

## Problem-Based Learning

At Cornell University, in the Master of Management in Hospitality program, Problem-Based Learning (PBL) is used to transform the learners. They have discovered, after a decade of use, that it helps students both cognitively and behaviorally. Brownell and Jameson (2004) found that

...in understanding different perspectives and working with team members, they gradually grow in ... emotional intelligence.... With the insight gained about other's perspectives, students become more aware of how their own biases, personal styles, cultural backgrounds and ethical foundations affect team members. (p. 568-569)

A few of the activities included in their PBL program include: videotaping meetings for students to be able to see them as others do, writing of reflection papers, practicing skills such as active listening and withholding judgment, and learning to manage humor. The program also emphasizes that decisions are not always made on a rational basis, and they utilize role play where students must confront ethical challenges.

## Breakthrough Leadership Program

MBA students at the Weatherhead School of Management at Case Western Reserve University are part of a 50-year longitudinal study on increasing EI. The EI-based program, called Breakthrough Leadership Program, is included in a required course, *Leadership Assessment and Development*. Goleman et al. (2002) found a 70% improvement in EI scores in graduates one to two years after completing the program, and they maintained a 50% improvement after five to seven years. They compared this to typical MBA program graduates who showed only a 2% improvement without additional

training and industry management training programs that only showed a 10% improvement three to eighteen months after training. The Breakthrough Leadership Program has been adapted for use in business leadership training.

#### Other EI Training Results

Sala (2001) completed a study of managers in Brazil and the U.S. using The Mastering Emotional Intelligence Program. This is a one year program utilizing awareness and support of positive behaviors to improve EI levels. In this study, the Brazilian managers showed an 11% increase, while the U.S. managers showed a 24% increase in EI scores. While there is a large difference in the amount that the scores improved in the different cultural groups, Sala gives no hypothesis on why the disparity occurred. What can be gleaned from these studies is that they indicate that in their studies EI was indeed teachable.

#### Purpose of the Study

Since research has found that EI is important in many of the areas that new hospitality managers will be encountering post graduation, it is important to provide the students with the training to have EI prior to graduation. The purpose of this study was to determine if there is indeed a difference in EI levels between hospitality undergraduate students and hospitality industry professionals and in what areas the difference is most significant. With this information educators could begin to formulate strategies to

incorporate EI into curriculum so that the students could begin their career with the inter and intrapersonal skills needed to be successful in their career in hospitality management.

### Research Question

Based on the purpose of this study, one research question was identified. This question is divided into three segments based on the mutual exclusivity of the sub-scores of EI.

- Q: What is the relationship between undergraduate students' and hospitality industry professionals':
- a. Overall EI Scores?
  - b. Knowledge and Behavioral Scores?
  - c. Emotional Insight into Self, Goal Orientation and Motivation, Ability to Express Emotions, and Social Insight and Empathy Scores?

### Methodology

#### Sample

The population of interest for the study was hospitality undergraduate students in the United States. A convenience cluster sampling method was employed for the group. The students were identified through faculty at four universities that offer degrees in hospitality management. There was a 100% response rate by the faculty approached, with a 92% response rate of the students asked to participate. The student scores were

then compared to the scores from a group of hospitality industry professionals from a previous study (Scott-Halsell, Blum, Huffman, & Wampler, 2006).

### Data Collection

Data was collected over a six-month period (November through April, 2006). An introductory letter was provided to faculty members at four universities with hospitality undergraduate programs (APPENDIX D) stating the purpose of the study and a request for their participation. The faculty was asked to recruit hospitality undergraduate majors who were currently enrolled in their programs.

### Instrument

The measurement instrument was the Emotional Intelligence Test – 2nd Revision (APPENDIX C) developed by Plumeus (Jerabek, 2001). The instrument has been extensively tested and found highly reliable. The online instrument was comprised of 70 multiple-choice questions and took approximately 30 to 45 minutes to complete. The online instrument measured Overall EI along with a theoretical Knowledge aspect, a Behavioral aspect, Emotional Insight into Self, Goal Orientation and Motivation, Ability to Express Emotions, and Social Insight and Empathy.

### Results and Findings

The sample was drawn from hospitality undergraduate students who volunteered to participate in the study once recruited from university faculty whose universities offer

a hospitality undergraduate program. Of the 302 hospitality undergraduate students who responded, all but one were useable.

### Data Analysis

Statistical analysis of the data was computed with use of the Statistical Package for Social Sciences (SPSS 12.0 for Windows). After reviewing the descriptive statistics, statistical procedures were utilized to investigate the research questions. Each question was then analyzed using analysis of variance tests to determine the relationships between the scores and the socio-demographic variables.

The data set was initially checked for data entering and data coding accuracy. Descriptive statistics were then employed to obtain a representation of the sample. The socio-demographic variables tested for the student group were gender, age, ethnicity, and classification.

Prior to multivariate analysis, the data was examined for quality control. The data set was first screened for missing values, outliers, and normality. The data set was first screened for missing values. There were few missing values and were randomly scattered. Only one case was excluded because of the significant number of missing values making the subject inappropriate for inclusion in the analysis.

Two interesting discoveries were unveiled after evaluating the data. First, was that one group of students from a Southern U.S. university had scores that were considerably higher than most of the other three universities' student scores. However, due to the small sample size ( $N = 21$ ), and other scores in their range, the scores were

included as part of the sample. In addition, there was minimal effect in the mean scores without the group. Although interesting, no explanation for the difference is known.

The second discovery involved the ethnic diversity of the sample. The study was designed to determine if differences could be found between hospitality undergraduates' and hospitality industry professionals' EI scores. The industry professional sample had little ethnic diversity (Scott-Halsell et al., 2006) as opposed to the undergraduate sample. Analysis of variance tests were conducted to determine if differences occurred based on ethnicity in the student sample. Significant differences were found between the Caucasian and the non-Caucasian groups in all levels of the research question. The reasons behind the differences are unknown, but cultural differences in behavior and relationships norms could have affected the scores. In addition, language differences in understanding the wording or meaning of the questions on the survey may have impacted scores.

Due to the differences in ethnic-based scores, only the Caucasian students' scores were compared to the Caucasian industry professionals' EI scores. The sample sizes were  $N = 54$  for the Caucasian industry professionals and  $N = 152$  for the Caucasian student sample. The new socio-demographic data for the sample of students was 44.7% male and 55.3% female. The age range of the students was 19 to 30 years of age with a mean age of 21.69 years of age. Traditional students, as defined as under 25 years of age (Carney-Crompton & Tan, 2002), made up 96.1% of the sample. In terms of classification, 2% indicated they were Freshmen, 13.2% indicated Sophomore status, 31.6% indicated Junior, 52% indicated Senior and 1.3% did not specify.

Table 3.1 displays the mean Overall and subset EI scores of the hospitality industry professionals compared to the hospitality undergraduate students. Interestingly to note however, is that although significant results were discovered between the means in all but the Ability to Express Emotion Score, the median scores differences were considerably larger in the Overall EI, Behavioral, Emotional Insight into Self, and Ability to Express Emotions Scores. Knowledge, Goal Orientation and Motivation, and Social Insight and Empathy median scores, although still larger, had a smaller difference than between the mean scores.

Table 3.1  
A Comparison of EI Scores of Caucasian Hospitality Industry Professionals and Caucasian Hospitality Undergraduate Students

	Mean Industry Score	SD	Mean Student Score	SD	% Difference	Sig. (2- tailed)
Overall EI Score	115.55	9.46	107.05	11.84	7.36%	.001*
Behavioral Score	114.72	9.41	106.57	11.93	7.10%	.001*
Knowledge Score	111.49	10.36	105.77	13.69	5.13%	.006*
Emotional Insight into Self	112.89	10.37	105.49	11.29	6.56%	.001*
Goal Orientation & Motivation	112.98	11.04	105.20	12.55	6.89%	.001*
Ability to Express Emotions	108.68	11.00	104.66	13.44	3.70%	.052
Social Insight and Empathy	106.30	7.71	101.07	11.54	4.92%	.002*

\* significant at  $p < .01$

A one-way ANOVA was conducted comparing the Overall EI mean scores of the hospitality industry professionals to the hospitality undergraduate students. A significant difference was found between the groups ( $F(1,203) = 22.29, p < .001$ ) indicating that the hospitality industry professionals in this study have more Overall EI than the students.

Goleman (1995) indicates that EI increases with age and maturity. Therefore, a difference was expected based on age and life experience. High EI has also been associated with reduced turnover and career commitment (Abraham, 1999; Carmeli, 2003; Goleman, 1998; McClelland, 1999; Spencer & Spencer, 1993).

A one-way MANOVA was calculated to compare the theoretical Knowledge and Behavioral dimension scores of EI between the groups. A significant effect was found ( $Wilks\ Lambda(2,202) = 11.095, p < .001$ ). Follow-up univariate ANOVAs indicated that the Knowledge dimension scores was significantly different ( $F(1,203) = 7.710, p < .01$ ). The Behavioral dimension scores were significantly different as well ( $F(1,203) = 20.309, p < .001$ ). These differences could also be because of life experiences or maturity. The hospitality industry often attracts those with a service mentality, which incorporates EI, and those who are service-oriented thrive and tend to stay in the industry (Varca, 2004).

Another one-way MANOVA was calculated to compare the Emotional Insight into Self, Goal Orientation and Motivation, Ability to Express Emotions, and Social Insight and Empathy dimension scores of EI of the hospitality industry professionals to the hospitality undergraduate students. A significant effect was found ( $Wilks' Lambda(4,200) = 5.862, p < .001$ ). Follow-up univariate ANOVAs indicated that the Emotional Insight into Self Scores were significantly different ( $F(1,203) = 17.588, p < .001$ ). The Goal Orientation and Motivation Scores were significantly different ( $F(1,203) = 16.049, p < .001$ ). The Ability to Express Emotions Scores were found to be near significantly different ( $F(1,203) = 3.829, p > .05$ ) and the Social Insight and Empathy dimension scores were significantly different ( $F(1,203) = 9.435, p < .005$ ). Age and

maturity again could have contributed to the differences. With a mean age of 21.69, the Caucasian college students may not have entirely decided on their future career plans, been financially or emotionally self-supporting, or had levels of responsibility which could have aided them in increasing their EI. The Ability to Express Emotions Scores, although near significant, had a smaller difference. This may be a generational effect. It could be indicative of the large number of respondents from the Baby Boomer generation in the industry sample who were raised and taught to express emotions differently than the younger generations.

### Conclusions, Implications, and Recommendations

The results of the study differences were discovered between hospitality industry professionals and hospitality undergraduate students in all but one area of EI. What is especially promising is that the differences between the groups has been bridged in previous studies where increasing EI was the goal (Boyatzis et al., 2002; Goleman et al., 2002).

These differences could indicate that once in the industry, these managers were forced to develop their EI or that those with EI were more likely to choose to stay in their career in the hospitality industry, as well as to participate in the survey. Whatever the reason for the differences, this study indicates that more research should be conducted to determine how to better prepare the hospitality undergraduate students of the future for their careers in the hospitality industry. This could be accomplished through focus groups or personal interviews of industry professionals who possess high levels of EI.

Previous research has shown that there is a strong relationship between EI and leadership skills (Ashkanasy et al., 2002; J. M. George, 2000; Goleman, 1998; Langhorn, 2004; Stein & Book, 2000; Wong & Law, 2002). Based on that relationship, it is imperative that hospitality programs integrate some level of EI training in the classroom to better prepare future hospitality leaders. Several courses could easily incorporate EI into their curriculum including courses in leadership, human resources, organizational behavior, and management.

Further research should include a study of different instruction methods, evaluated in a long term study, to see which methods are most beneficial in raising hospitality undergraduate students' EI levels. Although for this study assessment was based on a self-administered test, assessment could be achieved through evaluation of competencies. Students could be asked to journal or participate in activities where chosen behavior could be evaluated in terms of emotionally intelligent responses. Instructors could video tape group activities for review with the individual students to evaluate actions or responses that were either appropriate or in need of change. Giving the students the theoretical knowledge of EI is the easy part, transforming behavior in the short and long term can only be done with continuous reinforcement and mentoring (Bagshaw, 2000).

An additional study could be conducted to determine the EI levels of hospitality faculty. In order to accurately train the students however, faculty need to possess the skill set that they are teaching. It is not enough to just present the information, faculty must be able to mentor and guide the students along their path to increasing their EI. For

this reason, it would be beneficial to determine if faculty has the traits needed to be effective EI instructors or if a specialized instructor is needed for a successful program.

Due to budget and student credit hour constraints, it is difficult to simply add EI instruction, as a separate course, into curriculum. Therefore, administrators must utilize creative methods to ensure that the students receive some level of EI instruction to better prepare them for success in both the hospitality industry and their other interpersonal relationships.

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## CHAPTER V

### CONCLUSIONS

#### Findings and Implications

The results of the study of industry professionals found little significance between all socio-demographic grouping variables except length of time in the industry of the hospitality professionals. Goleman (1995) indicates that EI increases with age and maturity. Therefore, a difference was expected based on tenure in the industry. Explanations for this may have been that high EI tends to reduce turnover (Abraham, 1999; Goleman, 1998; McClelland, 1999; Spencer & Spencer, 1993) or that those who choose not to change careers after a short time already possess high EI levels. Also, N. M. Ashkanasy (2003) found while completing his research that those with higher EI were more likely to participate in the voluntary activities involving EI training. This may have impacted who chose to participate in this study and who chose to refrain. For the other results to be generalizable to the population of hospitality industry professionals, further research should be conducted.

The results of the study between hospitality industry professionals and hospitality undergraduate students found significant differences between all areas of EI except Ability to Express Emotions. The largest difference in the mean scores was in Overall EI followed in order by Behavioral, Goal Orientation and Motivation, Emotional Insight into Self, theoretical Knowledge, and Social Insight and Empathy Scores. What is especially

promising is that the differences between the groups has been bridged in previous studies where increasing EI was the goal (Boyatzis et al., 2002; Goleman et al., 2002).

These differences could indicate that once in the industry, these managers were forced to develop their EI or that those with EI were more likely to choose to stay in their career in the hospitality industry. Whatever the reason for the differences, this study indicates that more research should be conducted to determine how to better prepare the hospitality undergraduate students of the future for their careers in the hospitality industry.

#### Limitations

1. Participants were limited to students at four selected universities in the United States and were chosen by use of a convenience sample. Consequently, the study sample may not be representative of all hospitality undergraduate students in the United States.
2. Participants were limited to hospitality industry professionals at selected companies who agreed to participate in the study. Consequently, the study sample may not be representative of all hospitality industry professionals in the United States.
3. Participation was limited to those who voluntarily chose to participate and may not be representative of the groups they represent.
4. The mood and self-perceived popularity of the participants may have strongly influence their scores on the survey. Jerabek (2003) in the

Psychometric Report for the Emotional Intelligence Test – 2<sup>nd</sup> Revision reported a strong and significant correlation,  $p > .0001$ , between the EI scores and the respondents' self-reported happiness score as well as the score on their perception of their own popularity. This analysis based on the 84,274 individuals who took the online survey.

5. The use of a self-administered survey may have resulted in skewed results based on respondents answering the questions with what they believe is the correct answer and not as they truly feel.

#### Future Research

With the lack of research in the area of EI as it pertains to the hospitality industry, there are a number of avenues to be explored. First, to determine if the study of hospitality professionals is generalizable to the population, it should be replicated with a larger sample. In addition, a study comparing EI levels of industry professionals with leadership traits would yield a great deal of information in terms of areas for training or educational inclusion. A study measuring the success of leaders through the eyes of their superiors as well as their subordinates would also solidify the idea that EI is a viable skill set that should be included into undergraduate programs.

In order to accurately train the students however, faculty need to possess the skill set that they are teaching. It is not enough to just present the information, faculty must be able to mentor and guide the students along their path to increasing their EI. For this

reason, it would be beneficial to determine if faculty has the traits needed to be effective EI instructors or if a specialized instructor is needed for a successful program.

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## APPENDIX A

### RECRUITMENT LETTER TO HUMAN RESOURCE DEPARTMENTS

October 3, 2005

Director of Human Resources  
Company Name

Dear Mr. XXXX,

I would like to introduce myself. I am Sheila Scott-Halsell, a Ph.D. student and Part-time Graduate Instructor at Texas Tech University. I am forwarding you this proposal regarding my dissertation research. I feel that the results could provide beneficial information to us both. Please allow me the opportunity to further explain.

I am planning to conduct research comparing the emotional intelligence levels of hospitality students to those of industry professionals to determine what the difference is in overall emotional intelligence and in the four dimensions of emotional intelligence: emotional insight into self; goal orientation and motivation; ability to express emotions; as well as social insight and empathy. From the results, I hope to determine which areas of emotional intelligence should be focused on in curricula to prepare undergraduates to be successful managers.

To complete my dissertation, I am seeking hospitality managers to participate in the research. I am interested in testing their levels of emotional intelligence to compare the results to those of students. Having spent 15 years as a hospitality manager, I believe that the findings will show that successful hospitality managers possess high levels of emotional intelligence

I feel that XXX, would be an excellent source of successful hospitality managers due to the discriminating standards that your managers are expected to uphold and your exemplary recruiting practices. I would like to survey all managers of XXX to determine their emotional intelligence. The test administered would be the Plumeus, Inc. Emotional Intelligence questionnaire currently available on [www.queendom.com](http://www.queendom.com). The questionnaire is available online and takes approximately 30 minutes to complete. There would be no cost to XXX for this testing.

In terms of publishing the data, to protect the privacy of XXX, only my dissertation committee and myself would know the identity of your company and the names of all participants would be held in strict confidence.

I believe this study could be a valuable resource to your company. By identifying the emotional intelligence dimensions most prevalent in hospitality managers, you might choose to emphasize those traits when recruiting for future managers. For access to the

test and for questions regarding the study, please contact me by phone at (806) 742-3068 or by email at [sheila.scott@ttu.edu](mailto:sheila.scott@ttu.edu). I appreciate your attention to this matter.

Sincerely,

Sheila Scott-Halsell  
Doctoral Candidate  
Hospitality Administration

Shane C. Blum, Ph. D.  
Dissertation Chairman  
Assistant Department Chairman  
Nutrition, Hospitality and Retailing

## APPENDIX B

### RECRUITMENT LETTER TO INDIVIDUALS

October 3, 2005

Name of Individual Recruit  
Company Name

Dear Mr. XXXX,

I would like to introduce myself. I am Sheila Scott-Halsell, a Ph.D. student and Part-time Graduate Instructor at Texas Tech University. I am forwarding you this proposal regarding my dissertation research. I feel that the results could provide beneficial information to us both. Please allow me the opportunity to further explain.

I am planning to conduct research comparing the emotional intelligence levels of hospitality students to those of industry professionals to determine what the difference is in overall emotional intelligence and in the four dimensions of emotional intelligence: emotional insight into self; goal orientation and motivation; ability to express emotions; as well as social insight and empathy. From the results, I hope to determine which areas of emotional intelligence should be focused on in curricula to prepare undergraduates to be successful managers.

To complete my dissertation, I am seeking hospitality managers to participate in the research. I am interested in testing their levels of emotional intelligence to compare the results to those of students. Having spent 15 years as a hospitality manager, I believe that the findings will show that successful hospitality managers possess high levels of emotional intelligence

I am hoping that you and some of your co-workers could help me with this important research. The test administered would be the Plumeus, Inc. Emotional Intelligence questionnaire currently available on [www.queendom.com](http://www.queendom.com). The questionnaire is available online and takes approximately 30 minutes to complete. There would be no cost to XXX for this testing. The results will immediately be available to you after completing the test along with suggestions for improving emotional intelligence.

In terms of publishing the data, to protect your privacy, only my dissertation committee and myself would know the identity of your company and the names of all participants would be held in strict confidence.

I believe this study could be a valuable resource to you and your company. By identifying the emotional intelligence dimensions most prevalent in managers, you might choose to emphasize those traits when recruiting for future managers. To get access to

the test or for questions regarding the study, please contact me by phone at (806) 742-3068 or by email at [sheila.scott@ttu.edu](mailto:sheila.scott@ttu.edu). I appreciate your attention to this matter.

Sincerely,

Sheila Scott-Halsell  
Doctoral Candidate  
Hospitality Administration

Shane C. Blum, Ph. D.  
Dissertation Chairman  
Assistant Department Chairman  
Nutrition, Hospitality and Retailing

## APPENDIX C

### ONLINE INSTRUMENT

Emotional Intelligence Test - 2nd Revision  
70 questions, 35-40 min

For decades, a lot of emphasis has been put on certain aspects of intelligence such as logical reasoning, math skills, spatial skills, understanding analogies, verbal skills etc. Researchers were puzzled by the fact that while IQ could predict to a significant degree the academic performance and, to some degree, professional and personal success, there was something missing in the equation. Some of those with fabulous IQ scores were doing poorly in life; one could say that they were wasting their potential by thinking, behaving and communicating in a way that hindered their chances to succeed.

One of the major missing parts in the success equation is emotional intelligence, a concept made popular by the groundbreaking book by Daniel Goleman, which is based on years of research by numerous scientists such as Peter Salovey, John Meyer, Howard Gardner, Robert Sternberg and Jack Block, just to name a few. For various reasons and thanks to a wide range of abilities, people with high emotional intelligence tend to be more successful in life than those with lower EIQ even if their classical IQ is average.

The Emotional Intelligence Test will evaluate several aspects of your emotional intelligence and will suggest ways to improve it. Please be honest and answer according to what you really do, feel or think, rather than what you think is considered right in this test. Nobody is there to judge you, just yourself...and besides, there are many trick questions. :)

Read every statement carefully and indicate which option applies best to you. There may be some questions describing situations that do not apply to you. In such cases, select an answer which would be most likely if you ever found yourself in such a situation.

Emotional Intelligence Test - R2

70 questions, 35-40 min

Section 1

1. When I feel crappy, I know what or who is upsetting me.
  - Most of the time
  - Often
  - Sometimes
  - Rarely
  - Almost never

2. Even when I do my best, I feel guilty about the things that did not get done.
  - Most of the time
  - Often
  - Sometimes
  - Rarely
  - Almost never
  
3. Everybody has some problems, but there are so many things wrong with me that I simply cannot like myself.
  - Most of the time
  - Often
  - Sometimes
  - Rarely
  - Almost never
  
4. When I am upset, I can pinpoint exactly what aspect of the problem bugs me.
  - Most of the time
  - Often
  - Sometimes
  - Rarely
  - Almost never
  
5. Some people make me feel bad about myself, no matter what I do.
  - Strongly agree
  - Agree
  - Partially agree/disagree
  - Disagree
  - Strongly disagree
  
6. I buy things that I can't really afford.
  - Regularly
  - Often
  - Sometimes
  - Rarely
  - Almost never
  
7. When I mess up, I say self-depreciating things, such as "I am such a loser," "Stupid, stupid, stupid," or "I can't do anything right."
  - Most of the time
  - Often
  - Sometimes
  - Rarely
  - Almost never
  
8. I am ashamed about how I look or behave.
  - Most of the time
  - Often
  - Sometimes

- Rarely
  - Almost never
9. I feel uneasy in situations where I am expected to display affection.
- Most of the time
  - Often
  - Sometimes
  - Rarely
  - Almost never
10. I feel weird when I hug someone other than my close family.
- Very true
  - Mostly true
  - Somewhat true
  - Mostly not true
  - Not true at all
11. When I see something that I want, I can hardly think of anything else until I get it.
- Very true
  - Mostly true
  - Somewhat true
  - Mostly not true
  - Not true at all
12. Although there might be things I could improve, I like myself the way I am.
- Strongly agree
  - Agree
  - Partially agree/disagree
  - Disagree
  - Strongly disagree
13. I say things that I later regret.
- Regularly
  - Often
  - Sometimes
  - Rarely
  - Almost never
14. I get into a mode where I feel strong, capable and competent.
- Regularly
  - Often
  - Sometimes
  - Rarely
  - Almost never

15. I panic when I have to face someone who is angry.
- Most of the time
  - Often
  - Sometimes
  - Rarely
  - Almost never
16. I am under the impression that people's reactions come out of the blue.
- Most of the time
  - Often
  - Sometimes
  - Rarely
  - Almost never
17. I have a need to make a difference.
- Very true
  - Mostly true
  - Somewhat true
  - Mostly not true
  - Not true at all
18. I am able to get over guilt about trivial mistakes and faux pas that I made in the past.
- Very true
  - Mostly true
  - Somewhat true
  - Mostly not true
  - Not true at all
19. When I resolve to achieve something, I run into obstacles that keep me from reaching my goals.
- Regularly
  - Often
  - Sometimes
  - Rarely
  - Almost never
20. I am able to stop thinking about my problems.
- Most of the time
  - Often
  - Sometimes
  - Rarely
  - Almost never

## Section 2

21. It is better to remain cold and neutral towards a person until you really get to know him/her.
- Strongly agree
  - Agree
  - Partially agree/disagree
  - Disagree
  - Strongly disagree
22. I will do whatever I can to keep myself from crying.
- Most of the time
  - Often
  - Sometimes
  - Rarely
  - Almost never
23. I have difficulty saying things like "I love you," even when I really feel them.
- Most of the time
  - Often
  - Sometimes
  - Rarely
  - Almost never
24. I enjoy spending time with my friend(s).
- Most of the time
  - Often
  - Sometimes
  - Rarely
  - Almost never
25. I do my best even if there is nobody to see it.
- Most of the time
  - Often
  - Sometimes
  - Rarely
  - Almost never
26. I am bored.
- Most of the time
  - Often
  - Sometimes
  - Rarely
  - Almost never

27. I pay people compliments when they deserve them.
- Most of the time
  - Often
  - Sometimes
  - Rarely
  - Almost never
28. I worry about things that other people don't even think about.
- Most of the time
  - Often
  - Sometimes
  - Rarely
  - Almost never
29. I need someone's push in order to get going.
- Most of the time
  - Often
  - Sometimes
  - Rarely
  - Almost never
30. People who are emotional make me uncomfortable.
- Very true
  - Mostly true
  - Somewhat true
  - Mostly not true
  - Not true at all
31. When someone does me a favor without being asked, I wonder what his/her real agenda is.
- Very true
  - Mostly true
  - Somewhat true
  - Mostly not true
  - Not true at all
32. My life is full of dead ends.
- Very true
  - Mostly true
  - Somewhat true
  - Mostly not true
  - Not true at all

33. I am not satisfied with my work unless someone else praises it.
- Very true
  - Mostly true
  - Somewhat true
  - Mostly not true
  - Not true at all
34. When I hear about someone else's problem, several possible solutions immediately pop into my head.
- Most of the time
  - Often
  - Sometimes
  - Rarely
  - Almost never
35. I do what people expect me to, even when I disagree with them.
- Most of the time
  - Often
  - Sometimes
  - Rarely
  - Almost never
36. People tell me that I overreact to minor problems.
- Regularly
  - Often
  - Sometimes
  - Rarely
  - Almost never
37. I finish what I set out to do.
- Most of the time
  - Often
  - Sometimes
  - Rarely
  - Almost never
38. No matter how much I accomplish, I have a nagging feeling that I should be doing more.
- Most of the time
  - Often
  - Sometimes
  - Rarely
  - Almost never

39. I am unhappy for reasons that I can't understand.
- Very true
  - Mostly true
  - Somewhat true
  - Mostly not true
  - Not true at all
40. I have \_\_\_\_\_ confidence in my abilities.
- complete
  - a lot of
  - some
  - little
  - no
41. I feel \_\_\_\_\_ deviating from standard procedures/strategies.
- very uncomfortable
  - quite uncomfortable
  - somewhat uncomfortable
  - comfortable
  - very comfortable

### Section 3

42. When I fail at a task or do worse than I would like to, it is usually due to:
- lack of preparation or effort on my part.
  - lack of concentration or attention on my part.
  - lack of ability on my part.
  - external factors, i.e. things that have nothing to do with me, such as an unreasonably difficult task, bad weather/timing.
  - internal factors (i.e. my traits and characteristics, such as IQ, talents etc.) beyond my control.
  - a combination of factors, mostly things that I can change.
  - factors beyond my control - I would have done everything in my power to succeed.
  - a combination of external and internal factors, mostly things that I can't change.
43. I open up and talk about my most intimate issues and private feelings with just about anybody, anytime, in any circumstances.
- Exactly right, I am willing and able to share and discuss anything with anybody, no matter the time and place.
  - It depends; I share and discuss my intimate issues with some people, but there are circumstances where it can be a mistake or inappropriate.
  - It depends; I share and discuss my intimate issues with some people, but in most circumstances, it can be a mistake or inappropriate.
  - No way, intimate issues should not be discussed with anybody except for the closest family members or friends.
  - No way, people should deal with intimate issues by themselves.

44. I get most motivated when I:
- picture the worst possible outcome and then do my best to avoid it.
  - picture the best possible outcome and then do my best to achieve it.
  - picture the expected outcome and then do my best to achieve it.
  - picture the acceptable outcome and then do my best to achieve it.
  - forget the possible outcome and just do what needs to be done.
45. Sizing up people's character is:
- one of my strongest points.
  - something I am relatively good at.
  - something I am not very good at.
  - one of my weakest points.
  - something that I don't bother doing.
  - something that doesn't interest me at all.
  - something that I never attempted.
46. When there is something unpleasant to do, I:
- do it right away and get it over with.
  - postpone it until I feel like doing it.
  - postpone it until I have nothing else to do.
  - postpone it until it is too late and it gets dropped.
  - wait until I have no other choice but to do it.
  - decide how I will reward myself for doing it and then do it.
  - break the task into small steps and do them one by one.
  - find an acceptable, valid reason why I cannot do the task and get rid of it somehow.
  - find someone else to do it for me.
47. In my view, happiness depends mostly on:
- society and economy.
  - one's background.
  - the way one was treated as a child.
  - one's environment.
  - the people one is surrounded by.
  - the way one leads his/her life.
  - one's luck.
48. When I am upset, I:
- can tell exactly how I feel, i.e. whether I feel sad, betrayed, lonely, annoyed, angry etc.
  - can usually tell how I feel (i.e. whether I feel sad, betrayed, lonely, annoyed, angry etc.), but sometimes it is difficult to distinguish what exactly I am feeling.
  - usually cannot distinguish what I am feeling exactly.
  - don't waste time trying to figure out what exactly I am feeling.

49. In my social group (workplace, school, neighborhood, community, extended family etc.), \_\_\_\_\_ who likes whom, who cannot stand whom, who has a crush on whom, etc.
- I am always well aware of
  - I am usually well aware of
  - I don't pay any attention to
  - I don't pay much attention to
  - I sometimes notice
  - I can not figure out
50. When I have a major problem that I find extremely difficult to deal with, I:
- deal with it by myself.
  - go to family members for advice and/or support.
  - go to my friend(s) for advice and/or support.
  - go to my therapist/counselor for advice and/or support.
  - try to distract myself.
  - submerge myself in unrelated work.
  - try to forget about it.
  - pretend it does not exist.

#### Section 4

51. When I am upset (ex. after dealing with a rude service worker), I:
- step back and reassess the situation.
  - take it out on someone.
  - step back and find a way to calm down.
  - find a reason to blow up.
  - step back and console myself.
  - find it difficult to calm down.
  - start doing things that I later regret.
  - talk to someone to get it off my chest.
52. When people make important decisions, they use different strategies and pay attention to different aspects of the situation. In your case, what impact does your gut feeling about the possible outcome have on your decision?
- It has absolutely no bearing on the decision.
  - It has very little bearing on the decision.
  - It has some bearing on the decision.
  - It has considerable bearing on the decision.
  - It has a lot of bearing on the decision.

53. When someone snaps at me,
- I quickly retaliate.
  - I panic.
  - I withdraw, feeling hurt.
  - I ask for an explanation.
  - I get very upset.
  - I get very angry.
  - I feel hurt and start crying.
  - I let it go without confronting the person.
  - I ignore it.
  - I confront the person.
54. When a new prospect comes along,
- I remain skeptical until I have reasons to change my attitude.
  - I don't expect much; that way, I never get disappointed.
  - I have no preconceptions and take as it comes.
  - I expect the best; if it does not work out, I will deal with it.
55. When I break a rule (without breaking the law),
- I feel bad for a long time.
  - I feel bad for quite a bit of time and then get over it.
  - I feel bad but get over it relatively quickly.
  - I don't allow myself to feel bad.
  - I don't really care.
56. Which of the statements below describes you best?
- I make acquaintances and friends easily.
  - I make acquaintances easily but it takes some time to make a really good friend.
  - I make acquaintances with some difficulty and it takes even more time to make a really good friend.
  - I remain mistrustful for a long time before I allow someone "in".
  - It is difficult for me to make new friends and acquaintances.
  - I am unable to make acquaintances or friends.
57. When I get frustrated,
- I almost always drop what I am doing and go use my time more productively.
  - I usually drop what I am doing and go use my time more productively.
  - I sometimes drop what I am doing and go use my time more productively.
  - I sometimes persist and finish the task.
  - I usually persist and finish the task.
  - I almost always persist and finish the task.
  - I take a break and then continue the task.

58. When it comes to communicating a positive feeling (i.e. admiration, love, etc.) towards someone, I prefer to:
- show it by doing something nice for the person.
  - say it to the person.
  - write it to the person.
  - tell it to someone else, hoping that the message will get to the right person.
  - keep it to myself so I don't overly-flatter the person.
  - keep it to myself and hope that the person will notice what a good mood I am in.
  - keep it to myself; if the person really likes/loves me, s/he will know how I feel.

## Section 5

The following section evaluates how you would handle certain situations, and how you would interpret certain behavior. Please, select the answer that represents best your opinion or point of view, or the one that you believe would produce the best results in the given situation.

59. What is the best time to reveal shocking news (coming out of the closet, announcing a divorce, admitting infidelity, etc.) to one's family?
- When the family enters a transition phase (relocating, changing jobs, divorce etc.) so you can "kill two birds with one stone".
  - At weddings, funerals, religious holidays, etc., when most family members are present.
  - When the family is doing generally fine or during a quiet period.
  - When the family learns about another shocker -- killing two birds with one stone.
  - Immediately or as soon as possible, regardless of other circumstances.
60. In general, it is best:
- not to set goals at all and just go with the flow.
  - to set goals that are a piece of cake to reach.
  - to set goals that are relatively easy to achieve and not too challenging.
  - to set goals that are challenging but possible to achieve.
  - to set goals that are so challenging that they are very difficult to achieve.
  - to set goals way above one's capability.
61. Emma is a self-made entrepreneur. Despite her limited education, she is able to successfully run her small business - a Bed & Breakfast with a gift shop. She is a great mother and is well-liked in the community. When Emma goes to parties or other social gatherings, she avoids talking about anything except for her kids, B & B in America, and local events. The reason she feels annoyed about any other topic is:
- her belief in the future of B & B in the United States.
  - her belief that children are the most fascinating subject.
  - her belief that everybody would find these topics fascinating.
  - her wish to keep the conversation within neutral limits.
  - her wish to keep the conversation within limits of her expertise.
  - her wish to avoid hot topics, such as politics, abortion or capital punishment.

62. Tony, age 39, has been battling a weight problem for most of his teen and adult life. He has tried numerous diets, used various weight-loss pills and started many short-lived exercise programs. Nothing has ever worked, in part because he was never able to stick with the weight-loss program. Next month, he will turn 40 and has decided that this milestone will mark the end of his chubby days - he is going to lose weight and stay trim, no matter what it takes. He is all motivated, ready to starve until his last fat cell runs dry. Which weight-loss strategy would give him the best chance of reaching his goal?
- Save some money and go for liposuction; he won't be able to lose weight otherwise.
  - Begin an extremely easy program (substituting certain foods with low fat/low calorie equivalents) that will require little willpower and yield the first results after several weeks.
  - Begin a regular diet that will yield a loss of a few pounds within the first two weeks and leave exercising alone (since he hates it anyway).
  - Begin a regular diet that will yield a loss of a few pounds within the first two weeks and combine it with light exercise.
  - Begin a crash diet that will yield a loss of several pounds within days and leave exercising alone (since he hates it anyway).
  - Begin an extremely difficult program (crash diet & heavy exercise) that will require a lot of willpower and will yield the first results within a few days.
63. Nancy is a very capable secretary, but she has a difficult personality. She works at a medical school for a professor. She is usually nice with her superiors, but she strictly sticks to her job description. She cannot get along with any of the other secretaries; in fact, she behaves as if she were superior to them. She gives an especially hard time to all the students. She keeps them waiting needlessly, snaps at them, dwells on their minor mistakes, and truly enjoys when they get in trouble. The reason for Nancy's behavior toward the students is:
- that she has an inferiority complex and compensates this way.
  - that she wishes she could have stayed longer in school and resents all those who did.
  - that she believes that all the students are incompetent.
  - that she has had bad experiences with students and prefers to keep them at a safe distance.
  - that she has low opinion about the quality of today's higher education system.
  - that she is jealous of the students.
  - that she is a sick, irrational and unpredictable person.
  - that she is introverted and prefers to be alone.
  - that she, in fact, believes to be smarter than everybody else is.

64. (Background is in previous question) As a new student of Nancy's boss, you have to deal with her on a regular basis. The best way for you to get along well with Nancy is to:
- become friends with her.
  - show her how smart you really are.
  - ignore her completely (avoid greeting her, small talk etc.).
  - remind her in a friendly way what her job and place is.
  - treat her with respect without becoming too chummy.
  - show her that you admire her expertise as a secretary and ask her for advice.
  - give her a taste of her own medicine.
  - ask her why she is so nasty while all the other secretaries are so nice and helpful.
  - show her compassion and tell her that not everybody can get into medical school.
  - tell her to seek professional help for her emotional problems.
  - engage her in a discussion about her views on education.
  - tell her that she is not smarter than everybody; if she were, she would not be behaving this way.

## Section 6

65. You have an opportunity to work on an important project that could boost your career. However, there is a contest and a committee composed of five members who will choose the best proposal. You have spent a lot of time and effort preparing the proposal, and you are quite proud of the results. Unfortunately, you come in third. What do you do?
- I get the winner's proposal and try to figure how it was better than mine.
  - I confront the committee members and explain to them how they hurt me by not choosing my proposal.
  - I confront the committee members and let them know what a mistake they made by passing up my proposal.
  - I persuade myself that it was not such a big deal and hardly worth the effort.
  - I realize that I am really a loser and will never amount to anything.
  - I find reasons to believe that there was a conflict of interest and the selection was not fair.
  - I shake the defeat off and go on with my life.
66. You are single and your last date turned out to be someone totally incompatible...again. You look back and realize that you haven't had a decent date for two years. How do you react?
- I remain optimistic and decide to keep dating until I find the right person.
  - I decide to give up dating forever, and concentrate on things worth my while.
  - I decide to stop dating for now and wait for the right person to find me.
  - I decide to go out with people who are somehow different from my typical dates.
  - I decide to have a look and figure out why I have been falling for the wrong people.
  - I decide to stick it out with the next one to come along and try to change that person into who I want him/her to be.
  - I decide to lower my standards because, apparently, this is as good as it gets.

67. Your best friend's grandma died a month ago. They were very close and your friend is devastated. It is best:
- to leave your friend alone and not disturb her/him.
  - to take your friend out dancing.
  - to take your friend out to see a comedy.
  - to take your friend out to see a drama about losing someone close.
  - to encourage her/him to cry it out.
  - to encourage her/him to toughen up.
  - to tell him/her to get over it; life goes on.
  - to tell her/him about your own problems to take their mind off her/his grief.
  - to hang around and be available.
  - to follow your friend's lead in whatever s/he wants to do.
68. Speaking out about negative emotions is:
- always unhealthy, regardless of the circumstances.
  - generally unhealthy, but necessary in some circumstances.
  - healthy for some people, unhealthy for others.
  - generally healthy, but inappropriate in some circumstances.
  - always healthy, regardless of the circumstances.
69. You are in the middle of a heated argument with your spouse/boyfriend/girlfriend. Although you normally like/love this person, you are so furious that you are about to say something very nasty, something that you know will hurt him/her. The best way to deal with this kind of situation is to:
- say that you are too angry and set a different time to continue the discussion.
  - say whatever is on your mind; s/he needs to know how you feel and just deal with it.
  - say whatever is on your mind, weather the storm and look forward to the make-up sex.
  - start crying.
  - just walk away.
  - walk away, saying that you don't want to talk about it anymore.
  - give yourself a time out and continue after you've calmed down.
  - swallow your anger and continue the argument.
  - let the anger out because it is unhealthy to bottle up emotions.
  - let the anger out and apologize later.
  - proclaim that you refuse to have a battle of wits with an unarmed person and walk away.
70. You are part of a group that has been working together for two hours, trying to solve a difficult and pressing problem that calls for a creative approach. Everybody is getting tired and edgy. Basically, you are stuck. The best approach would be to:
- tell a joke, or find another way to make people laugh.
  - go through the solutions to past problems in search of inspiration.
  - put pressure on the group, telling them that this is not a joke - they better figure out something, and fast!
  - initiate brainstorming.
  - take turns in making suggestions.
  - suggest a short break to recharge.
  - motivate the group by reminding them of the importance of finding a solution.

## Socio-demographic variables

- Name: (open ended)
- Testing phase: (for use in pilot studies)
  - Test 1
  - Test 2
- Gender:
  - Male
  - Female
- Age: (open ended)
- Education level completed:
  - high school
  - some college
  - college degree
  - graduate degree
- Years at current level or position:
  - one
  - two
  - three
  - four
  - five to nine
  - ten or more
- Company/School name: (open ended for segmenting)
- Position/Classification: (open ended)
- Industry/Segment:
  - Other
  - Restaurant
  - Hotel
  - Meeting/event management
  - Institutional foodservice
  - Student

This test is scored online. Click once on the Score button below to see the results and interpretation. If the server fails to respond, try clicking again.

## APPENDIX D

### RECRUITMENT LETTER TO UNIVERSITY FACULTY

January 16, 2006

Faculty Name  
University

Dear Dr. XXX,

I would like to introduce myself. I am Sheila Scott-Halsell, a Ph.D. student and Part-time Graduate Instructor at Texas Tech University. I am forwarding you this proposal regarding my dissertation research. I feel that the results could provide beneficial information to us both. Please allow me the opportunity to further explain.

I am planning to conduct research comparing the emotional intelligence levels of hospitality students to those of hospitality industry professionals to determine what the difference is in overall emotional intelligence and in the four dimensions of emotional intelligence: emotional insight into self; goal orientation and motivation; ability to express emotions; as well as social insight and empathy. From the results, I hope to determine which areas of emotional intelligence should be focused on in curricula to prepare undergraduates to be successful managers.

To complete my dissertation, I am seeking undergraduate hospitality students to participate in the research. I am interested in testing their levels of emotional intelligence to compare the results to those of industry professionals. Having spent 15 years as a hospitality manager, I believe that the findings will show that successful hospitality managers possess high levels of emotional intelligence

In order to make my study more generalizable, I need students from various universities to participate. I am seeking to participate and take the online test on their own. The test administered would be the Plumeus, Inc. Emotional Intelligence questionnaire currently available on [www.queendom.com](http://www.queendom.com). The questionnaire is available online and takes approximately 30 minutes to complete. There would be no cost the university or the students for this testing.

In terms of publishing the data, to protect the privacy of all participants, only my dissertation committee and myself would know the identity of your university and the names of all participants would be held in strict confidence.

I believe this study could be a valuable resource to your university and your students. After taking the test the students will be given an overview of their results indicating their strengths, weaknesses and suggestions for improvement. I will contact you by February 10<sup>th</sup> to ascertain if you would be willing to participate. If so, I will forward the information sheet and consent information for the students. If you have any

questions regarding the study, please do not hesitate to contact me by phone at (806) 742-3068 or by email at [sheila.scott@ttu.edu](mailto:sheila.scott@ttu.edu). I appreciate your attention to this matter.

Sincerely,

Sheila Scott-Halsell  
Doctoral Candidate  
Hospitality Administration

Shane C. Blum, Ph. D.  
Dissertation Chairman  
Assistant Department Chairman  
Nutrition, Hospitality and Retailing

APPENDIX E  
CONSENT FORM

I hereby give consent for my participation in the research project entitled: “The Need for Emotional Intelligence Training in Hospitality Undergraduate Programs”

I understand the person responsible for this project is Dr. Shane Blum, telephone number 742-3068.

His authorized representative has explained that these studies are part of a project to determine if levels of Emotional Intelligence vary between hospitality undergraduate students and hospitality industry professionals.

His authorized representative has explained the procedures and described that there are no discomforts or risks.

I understand that providing my name and the company or school name is voluntary and will only be used for follow-up requests for information. At no time will my name be provided to anyone, including the company I work for or school I attend, to determine participation or scores achieved on the survey.

It has further been explained to me that the total duration of my participation will be an online survey which will take 30 to 45 minutes to complete, and that only Dr. Blum and Sheila Scott-Halsell will have access to the records and or data collected for this study; and that all data associated with this study will remain strictly confidential.

Dr. Blum will answer any questions you have about the study. For questions about your rights as a subject or about injuries caused by this research, contact the Texas Tech University Institutional Review Board for the Protection of Human Subjects, Office of Research Services, Texas Tech University, Lubbock, TX 79409, or by calling 742-3884.

I understand that I may discontinue this study at any time I choose without penalty. This study is voluntary and I will suffer no ramifications if I choose to not take part in this study.

This consent form is not valid after October 24, 2006.

To consent and proceed go to <http://tests.queendom.com/sheila>

Username: generalmanager

Password: sheila

Read the instructions and take the survey. Your results will be submitted once you click on SCORE!

Thank you for your participation.

APPENDIX F

HUMAN SUBJECTS REVIEW APPROVAL

**Texas Tech University  
Institutional Review Board for the Protection of Human Subjects  
Office of Research Services  
203 Holden Hall/MS 1035  
742-3884**

October 28, 2005

Dr. Shane Blum  
Nutrition, Hospitality and Retailing (NHR)  
Mail Stop: 1162

Regarding: 500169 The Need for Emotional Intelligence Training in Hospitality Undergraduate Programs

Dr. Shane Blum:

The Texas Tech University Protection of Human Subjects Committee approved your claim for an exemption for the proposal referenced above on October 24, 2005.

Exempt research is not subject to continuing review, but any modifications that (a) change the research in a substantial way, (b) might change the basis for exemption, or (c) might introduce any additional risk to subjects should be reported to the IRB, before they are implemented, in the form of a new claim for exemption or a proposal for expedited or full board review.

Extension of exempt status for exempt projects that have not changed is automatic. You should inform the Secretary of the Committee when the exempt research is completed (at least via response to yearly reminders) so that the file can be archived.

Best of luck on your project.



Richard P. McGlynn, Chair  
Protection of Human Subjects Committee