

The Influence of the Leader's Emotional Intelligence on the Levels of Organizational  
Citizenship Behavior of Line-Level Foodservice Employees

by

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of the Requirements for the Degree of

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Appendix IX

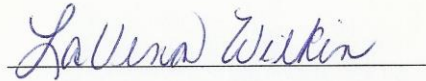
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## Abstract

The restaurant industry is amongst the most dynamic in the United States. One area of growing concern is that of labor. To mitigate the challenges represented by labor conditions, management is encouraged to find cost-effective methods to increase levels of employee satisfaction, productivity, and engagement. These attributes are instrumental to the concept of organizational citizenship behavior (OCB). OCB measures the extent to which employees display voluntary discretionary behaviors, beyond those required by their job description, contributing to the overall organizational effectiveness. A supervisor's ability to provide differentiated leadership to meet the needs of their diverse workforce has shown promise in enhancing these behaviors in their subordinates. Supervisors exhibiting higher levels of emotional intelligence have shown greater ability to provide this differentiated leadership. This mixed methods exploratory study utilized multiple linear regression quantitative methodology to identify any moderating effects of a supervisor's global and individual factor (emotionality, self-control, sociability, and well-being) levels of trait emotional intelligence (TEI) as measured by the *Trait Emotional Intelligence Questionnaire-Short Form* (TEIQue-SF) and the employees' organizational citizenship behavior (OCB) as measured by the *Organizational Citizenship Behavior Checklist* (OCB-C). These findings were then qualified using a Delphi Method study comprised of industry experts. While all factors of TEI were found to have influence in positive outcomes, those of Sociability and Self-Control were statistically significant to the question.

Keywords: Emotional Intelligence, Organizational Citizenship Behavior, Foodservice

## Dedication

This dissertation is dedicated to my wife, Shawn C. Smith, and my children, Margaret S. Smith and James T. Smith, for their support, patience, and love during this journey.

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## Chapter 1: Introduction to the Study

The restaurant industry has always been challenging. To stay competitive in this dynamic environment, the operational margins expected by foodservice companies have traditionally been smaller than those found in other industries (NRA, 2016). As such, this industry has been extremely sensitive to fluctuations within their cost structure. A sustained and substantial change in this structure would necessitate an increase in the selling price of their products (Aaronson, French, & MacDonald, 2007). However, due to the price sensitivity of their customers, restaurant companies are hesitant to do this. Unfortunately, changes in costs must be addressed for the restaurant to maintain fiscal viability, as evidenced by operational failure rates more than 61% (Parsa, Self, Njite, & King, 2005).

The restaurant industry is inherently labor intensive. Their offerings traditionally have been supplied by employees functioning in two distinct environments. These have been termed front-of-house, or customer contact positions, and back-of-house, or kitchen production positions. The labor cost accrued in the staffing of these areas represents one of the largest impacts on the financial performance of the restaurant company, often representing expenditures nearing 50% of revenues (Dopson & Hayes, 2005). Changes in prevailing wage trends (i.e. calls for increase to the minimum wage and the impact of supply and demand considerations) are signaling a substantial increase to this category of the cost picture.

Compensating for these increases to the cost of labor while trying to minimize the need to increase the price of their offerings to the consumer, management is encouraged to identify ways to increase the productivity of their employees in a cost neutral manner

(Koch & McGrath, 1996). One area that shows promise is Organizational Citizenship Behavior (OCB). Those employees who exhibit higher levels of OCB have been shown to produce at a higher level (Carmeli & Josman, 2006; Organ, 1988). The question then becomes, what can management do to encourage OCB? Studies show the emotional intelligence of the leaders in an organization enhances their subordinates' levels of OCB (Brown, K. D., 2005; Organ & Ryan, 1995). The study undertaken at this time sought to verify this relationship and investigate its influence in a foodservice industry setting.

### **Statement of the Problem**

Maximizing employee engagement and productivity are primary responsibilities of management. The restaurant industry is no different. In fact, due to the financial environment in which restaurants operate and the diverse socio-demographic composition of their employees, their focus on this function may be more acute. This study focused on identifying any modifying influence which global trait emotional intelligence (TEI) levels and representative levels of four individual factors of TEI found in line-level foodservice supervisors had on the organizational citizenship behavior of their subordinate employees.

### **Purpose of the Study**

The purpose of this study was to investigate the link between the trait emotional intelligence of foodservice supervisors and the levels of organizational citizenship behavior of their subordinate employees.

Emotional intelligence has been shown to enhance a supervisor's ability to identify the needs of their subordinate employees and to then modify their engagement to meet those differential needs. Subsequently, employees that have their needs met, tend to



exhibit increased levels of organizational citizenship behavior (Podscoff, MacKenzie, & Bommer, 1996). This behavior has been shown to enhance the productivity of the employee, and as such is a desirable attribute to foster (Brown, K. D., 2005; Organ & Ryan, 1995). This mixed methods study utilized multiple linear regression quantitative analysis to study the moderating effect of a supervisor's global and individual factor (emotionality, self-control, sociability, and well-being) levels of trait emotional intelligence (TEI) as measured by the *Trait Emotional Intelligence Questionnaire-Short Form* (TEIQue –SF) (Petrides, 2009), and the organizational citizenship behavior (OCB) levels of their subordinate employees as measured by the *Organizational Citizenship Behavior Checklist* (OCB-C) (Fox & Spector, 2009). The qualitative aspect of this mixed-methods study took the form of a Delphi study, where a panel of experts was created with the purpose of identifying those attributes that would contribute to employee productivity, engagement and satisfaction, thereby triangulating the inferences of the quantitative study (Brady, 2015).

This study will be making recommendations to industry encouraging the testing for, and training for the enhancement of the emotional intelligence of individuals in leadership positions.

### **Research Question**

The following research question formed the subsequent hypotheses:

Do the global and individual factor levels of trait emotional intelligence of leaders at the property level of restaurant operations influence the organizational citizenship behavior of their subordinate, line-level employees?

**Hypothesis 1:** *There is a direct influence upon employee levels of OCB by the levels of well-being factors of trait emotional intelligence of their representative supervisor.*

**Hypothesis 2:** *There is a direct influence upon employee levels of OCB by the levels of global trait emotional intelligence of their representative supervisor.*

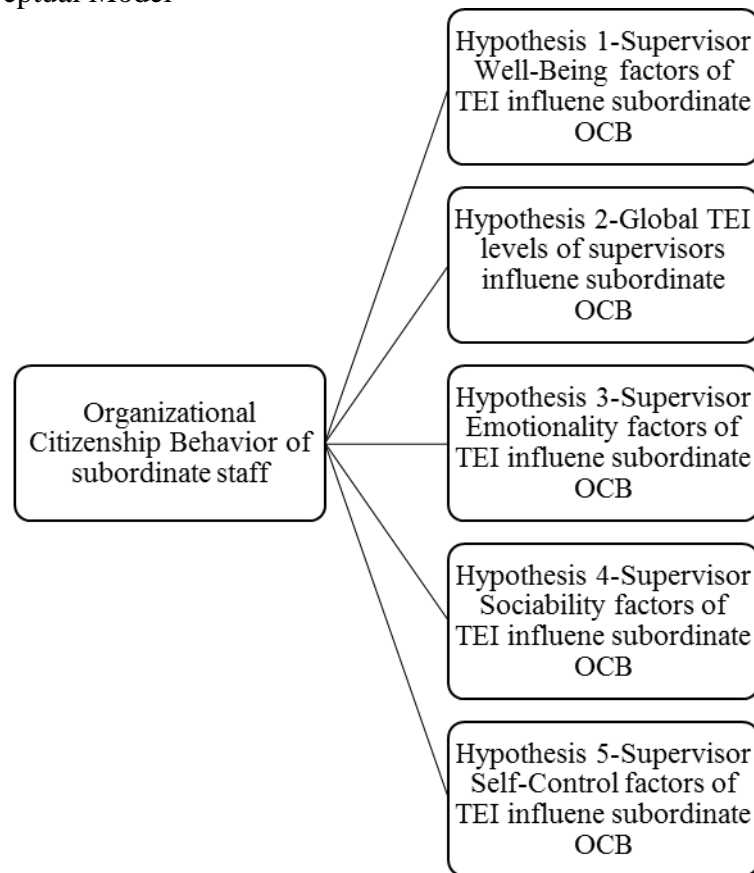
**Hypothesis 3:** *There is a direct influence upon employee levels of OCB by the levels of emotionality factors of trait emotional intelligence of their representative supervisor.*

**Hypothesis 4:** *There is a direct influence upon employee levels of OCB by the levels of sociability factors of trait emotional intelligence of their representative supervisor.*

**Hypothesis 5:** *There is a direct influence upon employee levels of OCB by the levels of self-control factors of trait emotional intelligence of their representative supervisor.*

This study proceeded under the contention that those supervisors with higher levels of TEI are better prepared to identify and implement the most effective leadership based on the needs of their employees. In other industries, this differentiated leadership has been shown to increase levels of OCB, resulting in greater productivity in the organization. This study investigated this association in a foodservice environment.

Figure 1: Conceptual Model



### Theoretical Framework

The theoretical framework used for this research study was based on previous studies investigating emotional intelligence models, which examined an individual's ability to identify and control their own emotions and those of others. This was relevant, as enhanced EI has been shown to be indicative of future career success, as well as an enhanced ability to identify and meet the needs of future subordinates, improving their productivity, job satisfaction, and dedication to the organization (OCB) (Byron, 2003). Goleman (1995) contends that 80% of future success in life can be attributed to EI, whereas IQ predicts only 20% (1995). Additional justification can be found in studies linking EI and leadership abilities (Bertges, 2002), achievement test scores (Fannin, 2002) and problem solving (Schutte, Schuettpelez, & Malouff, 2000).

Another major responsibility of management is to facilitate customer service (Drucker, 1954), thereby maximizing the value of their shareholders' investment (Godfrey, Merrill, & Hansen, 2009). To these ends, operational practices have been the focus of operations management (OM) research. Particularly, OM has sought to identify those practices and systems that improve operational effectiveness resulting in enhanced customer service and profitability (Williamson, 2010; Zahra, Sapienza, & Davidson, 2006). Conversely, studies in human resources management (HRM) have pursued categorization of human resources practices and firm efficiency relationships (Batt, 2002; Koys, 2001). Little research, however, has been conducted with the view of combining these two focuses (Boudreau, Hopp, McClain, & Thomas, 2003). The influential work of Heskett, Jones, Loveman, Sasser and Schlesinger (1994) looked to combine aspects of these two incongruent methodologies to produce a viable model to increase profitability. Their solutions were presented in the 'Service-Profit Chain' (S-PC) (Heskett, et al., 1994; Yee R. Y., Yeung, Cheng, & Kee-Hung, 2009).

The S-PC suggests that service firms experience increases in profits if they incorporate their proposed links in the metaphorical chain of cause and effect. They contended that (1) profit and growth are positively correlated to customer loyalty; (2) loyalty has a positive correlation with customer satisfaction; (3) customer satisfaction is positively correlated with the value of the services provided; (4) value is correlated with satisfied, loyal and productive employees; and (5) employee satisfaction, is correlated with high-quality support services and policies that empower employees to provide truly exceptional service to customers (Heskett et al., 1994).

The link in this chain with the most potential for management to make a positive impact is that of Internal Service Quality (Heskett, et al., 1994). Employee satisfaction in this area is demonstrated by an improved job outlook, and enhanced opinion of coworkers and the firm in general. These precepts mirror those espoused by the concept of OCB (Organ, 1988). Internal service quality is comprised of workplace design, job design, employee selection, training and development, rewards and recognition, and having the tools to successfully see to the customers' needs (Heskett, et al., 1994). These areas have shown correlation to increased levels of OCB (Organ, 1988).

In maximizing the effectiveness of the various aspects of the internal service quality component, managers are challenged in certain industries by the traditional utilization of a contingent reward leadership style (Monzani, Ripoll, & Peiro, 2014; Ritzer, 1993). This style is prevalent in environments comprised of low-skill, low-education, and typically less motivated employees. One such industry is commercial foodservice (US Department of Labor, 2016).

While employees such as those found in foodservice present challenges to management, Reichheld, Fredrick and Sasser (1990) found that these employees could be effectively reached by managers who listened to and took interest in their employees, asked their opinions concerning change, and demonstrated a sincere drive to assist them in reaching their fullest potential (1990). All of which are recognized components of supervisors with enhanced levels of EI (Cherniss & Goleman, 1998).

Among the first to advocate a differentiated approach in dealing with employees were Hersey and Blanchard (1977). They proposed that a key to effective management concerned the leader's ability to recognize the competence of their employees and their

corresponding leadership needs. Additionally, they found that leaders should vary their leadership style to best meet these needs based on the capabilities of their employees (Blanchard, Zigarmi, & Nelson, 1993; Graeff, 1997; Hersey, Angelini, & Carakushansky, 1982; Hersey & Blanchard, 1977, 1988; Hersey, Blanchard, & Johnson, 2000; Vecchio, 1987; Yukl & Mahsud, 2010). The foodservice industry is custom made to implement the concepts presented by Hersey and Blanchard as it is made up of individuals with vastly different levels of skill, education level, previous and relevant work experience, as well and emotional intelligence levels (NRA, 2017).

### **Background of the Problem**

The restaurant industry represents a unique microcosm of American society. This industry is supported by a diverse group of individuals, representing nearly every demographically differentiating variable, working in an environment that is characterized by creativity, stress, physical and personal hardship, below average wages and intense camaraderie (NRA, 2016). Those who reach leadership positions in this industry historically have risen through a strict hierarchal structure from the lowest of positions, to ultimately, that of leader (Lieberman & Deutsch, 2012). While nearly half of all Americans have spent time in foodservice, those with other viable options usually migrated to fields offering a better quality of life and demanding less in terms of physicality, and stress (NRA, 2016).

Traditionally, those in front-of-house positions were given greater respect and responsibility. These employees tend to be better educated, and have superior people skills. Those in back-of-house positions have tended to be less educated, and commonly came from more modest backgrounds, where development of soft skills were not an area

of focus (Lieberman & Deutsch, 2012). Over the past decades, this situation has been in transition. The culinary profession has seen a metamorphosis since the early 1970's, when Executive Chefs were categorized by the U.S. Department of Labor's Dictionary of Official Titles as holding service status, to being recognized as a professional career choice in 1976, and finally leading to the current level of celebrity today (ACF, 2016). With this elevation in status, the traditional composition of practitioners has evolved. Today, those with other viable opportunities are choosing the culinary profession and foodservice in general, as a creative outlet to pursue their passion for food (Lieberman & Deutsch, 2012). This, coupled with a demographic shift in socio-economic sources and the sensibilities of generational evolution, challenges leadership in today's restaurant industry who are faced with the necessity for change to a more dynamic and empowering (transformational) style as opposed to the traditional transactional authoritative style (Berg & Frost, 2005).

Researchers in motivational science have recognized the need for a differentiated approach to best meet the needs of a diverse workforce (Jackson-Palmer, 2010). To facilitate the identification of the optimal leadership style, the use of emotional intelligence (EI) has been advocated (Acha, Hargiss, & Howard, 2013). A major focus of this study is to identify the emotional intelligence levels of leaders in the foodservice industry and to establish the influence those levels have on the levels of OCB exhibited in their subordinate employees.

### **Challenges Faced by the Foodservice Industry**

Unique challenges face foodservice leaders. Unlike most other industries, individual managers are responsible for marketing, purchasing, receiving, production,

sales, and service of a highly perishable and differential product. Facilitated by traditionally low-skilled employees, this production and service in an extremely competitive marketplace, with limited barriers to entry (U.S. Department of Labor, 2016). As is common in highly competitive marketplaces, foodservice companies have looked to increase their competitive advantage by operating under increasingly tighter operational margins. This view towards bottom-line concerns has provided the American public with plentiful, low-cost, high-quality food choices (Lieberman & Deutsch, 2012). Additionally, this business model has contributed to an extremely elastic economic condition for the industry. The concept of price elasticity of demand contends that in a dynamic environment where substitutes are readily available, an increase in price will result in a decrease in demand (Andreyeva, Long, & Brownell, 2010). As such, most foodservice operations are cautious when raising prices in response to increases in their cost structure. Increased costs of goods sold and labor, are often absorbed by the company to maintain a competitive price point (Aaronson, French, & MacDonald, 2007). Challenges arise when significant increases are forced on the operation by governmental regulation, such as increase to the minimum wage, or compulsory increases to the benefits offered to employees (Aaronson, French, & MacDonald, 2007).

A 2007 study, commissioned by the Federal Reserve Bank of Chicago, determined that restaurants are likely to be forced to raise prices in response to increases to their labor costs. Furthermore, they found that there was a negative correlation between prices and employment. They discovered that if the increase in the minimum wage was increased beyond the market clearing wage, or if the marginal cost of hiring a worker increases, companies in a competitive market will reduce staffing levels, and the



remaining employees are less likely to maintain the service and production levels of the larger workforce. Therefore, there is additional pressure to increase the price of the delivered goods and service (Aaronson, French, & MacDonald, 2007).

To lessen the negative financial impact, managers are encouraged to find ways to increase the productivity of their likely diminished staff without sustaining substantial added expense. Complicating the situation is the fact that customers' expectation of quality and service continues to rise, along with ownership's logical desire to realize growth for their investments. To meet these needs, it is imperative the productivity of the remaining employees be maximized.

It was a underlying premise of this study that emotional intelligence as described by Goleman (1995) could be used to apply differentiated leadership styles as recommended by Yukl and Mahsud (2010). This differential style increasing satisfaction levels among employees, represented by increased levels of OCB, as identified by the *Organizational Citizenship Behavior Checklist* (OCB-C) by Fox and Spector (2009). Thereby, increasing productivity, and resulting profits for the firm as predicted by Heskett, et al. (1994).

### **Significance of the Study**

In the United States, the restaurant industry wields significant economic impact. This industry is accountable for approximately 2 trillion dollars, or roughly 4 percent of the Gross Domestic Product annually. For every dollar of revenue produced in restaurants, an additional two dollars of economic activity are generated. Nearly 50 percent of the American food budget is spent in restaurants. Predicted revenues were anticipated to top \$799 billion in 2017, signifying roughly a 9% increase over the

preceding 2 years and the eighth consecutive year of revenue growth. On a typical day, \$1.8 billion is spent in the one million U. S. restaurant locations (NRA, 2017).

American restaurants presently employ 14.7 million people, making it the second largest private sector employer, offering varied career opportunities and foundational training for workers, students, and military veterans (NRA, 2017). Half of all Americans have worked in restaurants at some time in their lives, and 80% of restaurant owners say they started at a restaurant entry-level position. In 2013, 58% of line-level restaurant supervisors were female, 13% were African American, and 19% were of Hispanic origin (NRA, 2015). Job growth in the restaurant industry for 2017 was projected to exceed the national average for the 16<sup>th</sup> successive year, and by 2025, 15.7 million Americans are expected to be employed in the restaurant industry (NRA, 2017).

As with other industries, especially those with such a scope and economic impact, the foodservice industry is dependent upon managers and supervisors with specialization in the unique aspects of their industry. In the foodservice industry, the structure of these leaders takes on a variety of forms, based on the needs of the operation (Lieberman & Deutsch, 2012). Leadership has traditionally been differentiated between front-of-the-house operations (FOH) and back-of-the-house operations (BOH). FOH managers are typically those that hold responsibility for general business management as well as those hourly employees who hold customer contact positions. BOH managers typically are responsible for writing menus, purchasing, receiving, storing and preparing food, as well as the supervision of hourly employees needed to produce the food and clean the operations. These leaders have historically been referred to as kitchen managers or chefs (French for chief).

In larger, traditional hospitality and foodservice operations, there is a formal succession plan for employees. Hourly employees progress through various positions, requiring greater levels of skill. Successful candidates progress to become supervisors, chefs and managers. Historically, young foodservice workers would enter an apprenticeship in their early teens and would perform a myriad of manual tasks required by the restaurant operation until they progressed to the next level. With hard work and many hours of practice, they might reach the next level of leadership, (Escoffier, 1982, Liberman & Deutsch, 2012).

This process has been altered by changes in the structure of restaurant operations and the introduction of formal post-secondary education in hotel / restaurant management and culinary arts. Rather than entering the industry in a position as a *steward* (dishwashing / cleaning) or *bus person* (responsible for assisting wait staff), post-secondary graduates often enter mid-level line positions and progress to supervisory roles in an expedited fashion (Liberman & Deutsch, 2012). Due to this expedited progression, new graduates may lack the opportunity to gain personal experience helpful in identifying the leadership needs of subordinates pursuing a more traditional path through the hierarchy. It is contended that those possessing greater levels of innate empathy (EI) will be better prepared to lead those who have different life experiences (Cherniss & Goleman, 1998).

Goleman (2004) identified the emotional intelligence of the leader as an indicator future success and of potential ability to identify the needs of their subordinates. For this reason, identifying the emotional intelligence levels and introducing educational

programs to enhance areas needing improvement would be beneficial to developing leadership skills (2004).

Given the dearth of scientific study centered in this industry and its impact on the economy, further scholarly study is warranted. The restaurant industry is an effective microcosm for American entrepreneurial efforts. It is faced with an array of potential threats to its continued efficacy as an engine of economic activity. One potential threat is the ever-increasing cost of labor. Labor is one of the most expensive and volatile of a company's assets. From a dynamic capabilities perspective, management would be encouraged to find methods in which to enhance the productivity of labor (Teece & Pisano, 1994). While productivity can be increased by substantial investment in new technology, efficiencies in the workplace or increased rewards and recognition, it would be beneficial to identify methods that require less of a financial investment. A concept that holds promise in this endeavor is emotional intelligence. Studies in other industries have found that emotional intelligence is a contributing factor in employee productivity (Cherniss, 2010; Jung & Yoon, 2012; Katetsios, & Zampetakis, 2008; O'Boyle, Humphry, Pollack, Hawyer, & Story, 2011; Sy, Tram, & O'Hara, 2006). This study investigated the impact emotional intelligence had on food service supervisors' ability to determine the most effective leadership style to increase the organizational citizenship behavior values and thereby increase the productivity of their subordinates.

### **Definition of the Terms**

Back-of-house operations (BOH): area of a restaurant where food production typically takes place. Usually these individuals do not encounter the customers as part of their specified duties.

Delphi method: a pragmatic research method created by the RAND Corporation in the 1950's for use in organizational decision making and in directing practices. This method makes use of a panel of experts whose identities are shielded from the others on the panel. The researcher shares the results of each round of questioning with the members, and facilitates rounds of discussion until consensus is reached (Brady, 2015).

Differential leadership style: Using the most effective leadership style (transactional, transformational, or laissez-faire, and degree of same), based on the maturity of the employee and the ability to effectively implement it.

Emotional intelligence: a general ability to observe emotions (both in one and in others); the ability to help control reactions and manage them efficiently (Goleman, 1995).

Employee satisfaction: A positive outlook concerning an employee's job or job experiences (Locke, 1976).

Front-of-house operations (FOH): area of a restaurant responsible for customer contact and delivery of customer service.

Internal service quality (ISQ): employee satisfaction with the technological and personal support they receive on the job. ISQ is evidenced by efficient workplace design, job design, employee selection and training, employee rewards and recognition, and the tools for serving the customers (Heskett, et al., 1994).

Labor productivity: "equal to the ratio between a volume measure of output and a measure of input use (Labor productivity = volume measure of output / measure of input use) (Freeman, 2008, p. 5)."

Motivation: an inner condition or state that provides focus by encouraging performance reactions. Motivation is also a want or desire that promotes a specific action (McClelland, 1985).

Organizational citizenship behavior: "Individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system and that in the aggregate promotes the effective functioning of the organization (Organ, 1988, p.4)."

Service-profit chain: Service organizations contribute to the profits of the firm through the following chain of logical deductions: (1) profit and growth are stimulated primarily by customer loyalty, (2) loyalty is a direct result of customer satisfaction, (3) customer satisfaction is largely influenced by the value of the services provided, (4) value is created by satisfied, loyal and productive employees, and (5) employee satisfaction, in turn, results primarily from high-quality support services and policies that enable employees to deliver results to customers (Heskett et al., 1994, 1997).

Situational leadership theory: Contends that there is no single "best" style of leadership. Rather, effective leadership is task-relevant, and those leaders who can adapt their leadership style to match the needs of their employees based on their 'maturity' will be most successful (Hersey & Blanchard, 1977).

Trait emotional intelligence: the constellation of emotional self-perceptions located at the lower levels of personality hierarchies (Cooper & Petrides 2010).

Subordinate: Employee reporting in a direct relationship to a supervisor or manager.

Supervisor: Line-level supervisory position, usually responsible for the performance of an individual shift and corresponding crew of hourly employees. For this

study, a supervisor is defined as having line-level leadership responsibilities for at least three subordinates.

Transactional leadership: focus on the efficient exchange of resources. The follower gives the leader what they want in exchange for the leader giving the follower what they want in a form of contingent reward (Judge & Piccolo, 2004).

Transformational leadership: leadership that go beyond short-term goals and concentrates on core, higher order needs of their followers, resulting in the follower recognizing with the needs of the leader (Judge & Piccolo, 2004).

### **Assumptions of the Study**

To facilitate this study, the following assumptions have been made concerning research design and statistical procedures:

1. The subject matter experts concerning emotional intelligence, the restaurant industry, and statistical and qualitative methodologies are indeed experts and their information is correct. It is also assumed that they are willing participants (Gosser, 2011).
2. The participants in the study would reply without coercion and will respond reliably (Gosser, 2011).

### **Limitations of the Study**

All studies have inherent limitations (Ferber, 1977). This study is no different. The data collected will be restricted to those individuals within the sample populations who respond to the survey (Gravetter & Wallnau, 2004).

The surveys will be based upon self-reports. The results of this type of survey could be biased as the subjects might try to answer the questions in a manner that is

consistent with other questions previously answered (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003). This is like common method bias, a possible concern when all the variables in the study are gathered from the same instrument. Another bias concern is that of social desirability. This bias is concerned with the respondents' "tendency ... to present themselves in a favorable light, regardless of their true feelings about an issue or topic (Podsakoff et al., 2003, p. 881)."

For this exploratory study, the TEI levels of foodservice supervisors were examined in relation to OCB levels of their subordinate employees. This study made use of five-metric, independent variables (Global Trait Emotional Intelligence and the four individual factors of Trait EI), used in single relationship with the metric dependent variable of subordinate levels of organizational citizenship behavior (Hair, Black, Babin, & Anderson, 2013). Due to the quantitative nature of the matrices, this research study made use of the existing and established survey instruments, TEIQue –SF (Petrides, 2009) and OCB-C (Fox & Spector, 2009) to quantify the respective constructs implied in this study. Descriptive statistics were generated to obtain a representation of the sample global and individual factor results of the TEIQue-SF survey submitted by the supervisor, as well as the related results of the OCB-C survey instrument submitted by the supervisor's subordinate employees. The data was examined for missing values, outliers, normality, and multicollinearity (Scott-Halsell, Blum, & Huffman, 2008). A Pearson correlation was run between the independent variables to determine if covariates might affect the analysis of variance (Scott-Halsell et al., 2008). This was followed by a series of multiple linear regression analyses designed to determine the relationships between the



independent variables of global and individual factor trait EI scores and the dependent variable of subordinate organizational citizenship behavior.

Additionally, a Delphi method study was used to independently identify those characteristics possessed by supervisors greatest impacting their subordinates' job satisfaction, productivity, and engagement: all components of OCB. A comparison of the traits identified by the panel to those traits described by TEI provided depth and corroboration to the indications of the quantitative study (Rowe & Wright, 2001).

### **Summary**

It was the objective of this study to investigate the impact a supervisor's emotional intelligence has on the productivity of their subordinates as implied by their levels of organizational citizenship behavior. Emotional intelligence was measured using the *Trait Emotional Intelligence Questionnaire-Short Form* (TEIQue-SF) (Petrides, 2009); an established and verified instrument for measuring trait emotional intelligence levels. It was the contention of this study that the trait emotional intelligence of the supervisor enhances the organizational citizenship behavior of their subordinates, as determined by the existing and verified survey instrument *Organizational Citizenship Behavior Checklist* (OCB-C) (Fox & Spector, 2009). In this fashion, a correlation could be established between the emotional intelligence of the line-level supervisor and the enhanced OCB of their subordinates. This enhanced OCB would point to desired outcomes as described within the construct of dynamic managerial capabilities theory (Teece & Pisano, 1994), and the Service-Profit Chain (Heskett, et al., 1994).

## Chapter 2: Literature Review

### **Introduction**

The focus of this chapter is to introduce significant and representative literature concerning the contentions made in this study. It was the aim of the author to investigate the anticipated correlational relationship between foodservice supervisors' levels of global and individual factors of trait emotional intelligences and the levels of organizational citizenship behavior found in their subordinate employees. This knowledge is anticipated to aid in identification and implementation of future training and enhancement programs designed to maximize the productivity of restaurant operations through increased levels of subordinate OCB.

While there has been a growing body of literature concerning the individual components of this proposal, studies tying the pieces together in the manner proposed are in their fledgling stages. Research by the author has failed to identify any academic works linking TEI of a leader to their subordinates' levels of OCB in the foodservice industry. This section will investigate the literature concerning the individual components of this proposal and present works which tie the various concepts together, allowing inferences to be made in the various links proposed in this study.

### **Generational Sensibilities**

Until recently, most of the American workforce, and by extraction, the food service workforce, was comprised of members of what is termed the Baby Boomer generation; these individuals were born between 1946 and 1964 (Cahill & Sedrak, 2012). This generation has been characterized as being comprised of individuals driven by goals

for success, value individuality, have a strong work ethic, emphasize relationship building, expect loyalty from their co-workers, and see their identity defined by their career (Cahill & Sedrak, 2012).

As Baby Boomers age, they are beginning to exit the workforce in large numbers. This is facilitating a shift in generational dynamics in the workplace. The next generation to enter the workforce has been termed the Gen X generation, comprised of those born between 1965 and 1978. Represented by self-reliance and a high degree of education, they desire open communication, respect production over tenure, value control of their own time, and tend to invest in people rather than organizations. Although relatively few (60 million) compared to Baby Boomers (76 million) and the subsequent Millennials (88 million), the Gen X generation is beginning to enter management positions, and these individuals make up most line-level management positions today (Cahill & Sedrak, 2012).

The next major influence on the American workforce is represented by the millennial generation. Born between 1979 and 2002, these individuals have risen from 27% of the workforce in 2010 to 48% in 2014. As such, an understanding of this group is imperative. Very image conscious, members of this generation need feedback and reinforcement. They value instant gratification are idealistic and team oriented, and desire open communication and those who will help them with their goals. They want a job which offers personal fulfillment, and ways to remove stress from their lives. This group has been accused of being coddled by their parents and having never faced real adversity. Those possessing these attributes are ill-suited to function under the transactional leadership style historically used in professional foodservice. Millennials expect to be an

individual that is valued, and they want input into their lives. In other words, to best meet the psychological and behavioral needs of this generation, a transition to a transformational leadership style is called for in the foodservice industry (Cahill & Sedrak, 2012).

### **Transactional / Transformational / Laissez-Faire Leadership**

Differential leadership styles were an integral consideration of this study. Each of the dominant styles is effective and has validity for specific situations (Bass, 1985a). While a large volume of literature speaks to the superiority of one style (transformational,) the others (transactional and laissez-faire) have been found to be effective in specific situations with followers exhibiting specific characteristics (Bass, 1985a, 1985b, 1991, 1999). These concepts were expanded by Bass and Avolio (1993) who answered critics' concerns with the conceptualization measurement and evidential basis of transformational leadership theory (1993), demonstrating most organizations are not exclusively transactional, transformational, nor laissez faire in their methodology (1994). Kirkpatrick & Locke (1991) studied the 7 charismatic and transformational leadership theories and, their 3 components (vision, vision implementation and communication style), finding that a high-quality vision marginally affected performance quality, but significantly influenced attitudes. Vision implementation affected performance quantity and quality, and charismatic communication only impacted the perception of charisma (1991). Ispas (2012) found that a good relationship with their manager improves an employee's work performance and yields superior satisfaction from the customer. He studied how four different leadership styles impacted this relationship

and found that the major influence was found in the interests of the employee and their relationship with their co-workers (2012).

Transformational leadership style is demonstrated by leaders who can identify needed change, create an inspirational vision, and then work with their subordinates to achieve the desired goals (Bass, 1985a). They motivate their followers, improve their morale, and have been shown to improve job performance (Kirkpatrick & Locke, 1991).

The concept of transformational leadership was first introduced by Burns (1978) and was expanded upon by Bass (1985, 1991, 1997, 1999) with the premise that leaders should transform and motivate their subordinates through their dynamic personalities, idealized vision, intellectual stimulation, and individual consideration (1985, 1991, 1997, & 1999). Bass differed from Burns in that he believed that individual leaders could display varying degrees of transformational and transactional leadership characteristics (Bass, 1985). His assertion was an integral part in the hypotheses of this study: a leader can utilize varying degrees of transactional and transformational leadership, guided by their respective levels of TEI, to provide their followers with the leadership which best suits their respective situation (Eagly, Johannsen-Schmidt, & Van Egen, 2003).

In contrast, transactional leadership style utilizes conditional rewards or punishments to entice followers to perform. Where transformational leaders look to foster positive change in the workplace, transactional leaders tend to prefer to maintain the status quo (Bass, Avolio, Jung, & Berson, 2003). Finally, Bass (1991) identified laissez-faire leadership as that style which is typified by leaders who do not exhibit leadership, leaving their followers to lead themselves (1991).

As a rule, each style can be appropriate in certain circumstances.

Transformational leadership has the highest incidence of success associated with it, while laissez-faire has the most instances of negative outcomes (Koh, Steers, & Terborg, 1995). Many other leadership styles have been studied over the years to identify tools to assist in the management of the leader/follower relationship (Yukle, 2009). As the concept of transactional, transformational, and laissez-faire leadership have been around for decades, researchers have identified weaknesses in the theories (Yukl, 1999). Day (2001) and Burnett, Pollack, and Hoyt (2010) have expanded the concepts to include a variety of other styles which have their basis in the ideas of Burns (1978) and Bass (1985) but have expanded the knowledge to address perceived deficiencies.

One such leadership style is path-goal leadership. This method developed concurrently with transactional, transformational and laissez-faire and shares many of their beliefs. This theory believes that the leader's behavior impacts the subordinates' perceptions, paths to the goals, and the attractiveness of those goals (House & Mitchell, 1975). Other related leadership theories include situational leadership (Hersey and Blanchard, 1977), authentic leadership (Avolio & Gardner, 2005), and instrumental leadership (Rowold, 2014).

### **Organizational Citizenship Behavior**

It is the belief of this study that individuals who have had their individual needs met through proper leadership will exhibit greater commitment to the organization and will perform at a higher level. They will have less motivation to leave the organization and will make contributions above and beyond their official and compensated

responsibilities. These attributes are mirrored within the precepts of Organizational Citizenship Behavior. Organizational citizenship behavior (OCB) is evidenced by an employee's efforts beyond what is to be expected from the normal rewards and recognition systems. This process of putting forth extra effort serves to facilitate levels of increased productivity within the organization (Bateman & Organ, 1983). This increased productivity represents desired attributes as described in the framework of dynamic capabilities as enhanced OCB represents a distinctive competitive advantage (Teece & Pisano, 1994). As such, it is in the benefit of management to find ways to encourage feelings of OCB within their subordinates (Bateman & Organ, 1983). It was the contention of this study that a differential leadership style, based on the needs of the employee, will increase these feelings of OCB.

Studies have given support to this hypothesis. Smith, Organ, and Near (1983) believe that citizenship behavior is made up of two dimensions (altruism and generalized compliance). They contended that job satisfaction has a direct influence on the employees' feelings of altruism but did not affect generalized compliance (1983) while Koys (2001) investigated whether business outcomes were influenced by employee attitudes, or whether employee attitudes influenced business outcomes. The study investigated levels of OCB, as well as turnover rates, and found that both influenced not only profitability, but customer satisfaction as well (2001). Sousa, Coelho, and Guillamon-Saorin (2012) studied how personal values interrelate with self-governance to impact an employee's self-efficacy. They found that this self-efficacy is negatively correlated to conversion; however, openness to change and self-enhancement values are

positively correlated. They also found that levels of autonomy mitigate the negative effects of conservation and enhances the positive effects of self-enhancement (2012).

Additionally hypothesized in this study, the emotional intelligence of the supervisor will better equip the supervisor to identify the leadership needs of their followers and thus increase their OCB (Cote & Miners, 2006; Druskat & Wolff, 2001; Petrides, Fredrickson, & Furnham, 2004; Podsakoff et al., 2000). Sy, Tram, and O'Hara (2006) reported that a manager's EI was positively correlated to their subordinates' job satisfaction; however, they found that the effect was greater among employees with personally low levels of EI as opposed to those with higher levels of EI (2006). Kafetsios and Zampetakis (2008) demonstrated that work affect was positively impacted by the relationship between EI and job satisfaction (2008), and Jung and Yoon (2012) found that EI had a negative correlation to instances of counterproductive work behaviors and a positive correlation to OCB (2012). While reporting both leadership style and EI were believed to impact subordinate levels of OCB, Florescu and Nastase (2014) found that only EI had this impact, particularly with the attributes of altruism, conscientiousness, courtesy, and civic virtue (2014).

Research has identified the leadership styles with the most promise of encouraging feelings of enhanced OCB in their subordinates. The leadership styles espoused by Bass (1985) and a multitude of others (transformational, transactional, and laissez-faire) have shown superior results with transformational being most effective by far. Podscoff, MacKenzie, and Bommer (1996) found that transformational leadership behaviors had specific effects on employee attitudes, role perceptions, and citizenship behaviors (1996). Berson & Linton (2005) reported that both transformational and



transactional (contingent reward) leadership impacted an organizations operational environment. They found, while both styles impacted results, transactional failed to be effective when used in concert with transformational modes. Additionally, transformational leadership was linked to employee job satisfaction (2005). Valdiserri and Wilson (2010) examined the relationship between leadership styles and organizational success (employee satisfaction) and profitability (employee effectiveness). They found that both transformational and transactional leadership styles were more effective than a laissez-faire leadership style (2010). Ali and Waqar (2013) studied the effect of differential leadership styles on teacher OCB and found transformational leadership had the greatest positive effect on OCB, followed by transactional and laissez-faire in that order (2013). Choi (2006) found charismatic leaders' behaviors (linked to transformational leadership style (Bass, 1991)) enhance their subordinates' needs which serves to promote distinct identification with their role in the organization. This knowledge added to group cohesiveness, enhanced OCB, and stronger self-leadership in the organization (2006). Ruggieri and Abbate (2013) found that group cohesiveness is fostered by effective leaders who promote efficacy in goal attainment. They highlighted how differential leadership played a significant role in this relationship (2013). Du Swaen, Lingreen and Sen (2013) found that organizations that utilized transformational leadership styles were more likely to exhibit corporate social responsibility practices than those which employ transactional methods. However, the positive relationship between these practices and organizational outcomes were enhanced using transactional leadership styles. Surprisingly, transformational leadership styles tended to diminish these

organizational outcomes, pointing to a call for differential approaches based on subordinate needs (2013).

### **Testing to Identify Levels of Organizational Citizenship Behavior**

To identify the level of organizational citizenship behavior within a given employee, Van Dyne, Graham, & Dienesch (1994) identified substantive categories of OCB, and suggested a nomological framework of antecedents. Within these constructs, Fox and Spector (2009) developed the Organizational Citizenship Behavior Checklist (OCB-C) to identify the latent levels of OCB in individual employees (Van Dyne, Graham & Dienesch, 1994; Van Dyne & Pierce, 2004; Fox & Spector, 2009).

*The Organizational Citizenship Behavior Checklist* was designed to mitigate methodological artifacts found in existing supervisor completed instruments which may have impacted and biased exploration of OCB and counterproductive work behavior (Fox, Spector, Goh, Bruursema, & Kessler, 2012). Studies by Dalal (2005) highlighted a strong negative correlation between the two constructs, and the results of analysis utilizing existing instruments were substantially affected by such methodological artifacts as item overlap between measures, agreement between the findings of the supervisor and subordinate, and frequency with which the observations were made (Fox, Spector, Gon. Bruursema, & Kessler, 2012).

### **Emotional Intelligence – Foundational Studies**

To properly address the challenging conditions facing the foodservice industry today, foodservice management should continue to search for ways to more effectively lead their subordinates and encourage enhanced levels of OCB. One tool which shows promise is emotional intelligence (EI). The concept of multiple intelligences was

introduced by Gardner (1983); he proposed that intelligence focused on logical-mathematical, linguistic, special, musical, bodily-kinesthetic, personal/intrapersonal and intrapersonal. Personal/intrapersonal and intrapersonal are closely linked and together form the basis for EI (1983). This work inspired subsequent researchers who have taken this idea and used it to further develop the concept of emotional intelligence (EI).

Research has shown that emotion plays a pivotal role in organizational life. Salovey and Mayer (1990) identified EI as a set of skills which enables an individual to recognize and convey emotions. They use these skills to better regulate emotions in themselves and others, as well as use these feelings to motivate planning and achievement of goals (1990). Their later study concluded that individuals have differing levels of emotional intelligence. Some are better able to identify and communicate their own feelings and those of others, enabling them to better codify the positive and negative aspects of this internal experience. They contended that this ability better enables individuals to regulate the effect in themselves and others (Mayer & Salovey, 1993). Mayer and Geher (1996) presented that emotional problem solving tends to require emotional sincerity as well as general intelligence (1996).

Mayer, Salovey, and Caruso (2004) demonstrated that individuals with higher levels of EI are better at perceiving, understanding, managing, and using emotions than others. They are better at solving emotional problems, are more social, open to new ideas, and agreeable. They are less likely to fall victim to problematic or self-destructive behaviors. They tend to be more sentimental, have positive social interactions and are better at setting motivational goals (2004). In a later study, researchers concluded individuals with higher levels of EI have a superior ability to process sophisticated

information concerning emotion and emotion-relevant stimuli and then using this information to guide their thinking and behavior (Mayer, Salovey, & Caruso, 2008). EI has been found to fit into several ground-breaking areas of psychological science, including “the neuroscience of emotion, self-regulation theory, studies of metacognition and the search for human cognitive abilities beyond traditional academic intelligence (Mishra & Mohapatra, 2009, p.87).”

Since its introduction, EI has garnered great interest among business practitioners, who see it as an opportunity to enhance their competitive advantage by paying attention to the human attributes of business interactions (Dulewicz & Higgs, 2000). In his ground-breaking book, Goleman (1995) explored, through the framework of business, why individuals with higher IQs might fail, while those with lower IQ’s might be successful. He identified how qualities such as self-control, persistence, and motivation (all components of emotional intelligence) contribute to an individual’s success (1995). Lindebaum (2009) expanded the concept when he found that individuals lacking certain attributes of EI were hindered in their growth in business environments (2009). Ljungholm (2014) concluded that emotional aspects are an integral part of a leader’s capability. He found the emotional influences on work outcomes and the functioning of an organization is dependent upon the positive use of EI by management (2014).

Barling, Slater and Kevin (2000) identified an association between a manager’s EI and their use of three aspects of transformational leadership (idealized influence, inspirational motivation, and individualized consideration). The same relationships were not found for transactional or laissez faire leadership (Barling, Slater, & Kevin, 2000). This linkage was supported by Webb who concluded that leaders who “establish mutual

trust, respect, and warmth with members of their group are more effective (Webb, K. S., 2009, p.32).”

It might be expected that with a concept as young as Emotional Intelligence, divergent evolution of thoughts and controversy might take place. This is indeed the case. Cherniss (2010) identified areas of trepidation concerning the conflicting definitions of EI by the proponents of the various models. Cherniss suggested the various models be recognized and a single definition of EI be adopted (2010). The second concern involved the validity of the existing measures. Upon review of the various tests, he concluded that they all had inherent limitations, and efforts should be continued to revise these instruments and incorporate existing alternative measurement strategies. Finally, he was concerned with the significance of EI on outcomes such as leadership effectiveness and job performance. He contended that a closer look needed to take place (Cherniss, 2010). To his first point, four distinct models of EI have developed over the years. They are the ability model, the personality model, the mixed-ability model, and the trait emotional intelligence model (Bar-On, 1997; Goldman, 1995; Petrides and Furnham, 2001; Salovey, & Mayer, 1990).

### **Ability Model of Emotional Intelligence**

The basic concept of EI as introduced by Salovey and Mayer (1990) was defined as a capacity to reason about emotions, and of emotions to enhance thinking (1990). Additionally, they associated EI with an ability to accurately “perceive, access, and generate emotions so as to assist thought, and to reflectively regulate emotions so as to promote emotional and intellectual growth (Mayer et al., 2004, p.197).” Primarily, Mayer and Salovey focused on the intersection of emotion and cognition. This ability allows the

individual to accurately perceive, identify and express emotion, to utilize emotion to guide thought, to understand emotion, and to adjust emotion to stimulate emotional and intellectual growth (Mishra & Mohapatra, 2009).

### **Personality Model of Emotional Intelligence**

The concept of EI was further nuanced by Goleman (1995) who proposed the concept of two minds, the rational and the emotional, and how they each influence each other. In his study, he also introduced five crucial skills of EI and how they influence success in relationships, work and general well-being (1995). His study formed the basis of what has become known as the personality model of emotional intelligence. In addition to its inclusion of the sensibilities of Mayer and Salovey and their ability model, Goleman includes such character traits as trust, optimism and altruism in his analysis of EI. This model advocates that emotion is comprised of an array of attitudes and aptitudes both innate and learned (Goleman, 1998).

### **Mixed Ability Model of Emotional Intelligence**

The mixed ability model of EI was characterized by Bar-On (1997) as a collection of non-cognitive aptitudes, abilities, competencies and skills which impact a person's ability to succeed in managing environmental stresses amongst pressures. Bar-On does not directly reference the gathering and processing of emotional information, but rather emphasizes adaption to environmental demands. He also excludes cognitive emotional management skills, while inexplicably including such cognitive skills as problem solving and reality testing as components of EI (1997).

### **Trait Emotional Intelligence Model**

The next extension of EI was introduced by Petrides and Furnham (2001) who proposed that a distinction existed between various schools of EI. These differences were centered on the measurement method used to operationalize them. Where Ability EI (or cognitive-emotional ability) concerns the actual ability to perceive, process and utilize affect-laden information. Trait EI (or emotional self-efficacy) identifies a myriad of emotion-related self-perceptions and temperaments (2001). Primarily, this concept is concerned with personality and is measured by self-report questionnaires. Ability and Trait EI are distinct constructs. For reasons including the straight-forward nature of the construct and the superior number of empirical studies which have supported the validity of the construct, Trait EI is proposed for use in this study (Davey, 2005). While the various conceptualizations of EI are generally convergent, there is an important conceptual distinction in the methodology utilized in the respective measurement of their constructs. The differentiating methodologies involve performance based assessment versus self-reporting (Petrides & Furnham, 2004). Studies have found that self-reported measures of EI identify emotion-related, self-perceived traits, rather than cognitive abilities (Austin, 2004; Austin, Saklofske, Huang, & McKenney, 2004; Petrides & Furnham, 2000, 2004, 2006). Therefore, the primary distinction is Trait EI (or emotional self-efficacy), concerns emotion-related traits and self-perceived abilities as measured by use of a self-reported questionnaire, while ability EI (or cognitive-emotional ability), seeks to identify actual emotion-related abilities as measured by a maximum-performance test.

Trait Emotional Intelligence contends peoples' ability to attend to, process, utilize affect-laden information of an intrapersonal (e.g., managing one's own emotional) or interpersonal (e.g., managing other's emotions) nature differs from individual to individual (Petrides, 2009).

### **Factors of Trait Emotional Intelligence**

Petrides, Pita, and Kokkinaki (2007) contended, "since Trait EI is a personality trait as opposed to a cognitive ability, an important question is where it belongs within established personality hierarchies. Where is Trait EI located in Eysenckian and Big Five factor (openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism) space (Petrides, Pita, & Kokkinaki, 2007, p. 274)?" Establishing the placement of the factors of Trait EI within the context of prevailing taxonomies affords empirical evidence of the construct's discriminant validity, especially as it pertains to higher-order traits. This placement was a major focus in the development of Trait EI (2007). To establish the placement of the factors of Trait EI in the existing taxonomies, subjects were given the Trait Emotional Intelligence Questionnaire (TEIQue), a self-scored instrument established to discern the 15 facets of Trait EI. Additionally, the subjects were given the established Eysenck Personality Questionnaire (EPQ) (Eysenck & Eysenck, 1975) and the Traits Personality Questionnaire TAXII, which identifies the Big Five model of personality (Tsaousis, 1996). The results of all the tests were subjected to factor analysis and regression analysis and correlations were established between Trait EI, EPQ, and TAXII in all aspects except in avoidant coping (Petrides, et al., 2007).

The factor location analyses demonstrated, however, Trait EI was a distinctive concept residing at the lower levels of personality hierarchies. The strength of the Trait



EI model is derived from its integration of mainstream constructs, and appears to not only be consistent with these hierarchies, but also with diacritic models of personality (Petrides, et al., 2007).

The fifteen identified facets of Trait Emotional Intelligence (Adaptability, Self-Motivation, Trait Empathy, Emotional Perception, Emotion Expression, Relationships, Trait Happiness, Trait Optimism, Self-Esteem, Emotional Management, Assertiveness, Social Awareness, Emotion Regulation, Impulsiveness (low), and Stress management) were subjected to a principle axis factor analysis, and based on scree plots and Kaiser criterion, it was discovered that these facets could be grouped into four factors (emotionality, well-being, sociability, and self-control) as well as global traits (Petrides, 2009).

**Global Trait Emotional Intelligence:** the overall score on the TEIQue – SF is a “broad index of general emotional functioning (Petrides, 2009, p.62).” In addition to the broad index, Global Trait scores include the facets of Adaptability and Self-Motivation (Petrides, 2009). Global TEI identifies an individual’s capacity to comprehend, process, and utilize information about their own and others’ emotions in everyday life (Petrides & Furnham, 2004).

**Emotionality Factors of Trait Emotional Intelligence:** is a factor identified by the TEIQue-SF, and is described as the level at which individuals can be in touch with their own and other people’s feelings. Emotionality is comprised of the individual facets of Trait Empathy, Emotional Perception, Emotion Expression, and Relationships (Petrides, 2009). The empathy facet measures one’s ability to understand the viewpoints of others and the reasoning behind them. This considers how much emphasis is placed on

the motives and feelings of others when interacting with them. Emotional Perception assesses how well one understands their emotions and those of others. It identifies how well one can read the emotions in play in any situation. Emotional Expression, on the other hand, identifies how well one can communicate their emotions to others. Finally, the Relationships facet identifies one's effectiveness in initiating and maintaining relationships (Petrides & Furnham, 2004).

**Well-Being Factors of Trait Emotional Intelligence:** is a factor identified by the TEIQue-SF, which measures the levels of happiness and fulfillment of an individual. Well-Being is comprised of the individual facets of Trait Happiness, Trait Optimism, and Self-Esteem (Petrides, 2009). Happiness is defined as pleasant emotional states in the present. This is an indication of your general natural state. While individual events may impact this, a feeling of cheerfulness and contentment is generally the norm. Trait Optimism (the level to which the future is viewed in a positive light) and Self-Esteem (how one views themselves, their abilities and, achievements, and other aspects of one's life) are instrumental in driving a feeling of well-being. Although high Well-Being factors are mostly positive for leadership, excessive levels of self-esteem can be as problematic as low levels for a manager (Petrides & Furnham, 2004).

**Sociability Factors of Trait Emotional Intelligence:** is a factor identified by the TEIQue-SF, which measures an individual's ability to create and sustain relationships with others. Sociability is comprised of the individual facets of Emotional Management, Assertiveness, and Social Awareness (Petrides, 2009). Emotional Management assesses one's ability to manage the emotional states of others. It measures how effective one believes they are in influencing how others feel and using these emotions to encourage

others to act in such a way as to facilitate the achievement of a goal. Assertiveness measures one's level of frankness or forthrightness. It considers whether one is guided by their innate beliefs or by an objective analysis of the situation, and whether one will stand up for themselves in adversarial situations. Social Awareness measures one's perception of their awareness of differential situations and one's ability to modify their reactions to the various situations based on this awareness (Petrides & Furnham, 2004).

**Self-Control Factors of Trait Emotional Intelligence:** is a factor identified by the TEIQue-SF which measures the extent to which an individual can control impulses, regulate external pressures and stress, and manage their emotions in an effective manner. Self-Control is comprised of the individual facets of Emotion Regulation, Impulsiveness (low), and Stress management (Petrides, 2009). Emotional regulation measures the level to which an individual can control their feelings and internal states in the long, medium and short term. It represents one's ability to stay calm and focused in stressful situations. Impulse Control assesses whether one emphasizes fore thought and planning or is more in the moment, making quick decisions. Stress management assesses how well one handles stress and pressure, and whether the individual feels as though they can handle it well (Petrides & Furnham, 2004).

### **Emotional Intelligence in the Hospitality Industry**

While the focus of this study was primarily in foodservice operations, the study of this discipline in regards to emotional intelligence is nearly non-existent. To provide applicable context, the hospitality industry (of which foodservice is a part) will be reviewed. It is the contention of this study that those with enhanced levels of emotional intelligence are better suited for successful careers in the foodservice industry. This

section of the literature review will investigate findings as they pertain to the hospitality industry and EI.

The hospitality industry is known for the low wages offered to its employees. It is required that managers find ways to keep their subordinates happy and productive, while adhering to the financial restrictions imposed upon them. Those managers with higher levels of EI may be better suited to achieve these goals. Berg and Frost (2005) found those in low-wage jobs perform best when treated with dignity. The question then becomes how to best achieve this. Their study found increased wages, dignified treatment, and providing adequate staffing, resources, and training were most effective. They discovered that managers displaying increased EI were best able to deliver these needs. Carter and Baghurst (2014) built on this idea when they observed that managers that practice servant leadership, which shares many concepts with EI, improved employee engagement, loyalty, and retention. Borys (2005) found that EI testing was superior in determining future success of low-wage workers than cognitive or personality testing, especially when combined with demographic considerations.

In his study of culinary arts workers in Taiwan, Huang (2006) concluded males had a higher internal locus of control. He identified that their job satisfaction and tenure was significantly positively correlated to their internal locus of control, but was negatively correlated to work stress and turnover intention.

Maier (2008) studied perceptions of leadership qualities, job satisfaction, workplace interactions, and intention to leave, across a multigenerational hospitality workforce. He discovered that perceptions were influenced by gender, generational and job category. Female and younger employees most positively viewed teambuilding,

collaboration, work/life balance, and interpersonal communication, further indicating the importance of EI and transformational leadership. He found that as employees aged, their job satisfaction increased, but so did their intent to leave the company.

These findings were corroborated by Scott-Halsell, Schumate and Blum (2008), who reported teamwork, collaboration, and interpersonal communication to be important in successful leaders. They contend that these transformational leaders were better at utilizing their EI. They also identified that students in hospitality undergraduate programs are lacking in these skills, indicating a need to include EI training in undergraduate hospitality education, a finding disputed by Wolfe, Philips and Asperin (2014) who reported similar EI levels between students and hospitality professionals.

Most directly related to this study, Ying and Ting (2013) investigated the effects of emotional intelligence on the organizational citizenship behavior of employees. They found a strong correlation between these concepts. Their study, however, differentiated from this one in three ways: they investigated the entire hospitality industry (including hotels), they measured the emotional intelligence of the subordinate, and they utilized the Wong and Law Emotional Intelligence Scale (WLEIS) as opposed to the TEI utilized in this study. Their findings, though, lend credibility to the hypotheses of this study.

### **Emotional Intelligence as a Predictor of Future Career Success**

To enhance their chances of future success, leaders must know their strengths and weaknesses. They must be adaptable, conscientious, persuasive, collaborative, high performing, and able to see things through other people's eyes (Goleman, 1995). Goleman's concepts were echoed by Dearborn (2002) who linked EI to an increased return on investment, consequently promoting EI training. She found that traditionally

advocated skills such as leadership development and communication skills failed to foster sustainable change. Rather, she advocated for Goleman's contention that EI of leaders yields superior results.

Those with higher levels of EI have been shown to have an enhanced ability to communicate their vision, and build enthusiasm among their subordinates. Bagshaw (2000) discovered low morale, conflict, and stress limited business effectiveness, resulting from low utilization of EI principles. Conversely, he found that EI improved teamwork, customer service, and diversity. Graetz (2000) found that strong EI attributes were integral to the critical task of change leadership. Leaders with higher levels of EI are better able to minimize conflict (Bagshaw, 2000) while empathizing with subordinates and guests (Ashkanasy, & Tse, 2000). In identifying their own emotions and those of others, they are better equipped to devise unique strategies to meet the needs of all parties involved (Sosik & Megerian, 1999), leading to an enhanced competitive advantage (Voola, Carlson, & West, 2004).

Ashkanasy, Hartel, & Daus (2002) concluded EI holds great promise for organizational research and the study of organizational behavior. Goleman (1998) found that leaders with high EI can create mutually beneficial relationships with subordinates and motivate them to successfully complete their assigned duties. Sosik and Megerian (1999) proposed aspects of EI, leader behavior, and team performance varied with the self-awareness of the leader. Wong and Law (2002) discovered that the EI levels of both leaders and followers impacted job outcomes, satisfaction, commitment, and attitudes .

Lam and Kirby (2002) reported that the factors of EI were distinctively superior in their ability to describe discrete cognitive-based performance to general intelligence .

Cotes and Miners (2006) studied the influence of both IQ and EI of employees on their performance and organizational citizenship behavior (OCB) as judged by their supervisors. They identified a strong relationship between EI and both performance and OCB. Gondal & Husain (2013) further discovered IQ alone proves to be inadequate in predicting employee success; however, when coupled with EI, the results were superior to IQ alone.

Druskat and Jordan (2007) reported that emotional intelligence is superior in its ability to predict work performance over and above measures of personality and general mental ability. Acha, Hargiss, & Howard (2013) linked EI to employee motivation, and Baloch, Saleem, Zaman, and Fida (2014) established a link between EI levels and employee productivity. For these reasons, Mishra and Das Mohapatra (2010) advocate the hiring of employees with higher levels of EI, associating it with financial gains for the company.

Newman and Joseph (2010) did not reach the same conclusions concerning EI as a predictor of future success. Their study reported no correlation between EI and supervisor-rated job performance. They also contended EI was part of a larger concept and its precepts overlapped the Big Five personality indicators to a large degree. They consequently concluded the Big Five are better at predicting future success. O'Boyle, Humphrey, Pollack, Hawver, & Story (2011) contended however, that EI, used in concert with the Big Five personality indicators provided even better results. Othman, Abdullah, & Ahmad (2008) proposed that EI's ability to predict future success was further mediated by the segment of the industry in which the employee was engaged.

## **Emotional Intelligence Training**

As studies continue to identify the positive attributes of emotional intelligence, it is becoming more evident those with lesser levels of EI are at a marked disadvantage in a competitive marketplace. For this reason, the ability to educate individuals in order to enhance their EI levels is a desirable goal. Believing EI both innate and learned Goleman (1998) was the first to advocate for EI education. Cherniss and Goleman (1998) reported organizations were training their employees in EI, and advised practitioners follow the research based guidelines in their training efforts.

Holt (2007) studied the relationship between EI and academic achievement in Southern California community college students. She reported that GPAs were positively correlated with EI scores. This correlation supports the contention EI should be included in admission procedures and that training in EI be undertaken. Yarrish and Law (2009) believed EI training was imperative for the next generation of business leaders. Their study contended that business students were deficient in key business leadership skills, which correlate well with the principles of EI. Scott–Halsell et al. (2011) called for including EI into academic curriculum for hospitality undergraduate students. This training would better prepare them for their future careers, as their study established significant differences between EI scores for undergrads and industry professionals, pointing for a need to enhance the undergrads levels of EI.

Mishra and Das Mohapatra (2010) identified that financial gains to the organization were realized through hiring individuals with high levels of EI. For this reason, they saw benefit in training those with low and moderate levels of EI in ways to improve their levels. Sadri (2012), also, recommended EI training as part of leadership



development programs, as there is a great deal of overlap between EI and conventional leadership theory. Conversely, Lindebaum (2009) identified barriers which could weaken the development of EI in an organizational environment; however, he advocates for personal development, as enhancing EI provides significant benefits. To this point, Zammuner, Dionisio, Pradi and Agnoli (2013) reported those managers who participated in brief, self-administered EI training positively affected their self- and other-reported assessment of EI. They contend that these increases in EI perceptions increased job involvement and life satisfaction.

### **Emotional Intelligence of the Supervisor and the Productivity of Employees**

The question posed in support of this study involves the correlation between the levels of emotional intelligence found in general managers and supervisors of foodservice operations and the productivity of their line-level hourly employees. While this grouping of subjects has not been specifically investigated, a fair amount of literature has been generated on the subject in general, and on other groups specifically (Druskat & Wolff, 2001). O'Boyle, Humphrey, Pollack, Hawver, and Story (2011) investigated the three primary schools of EI and found that while all correlated differently, they all exhibited significant influence when examined in relation to the Five Factor Model and predicting job performance. Of the three, they found a self-reported or peer-reported measure based on the four-branch model of EI and a mixed model yielded the best results while Baloch, et al. (2014) reported that EI could be used to ensure that employee's productivity as well as individual and organizational success could be maximized.

Additionally, studies have identified a link between the supervisors EI and their ability to customize the transformational nature of their leadership to meet the needs of their employees (Sosik & Megerian, 1999).

### **Testing Instruments for Emotional Intelligence**

Since its introduction, proponents of emotional intelligence theory have searched for an effective way to measure an individual's level of emotional intelligence. To date, their efforts have yielded a multitude of instruments with varying levels of acceptance. Each of the instruments has been developed to identify certain characteristics of emotional intelligence. The most commonly used instruments include:

- The Multi-Factor Emotional Intelligence Scale (MEIS) was developed by Mayer, Salovey, and Caruso (2000) to operationalize specific correlational abilities relating to pre-existing intelligences. These abilities have been found to assist in managing moods and preventing mood-based bias (Mayer, et al., 2000; Ciarrochi, Chan, & Caputi, 2000).
- The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), designed to measure the abilities outlook of EI, has its basis in emotion-based problem-solving skills. Mayer, Salovey and Caruso believed that by testing the abilities of an individual, the four branches of emotional intelligence can be judged individually and collectively (Brackett & Mayer, 2003; Fiori, Antonietti, Mikolajczak, Luminet, Hansenne, & Rossier, 2014; Mayer, Salovey, Caruso, & Sitarenios, 2003).
- The Emotional Competence Inventory, based on the mixed model of EI introduced by Goleman (1998), measures the five main EI constructs self-

awareness, self-regulation, social skill, empathy and motivation (Boyatzis, Goleman, & Rhee, 1999).

- The Trait Emotional Intelligence Questionnaire (TEIQue), developed by Petrides and Furnham (2001), is considered one of the most comprehensive and widely researched instruments for the measurement of trait EI.

Encompassing 15 subscales under four factors, this model has proven to provide normally distributed and reliable data. For this reason, the short form of this instrument has been chosen for this study (Petrides & Furnham, 2000).

### **Gaps in the Literature**

While the field of emotional intelligence has seen a great deal of study over the last decades, and the study of EI in the field of hospitality has begun to see an increase, the study of EI particularly in the foodservice industry is limited. This study applied the established concepts found in Trait Emotional Intelligence (TEI) to those engaged in supervisory positions in the foodservice industry. Additionally, the role supervisor EI plays in influencing the organizational citizenship behavior (OCB) of their subordinate staff is in its infancy. The examination of this relationship in the foodservice industry is extremely limited. This study strove to address some of these gaps in the literature.

## Chapter 3: Research Method

### **Introduction**

The focus of this chapter is to provide a synopsis of the research problem and purpose: the research design, sample selection, instrumentation, reliability and validity, data collection, and data analysis. It is the aim of the author to investigate the relationship between foodservice supervisors' levels of global and individual factors of trait emotional intelligences and the levels of organizational citizenship behavior found in their subordinate employees.

### **Problem and Purpose**

Maximizing employee engagement and productivity is a primary responsibility of management (Drucker, 1954). The restaurant industry is no different. Due to the financial environment in which restaurants operate and the diverse socio-demographic composition of their employees, their focus on this function may be more acute. The possible solution researched in this study focused on identifying any modifying influence that the global trait emotional intelligence (TEI) levels and representative levels of four individual factors of TEI found in line-level foodservice supervisors had on the organizational citizenship behavior of their subordinate employees.

The purpose of this mixed methods study was to investigate the link between the global trait emotional intelligence of foodservice supervisors, their individual factor levels, and the levels of organizational citizenship behavior of their subordinates.

### **Research Question**

The research question to be explored is:

Do the global and individual factor levels of trait emotional intelligence of leaders at the property level of restaurant operations influence the organizational citizenship behavior of their subordinate, line-level employees?

### **Rational for Using a Mixed Methods Approach**

While many studies have been conducted concerning emotional intelligence in foodservice organizations in general (Cherniss, 2010; Jung & Yoon, 2012; Katetsios, & Zampetakis, 2008; O'Boyle, Humphry, Pollack, Hawyer, & Story, 2011; Sy, Tram, & O'Hara, 2006), little research has been conducted specifically on the impact the global and individual factor levels of trait emotional intelligence of the supervisor has on the organizational citizenship behavior of their subordinates.

In scientific research, two major research methodologies are most prevalent, with a myriad of supporting subdivisions of each. These primary methods of data collection and analysis are qualitative (words) and quantitative (numbers). Over the past decades, a third method, Mixed Methods, has been developed, maximizing the strengths of each of these methods while minimizing their respective weaknesses (Creswell & Plano Clark, 2011).

It has been argued that while quantitative analysis is best suited for understanding the relationship among the variables under study (Ragin, 1995), it is not well suited for understanding the environment in which the study takes place. Additionally, the individual voices of the participants are lost due to the nature of quantitative data collection. Qualitative analysis compensates for this by recording and analyzing the actual words and actions of the participants, as opposed to their selection of pre-determined response choices. Qualitative analysis is challenged by its opportunity for

researcher bias, and its inability to analyze large groups of individuals. Quantitative analysis compensates for these challenges (Creswell & Plano Clark, 2011).

By combining these two disparate methods into a mixed methods study, the researcher is given a tool which provides results superior to the sum of the individual methods. The researcher is better able to investigate the research question. Adding nuance, a mixed method study enables the researcher to utilize all the tools appropriate for their question (Teddie & Tashakkori, 2009).

With a mixed methods study, it is important the researcher not just conduct a qualitative and a quantitative study, without using each to better understand the other. For this study, the quantitative results were triangulated and given greater depth using a qualitative Delphi study comprised of a panel of experts in their respective fields, who were asked a series of questions concerning those supervisor attributes contributing to the satisfaction and productivity of their staff.

For the quantitative portion of this study, line-level foodservice supervisors were given the existing and established survey instrument: *Trait Emotional Intelligence Questionnaire-Short Form* (TEIQue –SF) (Petrides, 2009) to identify the global and individual trait levels of TEI of foodservice supervisors. Additionally, a questionnaire concerning demographic information was included for comparative purposes. As part of this process, the supervisors were asked to utilize a random identification number to facilitate the linking of their results to their subordinate employees.

Their subordinates were then given the existing and established survey instrument *Organizational Citizenship Behavior Checklist* (OCB-C) (Fox & Spector, 2009). This instrument was used to identify the levels of OCB in subordinate hourly foodservice

employees. Additionally, a questionnaire concerning demographic information was included for comparative purposes, and the employees were asked to supply the random identification number used by their supervisor.

The first part of this study involved an analysis of the quantitative data as reported by the two respective questionnaires. Five separate metric, independent variables (supervisor global, trait emotional intelligence as well as their levels of emotionality, well-being, sociability, and self-control factors of trait emotional intelligence,) were used in single relationship with a metric dependent variable (subordinate levels of organizational citizenship behavior) (Hair, et al., 2013). Descriptive statistics were generated to obtain a representation of the sample. The data was examined for missing values, outliers, normality, and multi-collinearity (Scott-Halsell, et al., 2008). A Pearson correlation was run between the independent variables to determine if covariates might affect the analysis of variance (Scott-Halsell *et al.*, 2008). This was followed by a series of multiple regression analyses designed to determine any significant relationships between supervisor global and individual factors of trait emotional intelligence scores and their subordinates' levels of organizational citizenship behavior.

The second stage of the study involved the use of a Delphi method qualitative approach to better understand the ways in which the TEI of the supervisor influences their subordinates' commitment to the organization, satisfaction in their job, and willingness to perform at an enhanced level. Creswell (2008) advocated for the use of qualitative methodologies when such multiple perspectives are utilized. As the goal is to determine how the supervisor TEI impacts the OCB of the subordinate, the use of qualitative research methods are advocated. The Delphi Method is used to gather

consensus from a panel of subject matter experts, and seek correlation with specific outcomes in a way that would allow the generalization and explanation of these relationships. While quantitative, statistical analysis can provide general explanations for the relationships among the variables, the use of mixed methods provides a more complete picture of the interaction of the variables in a real-world environment (Creswell & Plano Clark, 2011).

The qualitative portion took place simultaneously to the quantitative study as prescribed by convergent design mixed methods where the researcher keeps the strands of inquiry independent during the sample phase, as well as the analysis phase, giving each equal priority. The researcher analyzes the survey results quantitatively and the focus group (Delphi experts) qualitatively and then merges the two sets of results to assess the extent the two groups of data converge and diverge (Creswell & Plano Clark, 2011).

For the qualitative portion, a panel of anonymous experts were solicited and posed five open-ended questions. They were encouraged to free associate (brainstorm) to maximize the breadth of relevant answers. Their replies were then coded and consolidated to generate the second round of questioning. The second round of questioning reminded each of the experts how they replied to question one. They were then given the consolidated list and asked to rank each response using a 5-point Likert scale where 1 indicated not important, and 5 indicated very important. These results were then subjected to descriptive statistics and ranked in order of importance, looking at the total responses, and identified sub-groups as will be investigated later in this paper.



After the completion of the analysis of the quantitative and qualitative components, a mixed methods analysis was undertaken where the responses to the qualitative portion were further coded using key word comparison to the description of individual factor traits of Trait Emotional Intelligence as defined by Petrides and Furnham (2004) and Petrides, Pita and Kokkinaki (2007). With this coding, those replies to the Delphi Study which could be associated with the description of Global Trait Emotional Intelligence were coded – 1, Well-Being– 2, Self-Control - 3, Emotionality – 4, Sociability – 5, and Other – 6. After this coding was completed, results were analyzed to identify the frequency and relative importance each factor represented. In this way, comparison of Delphi results could be compared to the regression analysis completed in the quantitative portion of this study.

### **Ethical Consideration**

In accordance with established Sullivan University regulations, consent was obtained from the Graduate School of Business Institutional Review Board (GSB IRB) to conduct research by satisfactorily addressing the provisions for survey design, voluntary participation, and confidential treatment of data (Hafford, 2014).

Participants were required to read and agree to a statement of informed consent (see Appendices D, E and F) before being allowed to participate in the study. This document explained their information would be held in strict confidence, and they could discontinue their participation at any time (Hafford, 2014).

## **Data Collection Techniques**

### **Sample Population for Quantitative Study.**

While this study was unable to fully meet the definition of a random sample for its quantitative component, every effort was made to maximize the randomness of the respondents. By expanding the study to multiple operations, the probability of institutional bias is reduced, and a more diverse group will yield more representative results. All foodservice operations face the same external forces and this will allow the researcher to focus on the internal strengths and weaknesses as revealed by the research.

After receiving Institutional Review Board approval, participants were solicited using invitations (see Appendix A) via social media (Facebook contacts of the researcher, their family and friends, the Kentucky Chapter of The American Culinary Federation Facebook page, and the researcher's LinkedIn page), direct e-mails to the members of the Kentucky Chapter of the American Culinary Federation, members of the Kentucky Restaurant Association, and other known foodservice operations. Additionally, the researcher directly solicited participation at the national convention for the American Culinary Federation held July 15-18, 2016 in Phoenix, AZ. When invited, the participants were encouraged to request their associates in the foodservice industry to join the study as well. The author also submitted three articles highlighting the general concepts of this study to an internet-based industry periodical where readers were invited to join the survey as well. Additionally, direct solicitation of restaurants was also conducted to enhance the number of participants in a quest to achieve a sample size adequate to provide statistical significance. Every attempt was made to make the group as random as possible considering the limitations of the various venues in which solicitation took

place. Invitations briefly explained the proposed study. A complimentary web site was developed to provide potential participants with more in-depth information concerning the researcher and his proposal (<http://tsmith4724.wix.com/research>).

The participating operations were contacted via e-mail, with an invitation to join the study. The invitation (see Appendix A) included directions to the survey site as well as instructions concerning the generation of unique randomly generated control numbers for correlation purposes. The supervisors were given the option to generate their own control number utilizing a random 5-digit number, such as their last five digits of their social security number or the last five digits of their phone number, to minimize any chance of the researcher to link specific responses to specific participants. In the case that duplicate 5 digit numbers are generated by the participants, the surveys associated with the duplicated numbers were excluded (supervisor and subordinates). The supervisor survey with statements of informed consent (see Appendix D) was available on-line at <https://www.surveymonkey.com/r/H7YQ7DQ> the subordinates' survey with statements of advised consent (see Appendix E) was available on-line at <https://www.surveymonkey.com/r/H96TF9Z>.

### **Sample Population for Qualitative Study.**

The quantitative portion of this mixed methods study was comprised of a panel of ten experts as prescribed by the methodology associated with the Delphi Method (Brady, 2015). This purposeful selection process is designed to ensure the responses are generated by those able to answer authoritatively and insightfully due to their experience, education, and intimate knowledge of the subject matter (Skulmoski, et al., 2007).

The participants were chosen for their known expertise in the field. They represented the fields of human resources in the hospitality industry, front-of-house management, and back-of-house management. It was determined that to be considered an expert in a supervisory capacities, the expert must have a minimum of 10-years management experience in the area they were chosen to represent. Additionally, they all must have completed some form of secondary education. When a perceived deficit in one area existed, a preponderance of experience in the other would prevent an expert from being disqualified. For example, one of the experts completed a trade-school education, formal apprenticeship, and military training. To compliment this education, the individual brought 60 years of industry leadership to the study. Conversely, the expert with the least industry experience (15 years restaurant management) augmented this experience with a hospitality based PhD. Hourly front-of-house and back-of-house experts were chosen to represent the opinions of those in that position. Their expertise was established by the fact that they held hourly positions in their respective areas of operation and had completed at least some secondary education. These last two groupings were empaneled to verify the relevance of the opinions of the management experts to the expectations of hourly employees.

The members of the Delphi panel were contacted via e-mail, phone call, or face-to-face conversations (see Appendix G). Once their participation was secured, they were sent individual emails containing a brief description of their responsibilities to the study, a statement of informed consent (see Appendix F), as well as a series of five open-ended questions (see Appendix H). Each was requested to sign the statement of advised consent, scan it, and return it via email. They were then asked to complete their replies to the five

questions. At all time during the study, the identity of each of the participants was hidden from the other participants, and their replies were kept anonymous to eliminate any influence of social pressure (Brady, 2015.)

### Sample Size

As the quantitative portion of this study utilized step-wise linear regression analysis, it was important to establish an appropriate sample size to insure statistical validity. With regression analysis, sample size is dependent upon the estimated population standard deviation, the confidence level, and the desired half-width of the confidence interval used to estimate the mean. Due to the nature of these estimates, sample size is difficult to accurately determine. The sample size must be large enough so the parameters ( $\beta$ ) are both estimable and testable (Mendenhall & Sincich, 2012). For this reason, the size of the sample must be at least as large as the number of  $\beta$  parameters. To ensure that the sample size ( $n$ ) is adequate, a common rule of thumb is the number of participants be equal to or greater than 10 times the number of  $\beta$  parameters ( $n \geq 10\beta$ ) (Mendenhall & Sincich, 2012). As stated earlier, this proposed study intends to formulate the null hypothesis:  $(y_1) \neq \beta_0 + \beta_1x_1 + \beta_2x_2 + \beta_3x_3 + \beta_4x_4 + \varepsilon$ . As such with the number of  $\beta$  parameters being 5, the minimum number of survey subjects would be 50 ( $n \geq 10 * 5\beta$ ).

The desired final sample size was derived using a recommendation found in Hair, Black, Babin & Anderson (2013). They propose,  $n$  may be determined using the formula  $n = \frac{N}{1+Ne^2}$  where  $n$ = minimum sample size,  $N$ = size of the population to be studied, and  $e$ =acceptable error. As the foodservice industry has approximately ( $N$ ) 12,577,080 employees, supervisors and managers (Bureau of Labor Statistics, 2016), and the

acceptable error ( $e$ ) is determined to be .05, the sample size ( $n$ ) = 399.987 or 400 participants. Unfortunately, this number was not achieved ( $n=209<400$ ); however, responses for both the hourly responses and supervisor responses were greater than the  $n \geq 10\beta$  proposed by Mendenhall & Sincich (2012).

### **Instrumentation**

For this study, supervisors were asked to complete the *Trait Emotional Intelligence Questionnaire-Short Form* (TEIQue-SF; Petrides & Furnham, 2004) to identify the global trait EI and the specific facets of trait EI. Demographic information concerning the supervisors was also gathered through the completion of an attached survey. Employee levels of OCB were obtained utilizing the *Organizational Citizenship Behavior Checklist* (OCB-C) (Fox & Spector, 2009). Demographic information concerning the employees was also gathered through the completion of an attached survey.

The TEIQue-SF was developed to provide complete analysis of the trait EI model (see Appendix B). This 30-question short form was designed as an effective representation of global trait EI. Two items from each of the 15 subscales of the TEIQue were designated for addition, based largely on their correlation with the analogous total subscale scores. Subjects respond utilizing a 7-point Likert scale with a score of “1” representing Disagree Completely, and “7” representing Agree Completely (Petrides, & Furnham, 2006).

The *Organizational Citizenship Behavior Checklist* (OCB-C) (see Appendix C) is a self-reporting, established survey instrument which was specifically designed to diminish commonality with scale of counterproductive work behavior (Dalal, 2005;

Spector, Bauer, & Fox, 2010). Items simulating acts focused on the organization as well as people in the organization were incorporated. Distinct subscale scores can be calculated revealing acts focused on the organization, which benefit the organization (OCBO), and acts aiding coworkers with work-related issues (OCBP) (Spector & Fox, 2009). The OCB-C is comprised of 20 questions and is designed to identify levels of altruism and generalized compliance (Fox et al., 2012). Subjects respond utilizing a 5-point frequency scale ranging from 1 = Never to 5 = Every day. Scores are calculated by analyzing responses across items. The sum of responses to all items represents the total score while subscale scores are the sum of items within each subscale (Spector & Fox, 2009).

### **Validity and Reliability of Survey Instruments**

The instruments developed to test for levels of emotional intelligence as defined by the various models of EI have been found to have differing levels of validity and reliability. One instrument thoroughly studied and found to be reliable is the chosen Trait Emotional Intelligence Questionnaire – Short Form (TEIQue-SF, version 1.50; Petrides et al., 2010). Zampetakis (2011) found the instrument to be a promising research tool for the assessment of trait EI. He identified its brevity, evidence of its predictive validity, and good basic psychometric properties spanning student and nonstudent samples in numerous countries (Austin, 2009; Freudenthaler, Neubauer, Gabler, Scherl, & Rindermann, 2008; Mikolajczak, Menil, & Luminet, 2007; Petrides & Furnham, 2006; Sevdalis, Petrides, & Harvey, 2007; Smith, Heaven, & Ciarrochi, 2008; Zampetakis, Kafetsios, Bouranta, Dewett, & Moustakis, 2009).

The TEIQue-SF has been used in no fewer than 79 studies, over a range of topics, published in a variety of academic journals, and has been found to be both valid and reliable (Psychometriclab, 2014)

As with testing for emotional intelligence, the study of organizational citizenship behavior has also resulted in several survey instruments being developed. For this study, the author utilized the *Organizational Citizenship Behavior Checklist* (OCB-C) (Fox & Spector, 2009). As the OCB-C is a causal indicator scale, its items are not necessarily parallel assessments of an individual construct. As such, internal consistent reliability might not be a very good indicator of reliability concerning highly related items (Bolen & Lennox, 1991). However, the internal consistency reliability (coefficient alpha) for the OCB-C 20 question instrument proposed for this study was found to be .89 and .94 for two different self-reported samples (Fox, et al., 2009).

## **Measures**

### **Independent Variables**

This study utilized five independent variables. These independent variables represented an analysis of the foodservice supervisors' self-reported responses to the TEIQue-SF. The results of this survey were segmented into five primary categories. These included global levels of TEI, and its four individual factor levels of emotionality, well-being, sociability, and self-control. Each independent variable was analyzed in turn, utilizing a multiple regression model to identify any significant influence exerted upon the proposed dependent variable of their subordinate employees' levels of organizational citizenship behavior. A test of covariance is not called for as the instrument's author has



established covariance through a series of published studies utilizing factor analyses (Petrides, 2009).

**Well-Being Factors of Trait Emotional Intelligence:** is a factor whose value is identified by the TEIQue-SF, which measures the happiness and fulfillment of an individual. Well-Being is comprised of the individual facets of Trait Happiness, Trait Optimism, and Self-Esteem. Results in this area are recorded as continuous numeric measurement variables comprised of mean scores for the representative question found on the TEIQue-SF (Petrides, 2009).

**Global Trait Emotional Intelligence:** The overall score on the TEIQue – SF is a “broad index of general emotional functioning (Petrides, 2009, p.62).” In addition to the broad index, Global Trait scores include the facets of Adaptability and Self-Motivation. Results in this area are recorded as continuous numeric measurement variables comprised of mean scores for the representative question found on the TEIQue-SF (Petrides, 2009).

**Emotionality Factors of Trait Emotional Intelligence:** is a factor whose value is identified by the TEIQue-SF, and is the level at which individuals are in touch with their own and other people’s feelings. Emotionality is comprised of the individual facets of Trait Empathy, Emotional Perception, Emotion Expression, and Relationships. Results in this area are recorded as continuous numeric measurement variables comprised of mean scores for the representative question found on the TEIQue-SF (Petrides, 2009).

**Sociability Factors of Trait Emotional Intelligence:** is a factor of the TEIQue-SF, measuring an individual’s ability to create and sustain relationships with others. Sociability is comprised of the individual facets of Emotional Management, Assertiveness, and Social Awareness. Results in this area are recorded as continuous

numeric measurement variables comprised of mean scores for the representative question found on the TEIQue-SF (Petrides, 2009).

**Self-Control Factors of Trait Emotional Intelligence:** a factor of the TEIQue-SF measuring the extent an individual can control impulses, regulate external pressures and stress, and their emotions in an effective manner. Self-Control is comprised of the individual facets of Emotion Regulation, Impulsiveness (low), and Stress management. Results in this area are recorded as continuous numeric measurement variables comprised of mean scores for the representative question found on the TEIQue-SF (Petrides, 2009).

### **Dependent Variable**

This research study included a dependent variable representing a continuous numeric measurement variable of the subordinates' levels of organizational citizenship behavior as determined by their self-reported responses to the OCB-C survey instrument (Fox & Spector, 2009). Organ (1988) defined OCB as "individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization (1988, p. 4)." Organ stated that OCB had three critical features. First, OCBs are seen to be discretionary activities, outside the job description, and are voluntarily performed by the employee. Second, OCBs give extra effort outside of the expectations of the job description. Lastly, OCBs positively impact the total effectiveness of the organization.

*The Organizational Citizenship Behavior Checklist* was designed to mitigate methodological artifacts found in existing supervisor completed instruments possibly impacting and biasing exploration of OCB and counterproductive work behavior (Fox, Spector, Goh, Bruursema, & Kessler, 2012). Studies by Dalal (2005) highlighted a

strong negative correlation between the two constructs, and the results of analysis utilizing existing instruments were substantially affected by such methodological artifacts as item overlap between measures (Fox, et al., 2012).

## **Hypotheses**

***Hypothesis 1:** There is a direct influence upon employee levels of OCB by the levels of well-being factors of trait emotional intelligence of their representative supervisor.*

Method: A multiple regression analysis was conducted utilizing the continuous numeric subordinate generated results of the self-reported responses to the OCB-C survey as the dependent variable and the results from the TEIQue-SF indicating global levels of trait emotional intelligence of their supervisor as the independent variable.

***Hypothesis 2:** There is a direct influence upon employee levels of OCB by the levels of global trait emotional intelligence of their representative supervisor.*

Method: A multiple regression analysis was conducted utilizing the continuous numeric employee generated results of the self-reported responses to the OCB-C survey as the dependent variable and the results from the TEIQue-SF indicating emotionality levels of trait emotional intelligence of their supervisor as the independent variable.

***Hypothesis 3:** There is a direct influence upon employee levels of OCB by the levels of emotionality factors of trait emotional intelligence of their representative supervisor.*

Method: A multiple regression analysis was conducted utilizing the continuous numeric employee generated results of the self-reported responses to the OCB-C survey

as the dependent variable and the results from the TEIQue-SF indicating well-being levels of trait emotional intelligence of their supervisor as the independent variable.

***Hypothesis 4:*** *There is a direct influence upon employee levels of OCB by the levels of sociability factors of trait emotional intelligence of their representative supervisor.*

Method: A multiple regression analysis was conducted utilizing the continuous numeric employee generated results of the self-reported responses to the OCB-C survey as the dependent variable and the results from the TEIQue-SF indicating sociability levels of trait emotional intelligence of their supervisor as the independent variable.

***Hypothesis 5:*** *There is a direct influence upon employee levels of OCB by the levels of self-control factors of trait emotional intelligence of their representative supervisor.*

Method: A multiple regression analysis was conducted utilizing the continuous numeric employee generated results of the self-reported responses to the OCB-C survey as the dependent variable and the results from the TEIQue-SF indicating global levels of trait emotional intelligence of their supervisor as the independent variable.

### **Quantitative Analysis Plan**

The analysis for the quantitative portion of this study took place in a series of steps. The first step involved a presentation of the descriptive statistics for the study. The means, standard deviation, skewness, kurtosis, and the range of each variable in the study were presented to provide an indication of the distribution of the measures used for analysis. The mean is one of the most common measures of central tendency, or arithmetic average ( $\bar{y} = \frac{\sum_{i=1}^n y_i}{n}$ ) (Mendenhall & Sincich, 2012). The variation of a data

set is measured by its range (the difference between the largest and smallest measurement in the sample), its variance (the average of the squares of the deviations of the measurements about their mean), or its standard deviation (equal to the square root of the variance). The standard deviation is most often used to designate distinction of data (Mendenhall & Sincich, 2012). The standard deviation holds that for any data set (population or sample), at least 75% of the measurements will lie within 2 standard deviations of the mean, and that for most data sets of moderate size, with a normal distribution, approximately 95% of the measurements will lie within 2 standard deviations of their mean (Mendenhall & Sincich, 2012).

The most frequently used models for a theoretical population's relative frequency distribution for a quantitative variable is the *normal probability distribution*. A distribution is considered normal, if it is roughly symmetric about the mean and its spread is determined by the values of standard deviation (Mendenhall & Sincich, 2012). If the values of the sample show an asymmetrical grouping to one side of the mean or the other, the sample is said to be skewed. The central limit theorem states large sample sizes will have a normal distribution concerning mean and standard deviation. For this reason, in cases of pronounced skewness of a sample, increasing the sample size will assure normal distribution. The number of necessary samples will be determined by the skewness of the sample (Mendenhall & Sincich, 2012).

Symmetrical distributions have a skewness of 0. When scores are clustered at the lower end of the distribution and the tail points towards the more positive scores, the sample is said to have a positive skewness. If scores are clustered at the higher end of the distribution with the tail pointing towards lower or negative scores, the sample is said to

have a negative skewness (Field, 2013). To check that the distribution is approximately normal, the values of skewness and kurtosis need to be evaluated. Positive values of skewness indicate that there are too many low scores in the distribution; conversely, too many high scores will yield a negative skewness value. Positive kurtosis values indicate a pointy, heavy tailed distribution, whereas negative values indicate a flat, light-tailed distribution. The further these values are from 0, the greater the likelihood that distribution is not normal. A skewness score less than  $|3|$  has been found to be acceptable (Klein, 2005). Kurtosis measures the shape of the distribution. It will indicate if the distribution is too peaked or too flat (Abu-Bader, 2006; Champion & Hartley, 2010). There are three types of kurtosis, platy kurtosis (flat appearance), mesokurtosis (bulging distribution without smoothly tapering tails), and leptokurtosis (extremely peaked near the center of the distribution (Champion & Hartley, 2010). A normal distribution would have a kurtosis value of 0 (Abu-Bader, 2006). A kurtosis value less than  $|10|$  has been found to be acceptable (Klein, 2005).

The second step of the analysis involves the use of bivariate analysis to examine the correlation between two variables. Correlational research involves observing what naturally happens in the world, without directly interfering with it. This term implies data will be analyzed to identify relationships between two or more naturally occurring variables rather than trying to establish cause and effect (Field, 2013). The term correlation implies a relationship between two or more variables (Mendenhall & Sincich, 2012). The *Pearson product moment coefficient of correlation R (Pearson's R)* is a measure of the strength of the linear relationship between two variables. It is computed

( $r = \frac{SS_{xy}}{\sqrt{SS_{xx} SS_{yy}}}$ ) where an  $r$  near or equal to 0 implies little or no linear relationship, and

an  $r$  closer to 1 or -1 implies a stronger linear relationship, and therefore are said to have a correlation (either positive or negative) (Mendenhall & Sincich, 2012). Champion and Hartley (2010) indicate that a correlation of  $\pm 0.30$  is considered strong (2010). Pearson R analysis was run utilizing SPSS to identify correlation between variables.

Step three of the analysis plan involves the use of multivariate data analysis.

Multivariate analysis is designed to create knowledge, enhancing the decision-making process. Multivariate analysis refers to those “statistical techniques that simultaneously analyze multiple measurements on individuals or objects under investigation (Hair et al, 2013, p.4).” A multiple regression model will be used to conduct the multivariate analysis on each of the dependent variables in turn.

Multiple regressions are used in probabilistic models including more than one independent variable. The general form of the multiple regression model is  $y = \beta_0 + \beta_1x_1 + \beta_2x_2 + \dots + \beta_kx_k + \varepsilon$  where  $y$  is the dependent variable,  $x_1, x_2, \dots, x_k$  are the independent variables,  $E(y) = \beta_0 + \beta_1x_1 + \beta_2x_2 + \dots + \beta_kx_k$  is the deterministic portion of the model, and  $\beta_i$  determines the contribution of the independent variable  $x_i$ . the symbols  $x_1, x_2, \dots, x_k$  may represent higher-order terms for quantitative predictors (e.g.,  $x_2 = x_1^2$ ) or terms for qualitative predictors (Mendenhall & Sincich, 2012).

A multiple regression model was used for the analysis concerning the influence of the independent variables of global trait emotional intelligence, emotionality factors of trait emotional intelligence, well-being factors of trait emotional intelligence, sociability factors of trait emotional intelligence, and self-control factors of trait emotional

intelligence on the dependent variable of subordinate Organizational Citizenship Behavior (Mendenhall & Sincich, 2012).

When conducting a multiple regression analysis, the following steps are followed:

**Step 1:** Collect the sample data (i.e. the values of  $y, x_1, x_2, \dots, x_k$ ) for each experimental unit in the sample.

**Step 2:** Hypothesize the form of the model (i.e., the deterministic component);  $E(y)$ . this involves choosing which independent variables to include in the model.

**Step 3:** Use the method of least squares to estimate the unknown parameters  $\beta_0, \beta_1, \dots, \beta_k$ .

**Step 4:** Specify the probability distribution of the random error component  $\varepsilon$  and estimate its variance  $\sigma^2$ .

**Step 5:** Statistically evaluate the utility of the model.

**Step 6:** Check that the assumptions on  $\sigma$  are satisfied and make model modifications if necessary.

**Step 7:** Finally, if the model is deemed adequate, use the fitted model to estimate the mean value of  $y$  for given values of the independent variables, and make other inferences (Mendenhall & Sincich, 2012, p. 167)

When utilizing multiple regression analysis, several assumptions are made. It is assumed that random error can be positive or negative and for any setting of the  $x$ -values has a normal distribution with the mean equal to 0 and the variance equal to  $\sigma^2$ .

Additionally, it is assumed that random errors associated with all pairs of  $y$ -values are probabilistically independent with the error  $\varepsilon$  associated with any one  $y$ -value

independent of the error associated with any other  $y$ -value (Mendenhall & Sincich, 2012).



Multicollinearity occurs when more than two variables are highly correlated with one another (Champion & Hartley, 2010). High multicollinearity implies that the variables are measuring virtually the same thing, making it difficult to identify the true association and impact of the variables. The main tools used to judge multicollinearity in SPSS are Tolerance and Variance Inflation Factor Scores (VIF). Tolerance scores range between 0 and 1 with scores nearer to 1 being more independent (Champion & Hartley, 2010). A tolerance score below 0.20 is considered to not be problematic (Field, 2009; Menard, 2002). VIF scores range from 1 to infinity. Larger numbers indicate more severe problems with multicollinearity (Champion & Hartley, 2010). A VIF score below 5 is deemed as having an acceptable level of multicollinearity problems (Field, 2009). Tolerance and VIF were assessed using both SPSS and STATA, as one of the variables displayed problematic results, which needed to be further investigated.

### **Qualitative Data Collection**

As the quantitative portion was underway, responses indicated there would be a challenge achieving enough participants to give the desired strength to the quantitative nature of the study. To bolster the anticipated results and provide greater insight into the underlying question concerning how specific traits exhibited by a supervisor could enhance the job satisfaction, quality and productivity of their subordinate staff; as well as build a successful team, it was decided that a Delphi Method study be conducted simultaneously as suggested in convergent parallel design mixed methods. With this mixed methods approach, the methods are prioritized equally, and the studies are kept independent during analysis. Then the results are mixed during an overall interpretation (Creswell & Plano Clark, 2011).

The Delphi Method is a flexible research technique that is well suited to explore new concepts within and outside the established body of knowledge. It is an interactive process which collects and distills the anonymous judgements of experts utilizing various data collection techniques, interposed with feedback (Skulmoski, Hartman, & Krahn, 2007).

The flexibility offered by the Delphi Method has proven to be advantageous in graduate level research. Skulmoski, et al., (2007) identified approximately 280 dissertations utilizing the Delphi Method in the ProQuest Digital Dissertations database, with the majority focusing on education and healthcare. They found that the number of participants varied from 8 (Friend, 2001) to 345 (Lecklitner, 1984). This study was comprised of 10 participants (Skulmoski, et al.,2007).

The Delphi method is inherently flexible and relatively simple to use. It is appropriate for qualitative research, and lends itself well to quantitative research as well. However, it is important that the researcher follow the required protocols in its implementation (Skulmoski, et al.,2007). The initial questions are typically broad and open-ended to encourage a wide range of responses. Participants should meet the identified four requirements for expertise 1) knowledge and experience with the subject matter, 2) capability and inclination to participate, 3) adequate time to participate, and, 4) effective communication skills (Adler & Ziglio, 1996). An adequate sample size needs to be empaneled to reach saturation (Wynekoop & Walz, 2000). The number of rounds needs to be adequate to reach an agreed upon level of consensus; Delbeq, Van de Ven, and Gustafson (1975) indicate that two or three rounds of questions should be adequate for most research (1975). The mode of interaction needs to be adequate to facilitate

responses and maintain anonymity (Hartman & Baldwin, 1995). Methodological rigor is critical in both quantitative (Creswell, 1994) and in qualitative (Sadlewski, 1986).

The classical Delphi Method was developed by Norman Dalkey of the RAND Corporation in the 1950's to facilitate the military's ability to understand the point of view of Soviet planners, as it pertained to strategic nuclear targets in the United States (Dalkey & Helmer, 1963).

With this method, a panel of experts is solicited and asked a series of questions. For this study, experts were selected to represent disparate segments of the foodservice industry. Two members were human resource experts, two were front-of-house supervisors, two were back-of-house supervisors, two were front-of-house hourly employees, and two were back-of-house hourly employees. The first three groups were selected for their years of experience in their respective fields, as well as academic acumen enabling them to expertly represent the opinions of those in their respective groups. The hourly employees were selected to be representative of the thoughts of their group (Brady, 2015).

The participants are kept anonymous, allowing them to express their opinions freely, without risk of undue social pressure. This allowed the answers to be judged on the merit rather than the identity of its originator (Skulmoski, et al.,2007).

### **Delphi Questions Round 1**

The questions asked the panel in the first round were:

1. What are the specific characteristics possessed by a food service supervisor which contribute most to their subordinates' job satisfaction?

2. What are the specific characteristics possessed by a food service supervisor which diminish their subordinates' job satisfaction?
3. What are the specific characteristics possessed by a food service supervisor which contribute most to their subordinates' willingness to perform at a higher level (productivity and quality of work)?
4. What are the specific characteristics possessed by a food service supervisor which diminish their subordinates' willingness to perform at a higher level (productivity and quality of work)?
5. How would you describe a supervisor who exemplifies all the characteristics necessary to lead a successful team?

Questions were distributed to the experts via individual email and returned as an individual reply to maintain the anonymity of the participants as prescribed in Delphi Methodology (Dalkey & Helmer, 1963). The experts were encouraged to free associate (brainstorm) and list all responses which came to mind, without concern for ranking (Schmidt, 1997).

When the replies to the first round of questions were returned, the responses were subjected to qualitative coding to identify common responses. These responses were consolidated with effort made to use various respondents' replies to describe common answers in order to provide similar representation. This consolidated list of responses formed the basis for the second round of questions (Schmidt, 1997).

For the second round of questions, the experts were once again contacted via individual email. They were reminded of their first-round responses, and then were presented the consolidated list of responses to the five original questions. The experts

were then asked to rank each of the responses to the questions to identify their importance in answering the question. They were asked to respond using a five-point Likert-style scale where 1 indicated not important and 5 indicated very important (Schmidt, 1997).

Due to their quantitative nature, the results of the second round of questions were examined using descriptive statistics. They were analyzed for responses between the two participants from each grouping, those of similar areas of expertise (front-of-house supervisors and back-of-house supervisors, front-of-house supervisors and front-of-house hourly employees, etc.) and statistics for the entire panel. They were analyzed citing their mean and their standard deviation. Next the responses for each question were ranked from highest mean to lowest, with each grouping of respondents indicating which responses were the most important to the question and which were least.

Next the answers to the Delphi Study were subjected to further coding, where their underlying characteristics were associated with characteristics described by Petrides and Furnham's (2004) individual factors of Trait Emotional Intelligence (Global, Well-Being, Self-Control, Emotionality, and Sociability) (2004). Those Delphi responses not fitting with a description of the factors of Trait Emotional Intelligence were coded "other". First, an analysis concerning the distribution of responses as coded to TEI factors was conducted. Then an analysis of the frequency of the individual codings were investigated. Finally, a measure of importance was calculated using their mean and the sum of the respective means for the individual factor codings, with larger sums indicating more relevance to the answering of the questions. These groupings were then studied in relation to the results of the simultaneously conducted quantitative study investigating the

influence a supervisor's levels of individual factors of Trait Emotional Intelligence have on their subordinates' levels of Organizational Citizenship Behavior. A correlation between the results of the Delphi Study and the results of the quantitative portion of this study were anticipated.

### **Limitations and Recommendations for Further Research**

All studies have inherent limitations. This study is no different. The surveys were based upon self-reports. The outcomes of this nature of survey could be prejudiced, as the respondents may endeavor to respond in a consistent manner with previous questions rather than answering each exclusive to that question (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003). This is like common method bias, a possible concern when all the variables in the study are gathered from the same instrument. Another bias concern is social desirability. This bias is concerned with the respondents' "tendency ... to present themselves in a favorable light, regardless of their true feelings about an issue or topic (Podsakoff, et al., 2003, p.881)."

Multiple regression analysis, as with other multivariate techniques, involves careful attention to the factors affecting the necessary research design. Sample size and missing data are a major concern because of their effect, regardless of the method used. Every effort was made to ensure adequate sample size was achieved from a random representation of foodservice practitioners (supervisors and subordinates). This proved to be problematic. The implementation of the qualitative component of this study was undertaken to help triangulate the results and give credibility to the quantitative research (Creswell & Plano Clark, 2011).

Delphi methodology is dependent on the expertise of its panel members (Skulmoski, et al., 2007). As such, the selected members are presumed to represent the thoughts of those in the groupings they represent. It is assumed that they will utilize their personal industry-relevant observations as well as their academically accumulated knowledge to form their opinions (Brady, 2015).

### **Summary**

A Mixed Methods descriptive research study, utilizing the TEIQue-SF (Petrides, 2009), the Organizational Citizenship Behavior Checklist (OCB-C) (Fox & Spector, 2009), and a Delphi method study was utilized to identify any relationship between the global and individual factor levels of supervisor trait emotional intelligence (TEI) and the resultant levels of OCB reported by their subordinate staff. An analysis of the results of this study is discussed in greater detail in the next two chapters of this paper.

## Chapter 4: Quantitative Results

### Introduction

This convergent parallel design mixed methods study investigated the relationship between supervisor individual factor levels of Trait Emotional Intelligence and the levels of Organizational Citizenship Behavior reported by their subordinate employees. As is indicated in convergent parallel design mixed methods, the quantitative and qualitative phases were conducted simultaneously. In the quantitative portion, foodservice employees and their direct supervisor were asked to complete one of two established and verified survey instruments. The *Trait Emotional Intelligence Questionnaire-Short Form* (TEIQue-SF) (Petrides, 2009) was given to foodservice supervisors and managers to identify their global and individual trait levels of Trait Emotional Intelligence (emotionality, well-being, sociability, and self-control). This survey also contained ten demographic questions for comparison purposes. The second survey instrument was given to subordinate line-level foodservice employees with a random identification number to link their results to those of their supervisor. The *Organizational Citizenship Behavior Checklist* (OCB-C) was utilized for a portion of the quantitative (Fox & Spector, 2009). This survey also contained ten demographic questions for comparison purposes.

As the quantitative portion of this study utilized step-wise linear regression analysis, it was important to establish an appropriate sample size to insure statistical validity. With regression analysis, sample size is dependent upon the estimated population, standard deviation, confidence level, and desired half-width of the confidence interval used to estimate the mean. Due to the nature of these estimates, sample size is



difficult to accurately determine. The sample size must be large enough so the parameters ( $\beta$ ) are both estimable and testable (Mendenhall & Sincich, 2012). For this reason, the size of the sample must be at least as large as the number of  $\beta$  parameters. To ensure that the sample size ( $n$ ) is adequate, a common rule of thumb is the number of participants be equal to or greater than 10 times the number of  $\beta$  parameters ( $n \geq 10\beta$ ) (Mendenhall & Sincich, 2012). As stated earlier, this proposed study intended to formulate the null hypothesis:  $(y_1) \neq \beta_0 + \beta_1x_1 + \beta_2x_2 + \beta_3x_3 + \beta_4x_4 + \varepsilon$ . As such, with the number of  $\beta$  parameters being 5, the minimum number of survey subjects would be 50 ( $n \geq 10 * 5\beta$ ). Green (1991) suggested that  $n \geq 50 + 8m$  ( $m$  = number of variables (5)) which would require 90 participants.

To ascertain the optimal sample size for this study, recommendations found in Hair, et al. (2013) were analyzed, as they provided the guidelines for the strongest study. They propose  $n$  may be determined using the formula  $n = \frac{N}{1+Ne^2}$  where  $n$ = minimum sample size,  $N$ = size of the population to be studied, and  $e$ =acceptable error. As the foodservice industry has approximately ( $N$ ) 12,577,080 employees, supervisors and managers (Bureau of Labor Statistics, 2016), and the acceptable error ( $e$ ) is determined to be .05, the sample size ( $n$ ) = 399.987 or 400 participants (Hair, et al.,2013).

Unfortunately, the level of participation suggested by Hair, et al. (2013) was not achievable during this study, as the researcher was only able to secure 209 hourly foodservice employees to complete the OCB-C and 75 supervisors to complete the TEIQue-SF. While this situation is not optimal, the number of respondents to both surveys exceeds the numbers suggested by Mendenhall and Sincich (2012), and hourly responses also exceed the recommendations of Green (1991). The main challenge to a

study with an insufficient number of participants is the inflation of the confidence interval (margin of error). A confidence interval of 5 is preferred; however, the sample size of this study when applied to the population yields a 6.78 confidence interval. While a confidence interval of 10 is acceptable in certain circumstances, when the confidence interval is outside the preferred limits, the chances of a Type I error or  $\alpha$ -error, where there is a failure to accept the null hypothesis when it is true increase (Hair et al, 2014).

### **Analysis of Quantitative Data**

The quantitative portion of this mixed methods study utilized IBM SPSS Statistics Version 22 to analyze self-reported responses to two established and verified instruments: The Organizational Citizenship Behavior Checklist (OCB-C) (Fox & Spector, 2009) given to hourly employees (n=209) in the foodservice industry, and The Trait Emotional Intelligence Questionnaire – Short Form (TEIQue-SF) (Petrides, 2009) given to their supervisors (n=75). The supervisors were asked to utilize a random identification number to facilitate the linking of a specific supervisor to their direct subordinates. Demographic information was also solicited from both study groups. The self-reported demographic information was analyzed using descriptive statistics, establishing the mean value of the data, the standard deviation, the median, the mode, the minimum, the maximum, and a grouping of the data was analyzed in some cases utilizing percentage representation.

*Table 1* demonstrates the average age of hourly employees in this study was 21.9 years while their supervisors had an average age of 37.1. Fifty-three-point one percent of hourly employees were male, while their supervisors were 54.4% male. Hourly employees were 48.8% Caucasian, 25.6% Hispanic, 23.8% African American, and 1.9% were of Asian descent. Their supervisors were overwhelmingly Caucasian 80.4%, 4.4%

Hispanic, 13.1% African American, and 2.2% Asian. Most hourly employees were single (83.1%), while 13.8% were married, and 2.1% divorced or separated. Twenty-Eight-point three percent of supervisors were single, 54.3% were married, 4.3% were widowed and 13.1% were divorced.

Analysis indicated 1.6% of hourly employees had not completed high school while 38.8% listed their level of academic achievement as completing high school or completing a GED. Thirty-four-point four percent of hourly employees had some college, while 30.4% of their supervisors made the same claim. Six tenths of a percent of hourly employees completed trade school, 20.6% finished an Associate's degree and 3.8% had completed a Bachelor's degree. Thirty-four-point eight percent of their supervisors completed an Associate's degree while 28.3% completed a Bachelor's, and 6.5% had completed a Master's or higher degree.

Responses were restricted to individuals working in the foodservice industry. This study categorized the responses per the North American Industry Classification System by the National Restaurant Association. Eighteen-point one percent of hourly responses came from individuals working in fast food establishments while 23.9% of the supervisor respondents are employed in this type of establishment. Fifteen-point six percent of hourly respondents and 17.4% of supervisors worked in fast casual restaurants, 40% of hourly employees and 32.6% of the supervisors worked in casual restaurants, 17.5% hourly employee and 15.2% of the supervisor respondents were employed in fine dining establishments, and 8.1% of hourly respondents and 10.9% of the supervisors work in other types of establishments.

When analyzing the time these individuals have spent in their current position, the hourly employees had a mean of 2.10 years, with a (*s.d.*= 2.39). The supervisors had a mean of 4.02 years and a (*s.d.* = 3.02). Within these restaurant establishments, hourly employees were grouped by job type as well. Those employees who have regular customer contact are considered Front of House employees, 42.1% of the respondents are employed in these capacities. 20.6% were counter personnel, usually at fast food restaurants, 6.3% were hosts, hostesses, or bus people, 11.9% were servers and 3.1% were bartenders. Those who are primarily tasked with food preparation and cleaning duties are considered to work in the Back of the House. Fifty-seven-point nine percent of hourly respondents work in this area, with 26.3% working as line cooks, 19.4% prep cooks, and 12.5% as dishwashers or stewards. The sample of hourly employee respondents reported a mean time in the industry of 3.83 years with a (*s.d.* =2.39). They reported a mean of 2.03 years working with their supervisor, with a (*s.d.* =1.27). The supervisors reported a mean of 15.5 subordinate employees, a (*s.d.* =14.99). The supervisors reported their mean time as a supervisor was 11.35 years, with a (*s.d.* =8.58).

## Descriptive Statistics

Table 1: *Study Demographics*

Age	Hourly (n=209)	Supervisor (n=75)
Mean	21.9	37.11
Median	22	36
Mode	20	36
Standard Deviation	3.04	8.42
Minimum	18	21
Maximum	32	56
Ethnicity	Hourly (n=209)	Supervisor (n=75)
Caucasian %	48.8	80.4
Hispanic %	25.6	4.4
African American %	23.8	13.1
Asian %	1.9	2.2
Gender	Hourly (n=209)	Supervisor (n=75)
Male %	53.1	54.4
Female %	46.9	45.7
Marital Status	Hourly (n=209)	Supervisor (n=75)
Single / Never Married %	83.1	28.3
Married / Domestic Partnership %	13.8	54.3
Widowed / Widower %		4.3
Divorced / Separated %	3.1	13.1
Highest Level of Education	Hourly (n=209)	Supervisor (n=75)
Some High School %	1.9	
High School / GED %	38.8	
Some College %	34.4	30.4
Trade School %	0.6	
Associate's Degree %	20.6	34.8
Bachelor's Degree %	3.8	28.3
Master's Degree or Above %		6.5
Type of Establishment	Hourly (n=209)	Supervisor (n=75)
Fast Food / Deli Restaurant / Bakery%	18.1	23.9
Fast Casual Restaurant %	15.6	17.4
Casual Dining Restaurant %	40.0	32.6
Fine Dining Restaurant %	17.5	15.2
Other %	8.1	10.9

Time in Position (years)	Hourly (n=209)	Supervisor (n=75)
Mean	2.10	4.02
Median	2	3
Mode	1	2
Standard Deviation	1.35	3.02
Minimum	0.25	1
Maximum	7	15
Work Location	Hourly (n=209)	Supervisor (n=75)
FOH Counter %	20.6	
FOH Host / Hostess / Busser %	6.3	
FOH Server %	11.9	
FOH Bartender %	3.1	
BOH Line Cook %	26.3	
BOH Prep Cook %	19.4	
BOH Dishwasher / Steward %	12.5	
Time in Industry (years)	Hourly (n=209)	Supervisor (n=75)
Mean	3.83	
Median	4	
Mode	1	
Standard Deviation	2.39	
Minimum	0.5	
Maximum	12	
Time with Supervisor (years)	Hourly (n=209)	Supervisor (n=75)
Mean	2.03	
Median	2	
Mode	1	
Standard Deviation	1.27	
Minimum	0.25	
Maximum	6	
Number of Subordinate Employees	Hourly (n=209)	Supervisor (n=75)
Mean		15.5
Median		11
Mode		10
Standard Deviation		14.99
Minimum		3
Maximum		75
Time as a Manager (years)	Hourly (n=209)	Supervisor (n=75)
Mean		11.35
Median		8
Mode		25
Standard Deviation		8.58
Minimum		1
Maximum		36

In addition to the demographic analysis, the results of the two surveys were also analyzed using descriptive statistics. The results of the hourly employee surveys yielded the dependent variable, Organizational Citizenship Behavior (OCB). The results of the supervisor surveys yielded the five independent variables, global trait emotional intelligence (Global TEI), well-being, self-control, emotionality, and sociability, all individual factors identified in Trait Emotional Intelligence (TEI) (Petrides & Furnham, 2001). The descriptive statistics identified the mean, the standard deviation, the level of skewness, the kurtosis, the minimum response and the maximum response for all the variables.

Table 2: *Descriptive Statistics Dependent and Independent Variables*

Measure	M	SD	Skew	Kurtosis	Min.	Max
OCB	3.148	.659	-.028	-.869	1.65	4.80
Global TEI	5.797	1.165	-.907	-.711	3.5	7.00
Well Being	5.982	.775	-1.297	.380	4.25	7.00
Self-Control	5.412	1.149	-.786	-.600	3.0	7.00
Emotionality	5.048	1.170	-.610	-.868	2.50	6.75
Sociability	5.434	1.303	-.580	-1.307	3.33	7.00

Next, an analysis of the variables bivariate correlation was assessed. Correlation is used to show the strength and direction of association between any two metric variables (Hair, et al., 2015). The results of this analysis indicated that all the variables showed a significant correlation at the 0.01 level (2-tailed) in singular analysis with the other variables. The negative Skewness indicates that too many of the responses were clustered at the high end of the scale, and the negative values of Kurtosis indicates too few scores in the tails (outside of two degrees of standard deviation), indicating a flat distribution. It can be inferred that this condition would be remedied with an increase in study participation ( $n$ ) (Field, 2013).

Table 3: *Bivariate Correlations*

Measure	1	2	3	4	5	6
1. OCB	1.00					
2. Global TEI	.618**	1.00				
3. Well-Being	.635**	.696**	1.00			
4. Self-Control	.713**	.823**	.829**	1.00		
5. Emotionality	.591**	.919**	.710**	.841**	1.00	
6. Sociability	.649**	.820**	.694**	.714**	.842**	1.00

\*\* Correlation is significant at the 0.01 level (2-tailed)

The next step taken was to conduct a linear regression where the results of the hourly employees' surveys were used as the dependent variable, and their respective supervisor's individual factor scores from the TEIQue-SF were used as the independent variables. "Multiple regression analysis is a general statistical technique used to analyze the relationship between a single dependent variable and several independent variables (Hair, et al., 2015, p.151)." Significance of the variables is indicated by a p-value < .05. Linear regression analysis will be used to test the hypotheses:

**Hypothesis 1:** *There is a direct influence upon employee levels of OCB by the levels of well-being factors of trait emotional intelligence of their representative supervisor.*

**Hypothesis 2:** *There is a direct influence upon employee levels of OCB by the levels of Global trait emotional intelligence factors of trait emotional intelligence of their representative supervisor.*

**Hypothesis 3:** *There is a direct influence upon employee levels of OCB by the levels of emotionality factors of trait emotional intelligence of their representative supervisor.*

**Hypothesis 4:** *There is a direct influence upon employee levels of OCB by the levels of sociability factors of trait emotional intelligence of their representative supervisor.*



***Hypothesis 5:** There is a direct influence upon employee levels of OCB by the levels of self-control factors of trait emotional intelligence of their representative supervisor.*

### **Regression Analyses**

The first regression analyzed the five independent variables (supervisor levels of global trait emotional intelligence, well-being, self-control, emotionality and sociability) in singular relationship with the dependent variable employee Organizational Citizenship Behavior (OCB). The findings identify every additional point of the variable Global Trait Emotional Intelligence, OCB will increase by .061. This correlation was found to not be statistically significant with a  $p$ -value of  $.375 > .05$ . Analysis identified, for every additional point of the variable well-being, OCB is not impacted at all. This correlation was found to not be statistically significant with a  $p$ -value of  $.996 > .05$ . Analysis suggests for every point increase in the variable self-control, OCB will increase 0.406. This correlation was found to be significant as it has a  $p$ -value of  $.000 < .05$ . As is proposed in step-wise regression analysis, the variable well-being was removed from the analysis, and another linear regression was conducted (Evans, 2013). The R-square of this first round regression indicated that the model explained 58.4% of the variation in the dependent variable.

***Hypothesis 1:** There is a direct influence upon employee levels of OCB by the levels of well-being factors of trait emotional intelligence of their representative supervisor.* The results of this analysis show the independent variable of well-being to not be statistically significant at a level of  $p < .05$  to the dependent variable of OCB; therefore, the analysis failed to reject the null hypothesis.

Table 4: *Model 1 OLS Regression Analysis of Correlations*

Measures	B	S.E.	Beta	Tolerance	VIF	Sig.
1. Constant	.715	.261				.007
2. Global TEI	.061	.069	.108	.140	7.164	.375
3. Well-Being	.000	.072	.000	.283	3.535	.996
4. Self-Control	.406***	.063	.706	.170	5.874	.000
5. Emotionality	-.288***	.076	-.511	.144	8.802	.000
6. Sociability	.246***	.046	.486	.251	3.981	.000
<i>F</i>	56.898					
R-squared	.584					

\* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .000$

The second regression analyzed the four independent variables (supervisor levels of global trait emotional intelligence, self-control, emotionality and sociability) in singular relationship with the dependent variable, employee Organizational Citizenship Behavior (OCB). Review of the findings identifies just as the excluded variable of well-being was found to have no effect on the dependent variable, the degree of influence in the equation remained the same when well-being was excluded. Again, the correlation between global trait emotional intelligence and OCB was found to not be statistically significant with a  $p$ -value of  $.373 > .05$ . As is proposed in step-wise regression analysis, the variable global trait emotional intelligence was removed from the analysis, and another linear regression was conducted (Evans, 2013). As the independent variable of Well-Being exhibited no influence in the first round of regression, the removal of it during the second would explain why the R-square of this regression was unchanged from the first regression, indicating the model explained 58.4% of the variation in the dependent variable.

***Hypothesis 2:*** *There is a direct influence upon employee levels of OCB by the levels of Global trait emotional intelligence of their representative supervisor. The*

results of this analysis show that the independent variable of Global trait emotional intelligence is not statistically significant at a level of  $p < .05$  to the dependent variable of OCB; therefore, the analysis failed to reject the null hypothesis. The R-square of this first round regression indicated the model explained 56.898% of the variation in the dependent variable.

Table 5: Model 2 OLS Regression Analysis of Correlations

Measures	B	S.E.	Beta	Tolerance	VIF	Sig
1. Constant	.716	.159				.000
2. Global TEI	.061	.068	.108	.140	7.164	.373
3. Self-Control	.406***	.049	.707	.276	3.619	.000
4. Emotionality	-.288***	.075	-.511	.115	8.702	.000
5. Sociability	.246***	.043	.486	.277	3.610	.000
<i>F</i>	71.472					
R-squared	.584					

\* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .000$

The third regression analyzed the three independent variables (supervisor levels of self-control, emotionality and sociability) in singular relationship with the dependent variable employee Organizational Citizenship Behavior (OCB). Review of the findings identifies, for every additional point of the variable self-control, OCB can be expected to increase .416; as there is a negative correlation, for every additional point of emotionality, OCB can be expected to decrease .249. Finally, for every point of increase in the variable sociability, OCB can be expected to increase .255. The R-square of this regression indicated that the model explained 58.2% of the variation in the dependent variable.

Table 6: Model 3 OLS Regression Analysis of Correlations

Measures	B	S.E.	Beta	Tolerance	VIF	Sig.
1. Constant	.769	.148				.000
2. Self-Control	.416***	.048	.725	.293	3.416	.000
3. Emotionality	-.249***	.061	-.442	.174	5.737	.000
4. Sociability	.255***	.042	.503	.291	3.432	.000
<i>F</i>	95.125					
R-squared	.582					

\* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .000$

As the remaining independent variables (self-control, emotionality, and sociability) indicated statistical significance ( $p < .05$ ), they were next analyzed to assess their multicollinearity. Multicollinearity is a condition where two or more independent variables in the same regression model contain high levels of the same information and are better suited to describe each other than the dependent variable. Variables with a tolerance level of 0.20 or below indicates multicollinearity. As emotionality indicated a tolerance of 0.174, it indicates multicollinearity. Evans (2013) contended that the best measure of multicollinearity is the variance inflation factor (VIF). He states that the VIF among non-correlated variables would =1, whereas conservative guidelines find that a VIF of 5 or greater suggests too much multicollinearity. As emotionality had a VIF of 5.737 (>5) and a tolerance 0.174 (<0.2), it is probable multicollinearity exists, so this variable was also removed from the analysis.

**Hypothesis 3:** *There is a direct influence upon employee levels of OCB by the levels of emotionality factors of trait emotional intelligence of their representative supervisor.* The results of this analysis show that while the independent variable of Emotionality was statistically significant at a level of  $p < .05$  to the dependent variable of

OCB, it was problematic when tested for multicollinearity; therefore, the analysis fails to reject the null hypothesis.

With a VIF of 3.416 (<5) and a tolerance of .293 (>.2), self-control was kept as was sociability with a VIF of .291 (>.2) and a tolerance of .291 (>.2). The model now identifies the independent variables of sociability and self-control are statistically significant correlated to the dependent variable Organizational Citizenship Behavior. The regression analysis indicates, for every point that self-control increases, a .292 increase in OCB can be expected, and for every point that sociability increases, OCB should increase .145 (Evans, 2013).

***Hypothesis 4:*** *There is a direct influence upon employee levels of OCB by the levels of sociability factors of trait emotional intelligence of their representative supervisor.* The results of this analysis show that the independent variable of sociability is statistically significant at a level of  $p < .05$  to the dependent variable of OCB; therefore, the analysis can reject the null hypothesis.

***Hypothesis 5:*** *There is a direct influence upon employee levels of OCB by the levels of self-control factors of trait emotional intelligence of their representative supervisor.* The results of this analysis show that the independent variable of self-control is statistically significant at a level of  $p < .05$  to the dependent variable of OCB; therefore, the analysis can reject the null hypothesis.

With an R-squared of .544, it is expected that 54.4% of changes in OCB can be explained by the regression model of:

$$\text{OCB} = .782 + (.292 \text{ Self-Control}) + (.145 \text{ Sociability}) + \varepsilon$$

Table 7: Model 4 OLS Regression Analysis of Correlations

Measures	B	S.E.	Beta	Tolerance	VIF	Sig.
1. Constant	.782	.153				.000
2. Self-Control	.292***	.038	.725	.490	2.042	.000
3. Sociability	.145***	.034	.286	.490	2.042	.000
<i>F</i>	124.833					
R-squared	.544					

\* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .000$

Analysis of variance (ANOVA) conducts an *F*-test to determine whether variation is due to a particular factor, such as the difference in the sample means, or is significantly larger than that due to error. It is used to test for significance of regression. As the null hypothesis states there is no linear relationship between the dependent and any independent variables, and the alternative hypothesis states that the dependent variable has a linear relationship with at least one of the variables, the significance  $< .05$  indicates the alternative hypothesis is true, and the null hypothesis can be rejected (Evans, 2013).

Table 8: ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
1. Regression	49.573	2	24.787	124.833	.000 <sup>b</sup>
Residual	40.903	206	.199		
Total	90.477	208	.286	.490	2.042

a. Dependent Variable OCB  
b. Predictors: (Constant), Sociability, Self-Control

### Discussion of Quantitative Analysis

The results of the quantitative portion of this study indicate the individual factors of sociability and self-control (independent variables) as assessed by the self-reported, supervisor instrument, Trait Emotional Intelligence Questionnaire – Short Form (Petrides, 2009), show a statistically significant, positive correlation with the dependent

variable of the self-reported subordinate instrument, The Organizational Citizenship Behavior Checklist (Fox & Spector, 2009).

With regression analysis, when an independent variable is found to be statistically significant, it indicates that it has some level of influence on the dependent variable. It is common to state the hypotheses for regression analysis in terms of a null hypothesis. A null hypothesis indicates the independent variable has absolutely no influence on the dependent variable. Therefore, if an independent variable is found to exert any significant influence on the dependent variable, then the null hypothesis, stating there is no influence, can be rejected. Conversely, when a variable does not indicate statistical significance ( $p > .05$ ), it cannot be stated definitively that the independent variable exerts an influence on the dependent variable; therefore, the null hypothesis cannot be rejected. However, a lack of significance does not indicate that the independent variable exerts absolutely no influence on the dependent variable; it just does not indicate any influence given the existing conditions. Therefore, a null hypothesis cannot be proven; it can only fail to be rejected. As such, this study failed to reject the null hypothesis for Hypotheses 1, 2, and 3, indicating a lack of statistical significance of the independent variables, Well-Being (Hypothesis 1) and Global Trait Emotional Intelligence (Hypothesis 2). While the independent variable of Emotionality (Hypothesis 3) was found to have a significant negative correlation to the dependent variable, Organizational Citizenship Behavior, it exhibited signs of multicollinearity ( $VIF > 5$ , and  $Tolerance < .2$ ), so the null hypothesis failed to be rejected for this variable as well. However, due to the significant results ( $p < .05$ ) of the independent variables Sociability and Self-Control, the null hypotheses for Hypotheses 4 and 5 could be rejected, resulting in the regression equation:

$$\text{Organizational Citizenship Behavior} = .782 + (.292 \text{ Self-Control}) + (.145 \text{ Sociability}) + \epsilon$$

Therefore, the step-wise linear regression utilized in the quantitative portion of this study indicates that the individual Trait Emotional Intelligence factors of Self Control and Sociability have a significant positive influence on the dependent variable Organizational Citizenship Behavior. While the limited number of study participants fails to provide the statistical power to imply a generalizable relationship in regards to the population of the study group (foodservice employees and their direct supervisors), it does give indications that these trait factors exhibited by foodservice supervisors hold promise in enhancing the levels of organizational citizenship behavior of the subordinate employees. Due to the limited sample size, it is also possible the variables found to lack statistical significance in this study, may gain significance with a larger sample size.

### **Summary**

To provide clarity, depth, and lend strength to this study, it was decided to conduct a Delphi Method qualitative study as well. After which, a mixed methods analysis of the results was performed to identify commonalities and differences observed in the two disparate methodologies. The Delphi study and the subsequent mixed methods analysis will be discussed in the following chapter.



## Chapter 5: Qualitative and Mixed Methods Results

### Introduction

Qualitative research provides methodological tools which give greater insight into the context of a question and can provide nuance that is lost in quantitative analysis (Brady, 2015). Additionally, Mixed Methods is best suited for research problems where:

[O]ne data source may be insufficient, results need to be explained, exploratory findings need to be generalized, a second is needed to enhance a primary method, a theoretical stance needs to be employed, and an overall research objective can best be addressed with multiple phases or projects (Creswell & Plano Clark, 2011, p.8).

To bolster the finding of this study's quantitative study involving surveys given to foodservice industry supervisors and their subordinate employees and to provide a better view into the context of the subject under investigation, a mixed methods study was conducted. The goal of this study was to explore the quantitative results and qualitative findings to determine whether individual factors of trait emotional intelligence found in line level food service supervisors impact their employees' Organizational Citizenship Behavior (Creswell & Plano Clark, 2011). Teddlie and Tashakkori (2009) refer to this interpretation as drawing "inferences" and "meta-Inferences" (p.300). Inferences in mixed methods research are assumptions and clarifications derived from the disparate quantitative and qualitative legs of the study as well across the qualitative and quantitative legs, referred to as "meta-inferences" (Creswell & Plano Clark, 2011, p. 300).

As the acquisition of study participants during the quantitative portion of this study was proving to be problematic, it was decided to add a qualitative component to

enhance the results of the quantitative portion (Creswell & Plano Clark, 2011). To facilitate this, a Delphi study of selected industry experts was simultaneously conducted. The Delphi Method is a flexible research technique which is well suited to explore new concepts within and outside the established body of knowledge. It is an interactive process which collects and distills the anonymous judgements of experts utilizing various data collection techniques, interposed with feedback (Skulmoski, Hartman, & Krahn, 2007)

With the Delphi method, the identities of the members of the panel of experts were shielded from each other to discourage any social intimidation in the process (Skulmoski, et al.,2007). The experts were asked to respond fully to a series of five open-ended questions concerning supervisor attributes and their impact on employee productivity and satisfaction. The questions were designed to represent the desired outcomes associated with employees exhibiting higher levels of Organizational Citizenship Behavior (Bateman & Organ, 1983). It was anticipated that the results of these OCB driven questions would yield responses which could, to some extent, be linked to the precepts espoused by the concepts behind the individual factor levels of Trait Emotional Intelligence (Petrides, 2009). The results of the responses to the Delphi study questions were compiled and like responses consolidated (Rowe & Wright, 2007). The second round of questions reminded the participants of their previous answers, displayed the consolidated list of replies from all the panel members, and asked participants to rank each item's importance using a 5-point Likert scale with 1 being not important and 5 being most important. Results were then studied, comparing the findings of the entire group, and various subdivisions within the group (Rowe & Wright, 2007).

Finally, a mixed methods analysis took place utilizing typology development where the results of the Delphi Study were coded to identify which factor of Trait Emotional Intelligence the reply best fit. Responses were coded: 1=global, 2=emotionality, 3=well-being, 4=sociability, 5=self-control and 6=other for those responses which did not fit into the description of the various factors (Petrides, 2009). The coded responses were then grouped by coding, and the sum of their means were calculated to give indication of the importance of the factor variable as determined by the responses of the Delphi panel of experts. The results of this coding were then compared to the results of the quantitative study to identify any similarities, lending additional weight to the findings (Teddlie & Tashakkori, 2009).

The empaneled group of experts were comprised of individuals representing five disparate groupings found in the foodservice industry. They were chosen for their industry experience, academic accomplishment, and willingness to participate in this study (Brady, 2015). The members were 66.7% male, and had a mean of 36.2 years of industry experience, the hourly members had a minimum of one year of experience and as much as five. Of the manager experts, they possessed a minimum of 15 years' industry experience, while one member had fifty nine years of industry experience. All the hourly representatives had at least some college education, and one hourly representative achieved their Associate degree. The managers reported a minimum of a trade school education, this individual had 59 years' industry experience, two had bachelor degrees, and one had a master's degree, while two members earned a PhD in their respective fields.

Table 9: Delphi Panel - Expert Participant Demographics

Specialty	Gender	Years in industry	Education	Position
Human Resources 1	1	23	8	Director of Human Resources – boutique hotel
Human Resources 2	2	35	11	Director of Learning and Organizational Development – top 10 restaurant chain, Corporate
FOH Supervisor 1	1	37	8	Director of Food and Nutrition – multi-unit hospital system
FOH Supervisor 2	2	15	11	Associate Professor - Nutrition and Hospitality, major state university
BOH Supervisor 1	1	59	6	Executive Director - private university, hospitality studies program
BOH Supervisor 2	1	47	9	Associate Professor – private university, culinary and hospitality
	<i>1=M- 66.7%</i>	<i>M-36.2</i>	<i>6=Trade School - 16.7%</i>	
	<i>2=F- 33.3%</i>	<i>Min -15  Max-60</i>	<i>8=Bachelor - 33.3% 9=Masters - 16.7% 11=PhD – 33.3%</i>	
Specialty	Gender	Years in industry	Education	Position
FOH Hourly 1	2	5	7	Bartender - top 100 casual restaurant chain
FOH Hourly 2	2	2	5	Waitress - top 100 casual restaurant chain
BOH Hourly 1	2	1	5	Cook – locally owned casual restaurant
BOH Hourly 2	1	1	5	Cook – locally owned casual restaurant
	<i>1=M- 25%</i>	<i>M-2.25</i>	<i>5=Some College – 75%</i>	
	<i>2=F- 75%</i>	<i>Min - 1  Max - 5</i>	<i>7=Associates - 25%</i>	

### Qualitative Results of Delphi Study

For the first round of questioning, the panel members were sent an individual e-mail containing a series of five open-ended questions:

1. What are the specific characteristics possessed by a food service supervisor which contribute most to their subordinates' job satisfaction?
2. What are the specific characteristics possessed by a food service supervisor which diminish their subordinates' job satisfaction?
3. What are the specific characteristics possessed by a food service supervisor which contribute most to their subordinates' willingness to perform at a higher level (productivity and quality of work)?
4. What are the specific characteristics possessed by a food service supervisor which diminish their subordinates' willingness to perform at a higher level (productivity and quality of work)?
5. How would you describe a supervisor who exemplifies all the characteristics necessary to lead a successful team?

The panel experts were requested to brainstorm all relevant answers to each of the question. The first round of questions yielded the following results:

Table 10: *Delphi Panel Round One Answers, Question 1*

1. What are the specific characteristics possessed by a food service supervisor which contribute most to their subordinates' job satisfaction?								
HR1	Integrity	Approachability	Consistency	Listens to staff concerns	Firm and consistent with policies	Commitment to customer service		
HR2	Training	Recognition for work contribution	Recognize personal events					
FOH-S 1	Make people feel valued	Treat people with dignity	Ethical treatment of all employees.	Compassion / concern for employee wellbeing	Friendly disposition-	Positive attitude	Open minded and willing to listen to employee recommendations	Give credit for good ideas and work
FOH-S 2	Flexible – works with scheduling/suppo rts work/life balance	Respectful – does not look down on employees	Consistent	Fair	Receptive to feedback	Sincere/genuine – has real interest in employees	Supportive - supports professional development	Upbeat/sets a good “tone”
BOH-S 1	Knowledge from experience shared when needed.	Quiet calm direction given with firm authority.	Treating every one with equal respect	Using the above to grow team spirit and pride in what we do.				
BOH-S 2	Personal attention	Kindness & Consideration	Reward & Recognition					
FOH-H 1	Supports employees	Honest	Approachable	Makes employees feel valued	Consistent communication			
FOH-H 2	Exceptional communication skills							
BOH-H 1	Removes obstacles	Encourage taking risks	Listens well	Respects others	Keeps calm in a crisis	Has sense of self-worth	Responsible	Accountable
BOH-H 2	Respectful	Facilitate work environment	Reward achievements	Allow risk taking	Listen well	Be honest	Reliable	

Table 11: *Delphi Panel Round One Answers, Question 2*

2. What are the specific characteristics possessed by a food service supervisor which diminish their subordinates' job satisfaction?

HR1	Not approachable	Does not listen	Doesn't train or develop staff	Inconsistent application of policies and procedures	Does not care about the customer	Lack of integrity		
HR2	Neglects training	Fails to communicate	Does not acknowledge employees	Does not review job performance	Lacks empathy			
FOH-S 1	Demeaning / condensation approach to employees	Lack of appreciation for the employee's work	Displays of dishonesty and unethical treatment.	Inconsistent application of policies.				
FOH-S 2	Degrades staff	Acts superior	Does not respect individuality	Inflexible	Does not stand up for employees	Allows conflict/does not manage it well	Micro-manages staff	Shows favoritism
BOH-S 1	Sarcasm	Public humiliation	Constant criticism	Complaining about management	Favoritism			
BOH-S 2	Sarcastic and unappreciative	Autocratic management style						
FOH-H 1	Employees	Arrogant	Overbearing	Dishonest	Inconsiderate			
FOH-H 2	Prideful							
BOH-H 1	Lack of accountability	Unfair	Lacks concern and respect	Untrustworthy	Not loyal to company	Doesn't listen well	Discourages risk taking	
BOH-H 2	Hostile work environment	Dishonest	Greedy	Possessive	Unrealistic expectations			

Table 12: *Delphi Panel Round One Answers, Question 3*

3. What are the specific characteristics possessed by a food service supervisor which contribute most to their subordinates' willingness to perform at a higher level (productivity and quality of work)?

R1	Excitement about the business	Eager to train every day							
HR2	Recognition	Communication	Training	Appreciation	Empowers healthy competition				
FOH-S 1	Assist employees when needed.	Train/coach for improvement	Appreciate employees' efforts.	Committed to guest service					
FOH-S 2	Supportive – supports/offers professional development	Committed to high quality work	Challenges employees to perform better	Has expert knowledge	Leads by “positive” example	Charismatic / passionate / confident	Pitches in	Delegates – shows trust in staff	
BOH-S 1	Working alongside subordinates	Setting high standards	Showing enthusiasm.	Setting the example					
BOH-S 2	Articulates vision, goals	A willingness to help instead of complain	Sets high expectations						
FOH-H 1	Honest	Kept employees informed	Recognize good performance	Honest negative feedback when needed	Help employee to improve				
FOH-H 2	Compassionate	Respectful	Ambitious	Loyal					
BOH-H 1	Consistent	Influential	Fosters teamwork	Motivates others	Coach and develop employees	Champion change			
BOH-H 2	Ensure team has what it needs	Encourage risk taking	Promote from within	Reward success	Request input from employees	Provide training and mentorship			



Table 13: *Delphi Panel Round One Answers, Question 4*

4. What are the specific characteristics possessed by a food service supervisor which diminish their subordinates' willingness to perform at a higher level (productivity and quality of work)?

HR1	Closed Minded	Lack of energy or enthusiasm				
HR2	Disengaged	Do not communicate	Do not recognize employees	Does not train employees		
FOH-S 1	Dishonesty	Doesn't appreciate efforts.	Not willing to assist others as needed	Inconsistent adherence to procedures.	Micro- manages/does n't trust employees	
FOH-S 2	Has low self esteem	"Doomsday" attitude	Allows poor quality work	Disrespects employees	Cannot perform required tasks	Not supportive of promotions/raises
BOH-S 1	Lack of leadership	Being complaisant	Blaming employees			
BOH-S 2	Lack of appreciation	Pushing too hard				
FOH-H 1	Dishonest	Degrading	Plays favorites	Doesn't acknowledge efforts		
FOH-H 2	Short- tempered	Lazy	Cocky	Ignorant		
BOH-H 1	Lacks Direction	Plays favorites	No vision	Doesn't encourage teamwork	Doesn't believe in change	Unwilling to develop employees
BOH-H 2	Organize	Motivate	Knows how to execute plan	Encourage ownership	Give meaning to work	Reward success

Table 14: *Delphi Panel Round One Answers, Question 5*

5. How would you describe a supervisor that exemplifies all the characteristics necessary to lead a successful team?							
HR1	Knowledgeable	Constantly Present	Always listening	Sharing constructive ways to improve	Consistent	Sets high standards	Lives up to the high standards
HR2	Sets goals and targets	Ensure employees have what they need	Proper training to do their job	Recognize employee milestones	Appreciate team members every day	Provide feedback on performance	Be approachable
FOH-S 1	Professional relationship	Approachable, respectful and consistent in nature	Concerned about the quality of work environment	Recognizes efforts	Employees know that we care about them	Treat employees with respect	Acknowledge work is important to the team's success
FOH-S 2	Lead and be visionaries	Confident and experienced	Motivate team to peak performance	Coaches and support their employees	Development		
BOH-S 1	Example for his staff	Interesting	Devoted to team mission				
BOH-S 2	A person of high integrity	Thoughtful	Considerate	Pleasant demeanor	Predictable		
FOH-H 1	Build team person by person	Pays attention to each employees' strengths	Place employees where they will be valued	Honest	Approachable	Encouraging initiative	Coach for improvement
FOH-H 2	Takes initiative to grow relationships	Role model	Take responsibility	Admit when wrong			
BOH-H 1	Self-motivated	Understands goals and how to get there					
BOH-H 2	Organized	Environment of excellence	Lead people	Encourage ownership	Give meaning to work	Reward performance	Motivational

### **Coding of Delphi Panel Responses**

Upon completion of the first round of responses from the Delphi panel, the answers were subjected to a unitizing process. Using key words and phrases, the responses were consolidated into like answers (Lincoln & Gruba, 1985). A composite list of responses was then developed (Rowe & Wright, 2007).

At that time, the panel members were once again contacted via individual e-mail. They were thanked for their participation in round one, and additionally, they were provided with a list of their original responses to the questions and the compiled list of responses yielded by the qualitative analysis of all responses from round one. They were asked to verify that the composite list contained a representation of their answers and then were asked to rank the responses in the composite listing by level of relevance to the question being asked. They were instructed to use a 5-point Likert scale where 1 represented not important and 5 represented very important.

Upon completion, the panel members returned their responses to the researcher, and their responses were tabulated. The second round of questioning yielded the following ratings:

Table 15: *Delphi Panel Round 2 Individual Ratings, Question 1*

1. What are the specific characteristics possessed by a food service supervisor which contribute most to their subordinates' job satisfaction?										
Importance 1=not important, 5=Very Important										
Consolidated List	HR	HR	FOH	FOH	BOH	BOH	FOH	FOH	BOH	BOH
	1	2	Sup	Sup	Sup 1	Sup 2	H 1	H 2	H 1	H 2
			1	2						
Integrity	5	5	5	4	5	5	5	4	5	5
Approachability	5	5	4	5	4	5	5	5	5	5
Consistency	5	4	5	5	4	5	5	5	4	4
Listens to staff concerns	5	5	4	5	4	5	5	4	4	5
Commitment to customer service	5	5	3	4	5	5	4	5	4	2
Supports professional development	5	3	4	5	5	5	4	5	3	3
Recognition for work contribution	5	5	5	5	4	5	5	5	4	4
Recognizes personal events	4	5	4	5	3	4	3	5	3	4
Make people feel valued	5	5	4	5	5	5	5	4	5	4
Treat people with dignity	5	5	5	5	5	5	5	5	5	4
Positive attitude	5	5	4	5	5	5	3	5	5	5
Flexible – works with scheduling/supports work/life balance	4	4	4	5	4	5	4	4	5	4
Sincere/genuine – has real interest in employees	5	5	5	5	4	5	5	4	5	5
Encourages teamwork/spirit	5	4	5	4	4	5	4	4	4	4
Provides regular feedback on performance	4	5	5	3	4	5	5	4	4	3
Quiet calm direction w/ firm authority.	3	3	4	3	5	5	4	5	5	2
Kindness & Consideration	5	5	3	4	4	4	3	5	5	3
Honest	5	5	5	4	5	5	5	5	5	4
Removes obstacles	4	4	4	3	4	4	2	3	5	3
Encourage taking risks	3	2	3	3	4	4	3	5	3	2
Respects others	5	5	4	4	5	5	5	5	5	5
Has sense of self-worth	3	3	4	4	4	4	4	5	4	2
Responsible	5	4	4	4	4	5	4	5	5	4
Accountable	3	4	4	4	5	5	5	5	5	4
Supports company values	4	3	4	4	4	5	3	5	4	4
Reliable	5	5	4	5	5	5	3	5	5	4

Table 16: *Delphi Panel Round 2 Individual Ratings, Question 2*

2. What are the specific characteristics possessed by a food service supervisor which diminish their subordinates' job satisfaction?										
Importance 1=not important, 5=Very Important										
Consolidated List	HR	HR	FOH	FOH	BOH	BOH	FOH	FOH	BOH	BOH
	1	2	Sup	Sup	Sup 1	Sup 2	H 1	H 2	H 1	H 2
			1	2						
Not approachable	5	5	3	5	4	4	5	4	5	4
Does not listen	5	5	3	5	4	5	5	5	5	5
Doesn't train or develop staff	5	5	4	5	4	5	4	5	5	3
Inconsistent application of policies and procedures	5	4	5	5	5	5	3	5	4	2
Does not care about the customer	5	4	3	4	5	5	3	5	5	3
Lack of integrity	5	4	5	5	5	5	5	5	5	4
Degrades staff	5	5	5	5	4	5	5	5	5	5
Acts superior	4	3	4	5	3	5	3	5	5	5
Does not respect individuality	4	5	3	4	3	4	4	4	5	5
Inflexible	4	4	2	4	5	4	4	4	4	4
Does not stand up for employees	5	5	4	4	4	4	5	4	4	3
Allows conflict/does not manage it well	5	3	5	5	5	4	4	5	4	4
Micro-manages staff	5	3	5	5	4	4	3	5	3	5
Negative attitude	4	5	5	5	3	5	3	5	4	4
Sarcasm	4	4	4	3	4	5	2	5	3	2
Constant complaining about senior management	4	2	2	4	5	5	2	5	4	1
Keep employees out of the loop	5	5	3	4	5	4	5	5	4	2
Overbearing	4	3	3	4	4	5	4	5	5	3
Inconsiderate	5	5	5	5	4	4	5	5	5	4
Lack of accountability	4	3	4	4	4	4	5	5	5	4
Lacks concern and respect	5	5	5	3	4	5	5	5	5	5
Discourages risk taking	3	2	3	3	4	4	3	3	3	2
Greedy	5	3	4	3	4	4	5	5	3	2
Unrealistic expectations	4	3	5	4	4	5	4	5	4	4

Table 17: *Delphi Panel Round 2 Individual Ratings, Question 3*

3. What are the specific characteristics possessed by a food service supervisor which contribute most to their subordinates' willingness to perform at a higher level (productivity and quality of work)?

Importance 1=not important, 5=Very Important

Consolidated List	HR 1	HR 2	FOH Sup 1	FOH Sup 2	BOH Sup 1	BOH Sup 2	FOH H 1	FOH H 2	BOH H 1	BOH H 2
Eager to train every day	4	5	4	4	4	5	4	4	3	3
Empowers healthy competition	4	3	4	3	3	3	3	4	3	3
Cooperation-willingness to assist	5	5	5	3	4	4	5	5	4	4
Display of appreciation for employee's efforts.	5	5	5	4	5	4	4	5	4	4
Committed to high quality work	5	4	4	5	5	5	5	5	5	3
Challenges employees to perform better	4	4	4	5	4	4	5	5	5	3
Charismatic/passionate/confident	4	5	5	4	5	4	5	5	5	4
Delegates – shows trust in staff	4	4	5	4	5	4	5	5	5	3
Showing enthusiasm	5	5	4	3	5	4	3	5	5	4
Setting the example	5	5	3	4	5	4	4	5	5	5
Articulates vision, goals	4	5	4	4	4	5	4	5	5	3
Honest	5	4	4	3	5	5	5	5	5	5
Kept employees informed	5	5	4	3	4	4	5	5	5	5
Honest feedback	4	4	3	2	4	4	4	5	5	4
Compassionate	4	5	3	3	4	4	4	5	5	4
Respectful	5	5	4	3	4	5	5	5	5	5
Ambitious	3	3	3	3	3	4	5	5	5	4
Loyal	4	3	3	3	4	4	5	5	5	5
Consistent	4	3	3	3	5	5	5	5	5	5
Fosters teamwork	4	4	4	3	4	5	3	5	4	4
Champion change	3	3	3	3	3	4	3	5	4	3
Ensure team has what it needs to be successful	4	5	4	5	4	5	4	4	4	3
Encourage risk taking	3	2	3	3	3	4	4	3	3	3
Promote from within	4	4	4	5	3	3	3	5	5	4

Table 18: *Delphi Panel Round 2 Individual Ratings, Question 4*

4. What are the specific characteristics possessed by a food service supervisor which diminish their subordinates' willingness to perform at a higher level (productivity and quality of work)?

Importance 1=not important, 5=Very Important

Consolidated List	HR 1	HR 2	FOH Sup 1	FOH Sup 2	BOH Sup 1	BOH Sup 2	FOH H 1	FOH H 2	BOH H 1	BOH H 2
Closed Minded	4	4	4	3	5	5	4	5	3	4
Lack of energy or enthusiasm	4	5	3	4	4	5	5	5	5	5
Does not communicate	5	5	4	3	4	5	5	5	4	5
Does not train employees	5	5	4	5	3	5	4	5	4	4
Dishonesty	5	4	4	5	4	5	5	5	5	3
Lack of appreciation and recognition of employee efforts.	5	5	5	5	5	5	5	5	5	3
Not being willing to assist others as needed (not my job/responsibility)	5	4	5	2	5	5	5	5	5	3
Inconsistent adherence to procedures.	5	3	4	4	4	5	3	4	4	4
Has poor self- image and low self esteem	4	3	3	3	5	4	3	4	5	3
"Doomsday" attitude	5	4	3	4	5	4	4	5	5	3
Poor quality work	4	4	4	5	5	5	5	5	5	4
Disrespects employees	5	5	5	4	4	5	5	5	5	5
Cannot perform required tasks	5	3	4	4	4	5	4	5	5	5
Micro-manages/doesn't trust employees	4	3	4	4	5	5	5	5	3	5
Blaming employees	5	4	5	3	4	5	4	5	5	5
Pushing too hard	5	3	4	2	4	5	3	4	4	4
Degrading	5	5	5	4	4	5	5	5	5	5
Plays favorites	5	4	3	5	3	4	5	5	5	5
Short-tempered	5	4	3	3	3	5	3	4	3	3
Doesn't believe in change	3	4	3	4	3	4	4	5	3	3

Table 19: *Delphi Panel Round 2 Individual Ratings, Question 5*

5. How would you describe a supervisor that exemplifies all the characteristics necessary to lead a successful team? Importance 1=not important, 5=Very Important										
Consolidated List	HR 1	HR 2	FOH Sup 1	FOH Sup 2	BOH Sup 1	BOH Sup 2	FOH H 1	FOH H 2	BOH H 1	BOH H 2
Always listening	5	5	4	5	5	5	4	5	5	5
High standards	5	5	5	5	4	5	4	5	5	3
Sets goals and targets	5	5	5	5	4	5	4	5	5	3
Employees have necessary resources	5	5	5	5	5	5	4	5	5	4
Proper training to do job	5	5	5	5	4	5	5	5	5	4
Daily 'huddles'	5	5	4	2	3	4	3	4	4	2
Coach for improvement	5	5	5	5	4	4	4	5	4	3
Recognize employee milestones	5	5	3	3	3	4	5	5	4	4
Be approachable	5	4	4	4	4	5	5	5	5	4
Positive attitude	5	5	4	4	5	5	5	5	5	4
Fun environment	5	5	3	3	4	4	4	4	5	4
Professional relationship	5	4	3	4	4	4	5	5	5	4
Outgoing, approachable, respectful and consistent	5	4	4	4	4	4	5	5	5	5
Concerned about the employee's wellbeing	5	5	5	5	5	4	4	5	4	5
Treat employees with respect	5	5	5	5	5	5	5	5	5	5
Safe and welcoming environment	5	4	5	5	5	5	4	5	5	5
Confident	5	4	4	4	4	5	3	4	5	4
Motivate a diverse group	5	4	4	4	4	5	4	5	4	3
An example for his staff	5	4	5	4	4	4	5	5	4	3
Interesting	5	4	3	3	4	4	3	4	4	3
Thoughtful	5	5	4	4	4	5	3	4	4	4
Considerate	5	5	4	4	4	5	5	5	5	4
Pleasant demeanor	5	4	4	4	4	5	4	4	4	4
Predictable	5	4	5	4	4	5	3	5	4	2
Honest	5	4	5	4	5	5	5	5	5	5
Take responsibility	5	5	5	4	3	5	5	5	5	5
Encourage ownership	4	4	4	4	3	5	5	4	4	3



The tabulated responses were then subjected to quantitative analysis utilizing IBM SPSS Statistics Version 22 to generate representative descriptive statistics. All panel ratings of each of the answers to the five study questions were analyzed to establish the mean rating for each individual response as well as their standard deviation. The responses were then sorted with the items with the highest mean score being listed first and, continuing in descending order based on mean score. The results were then numbered with the highest mean being labeled 1, the next highest 2, etc.

Following this ordinal ranking, the analysis process was repeated utilizing identified groupings of all supervisor ratings (human resources, front-of-house supervisors, and back-of-house supervisors), all hourly ratings (front-of-house hourly employees, and back-of-house hourly employees), ratings from front-of-house members (supervisors and hourly), and back-of-house members (supervisors and hourly). Once again, the mean for each response was calculated along with the standard deviation. The results of which were again ordered per the descending values for the mean. This analysis yielded the following results:

Table 20: *Delphi Panel Round 2 Composite Scores, Question 1*

1. What are the specific characteristics possessed by a food service supervisor which contribute most to their subordinates' job satisfaction?

Consolidated List															
Group Ranking	Supervisor Ranking	Hourly Ranking	FOH Ranking	BOH Rankings		Group Mean	Group Std. Dev.	Supervisor Mean	Supervisor Std. Dev.	Hourly Mean	Hourly Std. Dev.	FOH Mean	FOH Std. Dev.	BOH Mean	BOH Std. Dev.
1	1	2	1	4	Treat people with dignity	4.9	0.3	5.0	0.0	4.8	0.3	5.0	0.0	4.8	0.3
2	2	3	7	1	Integrity	4.8	0.4	4.8	0.2	4.8	0.3	4.5	0.3	5.0	0.0
3	9	4	4	5	Approachability	4.8	1.4	4.7	0.2	4.8	0.0	4.8	0.3	4.8	0.3
4	3	7	5	6	Sincere/genuine – has real interest in employees	4.8	0.4	4.8	0.2	4.7	0.3	4.8	0.3	4.8	0.3
5	4	5	6	7	Honest	4.8	0.4	4.8	0.2	4.8	0.3	4.8	0.3	4.8	0.3
6	10	1	8	2	Respects others	4.8	0.4	4.7	0.2	5.0	0.0	4.5	0.3	5.0	0.0
7	5	10	2	14	Recognition for work contribution	4.7	0.5	4.8	0.2	4.5	0.3	5.0	0.0	4.3	0.3
8	6	8	9	8	Make people feel valued	4.7	0.5	4.8	0.2	4.7	0.3	4.5	0.3	4.8	0.3
9	7	9	13	3	Positive attitude	4.7	0.7	4.8	0.2	4.7	0.5	4.3	0.5	5.0	0.0
10	11	11	3	15	Consistency	4.6	0.5	4.7	0.2	4.5	0.3	5.0	0.0	4.3	0.3
11	12	12	10	11	Listens to staff concerns	4.6	0.5	4.7	0.2	4.5	0.3	4.5	0.3	4.5	0.3
12	8	13	14	9	Reliable	4.6	0.7	4.8	0.2	4.5	0.5	4.3	0.5	4.8	0.3
13	16	14	15	12	Responsible	4.4	0.5	4.3	0.2	4.5	0.3	4.3	0.3	4.5	0.3
14	19	6	11	10	Accountable	4.4	0.7	4.2	0.3	4.8	0.3	4.5	0.3	4.8	0.3
15	17	15	16	13	Flexible – works with scheduling	4.3	0.5	4.3	0.2	4.3	0.3	4.3	0.3	4.5	0.3
16	15	17	17	16	Encourages teamwork/spirit	4.3	0.5	4.4	0.2	4.2	0.0	4.3	0.3	4.3	0.3
17	13	18	21	19	Commitment to customer service	4.2	1.0	4.5	0.3	4.2	0.6	4.0	0.4	4.0	0.7
18	14	19	12	20	Supportive - supports professional development	4.2	1.0	4.5	0.3	4.2	0.5	4.5	0.3	4.0	0.6
19	18	20	18	21	Provides regular feedback on performance	4.2	0.8	4.3	0.3	4.2	0.4	4.3	0.5	4.0	0.4
20	20	22	24	22	Kindness & Consideration	4.1	0.1	4.2	0.3	4.0	0.6	3.8	0.5	4.0	0.4
21	21	24	19	24	Recognition of personal events	4.0	0.8	4.2	0.3	3.7	0.5	4.3	0.5	3.5	0.3
22	22	21	22	17	Supports company values	4.0	0.7	4.0	0.1	4.2	0.4	4.0	0.4	4.3	0.3
23	23	16	23	18	Quiet calm direction given with firm authority.	3.9	1.1	3.8	0.4	4.3	0.7	4.0	0.4	4.3	0.8
24	25	23	20	25	Has sense of self-worth	3.7	0.8	3.7	0.2	3.8	0.6	4.3	0.3	3.5	0.5
25	24	25	26	23	Removes obstacles	3.6	0.1	3.8	0.2	3.5	0.6	3.0	0.5	4.0	0.4
26	26	26	25	26	Encourage taking risks	3.2	0.9	3.2	0.3	3.5	0.6	3.5	0.5	3.3	0.5

An analysis of the results of the rankings for the first question presented some interesting results. The rankings indicate that a disparate level of importance is given to the various responses when the respondents are grouped by position type and work location. For example, the entirety of the groups of supervisors and front-of-house workers found as it impacted job satisfaction, the most important factor concerned whether a supervisor treats people with dignity. However, those who work in the back-of-house put less emphasis on this as they rated this response as 4<sup>th</sup> in terms of importance; instead, they found the supervisor's integrity to be the most important consideration in employee job satisfaction. Similarly, when the hourly responses were grouped for analysis, they reported the most important consideration to be the supervisor respecting others. This sentiment was echoed by the back-of-house respondents, who ranked this 2<sup>nd</sup> in importance. The composite score and an analysis of the remaining groupings found this to be less of a concern with the entire group rating it as 6<sup>th</sup>. In terms of importance, supervisors rated it 10<sup>th</sup>, and the grouping of front-of-house experts rated it 8<sup>th</sup>.

These results lend support to the contention that employees need to be treated on an individual basis, as their needs are vastly different in terms of motivational effect. Additionally, leaders in the respective environments need to be aware of what is most important to their people. For instance, these results point to the observation that those who work in the back-of-the-house are less concerned with being treated with dignity, and more concerned with being respected. These findings seem to support the anecdotal stereotype concerning the work environment in back-of-house areas where an authoritative, transactional relationship still tends to be the prevalent management style.

Responses which were found the least relevant seemed to have more consensus between the groups. With virtual agreement, the supervisors sense of self-worth, their ability to remove obstacles, and their encouragement of risk taking had the least impact on the job satisfaction of employees.

Table 21: *Delphi Panel Round 2 Composite Scores, Question 2*

2. What are the specific characteristics possessed by a food service supervisor which diminish their subordinates' job satisfaction?

Consolidated List															
Group Ranking	Supervisor Ranking	Hourly Ranking	FOH Ranking	BOH Rankings		Group Mean	Group Std. Dev.	Supervisor Mean	Supervisor Std. Dev.	Hourly Mean	Hourly Std. Dev.	FOH Mean	FOH Std. Dev	BOH Mean	BOH Std. Dev.
1	1	1	1	1	Degrades staff	4.9	0.3	4.8	0.4	5	0	5	0	4.8	0.5
2	2	4	2	2	Lack of integrity	4.8	0.4	4.8	0.4	4.8	0.5	5	0	4.8	0.5
3	6	2	5	3	Does not listen	4.7	0.7	4.5	0.8	5	0	4.5	1	4.8	0.5
4	4	5	3	7	Inconsiderate	4.7	0.5	4.7	0.5	4.8	0.5	5	0	4.3	0.5
5	7	3	6	4	Lacks concern and respect	4.7	0.7	4.5	0.8	5	0	4.5	1	4.8	0.5
6	5	10	7	8	Doesn't train or develop staff	4.5	0.7	4.7	0.5	4.3	1.0	4.5	0.6	4.3	1.0
7	10	7	13	9	Not approachable	4.4	0.7	4.3	0.8	4.5	0.6	4.3	1.0	4.3	0.5
8	8	11	4	10	Allows conflict/does not manage it well	4.4	0.7	4.5	0.9	4.3	0.5	4.8	0.5	4.3	0.5
9	3	20	8	16	Inconsistent application of policies and procedures	4.3	1.1	4.8	0.4	3.5	1.3	4.5	1	4	1.4
10	9	14	9	17	Negative attitude	4.3	0.8	4.5	0.8	4	0.8	4.5	1	4	0.8
11	11	15	18	5	Does not care about the customer	4.2	0.9	4.3	0.2	4	1.2	3.8	1.0	4.5	1
12	16	8	14	6	Acts superior	4.2	0.9	4	0.9	4.5	1	4.3	1.0	4.5	1
13	12	16	15	19	Does not stand up for employees	4.2	0.6	4.3	0.5	4	0.8	4.3	0.5	3.8	0.5
14	13	17	10	18	Micro-manages staff	4.2	0.9	4.3	0.8	4	1.2	4.5	1	4	0.8
15	14	18	16	20	Keep employees out of the loop	4.2	1.0	4.3	0.8	4	1.4	4.3	1.0	3.8	1.3
16	18	6	11	11	Lack of accountability	4.2	0.6	3.8	0.4	4.8	0.5	4.5	0.6	4.3	0.5
17	15	12	12	12	Unrealistic expectations	4.2	0.6	4.2	0.8	4.3	0.5	4.5	0.6	4.3	0.5
18	19	9	19	13	Does not respect individuality	4.1	0.7	3.8	0.8	4.5	0.6	3.8	0.5	4.3	1.0
19	20	13	17	14	Overbearing	4.0	0.8	3.8	0.8	4.3	1.0	4	0.8	4.3	1.0
20	21	19	21	15	Inflexible	3.9	0.7	3.8	1.0	4	0	3.5	1	4.3	0.5
21	17	23	22	22	Sarcasm	3.6	1.1	4	0.6	3	1.4	3.5	1.3	3.5	1.3
22	22	21	20	23	Greedy	3.6	1.0	3.8	0.8	3.3	1.3	3.8	1.0	3.3	1.0
23	23	24	24	21	Constant complaining about senior management	3.4	1.5	3.7	1.4	3	1.8	3.3	1.5	3.8	1.9
24	24	22	23	24	Discourages risk taking	3.2	0.9	3.2	0.8	3.3	1.3	3.5	1	3.3	1.0

The second question yielded similarly telling results. This question concerned what a supervisor could do to diminish their employees' job satisfaction. It could be

expected the results of this question would provide the inverse of the previous responses, as question two is a re-asking of question one in the negative. While this was generally the case, there were a few notable exceptions.

Across the board, being degraded by a supervisor was the most detrimental to an employee's job satisfaction. This provides a slight differentiation from the inverse of responses to question one. It can be inferred while back-of-house employees are less concerned with being treated with dignity, they will be very negatively impacted if they are specifically degraded by their supervisor.

There was a great deal of agreement on the other top responses, as supervisors who lack integrity, do not listen, and are inconsiderate are found to be highly detrimental to employee job satisfaction. Points of interest in this analysis include the differential between hourly employees and supervisors as it pertains to listening. Hourly employees ranked this as the second most important influencer while supervisors saw it as less important, giving it a 6<sup>th</sup> place ranking. Additionally, it appears listening was more important to back-of-house experts who ranked it number three where their front-of-house colleagues ranked it fifth.

The five factors having the least detrimental impact were again consistent amongst the groups. They seemed to be less concerned about supervisors that are inflexible, sarcastic, greedy, constantly complaining about senior management, or who discourage risk takers. The most notable deviation of this finding was supervisors found sarcasm to be more detrimental than the other groupings but still in the bottom third of responses.

Table 22: *Delphi Panel Round 2 Composite Scores, Question 3*

3. What are the specific characteristics possessed by a food service supervisor which contribute most to their subordinates' willingness to perform at a higher level (productivity and quality of work)?

Consolidated List															
Group Ranking	Supervisor Ranking	Hourly Ranking	FOH Ranking	BOH Rankings		Group Mean	Group Std. Dev.	Supervisor Mean	Supervisor Std. Dev.	Hourly Mean	Hourly Std. Dev.	FOH Mean	FOH Std. Dev	BOH Mean	BOH Std. Dev.
1	1	9	1	5	Committed to high quality work	4.6	0.7	4.7	0.5	4.5	1	4.8	0.5	4.5	1
2	3	6	2	6	Charismatic/passionate/confident – employees look up to him/her	4.6	0.5	4.5	0.6	4.8	0.5	4.8	0.5	4.5	0.6
3	5	1	7	1	Honest	4.6	0.7	4.3	0.8	5	0	4.3	1.0	5	0
4	6	2	8	3	Respectful	4.6	0.7	4.3	0.8	5	0	4.3	1.0	4.8	0.5
5	2	15	5	10	Display of appreciation for the employee's efforts.	4.5	0.5	4.7	0.5	4.3	0.5	4.5	0.6	4.3	0.5
6	7	7	13	4	Setting the example all the time in dress, positive attitude, and leadership.	4.5	0.7	4.3	0.8	4.8	0.5	4	0.8	4.8	0.5
7	13	3	9	7	Kept employees informed	4.5	0.7	4.2	0.8	5	0	4.3	1.0	4.5	0.6
8	8	10	6	16	Cooperation- willingness to assist employees when needed.	4.4	0.7	4.3	0.8	4.5	0.6	4.5	1	4	0
9	9	11	3	11	Delegates – shows trust in staff	4.4	0.7	4.3	0.5	4.5	1	4.8	0.5	4.3	1.0
10	14	12	4	17	Challenges employees to perform better	4.3	0.7	4.2	0.4	4.5	1	4.8	0.5	4	0.8
11	10	16	18	8	Showing enthusiasm and good nature even at the busiest times.	4.3	0.8	4.3	0.8	4.3	1.0	3.8	1.0	4.5	0.6
12	11	17	10	12	Articulates vision, goals	4.3	0.7	4.3	0.5	4.3	1.0	4.3	0.5	4.3	1.0
13	16	4	14	2	Consistent	4.3	1.0	3.8	1.0	5	0	4	1.1	5	0
14	4	20	11	18	Ensure team has what it needs to be successful	4.2	0.6	4.5	0.6	3.8	0.5	4.3	0.5	4	0.8
15	17	13	19	13	Compassionate	4.1	0.7	3.8	0.8	4.5	0.6	3.8	1.0	4.3	0.5
16	19	5	15	9	Loyal	4.1	0.9	3.5	0.6	5	0	4	1.2	4.5	0.6
17	12	22	16	20	Eager to train every day	4	0.7	4.3	0.5	3.5	0.6	4	0	3.8	1.0
18	15	19	20	14	Fosters teamwork	4	0.7	4	0.6	4	0.8	3.8	1.0	4.3	0.5
19	18	18	12	21	Promote from within	4	0.8	3.8	0.8	4.3	1.0	4.3	1.0	3.8	1.0
20	20	14	21	15	Honest negative feedback when needed	3.9	0.9	3.5	0.8	4.5	0.6	3.5	1.3	4.3	0.5
21	22	8	17	19	Ambitious	3.8	0.9	3.2	0.4	4.8	0.5	4	1.2	4	0.8
22	23	21	22	22	Champion change	3.4	0.7	3.2	0.4	3.8	1.0	3.5	1	3.5	0.6
23	21	23	23	24	Empowers healthy competition	3.3	0.5	3.3	0.5	3.3	0.5	3.5	6	3	0
24	24	24	24	23	Encourage risk taking	3.1	0.6	3	0.6	3.3	0.5	3.3	0.5	3.3	0.5

The panel members' opinions concerning what a supervisor could do to enhance their employees' willingness to perform at a higher level (productivity and quality of work) were not very consistent. While the group ranking, the supervisors' rankings, and the rankings by front-of-house experts indicated a supervisor with a commitment to high quality work was the most impactful on their subordinates' performance in this area, this feeling was not shared by hourly employees, who ranked it 9<sup>th</sup> in terms of importance. Back-of-house experts ranked this 5<sup>th</sup> with the ranking being elevated by the presence of BOH supervisors in this group. These last two groups reported being better motivated by a supervisor who was honest. The entire groups of supervisors and front-of-house experts saw value in charismatic leaders while back-of-house experts and hourly employees saw greater benefit from respectful supervisors. Additionally, findings indicated showing appreciation for the employees' efforts, setting a good example, keeping employees informed, being willing to assist when needed, showing trust in employees through delegation and challenging them to perform were important in encouraging employees to perform at a higher level.

Of the groups, back-of-house experts, once again, proved to be the most divergent in their opinions on the subject. They were not as impressed with supervisors who showed appreciation (rated tenth), cooperated / pitched in (rated sixteenth), and challenged their staff to perform at a higher level (rated seventeenth). This is in stark contrast with their front-of-house peers who ranked this challenge as the fourth most important. Once again, findings point to the differential needs of the disparate areas in the operation. Further representing this disparity, the back-of-house ranked setting a good



example as the fourth most influential factor while the front-of-house ranked it quite a bit lower at thirteen.

Once again, the items at the bottom of the rankings were relatively consistent in their appraisal by the groups. The notable exceptions being hourly experts were more impressed with ambitious supervisors (ranked eighth) and providing negative feedback when needed (ranked fourteenth). This last rating was mirrored by the back-of-house experts, as they rated providing negative feedback as fifteenth in level of importance.

Table 23: *Delphi Panel Round 2 Composite Scores, Question 4*

4. What are the specific characteristics possessed by a food service supervisor which diminish their subordinates' willingness to perform at a higher level (productivity and quality of work)?

Consolidated List

Group Ranking	Supervisor Ranking	Hourly Ranking	FOH Ranking	BOH Rankings		Group Mean	Group Std. Dev.	Supervisor Mean	Supervisor Std. Dev.	Hourly Mean	Hourly Std. Dev.	FOH Mean	FOH Std. Dev.	BOH Mean	BOH Std. Dev.
1	1	9	1	7	Lack of appreciation and recognition of employee efforts.	4.8	0.6	5	0	4.5	1	5	0	4.5	1
2	2	1	2	1	Disrespects employees	4.8	0.4	4.7	0.5	5	0	4.8	0.5	4.8	0.5
3	3	2	3	2	Degrading	4.8	0.4	4.7	0.5	5	0	4.8	0.5	4.8	0.5
4	4	5	4	3	Allows poor quality work	4.6	0.5	4.5	0.6	4.8	0.5	4.8	0.5	4.8	0.5
5	10	3	9	4	Lack of energy or enthusiasm	4.5	0.7	4.2	0.8	5	0	4.3	1.0	4.8	0.5
6	7	6	10	8	Do not communicate	4.5	0.7	4.3	0.8	4.8	0.5	4.3	1.0	4.5	0.6
7	5	10	5	11	Dishonesty	4.5	0.7	4.5	0.6	4.5	1	4.8	0.5	4.3	1.0
8	8	7	11	5	Blaming employees	4.5	0.7	4.3	0.8	4.8	0.5	4.3	1.0	4.8	0.5
9	6	13	6	18	Does not train employees	4.4	0.7	4.5	0.8	4.3	0.5	4.5	0.6	4	0.8
10	9	11	12	9	Not being willing to assist others as needed	4.4	1.1	4.3	1.2	4.5	1	4.3	1.5	4.5	1
11	11	8	13	6	Cannot perform required tasks	4.4	0.7	4.2	0.8	4.8	0.5	4.3	0.5	4.8	0.5
12	16	4	7	12	Plays favorites	4.4	0.8	4	1.0	5	0	4.5	1	4.3	1.0
13	12	12	8	10	Micro-manages/doesn't delegate or trust employees	4.3	0.8	4.2	0.8	4.5	1	4.5	0.6	4.5	1
14	13	14	14	13	"Doomsday" attitude	4.2	0.8	4.2	0.8	4.3	1.0	4	0.8	4.3	1.0
15	14	15	15	14	Closed Minded	4.1	0.7	4.2	0.8	4	0.8	4	0.8	4.3	1.0
16	15	16	17	15	Inconsistent adherence to policies	4	0.7	4.2	0.8	3.8	0.5	3.8	0.5	4.3	0.5
17	17	17	18	16	Pushing too hard	3.8	0.9	3.8	1.2	3.8	0.5	3.3	1.0	4.3	0.5
18	19	18	19	17	Has poor self-image and low self esteem	3.7	0.8	3.7	0.8	3.8	1.0	3.3	0.5	4.3	1.0
19	18	20	20	19	Short-tempered	3.6	0.8	3.8	1.0	3.3	0.5	3.3	0.5	3.5	1
20	20	19	16	20	Doesn't believe in change	3.6	0.7	3.5	0.6	3.8	1.0	4	0.8	3.3	0.5

For question four, once again the previous question was posed again, only in the negative. This round of questions once again presented a great deal of agreement with a few notable exceptions. The most important contributor to employees' lack of willingness to perform concerned a lack of appreciation. Three of the groups rated this first; however,

this opinion was not shared by the hourly employees (ninth) and back-of-house (seventh). All groups agreed disrespecting and degrading employees was a major detriment to high performance as well as allowing employees to produce poor quality work. The most consistent rating of the study could be found in the attributes exhibited by supervisors causing the least problem while still negatively impacting a desire to produce at a higher level. While each group may have rated them differently, this variance was minimal, and the final five attributes shared variable positioning in the last five of all groups. These included an inconsistent adherence to policies, pushing too hard, having poor self-esteem, being short tempered, and not believing in change.

Table 24: *Delphi Panel Round 2 Composite Scores, Question 5*

5. How would you describe a supervisor which exemplifies all the characteristics necessary to lead a successful team?

Consolidated List															
Group Ranking	Supervisor Ranking	Hourly Ranking	FOH Ranking	BOH Rankings		Group Mean	Group Std. Dev.	Supervisor Mean	Supervisor Std. Dev.	Hourly Mean	Hourly Std. Dev.	FOH Mean	FOH Std. Dev	BOH Mean	BOH Std. Dev.
1	1	1	1	1	Treat employees with respect	5	0	5	0	5	0	5	0	5	0
2	3	5	12	2	Always listening	4.8	0.4	4.8	0.4	4.8	0.5	4.5	0.6	5	0
3	2	12	3	5	Ensure employees have the resources to be successful	4.8	0.4	5	0	4.5	0.6	4.8	0.5	4.8	0.5
4	4	6	2	7	Provides employees with proper training to do their job	4.8	0.4	4.8	0.4	4.8	0.5	5	0	4.5	0.6
5	5	7	4	3	Provide them a safe and welcoming environment	4.8	0.4	4.8	0.4	4.8	0.5	4.8	0.5	5	0
6	9	2	5	4	Honest	4.8	0.4	4.7	0.5	5	0	4.8	0.5	5	0
7	10	8	13	6	Positive attitude	4.7	0.5	4.7	0.5	4.8	0.5	4.5	0.6	4.8	0.5
8	6	13	6	8	Concerned about the employee's wellbeing	4.7	0.5	4.8	0.4	4.5	0.6	4.8	0.5	4.5	0.6
9	12	3	7	9	Take responsibility	4.7	0.7	4.5	0.8	5	0	4.8	0.5	4.5	1.0
10	7	15	8	14	Lives up to the high standards	4.6	0.7	4.8	0.4	4.3	1.0	4.8	0.5	4.3	1.0
11	8	16	9	15	Sets goals and targets	4.6	0.7	4.8	0.4	4.3	1.0	4.8	0.5	4.3	1.0
12	13	9	14	10	Considerate	4.6	0.5	4.5	0.6	4.8	0.5	4.5	0.6	4.5	0.6
13	16	10	15	11	Be approachable	4.5	0.5	4.3	0.5	4.8	0.5	4.5	0.6	4.5	0.6
14	21	4	16	12	Approachable, respectful and consistent in nature	4.5	0.5	4.2	0.4	5	0	4.5	0.6	4.5	0.6
15	11	19	10	21	Coach for improvement	4.4	0.7	4.7	0.5	4	0.8	4.8	0.5	3.8	0.5
16	22	11	17	16	Connected with the team while maintaining a professional relationship	4.3	0.7	4	0.6	4.8	0.5	4.3	1.0	4.3	0.5
17	17	17	11	22	A rare, very special person who is an example for his staff	4.3	0.7	4.3	0.5	4.3	1.0	4.8	0.5	3.8	0.5
18	18	20	23	13	Have a "presence" about them that comes from being confident and experienced	4.2	0.6	4.3	0.5	4	0.8	3.8	0.5	4.5	0.6
19	19	21	18	20	Able to unite a diverse group	4.2	0.6	4.3	0.5	4	0.8	4.3	0.5	4	0.8
20	14	24	24	17	Thoughtful	4.2	0.6	4.5	0.6	3.8	0.5	3.8	0.5	4.3	0.5
21	20	22	21	18	Pleasant demeanor	4.2	0.4	4.3	0.5	4	0	4	0	4.3	0.5
22	25	14	22	23	Recognize employee milestones	4.1	0.9	3.8	1.0	4.5	0.6	4	1.2	3.8	0.5
23	23	18	25	19	Create a fun environment	4.1	0.7	4	0.9	4.3	0.5	3.5	0.6	4.3	0.5
24	15	25	19	24	Predictable	4.1	1.0	4.5	0.6	3.5	1.3	4.3	1.0	3.8	1.3
25	24	23	20	25	Encourage ownership	4	0.7	4	0.6	4	0.8	4.3	0.5	3.8	1.0
26	26	26	26	26	Interesting	3.7	0.7	3.8	0.8	3.5	0.6	3.3	0.5	3.8	0.5
27	27	27	27	27	Daily 'huddles' to discuss the upcoming shift	3.6	1.1	3.8	1.2	3.3	1.0	3.3	1.0	3.3	1.0

Question five addressed the more global objective of leading a successful team. All groups agreed a supervisor needed to above all treat people with respect, and holding daily ‘huddles’ to discuss upcoming shifts had the least relevance to leading a successful team. Outside of these two examples of agreement, the remainder of rankings were extremely unique to each grouping. Responses garnering the most consistent praise described supervisors who listened well, ensured their staff had the resources they needed, provided training, and provided a safe / welcoming environment. A fun environment, predictability, encouragement of ownership, and an interesting supervisor join daily huddles as the least impactful of the items listed.

### **Conclusions From the Disparate Rankings**

An analysis of the rankings of the various responses to the questions posed to the Delphi panel yielded rather interesting results. The responses to the five questions, and subsequent rankings of importance, indicated a marked difference of opinion based on position in the organization (supervisor / hourly) and the environment in which they work (front-of-house / back-of-house). This information is important, as it supports the contention of this study: a differentiated methodology would be most effective in meeting the needs of today’s foodservice workers.

A plethora of academic works advocate a transformational leadership style and tend to advocate for its utilization, regardless of work environment (Bass, 1999; Dvir, Eden, Avolio, & Shamir, 2002, Koh, et al., 1995; Leithwood, & Jantzi, 2000; Özaralli, 2003; Podscoff, et al., 1990). While it may be altruistic to try to incorporate this methodology across the board, the findings of this part of the study indicate this might

not be the most effective path. Due to the environmental influences found in the various workplaces, along with the demographic and psychographic composition of those found in the disparate areas, a one-size-fits-all approach is indicated to be problematic.

This need for differentiation of methodology is another indicator of the importance of leaders with enhanced levels of emotional intelligence, as it has been found that those leaders with such abilities are better able to see to these differentiated needs (Cote & Miners, 2006; Druskat & Wolff, 2001; Eagly, et al., 2003; Petrides, et al., 2004; Podscoff, et al., 2000). For that reason, the quantitative results, described in chapter 4 of this study, involving the surveying of foodservice supervisors to ascertain their respective factor levels of Trait Emotional Intelligence were then investigated to ascertain how they related to the findings of the Delphi study described in this chapter. This analysis employed a mixed methods approach to link the two sections of this study, providing a deeper understanding of the subject, and triangulating the quantitative results, which do have the desired statistical strength to indicate conclusions on their own.

### **Comparison of Survey Analysis and Delphi Study Analysis**

The research question for this study indicated the purpose of this mixed methods study was to identify whether the global and individual factor levels of trait emotional intelligence of leaders at the property level of restaurant operations influence the organizational citizenship behavior of their subordinate, line-level employees. Upon the completion of the Delphi study analysis, a comparison between its results and those of the quantitative analysis of the surveys investigating the Trait Emotional Intelligence of

foodservice supervisors and the Organizational Citizenship Behavior of their subordinates was undertaken.

This process began with a qualitative analysis of the Delhi panel results, where, utilizing the categorizing process as described by Lincoln and Gruba (1985), the individual responses to the five study questions were linked to the descriptions of the individual factor level outcomes as defined in Trait Emotional Intelligence (Petrides, 2009). Responses which were best represented by the precepts of global trait emotional intelligence were coded 1, emotionality=2, well-being=3, sociability=4, self-control=5 and other=6 (for those responses which did not fit into the description of the various factors) (Petrides, 2009).

Table 25: *Delphi responses coded to factors of TEI, Question 1*

1. What are the specific characteristics possessed by a food service supervisor which contribute most to their subordinates' job satisfaction?
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TEI Global =1, emotionality=2, well-being=3, sociability=4, self-control=5 and other=6

- 4 Treat people with dignity
- 6 Integrity
- 1 Approachability
- 2 Sincere/genuine – has real interest in employees
- 6 Honest
- 2 Respects others
- 4 Recognition for work contribution
- 2 Make people feel valued
- 3 Positive attitude
- 5 Consistency
- 4 Listens to staff concerns
- 5 Reliable
- 1 Responsible
- 5 Accountable
- 2 Flexible – works with scheduling/supports work/life balance
- 2 Encourages teamwork/spirit
- 6 Commitment to customer service
- 2 Supportive - supports professional development
- 4 Provides regular feedback on performance
- 2 Kindness & Consideration
- 4 Recognition of personal events
- 6 Supports company values
- 5 Quiet calm direction given with firm authority.
- 3 Has sense of self-worth
- 5 Removes obstacles
- 1 Encourage taking risks

The coding of this section of the questionnaire indicates the global trait emotional intelligence represented 11.5% of responses, the factor of emotionality was identified for 26.9% of the responses, 7.7% were coded well-being, 19.2% were coded sociability, 19.2% were coded self-control while 15.4% were coded other. The results of this analysis



indicate that the number of responses associated with emotionality were the most represented in an assessment of important considerations contributing to an employees' job satisfaction. Sociability and self-control were equally represented in the list, followed by self-control, global traits, and other considerations.

Table 26: *Delphi responses coded to factors of TEI, Question 2*

2. What are the specific characteristics possessed by a food service supervisor which diminish their subordinates' job satisfaction?

TEI	Global =1, emotionality=2, well-being=3, sociability=4, self-control=5 and other=6
4	Degrades staff
6	Lack of integrity
4	Does not listen
4	Inconsiderate
5	Lacks concern and respect
6	Doesn't train or develop staff
4	Not approachable
5	Allows conflict/does not manage it well
5	Inconsistent application of policies and procedures
3	Negative attitude
2	Does not care about the customer
3	Acts superior
4	Does not stand up for employees
1	Micro-manages staff
4	Keep employees out of the loop
6	Lack of accountability
4	Unrealistic expectations
2	Does not respect individuality
5	Overbearing
4	Inflexible
5	Sarcasm
4	Greedy
2	Constant complaining about senior management
1	Discourages risk taking

The coding of this section indicates that global trait emotional intelligence and well-being were coded to 8.3% of the responses, 12.5% were coded to emotionality and other, 37.5% were coded to sociability, and 20.8% were coded to self-control. An analysis of these results indicates a supervisor lacking more of the traits associated with sociability would be detrimental to the job satisfaction of their employees. A lack of self-control was the next most represented by survey responses, followed by emotionality and other considerations. Finally, a lack of traits associated with well-being and global factors were represented equally and least.

Table 27: *Delphi responses coded to factors of TEI, Question 3*

3. What are the specific characteristics possessed by a food service supervisor which contribute most to their subordinates' willingness to perform at a higher level (productivity and quality of work)?
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TEI	Global =1, emotionality=2, well-being=3, sociability=4, self-control=5 and other=6
6	Committed to high quality work
3	Charismatic/passionate/confident – employees look up to him/her
6	Honest
2	Respectful
4	Display of appreciation for the employee's efforts.
3	Setting the example all the time in dress, positive attitude, leadership.
4	Kept employees informed
2	Cooperation- willingness to assist employees when needed.
1	Delegates – shows trust in staff
1	Challenges employees to perform better
5	Showing enthusiasm and good nature even at the busiest times.
4	Articulates vision, goals
5	Consistent
5	Ensure team has what it needs to be successful
2	Compassionate
2	Loyal
6	Eager to train every day
2	Fosters teamwork
1	Promote from within
4	Honest negative feedback when needed
4	Ambitious
5	Champion change
6	Empowers healthy competition

The coding of this section of the questionnaire indicates that global trait emotional intelligence was coded to 16.7% of the responses, 20.8% were coded to emotionality, 8.3% were coded to well-being, 20.8% were coded to sociability, 16.7% were coded to self-control, and 16.7% were coded other. These results indicate when trying to encourage an increase in the quality and quantity of work, emotionality and sociability

have the most responses deemed to be impactful. Global scores, self-control, and other considerations were found to be represented equally in the survey.

Table 28: *Delphi responses coded to factors of TEI, Question 4*

4. What are the specific characteristics possessed by a food service supervisor which diminish their subordinates' willingness to perform at a higher level (productivity and quality of work)?

TEI	Global =1, emotionality=2, well-being=3, sociability=4, self-control=5 and other=6
4	Lack of appreciation and recognition of employee efforts.
2	Disrespects employees
2	Degrading
6	Allows poor quality work
3	Lack of energy or enthusiasm
4	Do not communicate
6	Dishonesty
4	Blaming employees
6	Does not train employees
2	Not being willing to assist others as needed (not my job/responsibility) or the I'm too good to do that, it's your problem to figure out.
6	Cannot perform required tasks
4	Plays favorites
4	Micro-manages/doesn't delegate or trust employees
3	"Doomsday" attitude
4	Closed Minded
5	Inconsistent adherence to policies and procedures.
5	Pushing too hard
3	Has poor self-image and low self esteem
5	Short-tempered
5	Doesn't believe in change

The coding of this section of the questionnaire indicates global trait emotional intelligence failed to garner any of the responses, 15.0% each were coded to emotionality and well-being, 30.0% were coded to sociability, and 20.0% each were coded to self-control and other. In support the Delphi panel found a lack of sociability to be the most impactful in terms of negative outcomes associated with higher levels of productivity and

quality of work. Other factors were also impactful, as could be expected, and global factors were judged to have no impact on this question. Finally, a lack of emotionality and well-being were found to be equally impactful in deterring these beneficial attributes.

Table 29: Delphi responses coded to factors of TEI, Question 5

5. How would you describe a supervisor that exemplifies all the characteristics necessary to lead a successful team?

TEI	Global =1, emotionality=2, well-being=3, sociability=4, self-control=5 and other=6
2	Treat employees with respect
4	Always listening
5	Ensure employees have the resources to be successful
6	Provides employees with proper training to do their job
3	Provide them a safe and welcoming environment
6	Honest
3	Positive attitude
3	Concerned about the employee's wellbeing, quality of work environment
1	Take responsibility
6	Lives up to the high standards
4	Sets goals and targets
4	Considerate
1	Be approachable
3	Outgoing personality that is approachable, respectful and consistent in nature
4	Coach for improvement
4	Connected with the team while maintaining a professional relationship
3	A rare, very special person who is an example for his staff
3	Have a "presence" about them that comes from being confident and experienced
4	Able to unite a diverse group of individuals and motivate them to work at their peak
4	Thoughtful
3	Pleasant demeanor
4	Recognize employee milestones
3	Create a fun environment
5	Predictable
6	Encourage ownership
6	Interesting
4	Daily 'huddles' to discuss the upcoming shift

The coding of this section of the questionnaire indicates global trait emotional intelligence was coded to 7.4% of the responses, 3.7% were coded to emotionality, 29.6% were coded to well-being, 33.3% were coded to sociability, 7.4% were coded to self-

control, and 18.5% were coded other. Of interest with the results of this question is the increase in the number of responses being coded to well-being, indicating that the Delphi panel put greater emphasis on these traits when it came to running a successful team, not just a satisfied one, nor one which was more productive. The question then must be asked, what is success?

To identify a deeper importance of each of the factors of Trait Emotional Intelligence in the eyes of the Delphi panel experts outside of number of responses in each category, it was decided to identify which had the most relevance in terms of quantity and importance. After each of the responses to the five original questions were coded to indicate which TEI factor the response best correlated with, the responses were then sorted by category number 1=Global Trait Emotional Intelligence, 2=Emotionality, 3=Well-Being, 4=Sociability, and 5=Self-Control, using key words and phrases in the description of the five factors and their 15 facet subdivisions (adaptability, self-motivation, trait empathy, emotional perception, emotional expression, relationships, trait happiness, trait optimism, self-esteem, emotional management, assertiveness, social awareness, emotional regulation, impulsiveness (low), and stress management) (Petrides, 2009). Next, the mean ratings for importance (1=not important, 5=very important) were added together for each TEI category and, for each of the five questions to the experts. In this way responses found the most important were given the most weight and categories with multiple representations would be given the appropriate weight in the analysis.

Table 30: Means for Factor Representation of the Delphi Panel Responses

TEI groupings	Group Factor Mean	Group Sum of Means /TEI	Supervisor Factor Mean	Supervisors Sum of Means /TEI	Hourly Factor Mean	Hourly Sum of Means /TEI	FOH Factor Mean	FOH Sum of Means /TEI	BOH Factor Mean	BOH Sum of Means /TEI
1 = Global n=10	4.48	44.80	4.387	43.87	4.633	46.33	4.675	46.75	4.40	44.00
2 = Emotionality n=19	4.41	83.80	4.357	82.78	4.512	85.75	4.276	81.25	4.5	85.50
3 = Well -Being n=17	4.306	73.20	4.276	72.70	4.368	74.25	4.176	71.00	4.353	74.00
4 = Sociability n=34	4.341	147.60	4.320	146.87	4.373	148.67	4.324	147.00	4.213	143.25
5 = Self-Control n=20	4.110	82.20	4.179	83.57	4.046	80.92	4.038	80.75	4.175	83.50
6 = Other n=20	4.380	87.60	4.397	87.93	4.388	87.75	4.400	88.00	4.325	86.50

While the individual scores showed a minor deviation from one group of experts to the next, the overall ratings were representative of all groupings. Global trait emotional intelligence was found to be the least relevant followed by well-being. When these results are compared to the step-wise regression explained in the quantitative portion of this study, the factors of well-being and global trait emotional intelligence are observed to be the first found to lack statistical significance, and were therefore removed. In the step-wise regression, emotionality, sociability, and self-control were all found to be statistically significant; however, emotionality was removed due to issues with multicollinearity. It is possible that the issues with multicollinearity could be overcome with an increased sample size in the quantitative portion of this study, and the support of the Delphi panel would encourage this further study.

The sixth category, other, is also well represented in this analysis, which corresponds with the constant observed in the previous regression. While the significance of sociability and self-control show the importance has inverted, this can be explained by the limited number of participants in both studies and the relative exclusivity of the



Delphi panel's makeup. It is encouraging to find such similarities between the two studies, and the researcher contends the findings of the Delphi study supports in a significant way, the findings of the quantitative portion of this study, mitigating the negative implications of a limited sample size. While a statement of generalization cannot be issued, inference transferability indicates that the findings are encouraging, and warrant further study (Teddlie & Tashakkori, 2009).

### **Summary**

The introduction of the Delphi study was an integral part of this study. The Delphi method was developed in the 1950's by the Rand Corporation to assist in identifying probable targets of Soviet nuclear strikes (Brady, 2015). With this method, an anonymous panel of experts is convened with the express purpose of furthering consensus on a subject through the application of education and experience to the questions at hand. For this study, the panel was directed to identify those attributes and actions associated with a supervisor which would have an influential affect on the various outcomes associated with the organizational citizenship behavior of their subordinates. Specifically, as it pertained to job satisfaction, increased quality and quantity of work, and generally successful operations.

The panel members were first asked to brainstorm responses to five open-ended questions. Their replies were then compiled, and a consolidated list was delivered along with a request that they rank the responses in terms of importance. These results were then subjected to statistical analysis where the various means and standard deviations

were calculated for the group and specific subdivisions of the groups to facilitate the observation of differences based on the demographics of the group.

The responses to the consolidated list were then analyzed utilizing a categorizing process in which the responses were compared with key words and phrases used in the description of global trait emotional intelligence, its recognized factors, and subsequent facets (Lincoln & Gruba, 1985; Petrides, 2009). These categorizations were then analyzed to identify their representative frequency, and their calculated importance using a sum of the mean values as awarded by the Delphi group and sub-groupings.

The results of these steps similarly represented the findings of the linear regression results of the quantitative portion of this study. Both portions of this mixed methods study identified the importance of sociability and self-control factors of trait emotional intelligence in the enhancement of subordinate levels of organizational citizenship behavior. Emotionality factors were identified as being significant in both portions of the study as well however, due to issues with multicollinearity, they were excluded from the quantitative portion of the study. The results of the Delphi study support the possible inclusion of these factors, as it is possible that the multicollinearity in the first part may have been due to an insufficient number of study participants. Both portions of this study found the factor of well-being and global trait emotional intelligence to be insignificant to the enhancement of OCB. However, the responses to question five of the Delphi study indicate that well-being factors warrant further investigation, as they were perceived to be important to the question of overall operational success.

The results of this mixed methods study were encouraging, and present information which could be used by industry to enhance the selection of and subsequent training of manager candidates. A recommendation for this process, and a call for future study will be discussed further in the following chapter of this study.

## Chapter 6: Discussion, Conclusions, and Recommendations

### **Introduction**

The purpose of this mixed-methods study was to examine how the self-reported individual factors of trait emotional intelligence of foodservice supervisors influence the self-reported levels of organizational citizenship behavior of their subordinate employees. The findings of both the quantitative portions of the study, as well as the Delphi panel section of this study, indicate a supervisors' levels of Sociability and Self-Control had the most direct influence on an employees' job satisfaction and willingness to produce at a higher level. The factors of Emotionality and Well-being, while not found to be statistically significant within the context of this study, indicate that they have some importance and should be investigated in a broader investigation of motivational factors in the industry.

### **Discussion**

This study sought to answer the question concerning the moderating effects certain attributes, exhibited by a supervisor (Trait Emotional Intelligence) could positively influence their subordinates' job satisfaction, and enhanced productivity (Organizational Citizenship Behavior). A mixed-methods approach was utilized to answer this question. Studies in other industries have pointed to the influence of Emotional Intelligence on productivity (Cherniss & Goleman, 1998; Cote & Miners, 2006; Goleman, 1998; Lam & Kirby, 2002), job satisfaction (Bersin & Linton, 2005; Jackson-Palmer, 2010; Kafetsios & Zampetakis, 2008; Sy, et al., 2006; Wong & Law, 2002) and OCB (Brown, 2005; Carmeli & Josman, 2006; Florescu & Natase, 2014; Jung

& Yoon, 2012; Sy, et al.,2006; Wong & Law, 2002). However, most of this research has taken place outside of the hospitality industry in general, and outside of food service in particular. This study strove to resolve this deficit and provide actionable recommendations to industry to assist in the cultivation of these beneficial attributes.

The quantitative portion of this study utilized two established and verified instruments: the Trait Emotional Intelligence Questionnaire – Short Form (TEIQue-SF) (Petrides, 2009), which was given to line-level supervisors in the food service industry, and the Organizational Citizenship Behavior Checklist (OCB-C) (Fox & Spector, 2009), which was given to their subordinate employees. The survey results were subjected to step-wise, multiple linear regression analysis, where the employees' levels of OCB were used as the dependent variable and their supervisors' results from the TEIQue-SF were used as the independent variables. The TEIQue-SF identified the supervisors self-reported levels of Global Trait Emotional Intelligence as well as levels of the individual factors of Well-being, Emotionality, Sociability, and Self-Control. The results for these individual variables, and their influential relationship with the dependent variable of OCB formed the basis for the hypotheses used in the construction of this study.

Through a step-wise methodology, the independent variables of Well-Being and Global Trait Emotional Intelligence were found to lack statistical significance, and were therefore removed due to their failing to reject the first and second null hypotheses. While a negative statistical significance was established for the independent variable of Emotionality, this variable was also removed due to issues with multicollinearity, thereby failing to reject the null hypothesis for hypothesis 3. This step-wise regression identified

the factors of Sociability and Self-Control as being statistically significant in relation to employee levels of OCB, thereby rejecting the null hypotheses for hypotheses 4 and 5. This rejection of the null hypotheses indicates these independent variables have an influential relationship with the dependent variable of OCB. This indicates supervisors who exhibited greater levels of sociability and self-control as described by Petrides were more likely to have employees who were happy in their jobs and would voluntarily perform at a higher level (2009).

To lend strength to the findings of the quantitative study and to provide greater depth of knowledge, a mixed methods approach was implemented (Creswell & Plano-Clark, 2011). The qualitative portion of this study took the form of a Delphi study. Delphi studies involve a panel of chosen experts who were asked a series of open-ended questions, and then were asked to rank the importance of their responses. These responses were then coded to the most representative factor of trait emotional intelligence to facilitate comparison to the quantitative portion of the study. After coding the responses to the TEI factors, the analysis of this portion of the study yielded results quite similar to the results of the quantitative portion of the study. Once again, the factors of Sociability and Self-Control were found to be important factors. Additionally, the factor of Emotionality was found to be of importance, indicating the removal of this factor during the quantitative portion of this study, (which may have been influenced by an insufficient number of survey participants, increasing the chance of multilinearity), implies there might not be an issue with the variable itself.

Another interesting component revealed by the Delphi study was the level of importance the factor of Well-Being exhibited when participants were asked about overall successful operations. This question had a more global focus, and was not restricted to the dictates of Organizational Citizenship Behavior as were the previous four questions. This factor's performance warrants its consideration in future study, and is a characteristic which might be encouraging to enhance the overall success of an operation. This is supported by several studies in other industries which identify this factor as influential when viewed outside of the lens of OCB (Baloch, et al., 2014; Druskat & Wolff, 2001; O'Boyle, et al., 2011; Sosik & Megerian, 1999).

### **Challenges**

This study was faced with many challenges in securing participation in the quantitative portion of the study. First, the top 125 restaurant companies, based on annual revenues, were contacted, and their participation was requested (NRA, 2016). This yielded one unsuccessful meeting, several rejections, and a multitude of non-responses.

The next step involved the solicitation of national, and international chapter presidents of the American Culinary Federation (ACF), via email request. They were asked to inform their members of the study and request their participation. These efforts were reinforced through the researcher's personal contact at the ACF 2016 national convention in Phoenix, AZ. This effort yielded some results but not nearly enough to support the analysis. This method was chosen to enhance the demographic diversity of the respondents in terms of location, operational placement in the industry, as well as many other demographic considerations.

Next, a social media campaign was undertaken (Facebook, and LinkedIn): sources known to the researcher were first contacted, and then those individuals were requested to contact others in the industry, and so on. While this methodology is not preferred, as it would tend to deter the randomness of the sample, again the request to forward the study information to other contemporaries in the field would increase diversity. In this way, multiple degrees of separation from the researcher could be achieved. Additionally, several business organizations were solicited (local restaurant groups in several cities, and The Kentucky Restaurant Association, to name a few). This also yielded a few results, but again, the number of participants was insufficient.

These efforts were followed by requests to join the study, added to the end of the three different articles written by the author for an online industry publication (*Entrepreneurial Chef* August, October and December issues 2016). This effort yielded similar results. At this point, a more direct solicitation took place, as the author and several of his contemporaries contacted individuals and operations in the industry to participate. This, combined with the previously mentioned methods finally secured 209 hourly participants and 75 supervisory participants, representing a range of demographics and industry types.

### **Limitations of the Study**

All studies have inherent limitations (Ferber, 1977). This study is no different. The data collected was restricted to those individuals within the sample population who responded to the survey (Gravetter & Wallnau, 2004). The possibility exists that they did not fully represent the results which may have been achieved by a more inclusive study.



The surveys were based upon self-reports. The results of this type of survey could be biased, as the subjects might try to answer the questions in a manner which is consistent with other questions previously answered (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003). This is like common method bias, a possible concern when all the variables in the study are gathered from the same instrument. Another bias concern is of social desirability. This bias is concerned with the respondents' "tendency ... to present themselves in a favorable light, regardless of their true feelings about an issue or topic (Podsakoff et al., 2003, p. 881)."

One area of potential bias involved the researcher's enhanced contact with back-of-house operations. Survey respondents from the American Culinary Federation and Entrepreneurial Chef Magazine subscribers have an enhanced probability to be biased to back-of-house participants. To increase the inclusiveness of the surveys, all survey participants were encouraged to forward the information concerning the study to their contemporaries in front-of-house operations as well as contemporaries in other back-of-house operations. In the end, survey responses were comprised of 41.9% front-of-house, 58.1% back-of-house respondents. This makeup may have skewed results to show a back-of-house bias.

Another limitation to the study involved the established instruments used in the quantitative portion of the study. As they were existing instruments, they were not specifically designed for the study group. This proved most problematic with the Organizational Citizenship Behavior Checklist. This instrument included individual questions which yielded skewed results, due to the nature of the study group and the

changes in society since the development of the test. For instance, one question focused on the employee bringing a meal for a coworker. In a food service environment, this is far from a common practice as meals are secured from the establishment itself. Additionally, the question concerning cleaning or straitening a work area, is a common requirement of each position, thereby artificially inflating the results. Another question concerned taking phone messages for a missing or busy coworker. In today's environment where even those employees of modest means are likely to have a personal cell phone, the use of a work number for personal communication is becoming an antiquated and infrequent occurrence. However, as the influencing nature of the question was equal to all participants of the study, the negative impact was mitigated.

Multiple regression analysis was chosen to analyze the results of the two quantitative surveys. As with other multivariate techniques, regression involves careful attention to the factors affecting the necessary research design. Sample size and missing data are a major concern because of their effect, regardless of the method used. A limitation of this study involves the number of study participants. While there are several proposed methods for calculating required sample size, this study chose to use the most stringent method (Hair, et al.,2013). While participation was insufficient to claim generalization (desired participation  $n > 400$ ), analysis provided could indicate a direction of thought.

Do to the protracted nature and fragmented approach to securing participants, the randomness of the sample was arguably heightened. However, do to logistical constraints, the direct solicitation of participants may have presented some challenges to

a claim of randomness of the sample, as there was some degree of convenience sampling inherent to the process. Attempts were made to mitigate this challenge using multiple individuals (10) in representative communities across 6 different states to directly solicit participants. Efforts were made to secure participation from operations in every sector of the foodservice industry from cafeterias, banquet facilities, fast food, casual, fast-casual to fine dining operations.

To triangulate these results and add strength and depth to the study, a mixed methods Delphi Study was undertaken (Creswell & Plano-Clark, 2011). The methodology associated with Delphi studies involves soliciting the opinions of experts in the field. This methodology presents a few potential limitations. First, due to the level of authority exhibited by the researcher, results could be inadvertently biased (Linstone & Turoff, 2002). To mitigate this, the questions submitted to the panel were purposefully general and responses were completely open in nature. Additionally, potential for bias exists in the selection of the participants (Avella, 2016). To mitigate this, two experts from each area of expertise were selected from divergent locations. The participants were also selected to provide a great range of academic and practitioner experiences. Additionally, with the inclusion of hourly representative to the panel, opportunity for a management bias was minimized.

Another limitation faced with the Delphi method is the researcher could poorly consolidate responses to the first round of questions (Avella, 2016). To mitigate this, the researcher included the participants replies to the first round of questions, and they were

asked to ensure that all their responses were included in the consolidated second round of questions.

Social Pressure is yet another potential limitation which involves the chance of participants in the Delphi Study editing their responses due to the esteem in which certain members of the committee might be held (McKenna, 1994). To mitigate this, the identity of all participants is withheld from the other participants.

A limitation associated with qualitative studies involves the proper coding of responses (Sadlewski, 1986). This is especially true in mixed methods studies where qualitative responses need to be transposed into quantitative measures (Creswell, 1994). This study involved the sorting of various responses to five qualitative questions into representative categorization within the precepts of the individual factors of Trait Emotional Intelligence. The sorting process utilized key words and phrases found in the literature defining the individual factors of Trait Emotional Intelligence and their embedded individual facets to identify the category into which the response best fit. When a direct linking of these words and phrases did not occur, the researcher applied his experience and education to make an informed choice. A limitation of this study would involve the possible miscoding of a response to a factor which is not completely accurate. To help mitigate this situation, the inclusion of a sixth category of other was implemented to provide a coding to items which did not, in the assessment of the researcher, fit into any of the established factors. This category of other, is supported by the constant value found in the final regression analysis.

The Delphi method has been criticized for lacking reliability and validity (Goodman, 1987; Walker and Selfe, 1996; Williams & Webb, 1978). While other studies dispute these claims (Jairath and Weinstein, 1994; Ono & Wedemeyer, 1994). For this study, the Delphi study was intended to support and enhance the quantitative portion, not stand alone as a methodology. Considering the limitations placed on the quantitative portion of this study, by a less than optimal number of study participants ( $n=209 < 400$  desired), the similar findings of the qualitative portion serve to reinforce the findings of the quantitative, and the quantitative lends validity to the qualitative (Creswell & Plano Clark, 2011).

### **Contribution**

This study identified the trait emotional intelligence factors of sociability and self-control as being a significant influence on the desired result of organizational citizenship behavior, as exhibited by subordinate employees. These influential factors are comprised of individual facets of behavior which combine to represent the specific factors. These facets include emotion management, impulse control, and stress management within the factor of sociability, emotional regulation, impulse control, and stress management within the factor of self-control. This information could be used to form the basis for enhanced selection for supervisory and managerial candidates and could form the basis for educational and training applications.

This study also reinforced the value of mixed methods research where quantitative and qualitative data are utilized in a way to enhance the study and provide

depth to the subject. With this methodology, the individual weaknesses found in each disparate method is mitigated and its value enhanced (Tedlie & Tashakori, 2009).

### **Implications of the Study**

Worker productivity, job satisfaction, and engagement are all desired attributes for a supervisor to facilitate in their employees. Current and projected economic conditions will serve to intensify the desire to encourage these attributes in employees. These desired results can be enhanced through the expenditure of resources to provide greater recognition and rewards, training, and automation. Additionally, this study indicates a far more cost-effective method may be available.

Identifying supervisors with innate proficiencies in these areas would be advantageous. It is recommended testing for these attributes be included in subsequent applications for supervisory positions. As it is the contention of Goldman (1998) emotional intelligence proficiency is both innate and learned; current supervisors, and potential candidates found to be deficient in these factors, should participate in subsequent training to increase these factors.

### **Suggestions for Future Research**

Reflection upon this study yields several opportunities for further study. The most obvious is to continue the quantitative portion of this study until the suggested number of participants is achieved. This would serve to reinforce the findings of this mixed methods study and give clarity to the influence of the various factors. It is anticipated that the variable of emotionality would be found to resolve its issues with multicollinearity and allow its influence to be included in subsequent recommendations for consideration.

The Delphi study, in regards to the individual responses of the various groupings, indicated a segmented generality which was divergent of the group consensus. A study of the individual work locations (i.e. front-of-house or back-of-house) should be undertaken to identify any diversity in effect based on the demographic makeup and environmental influences of the respective areas. Additionally, individual industry segments could be investigated to identify any uniqueness to the particular segments.

Finally, the results of question five of the Delphi study indicated that other factors (i.e. well-being) might be influential on the overall success of a team. As such, future research should be redirected to include other metrics of success beyond job satisfaction and productivity as measured by organizational citizenship behavior.

### **Implications for Industry**

As this study was based on the desire to enhance the productivity of line-level foodservice employees, and the research was derived from industry sources, it can be anticipated that the results of this study would yield applications beneficial to industry. As labor cost, and labor related issues are a major concern of the foodservice industry, the results of this study provide direct methods of enhancing performance. This study has identified, specifically, the factors of sociability and self-control as traits possessed by line-level supervisors having a direct impact on the job satisfaction and productivity of their subordinate staff, and as such, should be encouraged. This information should be used by industry to identify the strongest supervisory candidates and provide the focus for subsequent training to enhance these beneficial traits.

### **Concluding Remarks**

This study examined one aspect of the foodservice industry: the relationship between supervisors and their employees' organizational citizenship behavior. Through a combination of quantitative (surveys and regression analysis of their results) and mixed methods (Delphi quantitative questions with descriptive statistical analysis of the results, and the subsequent mixed methods comparison of the two portions of the study), the factors of sociability and self-control were found to be statistically significant and impactful on the OCB of their subordinate employees. This discovery presents opportunity for industry to enhance its performance in a cost-efficient manner yielding greater results and greater job satisfaction. These results are suggestive, but a definitive claim cannot be made, as the sample size was inadequate to make such claims. The researcher is emboldened by the corroborating effect of the qualitative study, and the findings of both portions of this study warrant further consideration by industry. However, to provide more definitive findings, further research is recommended to verify the results utilizing a larger sample size as well as further investigation into the validity of the precepts of Trait Emotional Intelligence concerning its moderating effect on successful operations when considerations outside of Organizational Citizenship Behavior are addressed.

### **Personal Reflection**

When I started this journey towards my doctoral degree, I had a sincere desire to make an impact on an industry which has been my life for the past thirty-nine years. It has been my source of self-identification and the recipient of countless hours of



my labor. I have a profound love for this industry and for those who are its practitioners. Of particular importance to me in my career has been the well-being and productivity of my employees. Without them, I never could have achieved what I had. It was for their betterment and for the continued success of an industry under attack from various financial and societal constraints which directed my efforts in this study. I anticipate a continued effort on my part to investigate ways to improve the lives of the hourly employees of this industry and to find a way to have a complimentary benefit to the industry. I am most grateful for the opportunity to pursue these interests

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## Appendix A: Invitation to join the study

Fellow Foodservice Professional,

My name is Tom Smith, and I am a PhD candidate at Sullivan University in Louisville, Kentucky. I am in the final stages of my studies and am in the process of conducting my research on my contention that supervisors that have certain characteristics are more successful in getting their employees to give an extra effort.

This idea is supported by my experience during my 37 years in the industry, as well as my academic research, however it has not yet been verified by scientific study. You can help me do just that.

I am asking foodservice professional such as yourself to take a quick 40 question survey (30 questions are comprised of the Trait Emotional Intelligence Questionnaire – Short Form (Petrides & Furnham, 2006), as well as 10 demographic questions) and then to ask your direct subordinates to take a 30-question survey (20 questions are comprised of the Organizational Citizenship Behavior Checklist (Fox & Spector, 2011), as well as 10 demographic questions. Both surveys should take less than 5 minutes to complete.

Below you will find two web addresses to access the appropriate surveys, as well as several control numbers which will be used solely to link your results to those of your subordinates for analysis purposes. Several control numbers are provided to give you the opportunity to share this study with fellow supervisors and their subordinates. It is important however that a single number be used for the supervisor and their respective subordinates. The individual survey results will be kept completely confidential, and all tracking programs on the survey site will be turned off. If you wish to see more about the study, or would like to see the results of my study when they are completed, they will be found at [tsmith4724.wix.com/research](http://tsmith4724.wix.com/research).

The supervisor survey can be found at <https://www.surveymonkey.com/r/H7YQ7DQ>

Your control number is: **1388**

Your subordinate employees can access their survey at <https://www.surveymonkey.com/r/H96TF9Z>

They will also use the control number: **1388**

Additional numbers that may be used by your fellow supervisors are: **1713, 7349, 8442, 2771, and 4176**. Please be sure to remind them that they can access the surveys at the same sites, and that their subordinates will use the same control number as them. If you wish to generate your own control number please use a 5-digit, random number such as the last 5-digits of your social security or phone number. Please do not use likely numbers such as 12345, or your zip code, as duplicate numbers will necessitate the need to exclude any submissions associated with that number.

Thank you so much for your participation in this study, I hope to provide useful information to help increase employee productivity, and provide guidance for future supervisor training.

Sincerely,

*Thomas J. Smith*

Thomas J Smith ABD, MBA, EMBA, CEC, CCA, PCC, CHE, CHIA

[tsmith4724@my.sullivan.edu](mailto:tsmith4724@my.sullivan.edu)

## Appendix B: Trait Emotional Intelligence Questionnaire-Short Form

*Instructions:* Please answer each statement below by putting a circle around the number that best reflects your degree of agreement or disagreement with that statement. Do not think too long about the exact meaning of the statements. Work quickly and try to answer as accurately as possible. There is no right or wrong answers. There are seven possible responses to each statement ranging from ‘Completely Disagree’ (number 1) to ‘Completely Agree’ (number 7).

	1	2	3	4	5	6	7
Completely Disagree							Completely Agree
1, Control Number							
2. Expressing my emotions with words is not a problem for me.	1	2	3	4	5	6	7
3. I often find it difficult to see things from another person’s viewpoint.	1	2	3	4	5	6	7
4. overall, I’m a highly-motivated person.	1	2	3	4	5	6	7
5. I usually find it difficult to regulate my emotions.	1	2	3	4	5	6	7
6. I generally don’t find life enjoyable.	1	2	3	4	5	6	7
7. I can deal effectively with people.	1	2	3	4	5	6	7
8. I tend to change my mind frequently.	1	2	3	4	5	6	7
9. Many times, I can’t figure out what emotion I’m feeling.	1	2	3	4	5	6	7
10. I feel that I have a number of good qualities.	1	2	3	4	5	6	7
11. I often find it difficult to stand up for my rights.	1	2	3	4	5	6	7
12. I’m usually able to influence the way other people feel.	1	2	3	4	5	6	7
13. On the whole, I have a gloomy perspective on most things.	1	2	3	4	5	6	7
14. Those close to me often complain that I don’t treat them right.	1	2	3	4	5	6	7
15. I often find it difficult to adjust my life according to the circumstances.	1	2	3	4	5	6	7
16. On the whole, I’m able to deal with stress.	1	2	3	4	5	6	7
17. I often find it difficult to show my affection to those close to me.	1	2	3	4	5	6	7
18. I’m normally able to “get into someone’s shoes” and experience their emotions.	1	2	3	4	5	6	7
19. I normally find it difficult to keep myself motivated.	1	2	3	4	5	6	7
20. I’m usually able to find ways to control my emotions when I want to.	1	2	3	4	5	6	7
21. On the whole, I’m pleased with my life.	1	2	3	4	5	6	7
22. I would describe myself as a good negotiator.	1	2	3	4	5	6	7
23. I tend to get involved in things I later wish I could get out of.	1	2	3	4	5	6	7
24. I often pause and think about my feelings.	1	2	3	4	5	6	7
25. I believe I’m full of personal strengths.	1	2	3	4	5	6	7
26. I tend to “back down” even if I know I’m right.	1	2	3	4	5	6	7
27. I don’t seem to have any power at all over other people’s feelings.	1	2	3	4	5	6	7
28. I generally believe that things will work out fine in my life.	1	2	3	4	5	6	7
29. I find it difficult to bond well even with those close to me.	1	2	3	4	5	6	7



30. Generally, I'm able to adapt to new environments.	1	2	3	4	5	6	7
31. Others admire me for being relaxed.	1	2	3	4	5	6	7
32. What is your age							
33. What is your ethnicity (white/Caucasian, Hispanic/Latino, Black/African American, Native American, Asian/Pacific Islander, Other)							
34. Which gender do you most closely associate yourself with? (Male, Female, other)							
35. Marital Status (Single/Never Married, Married/Domestic partnership, Widowed, Divorced, Separated, Other)							
36. Highest completed level of education (no schooling, nursery school-8 <sup>th</sup> grade, some high school, high school graduate/GED, some college credits, Trade or Technical School, Associates Degree, Bachelor Degree, Master Degree, Professional Degree, Doctoral Degree)							
37. Employment Status (Hourly employee, Supervisor/Manager, Self-Employed, out of work, Student, Military no subordinates, Military with subordinates, Retired)							
38. Type of establishment you work in (Fast Food/Deli/Bakery, Fast Casual, Casual Restaurant, Fine Dining, Banquet/Catering, Contract/Employee Dining, Food Truck, Commissary/Bakeshop/Production Kitchen, Other)							
39. How many direct subordinate employees do you have?							
40. How long have you been in your current position (number of completed years)							
41. How long have you been a supervisor/manager? (number of completed years)							

### Appendix C: Organizational Citizenship Behavior Checklist (OCB-C)

How often have you done each of the following things on your present job?	Never	Once or twice per month	Once or twice per week	Every day
1. Control Number				
2. Picked up meal for others at work	1	2	3	4 5
3. Took time to advice, coach, or mentor a co-worker.	1	2	3	4 5
4. Helped co-worker learn new skills or shared job knowledge.	1	2	3	4 5
5. Helped new employees get oriented to the job.	1	2	3	4 5
6. Lent a compassionate ear when someone had a work problem.	1	2	3	4 5
7. Lent a compassionate ear when someone had a personal problem.	1	2	3	4 5
8. Changed vacation schedule, work days, or shifts to accommodate co-worker's needs.	1	2	3	4 5
9. Offered suggestions to improve how work is done.	1	2	3	4 5
10. Offered suggestions for improving the work environment.	1	2	3	4 5
11. Finished something for co-worker who had to leave early.	1	2	3	4 5
12. Helped a less capable co-worker lift a heavy box or other object.	1	2	3	4 5
13. Helped a co-worker who had too much to do.	1	2	3	4 5
14. Volunteered for extra work assignments.	1	2	3	4 5
15. Took phone messages for absent or busy co-worker.	1	2	3	4 5
16. Said good things about your employer in front of others.	1	2	3	4 5
17. Gave up meal and other breaks to complete work.	1	2	3	4 5
18. Volunteered to help a co-worker deal with a difficult customer, vendor, or co-worker.	1	2	3	4 5
19. Went out of the way to give co-worker encouragement or express appreciation.	1	2	3	4 5
20. Decorated, straightened up, or otherwise beautified common work space.	1	2	3	4 5
21. Defended a co-worker who was being "put-down" or spoken ill of by other co-workers or supervisor.	1	2	3	4 5

22. What is your age
23. What is your ethnicity (white/Caucasian, Hispanic/Latino, Black/African American, Native American, Asian/Pacific Islander, Other)
24. Which gender do you most closely associate yourself with? (Male, Female, other)
25. Marital Status (Single/Never Married, Married/Domestic partnership, Widowed, Divorced, Separated, Other)
26. Highest completed level of education (no schooling, nursery school-8 <sup>th</sup> grade, some high school, high school graduate/GED, some college credits, Trade or Technical School, Associates Degree, Bachelor Degree, Master Degree, Professional Degree, Doctoral Degree)
27. Employment Status (Hourly employee, Supervisor/Manager, Self-Employed, out of work, Student, Military no subordinates, Military with subordinates, Retired)
28. Type of establishment you work in (Fast Food/Deli/Bakery, Fast Casual, Casual Restaurant, Fine Dining, Banquet/Catering, Contract/Employee Dining, Food Truck, Commissary/Bakeshop/Production Kitchen, Other)
29. How many direct subordinate employees do you have?
30. How long have you been in your current position (number of completed years)
31. How long have you been a supervisor/manager? (number of completed years)

## Appendix D: Informed Consent Form - Supervisor

### INFORMED CONSENT FORM

#### INFORMED CONSENT FOR PARTICIPATION IN RESEARCH ACTIVITIES

- I. **PURPOSE OF THIS RESEARCH STUDY:** I have been asked to participate in this research study because I am a supervisor in the food service industry. The purpose of this study is to identify levels of Trait Emotional Intelligence, levels of the four factors of Trait Emotional Intelligence in food service supervisors and its impact on the Organizational Citizenship Behavior of their subordinate employees. My participation in this study is expected to last less than 15 minutes. The study itself is expected to be completed within six months.
  
- II. **WHAT WILL BE DONE/PROCEDURES:** This study will involve completing the Trait Emotional Intelligence Questionnaire – Short Form (TEIQue-SF) which is comprised of 30 questions with a numeric scale of 1 – 7. Additionally, I will be asked to complete a 10-question demographic survey. This survey is expected to take less than 15 minutes to complete. The total study is expected to be completed in six months, however my involvement directly is only concerned with the completion of the survey. Participation is voluntary, and unpaid.
  
- III. **POSSIBLE BENEFITS** I have been informed that my participation in this research will not benefit me directly, but will serve as a basis upon which further study of the subject can be undertaken. Those who choose to participate, will be given access to the results of the survey before it is published, showing overall results of the survey.
  
- IV. **POSSIBLE RISKS AND DISCOMFORTS:** I have been informed that the risks and discomforts of this study are negligible and are likely to be restricted to test anxiety and unease in sharing personal information.
  
- V. **CONFIDENTIALITY OF RECORDS:** Any information learned from this study in which I might be identified will remain confidential and will be disclosed only with my permission, to the extent allowed by law. All records will be stored in a locked file cabinet in a locked room. Only the investigator and members of the research team will have access to these records. If information learned from this study is published, I will not be identified by name. By signing this form, however, I allow the research study investigator to make my records available to the Sullivan University Graduate School of Business Institutional Review Board (IRB) Office and regulatory agencies as required by law.
  
- VI. **OFFER TO ANSWER QUESTIONS AND RESEARCH INJURY NOTIFICATION:** The principal investigator, Mr. Thomas J Smith, responsible for this research study, has offered to and has answered any and all questions regarding my participation in this research study. If I have any further questions I can contact Mr. Thomas J Smith at (502) 526-6585, Email: tjsmith@sullivan.edu.

If I have questions or concerns that are not addressed by the principle investigator, I may contact:

Dr. LaVena Wilkin PhD.  
 Director of PhD Programs (PhD)  
 Sullivan University, Graduate School  
 3101 Bardstown Road  
 Louisville, KY 40205  
 Email: LWilkin@sullivan.edu}  
 Phone: (502)413-8774

- VII. VOLUNTARY PARTICIPATION WITH RIGHT OF REFUSAL:** I have been informed that my participation in this study is completely voluntary. I am free to withdraw my consent for participation in the study at any time
- VIII. IRB REVIEW AND IMPARTIAL THIRD PARTY:** This study has been reviewed and approved by the Sullivan University Graduate School of Business Institutional Review Board (IRB). A representative of that Board, from the IRB Office, is available to discuss the review process or my rights as a research subject. The telephone number of the IRB Office is (502) 413-8529.
- IX. SIGNATURE FOR CONSENT:** The above-named investigator has answered my questions and I agree to be a research subject in this study.

Participant's Name: \_\_\_\_\_

Participant's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**(For participants under the age of 18)**

Investigator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Translator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

I have translated this form into the \_\_\_\_\_ language.

## Appendix E: Informed Consent Form - Subordinate

### INFORMED CONSENT FORM

#### INFORMED CONSENT FOR PARTICIPATION IN RESEARCH ACTIVITIES

- X. PURPOSE OF THIS RESEARCH STUDY:** I have been asked to participate in this research study because I am a line-level hourly employee in the food service industry. The purpose of this study is to identify levels of Organizational Citizenship Behavior in subordinate employees to identify levels with the results of their supervisor's Trait Emotional Intelligence. My participation in this study is expected to last less than 15 minutes. The study itself is expected to be completed within six months.
- XI. WHAT WILL BE DONE/PROCEDURES:** This study will involve completing the Organizational Citizenship Behavior Checklist (Fox & Spector, 2011) which is comprised of 20 questions with a numeric scale of 1 – 5. Additionally, I will be asked to complete a 10-question demographic survey. This survey is expected to take less than 15 minutes to complete. The total study is expected to be completed in six months, however my involvement directly is only concerned with the completion of the survey. Participation is voluntary, and unpaid.
- XII. POSSIBLE BENEFITS** I have been informed that my participation in this research will not benefit me directly, but will serve as a basis upon which further study of the subject can be undertaken. Those who choose to participate, will be given access to the results of the survey before it is published, showing overall results of the survey.
- XIII. POSSIBLE RISKS AND DISCOMFORTS:** I have been informed that the risks and discomforts of this study are negligible and are likely to be restricted to test anxiety and unease in sharing personal information.
- XIV. CONFIDENTIALITY OF RECORDS:** Any information learned from this study in which I might be identified will remain confidential and will be disclosed only with my permission, to the extent allowed by law. All records will be stored in a locked file cabinet in a locked room. Only the investigator and members of the research team will have access to these records. If information learned from this study is published, I will not be identified by name. By signing this form, however, I allow the research study investigator to make my records available to the Sullivan University Graduate School of Business Institutional Review Board (IRB) Office and regulatory agencies as required by law.
- XV. OFFER TO ANSWER QUESTIONS AND RESEARCH INJURY NOTIFICATION:** The principal investigator, Mr. Thomas J Smith, responsible for this research study, has offered to and has answered all questions regarding my participation in this research study. If I have any further questions I can contact Mr. Thomas J Smith at (502) 526-6585, Email: tjsmith@sullivan.edu. If I have questions or concerns that are not addressed by the principle investigator, I may contact:

Dr. LaVena Wilkin PhD.  
 Director of PhD Programs (PhD)  
 Sullivan University, Graduate School  
 3101 Bardstown Road  
 Louisville, KY 40205  
 Email: LWilkin@sullivan.edu  
 Phone: (502)413-8774

**XVI. VOLUNTARY PARTICIPATION WITH RIGHT OF REFUSAL:** I have been informed that my participation in this study is completely voluntary. I am free to withdraw my consent for participation in the study at any time

**XVII. IRB REVIEW AND IMPARTIAL THIRD PARTY:** This study has been reviewed and approved by the Sullivan University Graduate School of Business Institutional Review Board (IRB). A representative of that Board, from the IRB Office, is available to discuss the review process or my rights as a research subject. The telephone number of the IRB Office is (502) 413-8529.

**XVIII. SIGNATURE FOR CONSENT:** The above-named investigator has answered my questions and I agree to be a research subject in this study.

Participant's Name: \_\_\_\_\_

Participant's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**(For participants under the age of 18)**

Investigator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Translator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

I have translated this form into the \_\_\_\_\_ language.

## Appendix F: Informed Consent Form – Delphi Panel

### INFORMED CONSENT FORM

#### INFORMED CONSENT FOR PARTICIPATION IN RESEARCH ACTIVITIES

- XIX. PURPOSE OF THIS RESEARCH STUDY:** I have been asked to participate in this research study because I am a subject matter expert as defined by this study. The purpose of this study is to identify the impact of a supervisor's levels of Trait Emotional Intelligence on the levels of Organizational Citizenship Behavior in subordinate employees. My participation in this study is expected to last less than a total of 2 hours. The study itself is expected to be completed within six months.
- XX. WHAT WILL BE DONE/PROCEDURES:** This study will involve completing the questionnaire of the researcher and returning it to him. Then I will be asked to revisit my answers when responses from other experts are collected, until consensus is achieved. Each questionnaire is expected to take less than 60 minutes to complete. The total study is expected to be completed in six months, however my involvement directly is only concerned with the completion of the rounds of questionnaire evaluation. Participation is voluntary, and unpaid.
- XXI. POSSIBLE BENEFITS** I have been informed that my participation in this research will not benefit me directly, but will serve as a basis upon which further study of the subject can be undertaken. Those who choose to participate, will be given access to the results of the survey before it is published, showing overall results of the survey.
- XXII. POSSIBLE RISKS AND DISCOMFORTS:** I have been informed that the risks and discomforts of this study are negligible and are likely to be restricted to test anxiety and unease in sharing personal information.
- XXIII. CONFIDENTIALITY OF RECORDS:** Any information learned from this study in which I might be identified will remain confidential and will be disclosed only with my permission, to the extent allowed by law. All records will be stored in a locked file cabinet in a locked room. Only the investigator and members of the research team will have access to these records. If information learned from this study is published, I will not be identified by name. By signing this form, however, I allow the research study investigator to make my records available to the Sullivan University Graduate School of Business Institutional Review Board (IRB) Office and regulatory agencies as required by law.
- XXIV. OFFER TO ANSWER QUESTIONS AND RESEARCH INJURY NOTIFICATION:** The principal investigator, Mr. Thomas J Smith, responsible for this research study, has offered to and has answered all questions regarding my participation in this research study. If I have any further questions I can contact Mr. Thomas J Smith at (502) 526-6585, Email: tjsmith@sullivan.edu. If I



have questions or concerns that are not addressed by the principle investigator, I may contact:

Dr. LaVena Wilkin PhD.  
 Director of PhD Programs (PhD)  
 Sullivan University, Graduate School  
 3101 Bardstown Road  
 Louisville, KY 40205  
 Email: LWilkin@sullivan.edu  
 Phone: (502)413-8774

**XXV. VOLUNTARY PARTICIPATION WITH RIGHT OF REFUSAL:** I have been informed that my participation in this study is completely voluntary. I am free to withdraw my consent for participation in the study at any time

**XXVI. IRB REVIEW AND IMPARTIAL THIRD PARTY:** This study has been reviewed and approved by the Sullivan University Graduate School of Business Institutional Review Board (IRB). A representative of that Board, from the IRB Office, is available to discuss the review process or my rights as a research subject. The telephone number of the IRB Office is (502) 413-8529.

**XXVII. SIGNATURE FOR CONSENT:** The above-named investigator has answered my questions and I agree to be a research subject in this study.

Participant's Name: \_\_\_\_\_

Participant's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**(For participants under the age of 18)**

Investigator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Translator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

I have translated this form into the \_\_\_\_\_ language.

## Appendix G: Invitation to Delphi Panel

Greetings [Expert],

I hope that this email finds you well.

I am undertaking a Delphi study to meet the requirements of my PhD studies. With the Delphi method, I am tasked with empaneling a group of experts in the field, whose identities will be kept confidential to myself, (my committee and the University's Institutional Review Board may also wish to know the identity of my experts, but otherwise, your participation will be kept strictly confidential).

I would be honored if you would agree to be one of my [area of expertise] experts. I will be recruiting one other, as well as two each Front-of-House management, Back-of-House management, Front-of-House hourly and Back-of-House hourly participants.

First, I would request that you signify your willingness to participate by signing and returning the attached Informed Consent form. Please print it out, sign and either scan and email it, or mail it to the address below. Next, you will be asked to give your expert opinion concerning the attached 5 questions. Please provide your answers and rank them from most to least important. Please then return them to me via email.

I will then gather the results from the rest of the experts, correlate the results, and return them to you via email. You then could revise your answer, after considering the responses of others, and again rank them from most to least important. Once we have achieved a majority consensus, your participation in the study should be concluded. I will inform every one of the results. I intend to use the results of this panel to confirm the findings of the quantitative study I have been conducting for the past several months.

Again, I would be most honored if you would consider joining my study as an industry expert. I have the utmost respect for you, and believe that your insights would be invaluable to my study.

Additionally, if your food and beverage teams would be willing to participate in the quantitative portion of my study, I would be happy to provide links or paper copies of my surveys. I am still in need of several respondents to that portion of the study as well. All surveys should take about 5 minutes to complete, and are completely confidential.

Sincerely,

Tom

**Tom Smith** ABD, MBA, EMBA, CEC, CCA, PCC, CHE, CHIA

## Appendix H: Delphi Questions

Questions to the Delphi Expert Panel:

What are the specific characteristics possessed by a food service supervisor that contribute most to their subordinates' job satisfaction?

What are the specific characteristics possessed by a food service supervisor that diminish their subordinates' job satisfaction?

\What are the specific characteristics possessed by a food service supervisor that contribute most to their subordinates' willingness to perform at a higher level (productivity and quality of work)?

What are the specific characteristics possessed by a food service supervisor that diminish their subordinates' willingness to perform at a higher level (productivity and quality of work)?

How would you describe a supervisor that exemplifies all the characteristics necessary to lead a successful team?

**Appendix I: Permission to use OCB**

Dear Tom:

You have my permission for noncommercial research/teaching use of any of my scales that are on my website in the Scales section, including the OCB-C. You can find copies of the scale in the original English and some scale in other languages, as well as details about the scale's development and norms. I allow free use for noncommercial research and teaching purposes in return for sharing of results. This includes student theses and dissertations, as well as other student research projects. Copies of the scale can be reproduced in a thesis or dissertation as long as the copyright notice is included. Results can be shared by providing an e-copy of a published or unpublished research report (e.g., a dissertation). You also have permission to translate the JSS into another language under the same conditions in addition to sharing a copy of the translation with me. Be sure to include the copyright statement, as well as credit the person who did the translation and the year.

I do not have a Spanish version, but two people have written to me about one in the past month, so perhaps one or both have created one. You might write Ana Ayala Cantu <msxaya@nottingham.ac.uk and Jose Josan josejosan@gmail.com. If you come across a Spanish scale, please send it to me so I can make it available to others.

Thank you for your interest in my scales, and good luck with your research.

Best,

Paul Spector, Distinguished Professor  
Department of Psychology  
PCD 4118  
University of South Florida  
Tampa, FL 33620

**Appendix J: Permission to use TEIQue-SF**

All TEIQue forms, versions, and translations are available free of charge for academic research purposes only. Provided there is no commercial usage, TEIQue instruments can be used for research purposes without permission. Please do not email us to request permission for usage in academic or medical research, as this is unnecessary. However, any commercial or quasi-commercial usage of any TEIQue instrument or related materials is **strictly prohibited, unauthorized and illegal** (Psychometric Labs, 2017).

## Curriculum Vitae

Thomas J. Smith  
 6512 Ashbrooke Drive, Pewee Valley, Kentucky 40056  
 Home: (502)241-6520 Cell: (502)526-6585  
 tjsmith@sullivan.edu

**Employment History**

Sullivan University – National Center for Hospitality Studies 8/2007 - Present  
 3101 Bardstown Rd, Louisville, KY 40205}

Director of NCHS Management Programs

Culinary Arts, Hospitality Management, Travel and Tourism and Event Planning

Classes taught:

BEV264: Beer and Distilled Spirits

BFS104: Basic Culinary Theory

BFS106: Basic Culinary Skills Laboratory

BFS214: Garde Manger Theory

BFS216: Garde Manger Laboratory

CAM124: Purchasing (developed on-line course)

CAM134: Food Service Sanitation

CAM252 Culinary Arts in Dining Services

CAM260: Personal/Private Chef

CAM284: Food and Beverage Control

CAT144: Introduction to Catering

CAT244: Special Events Planning and Staff Management

HMS301: Human Resources Development in the Hospitality Industry

HMS303: Computer Applications in the Hospitality Industry (developed on-line course)

HMS304: Principles of Hospitality Management

HMS305: Gastronomic Tourism

HMS321: Quality Service Management in the Hospitality Industry

HMS333: International Travel and Tourism

HMS402: Strategic Planning in the Hospitality Industry

HMS404: Marketing Hospitality Services

HMS405: Hospitality Industry Entrepreneurship

HRM115: Foodservice Management by Menu (developed on-line course)

HRM164: Hospitality Management and Supervision

HRM198: Global Tourism\*

HRM208: Destination Management and Marketing

HRM244: Wine and Spirits

NTA154: Travel Reference Skills

NTA244: Tourism

TGE 214: Geography of the Southern Hemisphere

TGE 224: Eurasian Geography

TRV194: Leisure Destination Management  
 TRV205: Meeting and Event Planning  
 TRV244: Travel Management  
 TRV250: Best Practices in Event Management  
 TRV252: Event Coordinating and Marketing

**St. Louis Community College at Forest Park** **1/2004 - 6/2007**

5600 Oakland Avenue, St. Louis, Missouri 63110

Adjunct Instructor

Courses taught:

CUL110: Food Preparation Theory & Practical I

CUL115: Food Preparation Theory & Practical II

**Treat America Food Service** **6/2006 - 4/2007**

7350 Sharp Ave, St. Louis, Missouri, 63116

Director of Food Services - Directed food service operations for three community colleges. Responsible for financial performance, customer satisfaction, corporate purchasing initiatives and human resource functions.

**Sheraton City Center Hotel** **6/2005 - 6/2006**

1400 S 14th Street, St. Louis, Missouri 63104

Executive Chef - Responsible for culinary operations including: banquets, room service, employee dining, and a 'la carte restaurant.

**My Personal Chef Catering LLC** **9/2004 - 8/2007**

1302 McCausland Ave, St. Louis, Missouri 63109

Owner / Chef – Responsible for financial management, marketing, and production of meals for individual clients prepared in their homes.

**Harrah's Riverport Casino** **6/2003 - 9/2004**

777 Casino Center Drive, Maryland Heights, Missouri 63043

Executive Chef – Directed culinary and stewarding operations. Responsible for financial performance, strategic planning, concept development and human resource compliance.

**Harrah's and Harveys Lake Tahoe Casinos** **4/1999 - 6/2003**

15 Hwy 50, Stateline, Nevada 89445

Executive Chef - Directed culinary and stewarding operations for two, 4-star, 4-diamond resort casinos. Responsible for financial performance, strategic planning, concept development, corporate purchasing initiatives, and human resources compliance.

**Lake Tahoe Community College** **1/2001 -6/2003**

One College Drive, South Lake Tahoe, California 96150

Adjunct Instructor

Classes taught: CUL 204: Garde Manger and Buffet Catering

- Randy's Restaurant** **4/1996 - 4/1999**  
 16 Cherry Lane, Troy, Illinois 62294  
 General Manager – Managed front-of-house, back-of-house and bar operations of a family-owned restaurant and sports bar.
- Harrah's Mardi Gras Casino** **1/1995 – 4/1996**  
 777 Casino Center Dive, Robinsonville, Mississippi 38664  
 Executive Chef – Opening Chef. Managed culinary operations.
- America's Center Catering** **1/1994 -1/1995**  
 America's Center - 701 Convention Plaza, St. Louis, Missouri 63101  
 Executive Chef – Managed culinary operations for Cervantes Convention Center, St. Louis Executive Conference Center and Trans World Dome (Edward Jones Dome, opening chef).
- Harrah's Tunica Casino** **7/1994 - 1/1995**  
 777 Casino Center Drive, Robinsonville, Mississippi 38664  
 Executive Chef – Managed culinary operations.
- Service America Food Service** **11/1990 - 7/1993**  
 America's Center - 701 Convention Plaza, St. Louis, Missouri 63101  
 Executive Sous Chef – Cervantes Convention Center, St. Louis Executive Conference Center, and Kiel Auditorium / Opera House.
- Chef's Café and Catering** **6/1988 - 11/1990**  
 2635 Plaza Drive, Highland, Illinois 62249  
 Executive Chef / Owner – Owner/operator of 120 seat casual dining restaurant and off-premises catering operation.
- Motor Yacht Futura** **6/1987 – 6/1988**  
 1 Primearica Parkway, Duluth, GA 30099  
 Chef – Provisioned, prepared meals, catered to guests and performed deck duties as assigned aboard a 98-foot luxury motor yacht.
- Marriott Pavilion Hotel** **5/1983 – 1/1986**  
 100 N. Broadway, St. Louis, MO  
 Lead Cook – J. W. Carver's (4-star restaurant) and banquet operations.
- Michael's Restaurant** **5/1978 – 5/1983**  
 415 Broadway, Highland, IL 62249  
 Sous Chef – Supervised culinary operations for a family-owned fine dining restaurant.
- Education**  
**Sullivan University, Louisville, Kentucky**  
 Ph.D. in Management, expected 2017



Chair: Dr. LaVena Wilkin

Committee: Dr. Theresa Daniel & Dr. Christopher Hughes

Dissertation Title: The Influence of the Leader's Emotional Intelligence on the Levels of Organizational Citizenship Behavior of Line-Level Food Service Employees

**Sullivan University, Louisville, Kentucky**

Master of Business Administration, Hospitality Management Concentration, 2013

**Sullivan University, Louisville, Kentucky**

Executive Master of Business Administration 2012

**Sullivan University, Louisville, Kentucky**

Bachelor of Science, Hospitality Management, 2010

**The Culinary Institute of America, Hyde Park, New York**

Associate of Occupational Studies, Culinary Arts 1987

**Professional Qualifications**

Certified Executive Chef (CEC)

Certified Culinary Administrator (CCA)

Personal Certified Chef (PCC)

Certified Hospitality Educator (CHE)

Certified Hospitality Industry Analytics (CHIA)

Certified Serv-Safe Instructor

Registered Serv-Safe Proctor

Certified Manage First Instructor

**Computer Skills**

Proficient in IBM SPSS, Microsoft Office (Word, Outlook, Power Point, Excel)

**Publications**

"Be a master menu mixer: Gaze into the future with your POS crystal ball" Independent Restaurateur Magazine January/February 2012

"How to Get Your Employees to Volunteer to be More Productive" Entrepreneurial Chef September 2016

"A Call for a Restaurant Renaissance" Entrepreneurial Chef November 2016

"An Industry of Respectful Plagiarism" Entrepreneurial Chef December 2016

**Professional Memberships**

The American Culinary Federation (Kentucky Chapter President 2016-2017)

American Hotel and Lodging Association

The National Restaurant Association

**Subject Matter Expert**

The National Restaurant Association, Mange First Certification Exams: June, 2017

“Manage First: Bar and Beverage Management 2/e”

“Manage First: Customer Service 2/e”

“Manage First: Purchasing 2/e”

**Research Interests**

The impact of teacher emotional intelligence on the student satisfaction concerning new skill acquisition in an experiential learning environment: laboratory setting in post-secondary culinary education.

The impact of leader’s emotional intelligence on the job satisfaction and productivity of their subordinates in a commercial foodservice environment.