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## The Underutilized Tool of Project Management - Emotional Intelligence

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The Underutilized Tool of Project Management – Emotional Intelligence

by

Gerald C. Lowe

A dissertation submitted in partial fulfillment  
of the requirements for the degree of  
Doctor of Business Administration  
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University of South Florida

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## DEDICATION

There are three people to whom I dedicate this study. First, my mom, Wanda Faye Hickman, who always encouraged me and never limited my thinking about what I could achieve; second, my uncle, Dr, Charles E. Hickman, who has been a lifelong mentor, coach, and friend; and, my wife, Maria Lowe, who helped me believe in me more than I ever could have alone. Last, I thank God for His constant guidance and support in my life that makes all things possible.

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## ABSTRACT

Previous research has typically focused on singular attributes that impact a leader's effectiveness. This study, instead, looks at whether emotional intelligence moderates the anticipated negative effect of distributed presence on engagement and influence, and ultimately, leader effectiveness. Buttressed by emotional intelligence, engagement, and influence theories, the research question focused on how emotional intelligence skills moderate the impact of a project manager's distributed presence to render the leader effective. The study sample for this research came from voluntary participants who work for a U.S. government agency comprising leaders co-located with their teams and distributed presence leaders. Descriptive statistics showed that leaders with higher emotional intelligence (EI) were more engaging and influential than co-located leaders with high EI. Regression analyses indicated greatest significance between the dependent variables—engagement and influence—and the independent variables of distributed presence and emotional intelligence when using emotional intelligence branches and tasks for the EI variables. Data from this study showed distributed presence leaders with high emotional intelligence abilities effect engagement and influence positively. The work of this research advances insights into how emotional intelligence effects, positively, project leader engagement and influence when the project manager's presence is distributed. The data rendered by this research was informative but only to a limited degree because results were not sufficiently expansive. Nonetheless, the application of this study applies to the practical world as distributed teams seems to be a more permanent part of the business landscape than temporary,

and learning how to better work as a project manager with distributed presence is essential for both organizations and project managers.

### **Tagline**

From the initial literature review, project services/products and resources (technology, materials, and time) are used to dictate the project management framework. Unfortunately, the common factor throughout—people—are given cursory consideration. Project managers, the exception, are selected for their skills, experience, and qualifications to lead unseasoned project teams. Then, what if the project team is inexperienced and the project manager is not physically present (presence) on a daily basis? Are the people who comprise the project team not fundamentally important to project success?

### **Executive Summary**

Since project management is a decidedly practical business, one reason the research topic is relevant is its “relevance to practice” (Bryman & Bell, 2015). In this case, the practice in question is the practice of project management. Like many professionals, project managers are often so busy that the demand on their time can be overwhelming. Consequently, project managers have the inclination to eliminate information that is perceived as irrelevant. Improving a PM’s understanding of how to positively influence a project team, and what influence works best is relevant to achieving success in project management, or any industry.

It then follows, being relevant is being practical. Managers and leaders, being practical, continuously strive to motivate their team/department to achieve higher standards, produce better products, or exceed last month’s sells. The skill the managers and leaders use for this end is influence. From the pragmatic worldview (Creswell, 2014), gaining greater awareness of a project manager’s influence enhances solving challenges and problems. Influence, when poorly

focused or inappropriate for the task, can also render negative results, which creates problems, not solutions. For example, the problem(s) a project manager's negative influence creates or contributes to is poor efficiency by a project team. In today's business environment, for instance, many project managers are not continuously co-located with the project team or on the job site. Consequently, how does the project manager's presence alter the influence he or she wields? Does infrequent presence alter the level of emotional intelligence, which concurrently impacts influence? How does the project manager's varied presence equally diminish the project team's emotional intelligence maturity? In short, determining beneficial actions to maximize project success and efficiency by gaining insights about which multidisciplinary (Hanisch & Wald, 2011) elements (influence and emotional intelligence) sway the project manager's influence (as presence fluctuates) is the overarching intent of the researcher.

## CHAPTER ONE: INTRODUCTION

### Statement of Problem

Because of the distance between project sites and the availability of human resources, internationally focused and based businesses rive the need for implementation of virtual teams instead of staying with the traditional co-located teams (Kuruppuarachchi, 2006). Projects do continue to be executed in the traditional manner of project manager leading the project team through the life-cycle of the project until the service or product is rendered where both the project manager and the project teamwork in the same space, or interact, in person, frequently. However, with the continuous growth and advances in information technology along with the growth of companies working internationally, virtual projects and project teams are more and more common (Zuofa & Ochieng, 2017).

These conditions (distributed project sites, availability of the human resource, and international business) fostering virtual teams in today's work environment indicate not just a trend but a new norm for how work and projects will be conducted. In fact, forecasts are that 1.3 billion people will work virtually in the coming years, which is in line with what Johns and Gratton (2013) refer to as the "third wave" in the shift to working virtually. The challenge of overcoming the project manager/leader's distance from the team as well as distributed presence is evident (Kossler & Prestridge, 2003). Zander, Zettinig, and Mäkelä (2013) defined some of the difficulties that naturally exist as a result of dispersed presence created from international virtual teams as goal alignment, knowledge transfer, and motivation. It follows that moderating the effect of the leader's distributed presence is essential to the leader remains effective regardless of



daily presence with the project team or not. A skill that has shown some ability to sustain performance or lead to project success is emotional intelligence (Quisenberry, 2018). How or if emotional intelligence moderates a leader's distributed presence yet enables the leader to be effective has not been thoroughly studied.

### **Purpose of the Study**

This research intends to explore the extent to which a project manager's or a leader's presence has an identifiable impact on a leader's effectiveness. Another way of considering presence is distance, for example, how far a leader is from the team or individuals being led. A leader's distance or distributed presence has a considerable effect on team performance (Antonakis & Atwater, 2002). Concurrently, this study analyzes what role a higher level of team member engagement and influence fill in enabling a leader to be more effective (Z. S. Byrne, Hayes, & Holcombe, 2017; Yukl, Seifert, & Chavez, 2008). Primarily, the focus of this research is on emotional intelligence, and how and if emotional intelligence has a moderating effect on a leader's distributed presence that renders the leader effective in spite of distance/distributed presence. One aspect of my research studying emotional intelligence is related to existing teams. Two assessments will be conducted at separate times of the teams and leaders. The first assessment of emotional intelligence will be made through the use of the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) that uses a questionnaire-based test to evaluate an individual's emotional intelligence abilities.

As noted, the research (Ferronato, 2018; Goleman, 2000; Prati, Douglas, Ferris, Ammeter, & Buckley, 2003) thus far has drawn out an intangible or soft skill (or so it is often portrayed) that many successful leaders possess—emotional intelligence. The ability to lead teams regardless of the frequency a team leader is co-located with his team is critical to the team

and ultimately project success. The complexity of presence is complicated when a team may have undergone a transition in leadership, or the team may be in the midst of organizational change. The leadership skill set that best equips, as noted by literature and experience, a leader to successfully guide a team through today's difficult terrain while sustaining a strong team even with distributed presence is emotional intelligence (Ferronato, 2018; Lin, Chen, & Song, 2012).

Other aspects of functioning, successful project teams, as mentioned above, are teams that have good communication from the team leader, and leaders who yield influence (Hong, 2017; Zulch, 2014). It then follows, a leader who is not successful does not communicate well and yields negative influence on his team (Awati, 2000; Belassi & Tukel, 1996; Owens & Hekman, 2015; Thamhain & Gemmill, 1974). It's hard to imagine a successful team without effective leadership. The connector of sound communication and strong influence is emotional intelligence (Mathew & Gupta, 2015; Tolegenova et al., 2015). Accordingly, EI is considered the point of interaction, the tool, the skill, or the difference that enhances and renders leadership successful regardless of where those teams are and regardless of how frequently the team leader is present with the same groups.

Defining success will be another step but generally speaking, if performance is optimum or near optimum so as to productively complete a project, then project success is achieved (Cooke-Davies, 2002). For example, when the amount of rework required is minimized or eliminated; the cost/ time/quality on a project exceed project start objectives; teams are more cohesive; and/or job satisfaction is improved which arguably would enhance the other performance measures, then the team is performing at a higher level than others (Liu & Cross, 2016; Müller & Jugdev, 2012; Özdemir Gungor & Gözlü, 2016).

Additionally, a greater understanding of how a project manager's presence influences a project, both negatively and positively, is vital to increasing project success in a complex, changing project management environment (Antonakis & Atwater, 2002; Griffith et al., 2018; Kossler & Prestridge, 2003; J. Thomas & Mengel, 2008). Gaining an understanding of influence is especially true as more often than not projects are managed distantly or "off-shore" and in a cross-cultural context where the project manager has limited interaction with project teams (Johns & Gratton, 2013; Kramer, Shuffler, & Feitosa, 2017; Malhotra, Majchrzak, & Rosen, 2007). All of these aspects contribute to the complexity the project manager faces when leading modern-teams.

This geographic and multicultural aspect of modern projects reinforces the vital individual factors of project success. For example, planning, development of requirements along with essential competencies the Project Management Book of Knowledge (PMBOK) highlights: "knowledge, performance, and personal" competencies needed for a project manager to be effective (Project Management Institute, 2013). Although these are primary competencies, this incomplete list exposes a gap in the knowledge. This research endeavors to go deeper than the PMBOK by exploring personal competency from the perspective of emotional intelligence. Enhanced emotional intelligence (EI) as a component of personal competency is where the project manager holds an undetermined and undefined amount of influence on a project's success—in other words, how well the project team performs. Having project managers with well-developed emotional intelligence who know how to influence the project and project team positively is indispensable in today's complex project environments. Zhou and George (2003) explained emotional intelligence as the ability to "manage fluctuating emotions while leading project teams to capitalize on instead of succumbing to emotions" in these multifaceted project

environments. Complex (fluctuating) environments do not fit the standard format or the standard solution, which demands creativity and flexibility to match the unpredictable emotions. As Zhou and George (2003) also noted, being creative is not beneficial unless it is "useful," where usefulness is a fundamental aspect of projects eternally desired by practitioners.

As complex as project management is today, it demands a more complex approach than those offered to date (Higgs, 1996b; Kramer et al., 2017). The research will expose the facets of project management and teams (communication and influence) directly impacted by a leader's presence but moderated with emotional intelligence skills. Ultimately, the desire is to define the benefit and effect that emotional intelligence provides project managers/team leaders in today's complex operating environments while rendering them more efficient.

### **Research Question**

Considering the growing frequency of virtual teams, more frequent distributed presence of the project manager is a direct resultant of virtual teams. My focus for this study is assessing the moderating effect of emotional intelligence on distributed presence. Research question: *How do emotional intelligence skills moderate the impact of a project manager's / leader's distributed presence to render the leader effective?*

### **Theoretical Framework**

The theoretical framework for my study is based on three theories: emotional intelligence, engagement, and influence with emotional intelligence as the focus of my work. For emotional intelligence, one theory study reviewed is that outlined by Daniel Goleman (2014) and is founded on four competencies – self-awareness, self-management, social awareness, and relationship management. For my study, however, I selected the Salovey and Mayer emotional intelligence (EI) abilities as the foundation of my study that were later elaborated on and tested

further by Mayer, Caruso, and Salovey (1999): perceiving emotions; assimilating emotions (to facilitate thought); understanding emotions; recognizing emotions in others (empathy); and managing emotions. The abilities of emotional intelligence are of significance since research has shown that critical competencies in effective teams (high communication skills, cohesion, innovative, and engaged team members) are met when team members have high emotional intelligence skills (Prati et al., 2003).

Engagement and influence are other theoretical areas of focus for this study. Research shows that how a leader interacts with team members directly relates to team member engagement (Caldwell, 2016). When team members and the team are engaged performance is higher (Mäkikangas, Aunola, Seppälä, & Hakanen, 2016; Tims, Bakker, Derks, & van Rhenen, 2013). Further research indicates that the presence of emotional intelligence (EI) skills acts as a predictor of engagement (Brunetto, Teo, Shacklock, & Farr-Wharton, 2012).

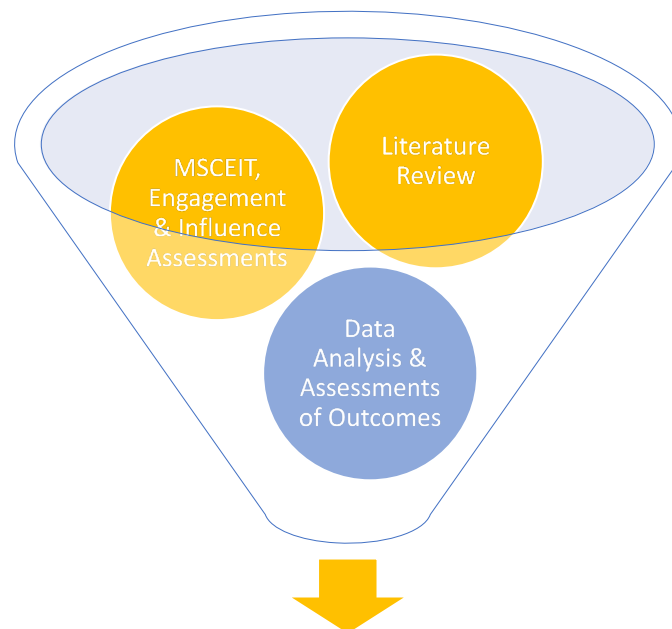
Distance (physical, social, and interactive) hurts a leader's influence on followers' performance (Griffith et al., 2018). Madrid, Totterdell, and Niven's (2016) research shows that a leader's effective presence (influence) is linked to interpersonal interaction and communication of ideas. Supportively, it was also shown in other research that influence is an interpersonal skill that effective leaders possess, which implies a project manager's presence is key to being effective (Riggio & Tan, 2014). With distance and a lack of personal interaction leader interaction with team members is minimized or non-existent thereby directly impacting the project manager's ability to influence (Hong, 2017). With the degradation of personal interaction created by distance or distributed presence, it seems a leader's influence may also be diminished. However, teams with higher EI levels perform better (Quisenberry, 2018). An equally exciting

point is the connection between higher emotional intelligence skills and "influence sophistication" (Hong, 2017).

Effective leadership is an aspiration many if not all organizations have for their leaders. Ideally, an effective leader will enable an organization to be fruitful in spite of sparse resources (Agnieszka, 2017). But what makes an effective leader and not just what an effective leader does is perceived differently according to cultural and societal norms (Aktas, Gelfand, & Hanges, 2016). Consequently, what yields an effective leader or characteristics of an effective leader is not established immediately or generic to all societies and organizations. One thought leader has set aside three key qualities of an effective leader: question everything, empower constantly, and a willingness to change (Douglas, 2018). Recent research by Parr, Lanza, and Bernthal (2016), however, links effective leadership to personality, which in turn are tied to performance competencies “necessary” for effective leadership such as influence. Looking further, determining what common characteristics, across industries and cultures, exhibit themselves when effective leadership is helps demonstrated helps define collective traits of effective leadership. Some of the common traits identified as being inherent to effective leadership are the following: “communication competency” (Agnieszka, 2017) and “interpersonal communication” (Riggio & Reichard, 2008; Riggio, Riggio, Salinas, & Cole, 2003); the leader’s ability to influence (Boseman, 2008), influencing a team to achieve a goal resulting in commitment (McDonough III, 2000). As Mintzberg noted, much time is spent communicating, and how well the information is communicated influences the effectiveness of a leader (Riggio et al., 2003). How influence is used in communication is important. Emotional intelligence is the tool that enables a leader to positively leverage influence in and with various forms of communication to be effective (Quinn & Wilemon, 2009).

Emotional intelligence is linked to the engagement, influence, and effective leadership even in situations where leaders have a distributed presence (Brunetto et al., 2012; Clarke, 2010; Hong, 2017; Prati et al., 2003). It is suggested that leaders who have emotional intelligence have a "real competitive edge" (Pastor, 2014). Considering the complexity of today's business and project environments a competitive edge is needed. More importantly, the apparent linkage between emotional intelligence, engagement, influence, and effective leadership regardless of the frequency of presence of the project manager supported establishing emotional intelligence as the main component of my study.

The theoretical framework is used to develop the research design. The research design is a traditional approach with three (3) principal steps: literature review, assessments/questionnaires, data analysis and assessment of outcomes (Figure 1). Ultimately, a valuation of the linkage between emotional intelligence, engagement, influence, and effective leadership with leader distributed presence is made.



**Figure 1.** Valuation of the Linkage between Emotional Intelligence, Engagement, Influence, and Effective Leadership with Leader Distributed Presence

## Definition of Terms

**Emotional Intelligence:** Emotional intelligence is a model based on two main categories of awareness (one's own emotions and others') and management (one's own emotions and others') of emotions (Cherniss, Extein, Goleman, & Weissberg, 2006).

**Teams:** A team consists of individuals who are "interlinked" at all levels and cooperate with each other in order to achieve "added value and benefits" (Tarver, 2010).

**Project Teams:** A project team consists of a group of individuals with assigned tasks, skills, working toward completing a project successfully by meeting project objectives, and that is led by a project manager (Project Management Institute, 2017).

**Influence:** Influence is a strategy, either informal or formal (Griffith et al., 2018), and a range of methods that leaders use to encourage followers/team members to achieve common goals (Sotiriou & Wittmer, 2001).

**Engagement:** Engagement is the "positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption" (Schaufeli, Salanova, Gonzalez-roma, & Bakker, 2002).

**Effective Leadership:** Effective leadership is defined as a leader who employs a set of behaviors well (Yukl, 2012) as well as a leader who possesses and uses soft skills (emotional intelligence skills) well (Riggio & Tan, 2014).

**Distributed Presence:** The definition of distributed presence springs from the concept of distributed teams where team members work toward the same goal(s), or on the same project but from different locations (Project Management Institute, 2017). Another aspect of this study, the focus is on the project manager's/leader's distance that is not only geographic but also the



interaction of the leader with team members (Griffith et al., 2018) because of less than continuous presence, that is, distributed presence.

### **Assumptions**

The primary focus of my research is to determine if or how emotional intelligence moderates distributed presence of project managers. My assumptions were the following: literature would provide the background and foundational knowledge to support the theory that emotional intelligence moderates distributed presence, and the use of two questionnaires with questions related to engagement, influence, effective leadership, and emotional intelligence would provide data that would enhance knowledge of emotional intelligence's moderating role, and effective leadership is dependent upon how well emotional intelligence moderates distributed presence.

### **Scope**

For my study, there were four areas I concentrated on to gather data: engagement, influence, effective leadership, and emotional intelligence. Basic demographic information such as gender, age, education, nationality, and profession/trade is collected to classify the critical data further. Study participants consisted of team members, team leaders, and some senior leaders who all work for the same agency. Data was gathered through two different forums. The first set of questions (demographics, engagement, influence, and effective leadership) are sent by Qualtrics by email to each study participant. The second set of questions is an assessment of emotional intelligence (EI). The EI assessment is the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) and is sent by MHS via email to all study participants (Mayer, Salovey, Caruso, & Sitarenios, 2003).

## Limitations

A fundamental limitation of my study is the study participants have the option to opt out of answering the questionnaire and taking the MSCEIT. This option is open and available to the study participants at any point. Another limit of my study is the inability to follow-up on results of both the questionnaire and the MSCEIT. Ideally, it would add to the richness and understanding of my research to determine what creates low employee engagement, or limits leader influence, and to then implement changes and measure if team member engagement and leader influence improve. These measures are possible areas for future research.

## CHAPTER TWO: LITERATURE REVIEW

### Introduction

Is a leader's effectiveness influenced by whether they interact with followers in person or through communication technology? If leading at a distance is more challenging, does a leader's emotional intelligence matter in how well they are able to use technology to lead teams at a distance? The purpose of this literature review is to identify studies that have explored the extent to which a leader's emotional intelligence and distributed presence affects their perceived effectiveness. I am particularly interested in the possibility that a leader's emotional intelligence could moderate the anticipated negative influence on perceived effectiveness.

Three areas of literature (leadership effectiveness, distributed leader presence, and emotional intelligence) are especially relevant to these questions. This chapter will review the scholarly research on a particular sub-set of leadership—project management—to identify studies that shed light on the effects of emotional intelligence and distributed presence on perceptions of leadership effectiveness.

### Challenges of Project Management

“Ninety percent of global senior executives deem project management as critical or somewhat important” to delivering successful projects and achieving a competitive advantage (Project Management Institute, 2011, p. 2). With project management at the core of this research reviewing the fundamental aspects of project management such as a project, project structure, and other project aspects are deemed necessary for analyzing leadership effectiveness within

project management. What is a project? Simply stated, a project is a task with a defined start and end that yields a unique service, product, or result (Heldman, 2013). Management of projects typically falls to a project manager as the team leader with “basic responsibilities to deliver the end-product (1) in accordance with performance requirements, (2) within the limitations of the project budget, and (3) within the time schedule his company or customer specifies” (Gaddis, 1959, p. 91). The structures that project managers and their project teams use are project-based, organized according to functional areas, and coordinated through project management office (PMO) structures that implement linear relationships (Thiry, 2007).

It is apparent, a common, desired end-state is present across project management—achieving project success. Therefore, what is success? De Wit (1988) notes that a project may still be considered a success even if it has schedule and cost overruns when the desired result is achieved. The perspectives of different stakeholders through the project life-cycle resulting in a perspective of success that ebbs and flows during the project also define project success (Özdemir Gungor & Gözülü, 2016). Consequently, with the ever-evolving conditions and demands of the business world (global competition, complex customer demands, rapidly changing technology, new business initiatives, and changing capabilities) project management must also change (Boznak, 1996) if success is to be achieved.

This demanding statement, though true, did not name one unique or sole criterion as the pathway to success. The effort to find the “what” that yields success in projects is not new to the project management arena. Cooke-Davies (2002) noted that the endeavor to identify (through research) the definitive key success factors for projects is known to have existed formally since the 1960s without attainment. More specifically as related to this work, what makes virtual teams with project leader distributed presence successful since global teams are now

commonplace (Zander, 2013)? Bredillet, Tywoniak, and Dwivedula (2015) invoke Aristotle when seeking to define the key competencies of a project manager needed for success. According to Bredillet et al. (2015), the competencies a project manager needs are the knowledge, skills, and abilities one brings in order to do a job at the level expected—according to the community of practitioners. Knowledge itself is considered a “foundation” of competence (Medina & Medina, 2014). The PMI Book of Knowledge is similar in its definition of competencies which it defines as the skills and capacity based on the knowledge of project management to complete tasks within a project’s constraints (Project Management Institute, 2017).

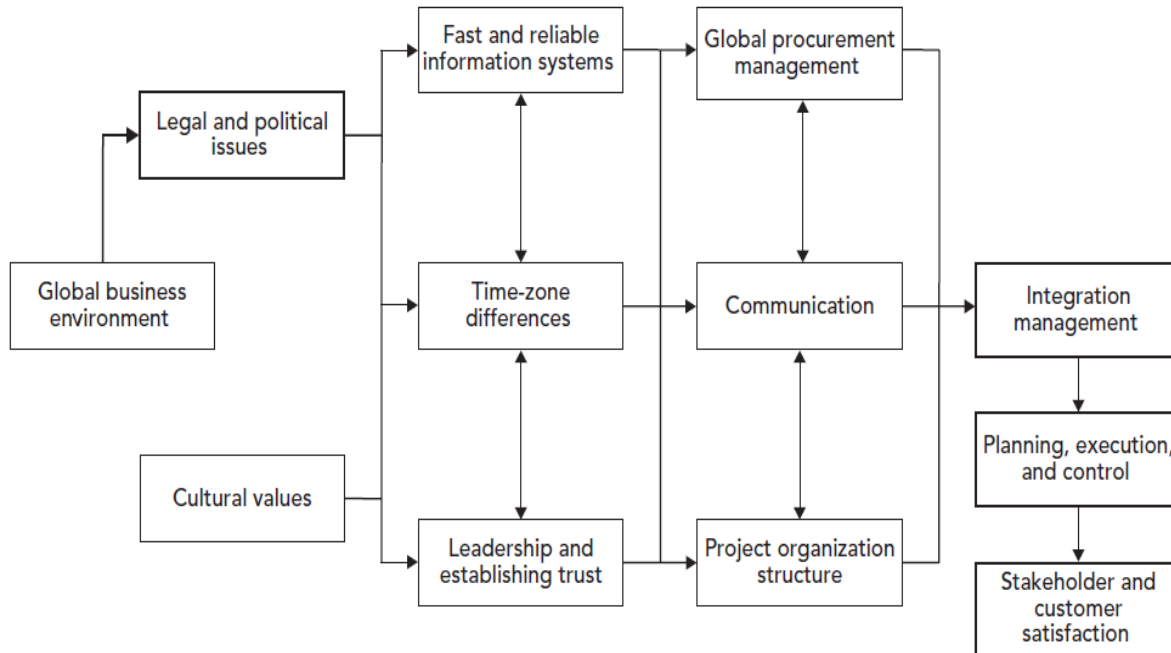
The complexity, “many varied interrelated parts” (Baccarini, 1996) that project managers are facing, in order to remain relevant, demand that project managers are in possession of a diverse set of competencies. In the past, competencies for project managers implied solely engineering or technical competencies as the essential competencies (Edum-Fotwe & McCaffer, 2000). The research of Edum-Fotwe and McCaffer (2000) show, however, that as the responsibilities and roles of project managers continue to change so too do the required competencies continue to expand beyond technical competencies—human behavior and leadership are two examples.

This is consistent with research by Crawford that indicates leadership, team development, and communication as significant competencies needed by project managers (Crawford, 2000). Brière, Proulx, Flores, and Laporte (2015) grouped competencies into three categories: technical skills, management skills, and human skills. Maqbool, Sudong, Manzoor, and Yahya (2017) narrowed the key competencies of a project manager down to communication, attentiveness, teamwork, conflict management, and emotional intelligence. Their work makes a further

distinction by stating that the key project leader competencies and emotional intelligence as outlined in their research have a notably positive effect on project success. Loufrani-Fedida and Missonier (2015), however, took a broader view of one type of competencies. Instead of analyzing competencies from a single aspect, Loufrani-Fedida and Missonier (2015) considered competencies from three categories of where humans interact on teams: individual, collective, and organizational. It appears one degree of redundancy is taking place regarding competencies identified as critical for project managers/leaders—human skills, in various aspects continue to be recognized as an essential competency area.

Team dispersion is another aspect of complexity that exists in projects and teams not due to the technical nature of the work (Kossler & Prestridge, 2003). Some other complexity causes resulting from dispersed teams are different time zones, cultural differences, communication, task complexity, building trust, and managing conflict to name a few (Anantatmula & Thomas, 2010; Horwitz, Bravington, & Silvis, 2006; Liao, 2017). A success model (see Figure 2) developed by Anaantatmula and Thomas (2010) for global projects provides a snapshot of some factors contributing to project complexity.

The ubiquitous aspect in all projects is people ("Emotional intelligence “wow” factor," 2012). People comprise project teams and leadership of the same. People are essential to achieving project success (Pinto & Prescott, 1988). Personnel are at the core of all projects. Even with the myriad technological advances, and new methods used to manage projects the human variable (team leaders, project teams, and stakeholders) remains an inherent part of project management.



**Figure 2.** Global Project Success Model

A recent projection states that 1.3 billion people will work virtually in the coming years (Johns & Gratton, 2013). This is concerning considering the “dynamics of the influencing process differ depending on how close or distant” team members are from the team leader (Antonakis, 2002). In other words, a leader’s distributed presence could impact the leader’s influence negatively. Here again, the significance of the human/personal aspect of virtual projects is evident. Consequently, fostering team members’ reconnection with their “human” side (interests, hobbies, family) has shown beneficial to leaders with distributed presence (Malhotra et al., 2007). The Project Management Institute (PMI) emphasized this point of human significance for projects with the recent release of the latest Project Management Book of Knowledge (6<sup>th</sup> ed.). PMI (2017) notes, the shift in project management is toward “more collaborative and supportive management that empowers teams” (p. 310). One of the steps PMI states that project managers should take to reinforce the focus of the human significance of

projects is investing in emotional intelligence (PMI, 2017). Team cohesion is another team trait that is understandably challenged when the team operates remotely. The presence of emotional intelligence abilities, however, enhance and positively influence team cohesiveness (Rapisarda, 2002), and potentially can moderate the team leaders' distributed presence. In a team, virtual or co-located construct, leader emotional intelligence positively affects relationship management, which is critical for collaboration (Quisenberry, 2018). Virtual teams are confronted as well with challenges to team commitment (Hinds & Mortensen, 2005) that can erode team engagement. Of consequence is the positive relationship between virtual team leaders with emotional intelligence abilities and team engagement. Whether emotional intelligence moderates a team leader's distributed presence is to be determined, and the following hypotheses are presented:

*Hypothesis 1a: Distributed presence has a **negative** effect on engagement.*

*Hypothesis 1b: Distributed presence has a **negative** effect on influence.*

## **Influence**

Research by Thamhain and Gemmill (1974) noted eight (8) significant leader influence factors: authority, work challenge, expertise, future work assignments, salary, promotion, friendship, and coercion. Building on the work of Thamhain and Gemmill, the Project Management Institute (PMI) notes one key leadership skill and quality as using influence (PMI, 2017). Influence is also listed as one of the four key components of transformational leadership: *Idealized influence*, intellectual stimulation, individualized consideration, and inspirational motivation (Aga, Noorderhaven, & Vallejo, 2016). Research by Adams encompasses much of this research as influence is the sway one person has over another grounded in components of "authority, communication traits, knowledge-based competence, status, time, and timing" (Shillam et al., 2018).



Greater understanding of how a project leader influences a project and team, both negatively and positively, is vital to increasing project success as complex projects and environments continue to increase in number (Rezvani et al., 2016). As businesses work in international settings, for example, more frequently today, the “difficulties” of leaders yielding influence effectively in cross-cultural settings are more frequently confronted (Yukl, Fu, & McDonald, 2003). A challenge of effective leadership faces is how to harness cultural diversity in a manner to positively influence performance when leading cross-culturally (G. J. Byrne & Bradley, 2007).

The intrinsic characteristic of culture(s) represented by individual team members, when overlooked or if considered, affects how projects are managed and project leadership (Hanges, Aiken, Park, & Su, 2016). Cultural values and traditions then seem to be a significant reason for the perceived effectiveness of a leader’s influence (Yukl et al., 2003). Ha-Vikstroem and Takala (2018) suggest the difficulty of yielding influence in a cross-cultural setting is a limiting factor of leader influence or, stated differently, diminishes effectiveness. Leaders who ignore cultural differences, for example, can create “barriers to successful performance” (Peterson, 2004) and negatively impact their influence.

Jaeger and Adair (2013) write of two distinct influence tracks in a cross-cultural environment—one positive and one negative. Western project managers on the positive track are able to yield positive influence on project teams in Gulf Cooperation Council (GCC) countries in three areas: project planning, through correct technology use, and creating team spirit (Jaeger & Adair, 2013). Whereas, on the negative track, Western project managers adversely influence local values and societal differences in project teams (due in part to a lack of cultural awareness and status contrasts) (Jaeger & Adair, 2013) creating a “barrier to successful performance”

(Peterson, 2004). As defined by Daniel Goleman, influence is a critical element of how we manage relationships (Maxwell, 2010). Poor management of work relationships significantly predicts low job satisfaction (Elanain, 2009; Metle, 2002), less commitment (Elanain, 2009) when there is a lack of awareness of cultural values.

Between personal values and cultural values, cultural values account for around 70% of the mediation effect on a manager's leadership style—taken from a review of the regression analysis data (G. J. Byrne & Bradley, 2007). The implication of culture demonstrates that leaders have to adapt to culture to remain influential, so effectiveness is sustained (Adler, 2002). As business continues to utilize off-shore or remote projects, teams have an increasingly, culturally diverse make-up, and clashes between diverse cultures and management are expected. Tran and Skitmore (2012) note the importance of building critical behavioral competencies to prepare leaders to handle different cultures and conflict with the understanding a leader wants to maintain influence.

When unaware of the cultural influences at work, that is, poor social competence, leader influence may be diminished as informal communication within the team negatively influences leader effectiveness (Zulch, 2014). Leaders would be “well served” to understand “what team members consider” the most critical techniques of influence such as cultural influences (Sotiriou & Wittmer, 2001). Equally interesting, project managers who are humble have a decidedly positive influence on their teams and team performance (Owens & Hekman, 2015). Venus, Stam, and van Knippenberg (2013) showed fairly decisively that a leader's emotional influence assists with communicating a leaders values and goals.

A characteristic common to today's project and team relationships that leaders confront is cultural complexity. The difficulty of this problem increases as the leader is not just working

with a culturally diverse team nationally, but when the project manager is leading a team abroad or abroad and remotely (Tran & Skitmore, 2012). How then is a leader's influence impacted in complex environments or during times of change while still striving to be effective? A leader is able to garner the support and motivation of followers to support change through influence (Alavi & Gill, 2017). Similarly, Cialdini, Wissler, and Schweitzer (2003) others surmised that influence garnered the acceptance of a proposal or concurrence by teams when they otherwise would resist and revolt. Per Cialdini et al. (2003), concurrence is formed through the utilization of six (6) principles: consistency; reciprocity; social proof; liking; authority; and scarcity, when used together, that achieve influence.

Competencies such as leadership, interpersonal skills, communication, and resilience are other leader influence factors a leader can employ to influence a team facing complex environments (Crawford, 2000). More extensively, Müller and Turner (2010) employ fifteen (15) leader competencies (one of which is influence) taken from research conducted by Dulewicz and Higgs:

**Table 1.** Leader Competencies

Critical Analysis & Judgement	Vision & Imagination	Self-Awareness	Emotional Resilience
Strategic Perspective	Engaging Communication	Motivation	Sensitivity
Managing Resources	Conscientiousness	<i>Influence</i>	Intuitiveness
Developing	Achieving	Empowering	

Having a different perspective, Obradovic, Jovanovic, Petrovic, Mihic, and Bjelica (2014) assert that technology (specifically “web-based technology”) increasingly influences the methods of project managers because of its “rapid development” so their influence remains intact and sustains success. Whereas, Müller and Turner (2007) note that it is the significance

attributed to team and user satisfaction that influences reported success measures, not just the leader's influence

Contrarily, information available to a project manager greatly influences decisions made by the project manager (Eweje, Turner, & Müller, 2012), not how a project manager influences a project. Skill mapping is another technique that informs a leader and could be employed to influence team performance. Results, however, on whether skill mapping influences “actual” work performance are promising but inconclusive (J. B. Lyons & Schneider, 2005). In part, the inconclusive nature of the work is driven by the perspective of the study—skill mapping is used to examine improvement of performance in lieu of actual work performance using a ten (10) item survey (Figure 3) to make an assessment about improving performance (P. Lyons, 2003).

- 1 Personal satisfaction with processes used in work sessions.
- 2 Personal involvement in the work session activities.
- 3 Sense of ownership in process results.
- 4 Level of interest in the content of the work sessions.
- 5 My estimate of the quality of the outcomes.
- 6 Enthusiasm towards the implementation of outcomes.
- 7 Anticipated success of changes in work processes.
- 8 Time was well spent.
- 9 Processes used in work sessions were challenging.
- 10 Processes used in work sessions helped me to remain energized – throughout the work sessions.

**Figure 3.** Performance Improvement Assessment

Notwithstanding, the influence a project manager holds is “significantly strong” when the organizational structure and business interests are considered (Petro & Gardiner, 2015). For

example, organizational structures that foster team leader communication with team members, and stakeholders can have a positive influence when the project and team are performing well. But when communication is potentially impacted due to distributed presence of the project manager, it follows that the project manager’s influence also dissipates unless the project manager adjusts to mitigate the distributed presence (Purvanova & Bono, 2009).

Distributed presence can mean “physical distance, perceived social distance, and task interaction frequency” (Griffith et al., 2018, p. 153). Griffith et al.’s (2018) work indicates presence is multi-dimensional (leader physical distance, perceived social distance, perceived task interaction between leaders and followers); consequently, a leader’s influence is potentially impacted across multiple facets (Madrid et al., 2016). Gaining a better understanding of the multitude of responsibilities (facets) through which a project leader has influence should shape the team and develop the team culture that will maximize the team’s and ultimately the project leader’s effectiveness regardless of the frequency of the leader’s presence, that is, distributed presence (Ulrich & Crider, 2017). A list of responsibilities of team leaders as defined by the Agency for Healthcare Research and Quality is presented in Figure 4:

• Organize the team
• Identify and articulate clear goals (i.e., the plan)
• Assign tasks and responsibilities
• Monitor and modify the plan; communicate changes
• Review the team’s performance; provide feedback when needed
• Manage and allocate resources
• Facilitate information sharing
• Encourage team members to assist one another
• Facilitate conflict resolution in a learning environment
• Model effective teamwork

**Figure 4.** Responsibilities of Team Leaders

Source: Agency for Healthcare Research and Quality (2013)

Leader “affective presence (when positive),” for example, positively influences communication that fosters individual team members sharing creative ideas if they believe the leader has affective presence (Madrid et al., 2016). Leader affective presence also influences other leader responsibilities in either a positive or negative manner (Madrid et al., 2016). A leader also has positive affective presence (influence) reinforcing commitment when interacting with a team. It lends the question, does a leader’s distributed presence diminish the influence a leader’s affective presence has? Is a leader able to have affective presence if leading through distributed presence? Therefore, the following hypothesis is suggested:

*Hypothesis 2: Team members perceive distributed presence leaders as less influential than face-to-face leaders.*

## **Engagement**

Since teams are an ever-growing method of organization that businesses use to complete tasks, provide services, or develop products a better understanding of key aspects of leading and managing a team is essential (Boznak, 1996). Human resources are a part of any team: virtual or co-located. A relationship exists between leaders / project managers and team members where engagement is oft considered “the anchor” (Lauren & Schreiber, 2018). An engaged team or engagement is defined as a “positive, fulfilling, work-related state of mind characterized by vigor, dedication, and absorption” in one’s work (Schaufeli et al., 2002). Of further significance, committed team members (employees) are also considered to be engaged in their work (Brunetto et al., 2012). So, when leaders establish or cause a re-focusing effect on organizational and team goals, they are fortifying team commitment (Yousef, 2002) that fosters engagement. This concept is supported by the contrasting perspective of a dysfunctional team that exhibits non-committed team members (Lencioni, 2002). It follows that committed team members are engaged workers who are higher performing (Tarver, 2010). “Engaged work” results in

employees experiencing “positive emotions” while working (Costa, Margarida Passos, & Bakker, 2014).

It could then be argued that individual engagement should be the focus and not teams considering the interactions within teams and external to teams are often on the individual level. Equally, all teams are comprised of individuals who while working in teams must interact with each other to do their work (Costa et al., 2014). The necessity in understanding and focusing on teams, how teams work, and the processes teams use—especially when businesses employ teams to do work—provides a greater understanding of engagement overall (Costa et al., 2014). It is a fair assumption that having engaged teams is preferred to a team that is not engaged. A team that is engaged has higher energy and is more “willing to invest effort in work” (Boermans, Kamphuis, Delahaij, van den Berg, & Euwema, 2014). Like all industries strive for project success, if engagement facilitates or is a key characteristic needed for successful project management then researching what measures to implement, or competencies a leader needs to achieve success is paramount. Based on this premise, it follows that organizations and leaders desire to improve or establish engagement.

One approach to fostering engagement is job crafting. Job crafting is a process that enables employees to modify parts of their respective jobs as well as the relationships with others so their work meaning is redefined as is their work environment ("Job crafting in organizations: What can it mean for your workplace?," 2016). Wrzesniewski and Dutton (2001) define job crafting somewhat differently as the “physical and cognitive changes individuals make in the task or relational boundaries” of their jobs. It is clear with reference to either definition, the intent of job crafting is to render an employee’s work more interesting, more meaningful, or both, which consequently leads to greater engagement. Fortunately, employees who are more

engaged are not burnout meaning they are the opposite of exhausted, cynical, and lacking professional efficacy (Schaufeli et al., 2002). Again, as enhanced job performance (successful project performance) is the intent robustly employing job crafting helps to achieve team success and higher levels of job performance through work engagement (Mäkikangas et al., 2016; Tims et al., 2013).

Job crafting has clear, positive ramifications for increasing employee and team engagement. So, how does a key individual team member such as a project manager or leader positively influence worker engagement? Establishing a possible relationship between engagement and a leader's ability to influence team engagement would contribute to the understanding of engagement writ large. Taggar and Ellis (2007) determined the primary objective is having team members with high work engagement, or when not possible, a leader with a high level of work engagement. The latter condition implies a leader who guides a team to betterment—in this case, greater engagement that ultimately leads to higher performance.

From the work of Taggar and Ellis, it is inferred that the leader significantly fosters engagement. This evaluation, however, is not supported unanimously. Harper (2014) writes that teams dictate or control their own engagement and that of the (project) leader. Another perspective is distributed leadership, which denotes where leadership is shared between the leader and the team (Day, Gronn, & Salas, 2004). This seems to align with Taggar and Ellis (2007) whose research does not fully support the significance of a leader alone and is more supportive of distributed leadership.

Whereas, Schaufeli and other researchers consider “engaging” leaders to be fundamental to inspiring, strengthening, and connecting their followers in a manner that enables workers to flourish (Harter, Schmidt, & Hayes, 2002; Schaufeli, 2015). A flourishing employee sounds like



an employee who is satisfied with their work and engaged. Job satisfaction predicts an employee's engagement meaning the more satisfied an employee, the more engaged the worker (Brunetto et al., 2012). The absence of leadership is found, not surprisingly, to be a factor in poor team performance (Higgs, 1996a). The absence of leadership can be precipitated by non-engaging leadership as well as a leader's distributed presence.



**Figure 5.** Engaging Behaviors

Of particular note, however, is the relationship emotional intelligence has respective of worker engagement. The presence of emotional intelligence skills forecasts well-being and job satisfaction, which then affects, positively, engagement (Brunetto et al., 2012). Engaged teams enable organizations to achieve their goals (Sharma & Bhatnagar, 2017). Teams and individuals typically are not engaged without engaging behavior by leadership (see Figure 3). Therefore, the following hypothesis is proposed:

*Hypothesis 3: Teams perceive leaders with higher EI scores as more influential and engaging.*

## Emotional Intelligence

Gabel-Shemueli and Dolan's (2011) research found emotional intelligence to be an essential competency indicating the effectiveness of leaders/project managers as they assimilate into cross-cultural environments. Their research further narrows the focus of competencies to leadership with social skills. Goleman's (2000) research, more distinctly, broke from considering both technical and people competencies as keys to project manager success by focusing solely on the emotional aspects. Equally, Boyatzis, Goleman, and Rhee's (2000) leader competencies cluster (self-awareness, self-regulation, motivation, empathy, and social skills) centers fully on human skills. Müller and Jugdev (2012) describe the interaction of personnel and projects as follows: "Project success is impacted through the interactions of personal, project, team, and organizational success" (p. 768). Of the four categories listed all are comprised of people. It is clear leaders need abilities to better interact with, lead, and better understand people. Research also points toward leaders who have emotional intelligence skills as being more effective (Foltin & Keller, 2012). One body of research conducted with Coca-Cola showed that managers who had emotional intelligence training surpassed their established performance goals by 15% (Garris, 2013).

Social and emotional skills definitely seem to be the more impactful leader skills. PMI, for example, in its sixth edition Project Management Book of Knowledge (PMBOK), lists emotional intelligence as a wise investment for project managers to make to improve not only themselves but one that yields more effective project teams (PMI, 2017). Other literature categorized these critical skills to success as "people skills" – effective communication, the ability to navigate social interactions and social relationships (Riggio & Reichard, 2008). It is apparent that regardless of how these skills for effective leadership are referenced, their

foundational strength sits on emotional intelligence. Daniel Goleman substantiated this position when stating effective leaders have one common trait—emotional intelligence (Natemeyer & Hersey, 2011). This presumption is held by various researchers who note project managers possessing emotional intelligence can be attributed to influential competencies that lead to positive results (Boyatzis et al., 2000; Brackett, Rivers, & Salovey, 2011; Stubbs Koman, Boyatzis, & Wolff, 2008).

Project teams today are as likely as not to be virtual (Johns & Gratton, 2013). Nonetheless, it is expected project managers/team leaders want to maintain a positive influence on their projects regardless of whether they are physically present 100% of the time or not. How then does a leader compensate for decreased interaction and in-person dialogue, that is, distributed presence? Hence, the development of the question: Does a project manager's (PM) presence matter to the team, the project and effectiveness? Presence likely contributes to a project manager's overall effectiveness, but emotional intelligence is the one, most influential factor contributing to whether a manager is average or outstanding as shown in Figure 6.



**Figure 6.** A Study Comparing Outstanding Managers

Source: Norwich (2015)

Analogy theory suggests we can map the similarities between how the level of emotional intelligence a project manager has is connected to the ability to sustain (positive) pressure, that

is, influence through the project management framework that best supports the defined frequency of presence the project manager has with a project and project team (Gentner, 1983). Defining or identifying this linkage will not only validate that emotional intelligence is key to positively influencing a project team (regardless of distributed presence), but will be validated by project team effectiveness and cohesiveness (Norwich, 2015). It follows that emotional intelligence when possessed in a high degree by project managers gives project managers the skills needed to sustain influence, enhance team effectiveness, and cohesiveness. Results are a more effective project team with successful results if the project leader positively influences the team through emotional intelligence skills (Luca & Tarricone, 2001; Prati et al., 2003; Riggio & Reichard, 2008; Veil & Turner, 2002).

A leader, regardless of presence with a team, is still responsible for the team and core responsibilities of a team leader are still valid (Kuruppuarachchi, 2006). PMI notes other key factors of project success as planning, development of requirements along with competencies the Project Management Book of Knowledge (PMBOK) highlights: “knowledge, performance, and personal” that are needed in order for a project manager to be effective (PMI, 2013). Although these are significant leader competencies, this list exposes a gap in the research. This research goes deeper than the PMBOK by exploring the personal competency from the emotional intelligence perspective. Enhanced emotional intelligence (EI) as a component of personal competency is where the project manager holds a decided, yet not fully defined, amount of influence on a (project) team’s success when emotional intelligence is focused upon (Goleman, 2013).

Legendary basketball coach John Wooden understood the need for emotional intelligence as a leader. Although Coach Wooden was likely unaware of emotional intelligence as an ability,

he recognized the need for EI so well one of the blocks in his “Pyramid of Success” is self-control (Yaeger, 2016). 10 NCAA national championships attest to the keen “focus” Coach Wooden was able to demonstrate. Rezvani et al. echo that emotional intelligence is a key skill that gives project leaders positive influence on project success (Neil, Wagstaff, Weller, & Lewis, 2016; Rezvani et al., 2016).

Still valid today is the observation that the business world and conditions continue changing rapidly (Boznak, 1996), which creates a complex business environment. Projects and how they are managed also continue to change as industries continue trying to support the transforming and demanding business world. Many projects today are managed remotely and implement internet-based project management systems to help manage projects (Fischbach, 2003; J. Li, Moselhi, & Alkass, 2006; Weippert, Kajewski, & Tilley, 2003). These modifications and innovations facilitate the process of project management to improve communication and awareness of project team members, management, and stakeholders. Other effects resulting from remotely managed projects are that some leaders push the decision-making authority to lower levels empowering remotely operating teams (Dainty, Bryman, & Price, 2002). The results are greater trust and commitment by personnel (Argyris, 1998).

Project managers with well-developed emotional intelligence who know how to guide a team in today’s complex, oft global, and uncertain project environments are indispensable (J. Thomas & Mengel, 2008). The authors categorized a project manager at the “master” level as an emotionally intelligent expert (J. Thomas & Mengel, 2008). Zhou and George explained this capacity as the ability to “manage fluctuating emotions while leading project teams to capitalize on instead of succumbing to emotions” in complex project environments (Zhou & George, 2003). It follows, complex environments do not fit the standard format or the standard solution,

which demands creativity. As Zhou and George (2003) also noted, being creative is not beneficial unless it is “useful,” and usefulness is fundamentally desired by practitioners. It seems leaders with emotional intelligent abilities are well suited for complex team environments.

Overcoming the complexity of dispersed teams to achieve success by reversing or mitigating the causes of complexity such as building and sustaining trust is done to achieve the desired end-state (Malhotra et al., 2007). The ability to influence teams to perform at high levels, researchers have shown, is well supported when trust exists throughout the team and organization, and team members are engaged (Blattner & Bacigalupo, 2007; Brunetto et al., 2012; Neil et al., 2016). Trust also represents a greater predictor of positive prosocial (empathy) behavior at both the individual and team levels than other characteristics (Cuadrado & Taberner, 2015). Contrarily, dysfunctional teams lack trust (Lencioni, 2002).

Emotional intelligence skills continue to exhibit themselves as the skillset needed to attain success in dispersed teams (Farh, Seo, & Tesluk, 2012). Researchers found team performance correlates with the team members and team leaders who have higher emotional intelligence skills (Ferronato, 2018; Quisenberry, 2018). This is keen considering that leaders and project managers of virtual teams have to lead from afar or with distributed presence (Zander et al., 2013). Recalling that dispersed teams demand agile performance by team leaders to deal with the complexity of dispersed teams (Farh et al., 2012). Specifically, emotionally agile leaders who employ emotional intelligence render higher engaged teams (Sharma & Bhatnagar, 2017). Ulrich and Crider (2017) echo the need for “flexibility, and agility as well as the ability to navigate unexpected events in order to achieve success” (p. 149).

*Hypothesis 4: A project manager’s emotional intelligence **positively** moderates the impact of distributed presence on influence and engagement.*

## CHAPTER THREE: SAMPLE AND METHODS

### Sample

The sample for my research is one of convenience as well as one that closely reflects the conditions of distributed presence in my research. The participants that make up my sample consist of colleagues from my agency. The sample size is 63 colleagues to whom both assessments were sent. Ultimately, 39 responded to the questionnaire administered through Qualtrics, and 26 responded to the emotional intelligence assessment administered by Multi-Health Systems (MHS). Those who completed the assessments work primarily in my agency's Overseas Operations office in Paris, France. Some of the participants also work in sites outside of Paris, and outside of France. The locations outside of Paris include other areas of France, England, Italy, Tunisia, the Netherlands, and Belgium. The selection criteria selected for the study participants is that they all work for the same organization, and all voluntarily responded to the two assessments. Since the pool of participants comes from the same agency, and primarily the same location the sample was not random.

All study participants, without exception, had the option and latitude to participate or not, that is, participation in the study was fully, and intentionally voluntary. The intentionality of maintaining participation as a voluntary decision was driven by the fact that all possible participants work for the same agency and the intent was to avoid undue influence created by demanding all employees participate. To validate voluntary participation, a consent form (Appendix C) was provided to all possible participants. It is assumed that voluntary participants would provide more accurate and honest responses than would participants forced to participate.

The consent form was provided to all participants by email. The email was sent by an independent third party who is a fellow doctoral student. My fellow doctoral student was selected to disseminate the consent forms to avoid any perception that participation is influenced by this researcher since I am a fellow colleague. The independent third party used a random number generator to create a three-digit number that he assigned to the participant pool randomly. The number assignments were not provided to this researcher to further protect the identity of participants.

The average age and gender of all possible study participants were provided by my agency's human resources department. The age and gender are divided into two groups: locals (non-U.S. citizens) and U.S. citizen employees. The breakdown is provided in Table 2:

**Table 2.** Age & Gender Demographics

Local & U.S. Employees	Avg Age		
Local	43		
US	50		
<b>Overall</b>	<b>45</b>		
Gender	Local	US	Grand Total
F	42.9%	9.5%	52.4%
M	26.2%	21.4%	47.6%
<b>Grand Total</b>	<b>69.0%</b>	<b>31.0%</b>	<b>100.0%</b>

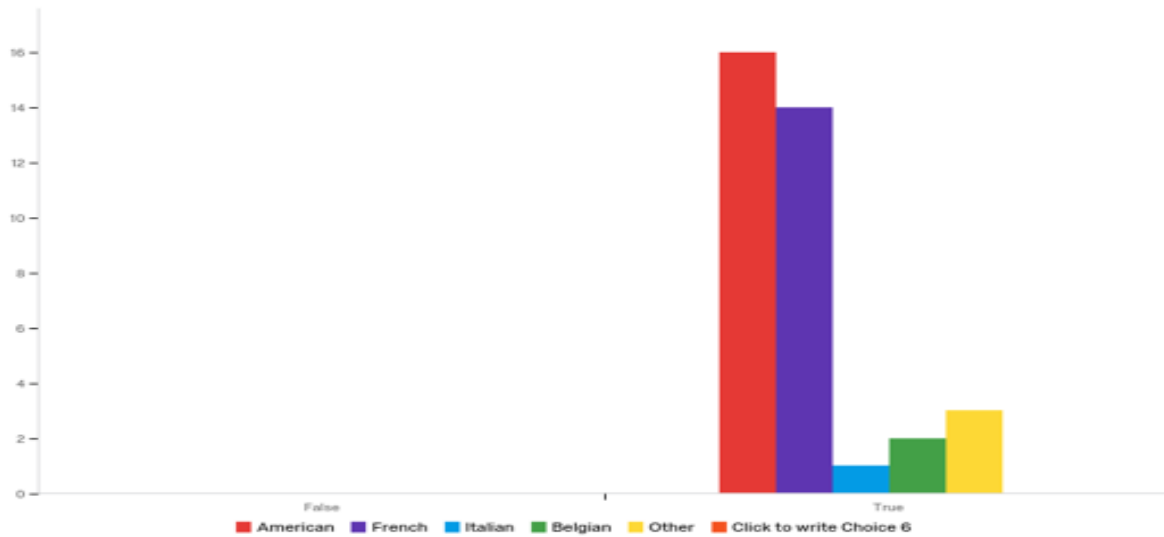
The study sample consisted of 21 males and 14 females for a total of 35 who completed the Engagement and Influence questionnaire. Twenty-nine respondents completed the MSCEIT assessment. For the MSCEIT the breakdown by gender is 14 males and 15 females. The difference in respondents between the two assessments is six. The reason why some study participants chose to respond to only one assessment is unknown.



The average age of study participants provided from study participant responses as part of both assessments is ca. 45.10 years old. The range of age available for participant responses was 20–70 years of age divided into groups: 20–30, 30–40, etc. The 30–40 years old age group is most greatly represented with 12 respondents. The two age groups with the fewest respondents are the 20–30 and the 60–70 years old age groups, which have two respondents each. The youngest participant is 31 years old, and the oldest participant is 62 years old.

The breakdown of participants by nationality is as follows: Americans (16), French (14), Belgians (2), Italians (1), and Other (3). One participant from the Other category is Tunisian, and the nationality of the remaining two respondents who self-categorized as Other is unknown.

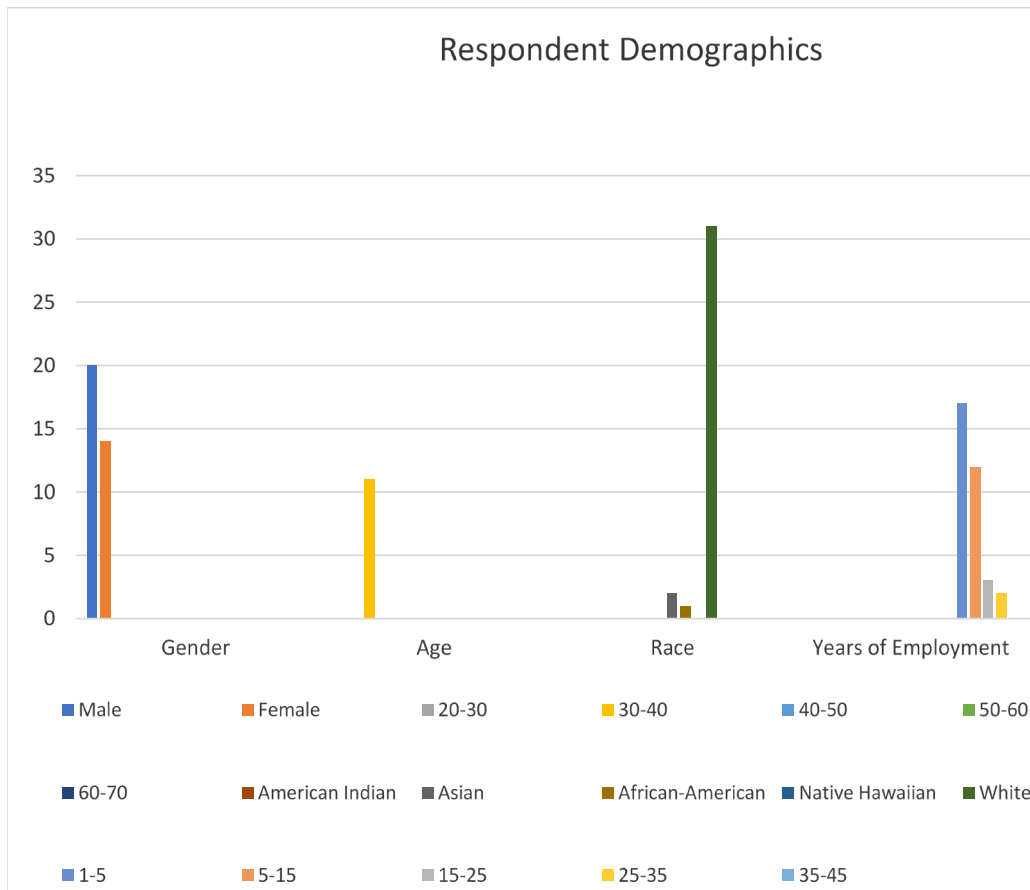
**Q1 - What is your nationality?**



**Figure 7.** What is Your Nationality?

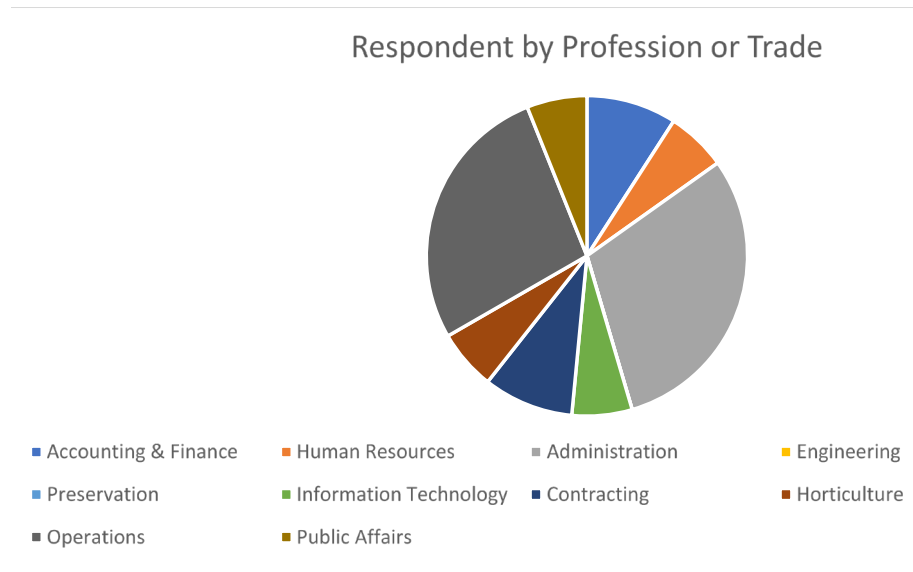
Races represented by the sample are American Indian/Native American (0), Asian (2), African-American/Black (1), Native Hawaiian/Pacific Islander (0), and White (32).

The range of tenure or length of employment with the agency varies from newly hired employees to those employees who have worked for the agency for up to forty-five years. The breakdown of respondents by years of employment are as follows: 1–5 years (18); 5–15 years (12); 15–25 years (3); 25–35 years (2), and 35–45 years (0). The percentages represented by the respondents per age group are as follows: 1–5 years – 51.4%; 5–15 years – 34.4%; 15–25 years – 8.6%; 25–35 years – 5.7%; and 35–45 years – 0%. 85.8% of employees have worked for the agency 15 years or less. These demographic areas (gender, age, race, and years of employment) are shown in Figure 8.



**Figure 8.** Respondent Demographics

The professions or trades represented by the respondent sample are Accounting and Finance (3), Human Resources (2), Administration (10), Information Technology (2), Contracting (3), Horticulture (2), Operations (9), and Public Affairs (2). Two professions (departments) had no respondents – Engineering and Preservation. The two groups with the greatest representation amongst respondents were Administration and Operations with ten (10) each or 29.4% each totaling 58.8% of all respondents. Figure 9 shows the distribution across professions.



**Figure 9.** Respondents’ Profession or Trade

Study participants also have a varied number of years they have worked in their respective group, team, or department. The break-down of years worked in current group/team/department by number of respondents is as follows: 1–5 years (23); 5–15 years (9); 15–25 years (1); 25–35 years (0); 35–45 years (0); and 45–50 years (0). The shortest tenure with a team was one year. The longest tenure with a team fell in the 15–25 years range. Interestingly, there are a couple of cases where an employee worked for the agency previously, left the agency, and then returned to the agency. These participants are represented by the single, longest length

of employment provided, not a combination of employment periods. From this sample, those employees who left the agency but later returned are a small portion of the sample. Currently, only one person in the sample previously left the agency previously and later returned to work for the agency again. Although not asked specifically as a demographic question, all study participants speak English. Other languages known to be spoken by the sample group include French, Italian, Dutch (Flemish), Portuguese, and Spanish. It is highly probable that other languages are spoken, but what those languages are is not known, and identification of other languages was not requested. The countries where study participants work are as follows: France (26), England (1), Italy (3), Panama (0), Belgium (2), Mexico (1), and Tunisia (1).

### **Study Variables**

To use the MSCEIT and Qualtrics questionnaires to explore the research question a model was needed. The variables used in this research are influence (INF), engagement (ENG), distributed presence (DP), and emotional intelligence (EI). From the MSCEIT, the EI variable is provided in three score categories: Area, Branch, and Task. The Areas are Experiential and Reasoning/Strategic. The Branch categories are Perceiving, Using, Understanding, and Managing. The Tasks associated with each Branch are as follows: Perceiving – Faces and Pictures; Using – Sensations and Facilitation; Understanding – Blends and Changes; and Managing – Emotion Management and Emotional Relations. The independent variables (IVs) are influence and engagement. The dependent variables are distributed presence and EI. To analyze the data once available the model used is  $INF \text{ or } ENG = DP + EI + DP*EI$ . The different scores provided by the MSCEIT for the three categories of EI will be used in the model to analyze the data.

## Procedure

The pool of participants comes from current employees of a U.S. government agency where the researcher works. Two methods were used for collecting data from participants. The first questionnaire consists of demographic questions, two sets of validated questions focused on engagement and influence, and a short group of questions about effective leadership. The engagement questions were adopted from the Federal Employee Viewpoint Survey – Employee Engagement Index (FEVS-EEI) (Z. S. Byrne et al., 2017). This survey was selected since it has been used previously within the U. S. Government to assess employee engagement. Since the potential participants are all U.S. Government employees and assessing engagement is an aspect of this study it seemed the FEVS-EEI is a logical fit for this study. These questions were uploaded in Qualtrics to create a part of the questionnaire administered as a survey. The survey is also administered with Qualtrics. An overview of Qualtrics is provided in Appendix A.

The questions selected for influence are questions from the Influence Behavior Questionnaire (IBQ) (Yukl et al., 2008). The version of the IBQ used for this research is the IBQ-G that was used to validate the questionnaire. Additionally, the IBQ was developed to measure influence between members of an organization (Yukl et al., 2008), which is exactly the intended use for this study. Another aspect of the IBQ that supports this study is the correlation between the influence tactics of rational persuasion, consultation, and inspirational appeals (part of the IBQ-G) and managerial effectiveness (Yukl et al., 2008). The questions from the IBQ-G were uploaded in Qualtrics as part of the same survey. At the beginning of each section (engagement, influence, and effective leadership) in the Qualtrics assessment brief instructions to the user were provided. The instructions explain that when *leader* is referenced, that leader equates to each individual's immediate supervisor.

An email (an example of the email the researcher received is provided in Appendix B) was sent to all potential participants from the trusted agent with log-in instructions, and instructions on how to complete the survey. The email from the trusted third party included the personal code known only to the trusted party. The base code is built around the code (61370-001-\_\_\_) MHS provided to enable easy linkage between the two assessments by study participant while guarding anonymity of study participants. The last three digits of the base code were generated by the trusted agent (a fellow graduate student) using a random number generator. The person with whom each number is associated is unknown to the researcher. A consent form was created following standard institutional review board guidelines with the link to the survey embedded in the consent form (Appendix C). The consent form is an attachment of each email that is sent by the trusted agent inviting study participants to complete the assessments. Completion of the consent form is required prior to accessing the survey.

The second questionnaire is an assessment of emotional intelligence skills, the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT). A follow-on email (Appendix D) was sent approximately two weeks later to all the possible study participants with log-in information pertaining to the MSCEIT. This second email was sent by the researcher. The MSCEIT access email was important because the MSCEIT is a controlled emotional intelligence tool that is administered and offered the Multi-Health Systems website.

Staggering the availability of the assessments was intentional to allow sufficient time to take the first questionnaire without unduly creating any pressure to complete either the first or second assessment. Providing separation between the two assessments to help avoid, or at least minimize common method bias (unnecessary influence) was another reason for varying the time each questionnaire was sent to study participants (Bhattacharjee, 2012). The base code (61370-

001-\_\_\_) is provided by MHS and requires the respondent to provide the last three digits. The last three digits are completed using the number the trusted agent provided each possible study participant. As previously noted, these same codes are used when completing the survey administered through Qualtrics for each study participant so results from the two separate questionnaires/assessments can be correlated afterward. The anonymity of study participants is guarded always using the codes and not the names of respondents.

Anonymity was maintained throughout the study in accordance with an approved IRB. Results of the two assessments are provided only to the researcher. For evaluation of the results, the researcher worked with research committee members who provided guidance on analysis, but, again, individual identity was protected, and results are known only to the researcher. Study participants do not receive results directly from MHS in response to completing the MSCEIT online. An individual resource report may be provided to individuals in the future as individual professional development plans are created by the U.S. government agency. Result reports for the questionnaire covering demographics, engagement, influence, and effective leadership results are generated by Qualtrics for analysis.

## **Measures**

The participant sample is an international group that speaks multiple languages. Since English is the common language among all participants (a fundamental of this agency's work environment), the questionnaire and MSCEIT were only offered in English. There were no measures for the demographic questions other than the responses provided. The measures for the other sections of the questionnaire and the MSCEIT are discussed below.

## Demographics

There are eight demographics questions as part of the engagement, influence, and effective leadership questionnaire. The first question asks the nationality of study participants: American, French, Italian, Belgian, Other, and the option to write-in one's nationality if not provided. Study participants are then asked their gender. The next question is age, and the response options are divided into five groups of ten-year spans from which study participants select their appropriate age group: 20–30, 30–40, 40–50, 50–60, and 60–70. Identifying one's profession and trade is the next demographic question with ten options between which study participants are able to select. The profession and trade options are as follows: Accounting/Finance; Human Resources; Administration; Engineer; Preservation; Information Technology; Contracting; Horticulture; Operations; and Public Affairs. Study participants are asked to provide their race: American Indian/Native American; Asian; African-American/Black; Native Hawaiian/Pacific Islander, or White. The last time-related demographics questions pertain to length of employment with the current employer, and the number of years the study participants have worked with their current group, team, or department. The options available for these two questions are 1–5 years, 5–15 years, 15–25 years, 25–35 years, 35–45 years, and 45–50 years (the last option is only available for selection regarding years worked with current group, team, or department). The last demographic question asks in what country the respondent works. Response options are France, Italy, England, Tunisia, Panama, Belgium, Netherlands, Luxembourg, Philippines, or Mexico.

The MSCEIT also led with demographic questions. The four demographic questions from the MSCEIT are gender, age, ethnicity, and occupation. There was some redundancy in questions, but the intent was to have more information and greater detail by asking differently for



similar information. For example, the MSCEIT provided mostly generic categories for occupation. Whereas the engagement, influence, and effective leadership assessment restricted occupation categories only to those existing in participants' agency.

## **Engagement**

The engagement portion of the initial questionnaire is based on the Office of Personnel and Management's Federal Employee Viewpoint Survey – Employee Engagement Index (FEVS-EEI) (Z. S. Byrne et al., 2017). The FEVS-EEI consists of 15 items separated into three categories with five questions per category: Leaders Lead, Intrinsic Work Experience, and Supervisors. The response scale used for the FEVS-EEI consists of a six possible responses. The response scale available to participants ranged from 0 = *no basis to judge/do not know* to 6 = *strongly agree*. Questions were provided as part of a survey. The questions are provided in Appendix E.

## **Influence**

For the influence section of the questionnaire, the Extended Individual Behavior Questionnaire-R (IBQ-R) is employed (Yukl et al., 2008). The IBQ-R has eleven (11) categories: *Rational persuasion, Exchange, Inspirational Appeal, Legitimizing, Apprising, Pressure, Collaboration, Ingratiation, Consultation, Personal Appeals, and Coalition*. Each category has four (4) questions resulting in a total of forty-four (44) questions for the IBQ-R portion of the questionnaire (Appendix E). Response choices available for participants to select range from 1 = *I can't remember him/her ever using this tactic with me* to 5 = *He/she uses this tactic very often with me*. These influence questions are part of the same survey containing the demographics and engagement questions. The purpose of the IBQ-R is to measure subordinates'

perceptions of “proactive” tactics employed to influence subordinates/team members (Yukl et al., 2008).

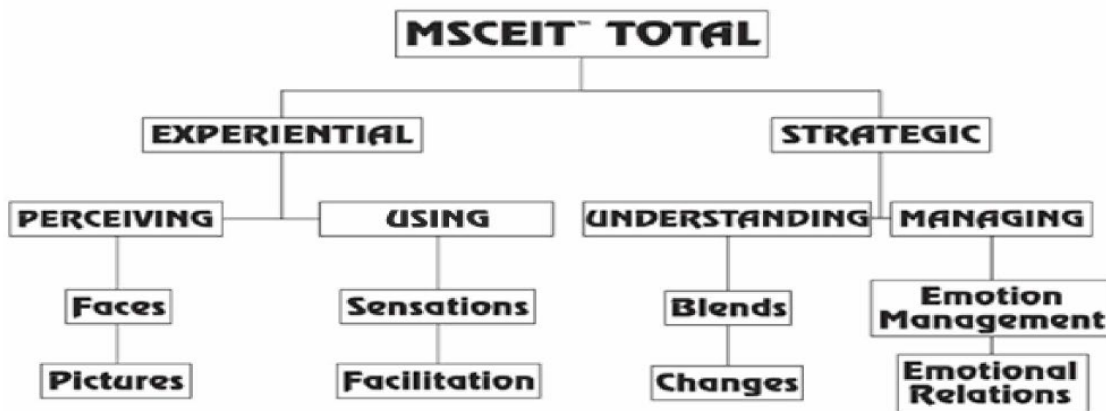
### **Effective Leadership**

The questions pertaining to effective leadership were created to provide additional feedback about team leaders (see Appendix E). There are a total of five questions in the effective leadership section of the survey. The first three questions offer five responses between which survey participants may select on a scale of *1 = Definitely yes* to *5 = Definitely not*. The last two questions request feedback from each participant that will be typed in the response field provided for each question. An introduction to the effective leadership questions was provided as part of the questionnaire in Qualtrics. The introduction intended purpose was to help guide study participants in case questions or uncertainty occurred while completing the survey about what is an effective leader. Fifteen behaviors associated with an effective leader are used as part of the introductory guide for participants. The fifteen behaviors used for guidance are *clarifying, planning, monitoring, problem solving, supporting, developing, recognizing, empowering, advocating change, envisioning change, encouraging innovation, facilitating collective learning, networking, external monitoring, and representing* (Yukl, 2012).

### **Emotional Intelligence**

Emotional intelligence skills are assessed using the Mayer-Salovey-Caruso Emotional Intelligence (MSCEIT) assessment. The MSCEIT contains 141 questions that cover four related abilities divided into four branches: *Perceiving Emotions, Using Emotions to Facilitate Thought, Understanding Emotions, and Managing Emotions* (Mayer, Caruso, & Salovey, 2016). Six (6) sample questions are provided in Appendix F along with the authorization from Multi-Health Systems Inc. (MHS) to publish the six sample questions. The MSCEIT is administered through

MHS Systems, Inc. by way of a link provided to access the assessment. The MSCEIT is an ability measure of an individual's emotional intelligence. The overall MSCEIT produces several scores broken into two major categories or tasks: experiential and strategic. The complete grouping and division of how scores will be reported is as indicated in Figure 10. Of note, the MSCEIT components used to measure ability consists of questions, pictures, and connecting emotions to other senses. Results are provided as a score range (69 or less to 130+) that fall within one of the following categories: *Consider Development (69 or less)*; *Consider Improvement (70-89)*; *Low Average Score (90-99)*; *High Average Score (100-109)*; *Competent (110-119)*; *Strength (120-129)*; *Significant Strength (130+)* (Mayer, Salovey, & Caruso, 2002).



**Figure 10.** MSCEIT Performance Flowchart

Source: (Mayer et al., 2002)

## CHAPTER FOUR: FINDINGS

The focus of this research was to explore the relationship of emotional intelligence and distributed presence of project managers/leaders. Particularly, this study investigated if a connection between the emotional intelligence skills of project managers, engagement, and influence occurred. More specifically, this study endeavors to validate the moderating effect emotional intelligence has on the distributed presence of project leaders to establish whether their engagement and influence are negatively or positively swayed by distributed presence. From the analysis, another objective was to identify what components of emotional intelligence had the greatest weight on moderating distributed presence. This chapter outlines the tools used to measure these objectives. Three assessments were employed as part of the analysis to measure emotional intelligence skills, engagement, and influence. To assess emotional intelligence (EI) the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) was employed. A second assessment (questionnaire) was created using Qualtrics that employed previously validated questionnaires for engagement and influence with five (5) additional questions about leader effectiveness. The following research question and hypotheses helped guide this research:

*RQ: How do emotional intelligence skills moderate the impact of a project manager's / leader's distributed presence to render the leader effective?*

*Hypothesis 1a: Distributed presence has a **negative** effect on engagement.*

*Hypothesis 1b: Distributed presence has a **negative** effect on influence.*

*Hypothesis 2: Team members perceive distributed presence leaders as **less** influential than face-to-face leaders.*

*Hypothesis 3: Teams perceive leaders with higher EI scores as **more** influential and engaging.*

*Hypothesis 4: A project manager's emotional intelligence **positively** moderates the impact of distributed presence on influence and engagement.*

The results of the MSCEIT and Qualtrics (Engagement & Influence) surveys are provided in this chapter. RStudio and Radiant were used to analyze the resultant data from the MSCEIT and Qualtrics assessments by using a stepwise linear regression (ordinary least squares – OLS). At the end, results of the analysis will be summarized, and an evaluation of whether the hypotheses were correct or not compared against the data will be made.

### **Data Collection**

The pool of potential participants of all respondents are this researcher's work colleagues. In total 63 individuals were offered the opportunity to participate in the study by responding to the assessments. There were 65 total responses between the MSCEIT and Engagement & Influence questionnaires: 36 MSCEIT equaling 57% and 29 equaling 46% Engagement & Influence (Qualtrics). The identity of all participants was protected by using a random identifier for each participant. The unique identifier assigned by the MSCEIT was then used to link the other survey to maintain anonymity.

As participation was entirely voluntary, not all potential participants opted to participate. Of the participants who chose to participate, some did not respond to both assessments. This disparity is reflected by the two different totals of respondents for the MSCEIT and the engagement and influence assessments—36 and 29, respectively. Due to missing information between the two surveys, a total of 22 (36%) responses were reconciled and used for analysis. Incomplete responses were also removed from the data.

## Statistical Analysis of Research Variables

### Model Free Results

Table 3 provides the outcomes related to the hypotheses H1a, H1b, and H2 postulated as part of this study. Engagement, it was found, was not negatively affected by distributed presence in all analyses. This is somewhat surprising when considering the FEVS-EEI largely factors the interaction between leader and follower when assessing engagement (Z. S. Byrne et al., 2017).

**Table 3.** Comparison of Distributed Presence Leaders with Co-located Leaders, & High/Low EI Scores Distributed Presence Leaders

Leaders: Co-located & Distributed	ENG	Leaders: Co-located & Distributed	INF
ENG Co-located	4.69	INF Co-located	2.38
Lower EI with DP, ENG avg	4.30	Low EI with DP, INF avg	1.99
High EI with DP, ENG avg	5.36	High EI with DP, INF avg	2.73
Dist Presence Leaders ENG avg	5.07	Dist Presence Leaders INF avg	2.75

The implication: engagement in a distributed environment is harder to achieve. It is also possible that the organization itself is not well adapted to distributed work, which limits the overall level of engagement (Johns & Gratton, 2013). The resultant analysis, however, implies that emotional intelligence contributes to a positive effect on engagement. Influence was also found to not be negatively affected by distributed presence (DP) in the analyses. As with engagement, interaction between the leader and followers is considered a critical aspect of a leader's ability to influence (Griffith et al., 2018; Madrid et al., 2016). An unavoidable constraint to consider, the sample size for this study provided a less than desired number of respondents. More data would have better supported thoroughly investigating the leader-follower interactions as it pertains to distributed presence, engagement, influence, and emotional intelligence.

## Descriptive Statistics

Emotional intelligence is critical to influencing attitudes in the workplace. A lack of emotion management (poor EI abilities), for example, could leave a team member frustrated, angry, or dissatisfied (Z. Li, Gupta, Loon, & Casimir, 2016). This situation creates an environment that could be described as negative and unenthusiastic, that is, poor influence and the opposite of an engaged employee. It follows, the leader was not adept at how to use his EI abilities or had poor EI abilities. Effective leadership demands the ability to adjust to the environment (Goleman, 2000), which is what distributed presence leaders face continuously.

**Table 4.** Descriptive Statistics for Teams 1 & 2 (Distributed Leadership) & Team 3 (Co-located Leadership)

*Descriptive Statistics for the Three Teams*

<u>Team</u>	<u>Team Type</u>	<u>Leader EI</u>	<u>Mean Team EI</u>	<u>Team Engagement</u>	<u>Team Influence</u>
1	Co-Located <sup>A</sup>	104.71 <sup>A</sup>	88.24 <sup>A</sup>	4.39 <sup>A</sup>	2.28 <sup>A</sup>
2	Distributed <sup>B</sup>	79.00 <sup>B</sup>	86.04 <sup>A</sup>	4.51 <sup>A</sup>	2.21 <sup>A</sup>
3	Distributed <sup>B</sup>	108.86 <sup>A</sup>	100.70 <sup>B</sup>	5.05 <sup>B</sup>	2.61 <sup>B</sup>

*Note.* Using the same superscripts to reflect comparable within-column values, the dependent variables (DVs; right two columns) reflect AAB cross-team patterns. But whereas Mean Team EI matches the DV pattern, neither Leader EI nor Team Type does.

Analyzing the descriptive statistics in Table 4 generates more insight as well as additional considerations. The higher EI score, for example, reflects higher team engagement and higher influence, which implies the project leader is effective. Interestingly, Team 2's leader had lower EI than the team's mean EI score; yet, the team's engagement and influence scores was nearly the same as those of the co-located team. This study suggests that the team's composition, specifically average team EI, can increase team engagement and influence significantly, and in some cases even more than leader EI does. The primary question that arises is what caused this close similarity in engagement and influence scores although the EI scores of the two team

leaders are considerably different? Considering the international makeup of the two teams then culture / cultural dissimilarity could be a key factor. For example, what motivates American team members, or how they address conflict, communication, etc. are different than what motivates European, or Asian team members (Kirkman, Shapiro, Lu, & McGurrin, 2016; Lupuleac, Lupuleac, & Rusu, 2012). It is logical that the leader with the higher EI is more engaging and influential based on this study's results, but why does the lower scoring EI leader's team still have nearly equivalent high engagement and influence scores? Considering the culturally diverse workspace, the study respondents work in it is possible that the lower EI scoring leader is less adept at perceiving, using, managing, and understanding emotions in a culturally diverse environment rendering him less effective to some extent (G. J. Byrne & Bradley, 2007). Knowing the background of this particular leader, however, does not support the notion that the distributed leader with lower EI is not aware of different cultural values and their importance. Instead, it could be that the followers are demonstrating good follower skills and counteracting ineffective leadership (Kelley, 1988). Taking the Team 2's EI scores into consideration, the mean team EI (86.04), and the maximum team EI (100.52) imply the team's EI skills have counterbalanced the poor EI skills (79.00) of the team leader.

Conversely, when a co-located leader with higher emotional intelligence appears less engaged and less influential in spite of the assumed advantage of being co-located with the team other obstacles may be present. It is possible the leader does not employ her high emotional intelligence skills well due to the multicultural demands placed on leadership (Zander & Butler, 2010). The more likely indicator is the team leader is poorly adept at changing leadership strategies to meet the diverse demands of the team (Popescu, Borca, Fistis, & Draghici, 2014).



In effect, the team is more influential than the leader (Lupuleac et al., 2012; G. Thomas, Martin, & Riggio, 2013).

### Modeled Results

Initially, a Pearson correlation (values fall between -1 and 1) between variables was done with the results shown in Table 5. The correlation indicates a linear relationship between variables albeit a mostly weak to moderate connection. Corresponding p-values suggested further analysis was needed to gain a better understanding of the data and its relationships between variables.

**Table 5. Correlation Matrix**

Correlation matrix:															
	Gender	Nationality	Age	INFL_AVG	ENGAVG	Dist_Presence_DP_	Faces_A_AVG	PICS_E_AVG	Facilitation_B_AVG	Sensations_F_AVG	Changes_C_AVG	Blends_G_AVG	Emo_Mgmt_D_AVG	Social_Mgmt_H_	EI_Tasks
Nationality	0.31														
Age	-0.17	-0.28													
INFL_AVG	-0.12	-0.17	0.12												
ENGAVG	-0.22	-0.10	-0.21	0.32											
Dist_Presence_DP_	-0.55	-0.15	-0.08	0.10	0.35										
Faces_A_AVG	0.04	0.03	-0.04	0.17	0.24	0.01									
PICS_E_AVG	0.44	0.06	-0.26	0.07	0.04	-0.30	0.18								
Facilitation_B_AVG	0.50	-0.36	-0.17	0.14	0.07	-0.15	0.01	0.28							
Sensations_F_AVG	-0.25	-0.28	-0.22	0.50	0.47	0.32	0.32	0.23	0.18						
Changes_C_AVG	-0.24	-0.34	-0.03	0.20	0.05	-0.02	0.45	-0.22	0.10	0.33					
Blends_G_AVG	-0.20	-0.27	0.16	0.56	0.45	0.15	0.15	0.02	0.13	0.57	0.23				
Emo_Mgmt_D_AVG	-0.03	-0.10	0.05	0.44	0.11	0.11	0.43	0.17	0.01	0.68	0.05	0.47			
Social_Mgmt_H_	-0.08	-0.28	-0.11	0.32	0.06	0.01	0.21	0.15	0.16	0.61	0.24	0.45	0.67		
EI_Tasks	0.03	-0.27	-0.11	0.48	0.29	0.03	0.68	0.36	0.31	0.79	0.46	0.59	0.78	0.73	

In Table 6 the statistical analysis for the variables used in the analysis are shown. The independent variables (IVs) are distributed presence, MSCEIT task scores (Faces, Pictures, Sensations, Facilitation, Blends, Changes, Emotions Management, Emotions Relations), which stem from the four branches (Perceiving Emotions, Facilitating Thought, Understanding Emotions, & Managing Emotions), the MSCEIT Area Scores (Experiential and

Reasoning/Strategic), and the individual's overall EI score. In addition, response data includes demographic statistics such as age, gender (Male =1, Female =2), and nationality (American=1, All other nationalities = 2-6).

**Table 6.** Statistical Analysis of Research Variables

	mean	n	sd	se	me
Gender	1.455	22	0.510	0.109	0.226
Nationality	1.682	22	0.945	0.202	0.419
Age	45.273	22	9.062	1.932	4.018
INFL_AVG	2.361	22	0.504	0.107	0.223
ENGAVG	4.661	22	0.545	0.116	0.241
Dist_Presence_DP_	1.500	22	0.512	0.109	0.227
Faces_AVG	0.498	22	0.137	0.029	0.061
PICS_AVG	0.523	22	0.076	0.016	0.034
Facilitation_AVG	0.461	22	0.064	0.014	0.028
Sensations__AVG	0.377	22	0.063	0.013	0.028
Changes_AVG	0.540	22	0.079	0.017	0.035
Blends_AVG	0.488	22	0.068	0.014	0.030
Emo_Mgmt_AVG	0.396	22	0.058	0.012	0.026
Social_Mgmt_	0.447	22	0.095	0.020	0.042
EI_TOT	90.975	22	11.298	2.409	5.009
Experiential	97.091	22	14.822	3.160	6.572
Reasoning_Strat	89.653	22	9.860	2.102	4.372

For the dependent variables (DVs), a high result was measured for engagement (Mean = 4.661, sd=0.545), and the results for influence (Mean = 2.361, sd = 0.504) is a less than high rating. For clarity, all possible response options for both questionnaires are ethical and based on general questions to solicit honest feedback.

### Regression Models

To further investigate the research question initially a full model regression was run. A stepwise linear regression (OLS) was run when multiple EI variables were used. Specifically, when the EI branches and tasks scores were analyzed both the full model and stepwise regression

were run. A 0.95 confidence level was used for all iterations. The basic model used for the analysis was Influence (INF) or Engagement (ENG) = Distributed Presence (DP) + EI + DP\*EI. Where INF and ENG are the DVs, and DP and EI are the IVs and DP\*EI is the moderating variable. The variable for EI was separated into different score categories as categorized by MSCEIT. The three categories are Area (Experiential & Reasoning), Branch (Perceiving, Using, Understanding, & Managing), and Tasks (Faces, Pictures, Sensations, Facilitation, Blends, Changes, Emotion Management, Emotional Relations).

### **EI, Comprehensive**

As an initial check, a Pearson correlation was done between the EI Total score and engagement score (avg). A positive correlation exists ( $r = 0.33$ ); however, a  $p$ -value = 0.13 indicates the relation is not statistically significant.

The first regression tested with the research model used the EI totals. The equation for the model used is as follows:  $ENG \text{ or } INF = DP + EI(Total) + DP * EI(Total)$ . The EI totals score was derived from Area, Branch, and Task scores compiled into one by the MSCEIT assessment. There were no variables from the regression that show significance. The resultant R-squared = 0.231, F-statistic: 0.75,  $df(6,15)$ ,  $p$ -value = 0.619 were as shown. The poor R-squared and other statistics suggest this model is insignificant with a high degree of unpredictability.

**Table 7.** Pearson Correlation of EI Total Score, Engagement (Avg), & Influence (Avg)

Correlation matrix:						
	Gender	Nationality	Age	INFL_AVG	ENGAVG	Dist_Presence_DP
Nationality	0.31					
Age	-0.17	-0.28				
INFL_AVG	-0.12	-0.17	0.12			
ENGAVG	-0.22	-0.10	-0.21	0.32		
Dist_Presence_DP	-0.55	-0.15	-0.08	0.10	0.35	
EI_TOT	-0.16	-0.28	-0.15	0.39	0.33	0.14
p-values:						
	Gender	Nationality	Age	INFL_AVG	ENGAVG	Dist_Presence_DP
Nationality	0.15					
Age	0.44	0.20				
INFL_AVG	0.59	0.46	0.58			
ENGAVG	0.33	0.67	0.36	0.15		
Dist_Presence_DP	0.01	0.51	0.72	0.65	0.11	
EI_TOT	0.48	0.21	0.51	<b>0.08</b>	0.13	0.54

**Table 8.** Full Regression of Engagement (DV) with EI Total (IV)

Label	coefficient	Std. error	t-value	p-value
(Intercept)	-0.000	0.111	-0.000	1.000
Gender	-0.057	0.289	-0.196	0.847
Nationality	0.021	0.281	0.076	0.940
Age	-0.158	0.251	-0.632	0.537
Dist_Presence_DP_	-0.395	2.182	-0.181	0.859
DP_EI_TOT	0.738	2.383	0.310	0.761
EI_TOT	0.043	0.729	0.060	0.953
Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1				
R-squared: 0.231, Adjusted R-squared: -0.077				
F-statistic: 0.75 df(6,15), p-value 0.619				

**Table 9.** Full Regression of Influence (DV) with EI Total (IV)

Label	coefficient	Std. error	t-value	p-value
(Intercept)	-0.000	0.113	-0.000	1.000
Gender	0.002	0.295	0.006	0.996
Nationality	0.072	0.286	0.250	0.806
Age	0.194	0.255	0.759	0.460
Dist_Presence_DP_	-1.105	2.221	-0.497	0.626
DP_EI_TOT	1.295	2.427	0.534	0.601
EI_TOT	0.039	0.742	0.053	0.959
Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1				
R-squared: 0.202, Adjusted R-squared: -0.117				
F-statistic: 0.634 df(6,15), p-value 0.702				

For the second iteration with INF (DV), there were no variables presenting as significant. All variable p-values are insignificance and effect on influence appears to be minimal at best.

### EI Areas

The next step in the analysis started by analyzing the MSCEIT by category—Area, Branch, and Task. This iteration of the analysis modified the model using the EI Areas (Experiential (EXP) and Reasoning/Strategic (Strat)) for EI. The resulting model was  $ENG$  or  $INF = DP + EI \text{ Area (EXP + Strat)} + DP*(EX) + DP*(Strat)$ . Shown in Table 10, the results indicate two variables as significant. The p-values for each is  $< 0.05$ , which demonstrates the significance of each variable for the model used. The resultant R-squared value for this model is 0.52. Although not exceptional this model is acceptable. From the significant variables it can be inferred that the overall impact of EI is positive on distributed presence and, consequently, on the dependent variable engagement. The model evidenced a slight overall negative effect of distributed presence on engagement regardless of EI.

Gender, nationality, and age were used in the first regression as a control. The control was used to measure the correctness of the data (Quinn, 2015). Viewing Tables 10 and 11, the significant variables remained the same, and changed numerically only slightly.

**Table 10.** Full Regression of Engagement (DV) with EI Area Components (Experiential & Reasoning/Strategic) (IV) with and without Age, Gender, & Nationality

Label	coefficient	Std. error	t-value	p-value
(Intercept)	-0.000	0.094	-0.000	1.000
Gender	0.228	0.287	0.796	0.440
Nationality	0.259	0.250	1.038	0.318
Age	0.127	0.237	0.534	0.603
Dist_Pres_DP_	-2.039	2.024	-1.007	0.332
DP_Exper	5.799	2.053	2.824	0.014 *
Experiential	-2.554	0.870	-2.934	0.012 *
DP_Rea_Strat	-2.938	2.525	-1.163	0.266
Reasoning_Strat	1.444	0.808	1.787	0.097
Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1				
R-squared: 0.52, Adjusted R-squared: 0.225				
F-statistic: 1.761 df(8,13), p-value 0.175				

**Table 11.** Full Regression with EI Areas (Experiential & Reasoning/Strategic) without Age, Gender, & Nationality (IVs) and Engagement (DV)

Label	coefficient	Std. error	t-value	p-value
(Intercept)	-0.000	0.090	-0.000	1.000
Dist_Pres_DP_	-1.500	1.821	-0.824	0.422
DP_Exper	4.732	1.716	2.759	0.014 *
Experiential	-2.116	0.729	-2.902	0.010 *
DP_Rea_Strat	-2.634	2.401	-1.097	0.289
Reasoning_Strat	1.138	0.730	1.560	0.138
Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1				
R-squared: 0.458, Adjusted R-squared: 0.289				
F-statistic: 2.708 df(5,16), p-value 0.059				
Nr obs: 22				
Prediction error (RMSE): 0.36				
Residual st. dev (RSD): 0.422				

A second regression with INF as the DV, and EI Areas resulted in no variables being significant. The model p-value = 0.277. This implies that EI has a greater impact on engagement than influence, at least, when the EI Areas of Experiential and Reasoning/Strategic are analyzed. EI's positive moderating effect, albeit insignificant, on distributed presence appears to demonstrate itself that Experiential moderates DP. The output from the data as analyzed demanded further analysis at a more descriptive level, that is, using the MSCEIT Branch score results. It was anticipated that using the branch scores would yield more significant results since the MSCEIT branch scores reflect a more in-depth analysis of EI skills.

**Table 12.** Full Model Regression with EI Areas (Experiential & Reasoning/Strategic), Gender, Nationality, and Age (IVs) and Influence (DV)

Label	coefficient	Std. error	t-value	p-value
(Intercept)	-0.000	0.099	-0.000	1.000
Gender	0.448	0.303	1.478	0.163
Nationality	0.120	0.263	0.454	0.657
Age	0.370	0.250	1.478	0.163
Dist_Pres_DP_	-0.646	2.135	-0.303	0.767
DP_Exper	1.849	2.166	0.853	0.409
Experiential	-1.259	0.918	-1.372	0.193
DP_Rea_Strat	-0.866	2.664	-0.325	0.750
Reasoning_Strat	1.250	0.852	1.466	0.166
Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1				
R-squared: 0.466, Adjusted R-squared: 0.137				
F-statistic: 1.417 df(8,13), p-value 0.277				

**Table 13.** Full Model Regression with EI Areas (Experiential & Reasoning/Strategic) (IV) and Influence (DV)

Label	coefficient	Std. error	t-value	p-value
(Intercept)	-0.000	0.100	-0.000	1.000
Dist_Pres_DP_	-0.150	2.025	-0.074	0.942
DP_Exper	0.476	1.907	0.250	0.806
Experiential	-0.621	0.811	-0.766	0.455
DP_Rea_Strat	-0.333	2.669	-0.125	0.902
Reasoning_Strat	0.792	0.811	0.976	0.343
Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1				
R-squared: 0.331, Adjusted R-squared: 0.122				
F-statistic: 1.581 df(5,16), p-value 0.222				

### EI Branches

Investigating emotional intelligence skills more through greater division of the EI skills continued. The next round of analysis involved using a stepwise regression model with the EI Branches variables (Perceiving, Using, Understanding, Managing) along with distributed presence (DP) as the IVs for the analysis. Engagement and Influence remained the DVs. The equation for this model:  $ENG \text{ or } INF = DP + EI(\text{Branch}) + DP * EI(\text{Branch})$ .

Two MSCEIT emotional intelligence branches were found significant, Using and Understanding, with the engagement as the DV. The EI Branch variable Using is considered highly significant (p-value = 0.00898) while Perceiving and Managing had no relevance in this model. The model had R-squared = 0.51, F-statistic: 3.33, df(5,16), p-value = 0.03. The results seem to oppose the hypothesis that emotional intelligence moderates distributed presence. For example, in this analysis of EI Branches the results appear to counteract each other: Using = -1.889; Understanding = 1.561. The moderating effect of Perceiving on distributed presence (DP) is positive although not significant as Using on DP, which is significant. The positive influence



of Using, however, is offset by the negative effect DP-Understanding has. Results are cumulatively albeit minimally negative.

**Table 14.** Stepwise Regression with EI Branches (IVs) & Engagement (DV)

Label	coefficient	Std. error	t-value	p-value
(Intercept)	0.000	0.085	0.000	1.000
DP_Perceiving	0.548	0.414	1.325	0.204
Using	-1.890	0.636	-2.972	0.009 **
DP_Using	4.246	1.830	2.320	0.034 *
Undrstand	1.561	0.573	2.726	0.015 *
DP_Understnd	-4.263	1.812	-2.353	0.032 *
Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1				
R-squared: 0.51, Adjusted R-squared: 0.357				
F-statistic: 3.33 df(5,16), p-value 0.03				

To further analyze the significance of the variables from the stepwise regression a full model regression was run with just the significant variables (Table 14). The moderating effect EI had on distributed presence was positive while individual EI tasks exhibited a negative effect. Interestingly, how the EI Branch – Using is employed is key to the importance of Using in the regression. Using, as outlined by the MSCEIT manual is utilized through vision communication, leadership, and creating an environment conducive to problem solving (Mayer et al., 2002). All three are considered organizational antecedents to engagement (Harper, 2014). Arguably, all three traits do not require the constant presence of a project leader either. A positive effect on engagement facilitated by EI is the result.

**Table 15.** Full Model Regression with Significant EI Branches (IVs) & Engagement (DV )

Label	coefficient	Std. error	t-value	p-value
(Intercept)	0.000	0.087	0.000	1.000
Using	-1.862	0.649	-2.868	0.011 *
DP_Using	4.443	1.864	2.383	0.029 *
Undrstand	1.505	0.584	2.578	0.020 *
DP_Understnd	-3.945	1.835	-2.149	0.046 *
Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1				
R-squared: 0.456, Adjusted R-squared: 0.328				
F-statistic: 3.565 df(4,17), p-value 0.028				

When the dependent variable was changed to Influence using the same EI Branches the most significant EI Branch is Managing (p-value = 0.009). The Perceiving and Using branches were insignificant indicating these branches bear minimal sway on a project manager's influence. The moderating effect of EI (Understanding) on distributed presence is positively significant (p-value = 0.096). Overall, a relationship between the EI Branches from MSCEIT and Influence appears to exist, and distributed presence seems to yield no negative sway on influence; rather, a positive effect was shown.

**Table 16.** Stepwise Regression with EI Branches (IVs) & INF (DV)

Label	coefficient	Std. error	t-value	p-value
(Intercept)	0.000	0.091	0.000	1.000
DP_Perceiving	-0.684	0.411	-1.664	0.114
Using	-0.374	0.224	-1.671	0.113
DP_Understnd	0.703	0.399	1.764	0.096 .
Managing	0.664	0.226	2.942	0.009 **
Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1				

**Table 17.** Stepwise Regression with EI Branches (IVs) & INF (DV)

Label	coefficient	Std. error	t-value	p-value
(Intercept)	0.000	0.086	0.000	1.000
Gender	0.575	0.286	2.010	0.064 .
Age	0.337	0.196	1.716	0.108
Perceiving	-0.414	0.222	-1.861	0.084 .
Using	-0.498	0.238	-2.094	0.055 .
DP_Using	0.337	0.253	1.332	0.204
Undrstand	0.354	0.209	1.696	0.112
Managing	0.937	0.280	3.344	0.005 **
Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1				

Interestingly, when the same stepwise regression was run with gender, age, and nationality variables added managing became more significant (p-value = 0.005), and gender was also moderately significant. To the point, the result is a generally positive effect on influence. Managing was again found to be significant when the full model regression was run. The significance of the EI Branch – Managing is the ability to combine emotion and thought in a manner that facilitates making effective decisions (Mayer et al., 2016). It appears that a project leader who can successfully manage emotions, or has emotional intelligence skills is more influential (Yukl et al., 2008). A supposition supported by the concept of “leader-affective presence,” which influences team behaviors and communication (Madrid et al., 2016).

**Table 18.** Full Model Regression with EI Branches (IVs) & INF (DV)

Label	coefficient	Std. error	t-value	p-value
(Intercept)	0.000	0.093	0.000	1.000
Gender	0.270	0.247	1.095	0.289
Perceiving	-0.280	0.230	-1.219	0.239
Using	-0.312	0.233	-1.341	0.198
Managing	0.894	0.287	3.111	0.006 **
Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1				
R-squared: 0.379, Adjusted R-squared: 0.233				
F-statistic: 2.598 df(4,17), p-value 0.073				

## EI Tasks

For the third analysis of the data, the stepwise linear regression employed the EI Tasks (Faces, Pictures: Sensations, Facilitation: Blends, Changes: Emotion Management, Emotional Relations) as the IVs along with distributed presence, gender, age, and nationality, and ENG or INF was the DV. The equation for the full model regression was  $ENG(DV)$  or  $INF(DV) = DP + EI(Tasks) + DP * EI(Tasks)$ . For ENG (DV), using a stepwise regression all four of the EI Branches exhibited Tasks that presented a significant relationship with engagement as shown in Table 15. Overall, totaling on the highly significant and highly significant variables, EI has a net positive effect on engagement. Intriguingly, the effect of EI on distributed presence (DP) was negative for EI Tasks Faces and Sensations although understandable. Understanding emotions by seeing faces and sensations is more difficult when leading through distributed presence. Whereas for Pictures and Emotion Management EI positively moderated DP, which seems to imply that distributed presence may act favorably in. The overall strength of the model is reflected by its R-square = 0.785, F-statistic: 4.008 df(10,11), p-value 0.016.

**Table 19.** Stepwise Regression with EI Tasks (IVs) and ENG (DV)

Label	coefficient	Std. error	t-value	p-value
(Intercept)	0.000	0.068	0.000	1.000
Faces AVG	1.892	0.701	2.699	0.021 *
DP_Faces	-2.176	0.994	-2.190	0.051 .
PICS AVG	-0.826	0.494	-1.672	0.123
DP_PICS	2.009	1.103	1.822	0.096 .
Sensations AVG	2.172	0.785	2.767	0.018 *
DP_SENS	-5.403	2.660	-2.031	0.067 .
Changes AVG	-0.455	0.232	-1.965	0.075 .
Blends AVG	0.627	0.192	3.271	0.007 **
Emo_Mgmt AVG	-2.407	0.793	-3.037	0.011 *
DP_EMOMGMT	4.832	2.364	2.044	0.066 .
Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1				

However, when only the significant variables were used for a full model regression (Table 16) only IVs DP\*Pictures, DP\*Sensations, and Changes no longer had a significant effect on engagement. EI tasks did not positively moderate distributed presence in all cases (DP\*EI Task) but was moderately more positive. The overall effect on engagement was positive based on the significant variables.

**Table 20.** Full Model Regression with EI Tasks (IVs) and ENG (DV)

Label	coefficient	Std. error	t-value	p-value
(Intercept)	-0.000	0.073	-0.000	1.000
Faces_A_AVG	2.040	0.746	2.736	0.018 *
DP_Faces	-2.234	1.065	-2.098	0.058 .
DP_PICS	0.377	0.549	0.686	0.506
Sensations_F_AVG	1.597	0.757	2.111	0.056 .
DP_SENS	-3.824	2.666	-1.434	0.177
Changes_C_AVG	-0.403	0.246	-1.639	0.127
Blends_G_AVG	0.594	0.205	2.903	0.013 *
Emo_Mgmt_D_AVG	-2.694	0.830	-3.246	0.007 **
DP_EMOMGMT	5.356	2.512	2.132	0.054 .
Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1				
R-squared: 0.73, Adjusted R-squared: 0.527				
F-statistic: 3.604 df(9,12), p-value 0.021				

Following the same process as before, a stepwise regression was next run with INF as the DV. This series of analysis provided interesting results. Distributed presence (DP) was both negative in its effect on influence and positive but was overall moderated by EI Task. The two most significant moderating variables are DP\*Pictures (-5.454) and DP\*Social Management (13.635). Other model statistics include R-squared = 0.945, F-statistic: 4.963 df(17,4), p-value = 0.013.

**Table 21.** Stepwise Regression with EI Tasks (IVs) and INF (DV)

Label	coefficient	Std. error	t-value	p-value
(Intercept)	-0.000	.047	-0.000	1.000
Dist_Presence_DP__	-7.902	1.983	-3.985	0.007 **
Faces AVG	2.225	0.632	3.523	0.012 *
DP_Faces	-3.008	0.884	-3.402	0.014 *
PICS AVG	3.454	0.673	5.131	0.002 **
DP_PICS	-5.454	1.310	-4.165	0.006 **
Facil. AVG	-5.745	0.901	-6.377	< .001 ***
DP_FAC	10.797	1.822	5.926	0.001 **
Sensations AVG	2.533	0.630	4.021	0.007 **
DP_SENS	-5.974	1.924	-3.105	0.021 *
Changes AVG	1.188	0.563	2.112	0.079 .
DP_CHNGS	-1.595	1.178	-1.354	0.225
DP_BLNDS	0.846	0.496	1.707	0.139
Emo_Mgmt AVG	0.679	0.316	2.149	0.075 .
Social_Mgmt	-9.039	1.196	-7.559	< .001 ***
DP_SOCMGMT	13.635	1.860	7.329	< .001 ***
Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1				
R-squared: 0.945, Adjusted R-squared: 0.807				
F-statistic: 6.846 df(15,6), p-value 0.013				

Next, a full model regression with influence as the dependent variable was run using only the EI variables that were found significant from the stepwise regression analysis (Table 13). In review, EI Tasks moderated distributed presence positively overall (Table 14) to encouragingly effect influence. The EI tasks variables alone, however, had an overall negative effect on influence. Considered cumulatively, all independent variables were significant with a mostly positive effect on influence. The high R-squared, however, could indicate variables are so closely correlated that the effect of individual variables is not clear.

**Table 22.** Full Model Regression with EI Tasks (IVs) and INF (DV)

Label	coefficient	Std. error	t-value	p-value
(Intercept)	-0.000	0.055	-0.000	1.000
Dist_Presence_DP_	-10.275	1.945	-5.284	< .001 ***
Faces AVG	1.967	0.671	2.930	0.019 *
DP_Faces	-2.568	0.885	-2.902	0.020 *
PICS AVG	2.967	0.682	4.348	0.002 **
DP_PICS	-4.583	1.354	-3.384	0.010 **
Facilitation AVG	-5.526	1.026	-5.385	< .001 ***
DP_FAC	10.181	2.064	4.932	0.001 **
Sensations AVG	2.501	0.693	3.607	0.007 **
DP_SENS	-4.952	2.069	-2.393	0.044 *
Changes AVG	0.533	0.215	2.478	0.038 *
Emo_Mgmt AVG	0.737	0.341	2.160	0.063 .
Social_Mgmt	-8.989	1.318	-6.818	< .001 ***
DP_SOCMGMT	13.671	2.054	6.656	< .001 ***
Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1				
R-squared: 0.9, Adjusted R-squared: 0.737				
F-statistic: 5.528 df(13,8), p-value 0.01				

## Discussion

Distributed presence when investigated for its effect on engagement and influence through each iteration of regressions initially demonstrated no significance of any independent variable at the EI Comprehensive review. From the analysis with the EI Areas variables engagement distributed presence was moderated positively an overall effect on engagement was positive. Significant sway on both DVs was first exhibited when EI Branches were analyzed (Tables 18-21). In both cases, the effect on engagement and influence was positive while the moderating effect of EI on distributed presence was mixed. At the EI Tasks level of analysis, the effect on influence was positive. Consequently, hypotheses H1a and H1b were not supported.

Usable responses to the influence questions were limited to twenty-two respondents. Two of the twenty-two could successfully be identified as distributed presence leaders. The two distributed presence leaders influence score (average) was 2.75, which was well above the mean influence score of 2.361. Though not a significant detail, the two distributed presence leaders have both co-located and geographically dislocated leaders for whom they work. Other leaders who responded work in a non-distributed presence environment and had influence scores (average) = 2.36. The influence scores (average) of the respondents who have non-distributed leaders/leadership = 2.28. Of the two positively identified distributed presence leaders, one had five (5) team members who are geographically distant, this project leader's average influence score = 2.73. The other distributed leader, with two responding team members, had an influence score of 1.99. The former's influence score is 16% higher than those whose leader(s) is co-located. The key difference between the two distributed presence leaders is their respective EI scores. The distributed presence leader with higher EI has higher engagement and influence scores. The distributed leader with the lower EI score is perceived as less engaging and influential. Although the data sample is small, the results indicate the distributed presence leader is more influential, on average, than those leaders who are co-located. The outcome based on the analysis is that H2 is supported (when EI is low), and not supported when EI is high.

Regarding H3, the two respondents identified as distributed presence leaders had overall MSCEIT EI scores of 108.85 and 79, respectively. Whereas the average EI total for all other leaders was 95.84. The two distributed leader's engagement and influence scores were as follows: engagement – 5.2 and 4.93; influence – 2.84 and 1.98, respectively. All other leaders' engagement average was 4.68, and their average influence score was 2.36. The two distributed leaders scored higher in three of the four situations than their peers – the co-located leaders.



The average engagement score for all followers / team members was 4.57. Six team members of the distributed leader who has the higher EI score presented engagement and influence scores of 5.36 and 2.73, respectively. The other distributed presence leader had a 28% lower EI score. The two team members associated with this distributed leader exhibited average engagement and influence scores of 4.3 and 1.99, respectively. Those whose leaders were co-located had engagement and influences scores of 4.69 and 2.38. The engagement scores from FEVS-EEI alone are considered predictors of engagement (Z. S. Byrne et al., 2017). A snapshot of results of engagement and influence scores are shown above in Table 3.

Considering the results while realizing the number of respondents is an inherent limitation of confidence in findings, the outcomes, overall, from the data analysis indicate a leader with higher EI scores in a distributed environment is perceived as more influential and more engaging. Thus, H3 is supported.

**Table 23.** Hypotheses & Results

Hypothesis	Result
H1a: <i>Distributed presence has a <b>negative</b> effect on engagement.</i>	<i>H1a: Not Supported</i>
H1b: <i>Distributed presence has a <b>negative</b> effect on influence.</i>	<i>H1b: Not Supported</i>
H2: <i>Team members perceive distributed presence leaders as <b>less</b> influential than face-to-face leaders.</i>	<i>H2: Not Supported</i>
H3: <i>Teams perceive leaders with higher EI scores as <b>more</b> influential and engaging.</i>	<i>H3: Supported</i>
H4: <i>A project manager's emotional intelligence <b>positively</b> moderates the impact of distributed presence on influence and engagement.</i>	<i>H4: Supported</i>

Results from the minimal data available indicate H4 is supported. The distributed presence leader noted above has an overall EI score of 108.855, which equates to this leader being *competent* in the use of EI abilities as outlined in the MSCEIT resource report (Appendix

G) (Mayer et al., 2002). The other identified distributed leader has an EI score of 79. Referring to Tables 3 and 4, the EI seems to have moderated the impact of distributed presence. This is definitely the case of the distributed presence leader with a high EI who reports higher engagement and influence scores than both the distributed presence leader (with lower EI) and the non-distributed presence leaders. The distributed presence leaders' average engagement and influence scores, not surprisingly, are better than the non-distributed presence (co-located) leaders' engagement and influence scores.

In addition, the regression analyses for EI variables overall exhibited a positive effect on engagement and influence, and EI positively moderated, cumulatively, distributed presence. Nonetheless, it is worth considering the effect respondents' lower than average EI skills had on outcomes. Lack of engagement, or in this case a moderately positive effect on engagement is supported by the idea that poor emotional intelligence skills (Brunetto et al., 2012; Goleman, Boyatzis, & McKee, 2013) negatively impact the "positive, fulfilling, work-related state of mind" (Schaufeli et al., 2002, p. 4) known as engagement. Consistent with prior research, emotional intelligence can be learned by teaching empathy, fostering self-awareness, developing other-awareness, and adopting cultural awareness (Hyter & Tapia, 2015). The limiting factor, however, is the overall size of the data sample for this study since this reduces confidence in the findings. Regardless, H4 is supported based on the available data.

From the data analyzed, emotional intelligence was demonstrated to be a moderator of a project leader's distributed presence. The benefits of EI are further supported by the positive role emotional intelligence was found to play in effecting engagement and influence encouragingly. This point was made more poignant when analyzing the characteristics (EI abilities, engagement, and influence) of the distributed leaders. The project leader with

distributed presence who had exhibited higher levels of engagement and influence had the highest EI score. It can be implied this leader is effective. Research validates the key role emotional intelligence plays in effective leadership (Hicks & Dess, 2008; Prati et al., 2003; Riggio & Reichard, 2008).

The significance of engagement and influence when paired with emotional intelligence supports effective leadership. Effective leaders know how to use emotional intelligence well to influence teams and foster engagement (Côté, 2017). The ability to positively influence team members by using human skills (emotional intelligence) has been demonstrated to be the most influential on project management practices (Lloyd-Walker & Walker, 2011). The delta in the EI scores of known distributed presence leaders and co-located leaders from this study demonstrates how higher EI abilities fosters greater engagement and influence. A recent study concerning U.S. Army leadership enthusiastically notes the difference emotional intelligence makes in a leader's effectiveness. Two of the key competencies of effective leaders according to the study are influence and "creating a positive environment" (aspect of engagement) (Sewell, 2009, p. 4).

In summary, effectiveness of leadership and influence have been shown to interconnect with components of emotional intelligence (Mathew & Gupta, 2015; Pastor, 2014). Data from this study showed that distributed presence leaders deploying emotional intelligence abilities will affect engagement and influence positively, which can be attributed to their effective leadership (Marques, 2007).

### **Implications & Future Research**

This study is unique in its focus on emotional intelligence as a moderator of distributed leader/project manager presence. The work of this research advances insights into how

emotional intelligence effects, positively, project manager / leader engagement and influence when the project manager's presence is distributed. The data rendered by this research was informative but only on a limited basis because results were not sufficiently expansive.

Future studies should continue to study the relationship between emotional intelligence, engagement, and influence where project leader distributed presence is involved. A greater examination of how these three aspects of teams and project management in distributed environments effect leadership effectiveness is worth consideration.

A strength of this research, while also a weakness, is the study focuses entirely on a specific agency. Like this study, future studies could focus on the emotional intelligence skills of project leaders who lead in distributed presence environments or virtual teams but in agencies or companies that offer a broader data sample (more and more demographically diverse employees). From the larger data sample, more definitive results are expected to answer the questions about the effect of a leader's distributed presence on engagement and influence, and the moderating effect of emotional intelligence on project leader distributed presence. The results could then be used to offer more concrete awareness for minimizing the negative effects of project leader distributed presence. Any additional studies should also attempt to be organized in a manner that ensures the more robust sample of project leaders and team members can be more easily associated in order to more extensively investigate the role of emotional intelligence in the project leader-follower relationship.

It would be equally interesting to use a broader data sample as a part of an agency's leadership development program with a concentration on emotional intelligence skills that exist within the organization, and how to further develop both lagging and developed emotional intelligence skills. As an example, administering a pre-development assessment of leader and

follower EI abilities would establish the baseline of leader engagement and influence, for example, before developmental training takes place. Post-development assessment of EI abilities along with leader engagement and influence would provide clearly defined measures for improvement related to EI abilities. Equally suggestive is how easily the structure of this research can be translated to another governmental agency or business with similar project manager distributed presence characteristics.

This work applies to the practical world as global projects/distributed project teams are managed with distributed presence at an ever-increasing rate (Anantatmula & Thomas, 2010). Since this change to the business landscape seems to be more permanent in nature than temporary, learning how to better work as a project manager with distributed presence is essential for both enterprises and project managers. Gaining a greater understanding of the skills and tools needed for success or that will help leaders be successful is a clear reason to learn what those skills and tools are. Emotional intelligence is a key skill not only of successful leaders but more specifically, for distributed presence project managers leading teams. Emotional intelligence, for instance, has been shown to predict engagement (Brunetto et al., 2012). Knowing this correlation exists between emotional intelligence and engagement may motivate more project managers and businesses to build and enhance their EI abilities.

Additionally, more research to establish, if possible, what EI skills have the greatest positive impact in different industries (construction, IT, medicine), and work environments (multi-cultural, geographically dispersed); what EI abilities are most significant; and are certain tasks (faces and pictures) or groupings of tasks (faces and emotion management) most advantageous? If it is established what EI tasks or tasks groups are more important can these skills be developed in all leaders? If so, how?

Last, the results of this study should provide incentive for leaders and project managers with distributed presence writ large to pursue enhancing their emotional intelligence abilities. It has been surmised that emotional intelligence enables the more adept use of influence tactics (Yukl et al., 2008). Influence is an essential aspect of project management used by project leaders to sway their team members to complete a task. Without doubt, project managers (leaders) must be skilled in handling both the job and the *human* side of project management (Yukl et al., 2008). It follows, strengthening or building strong emotional intelligence abilities supports a greater ability to influence team members—the people side of a project.

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## APPENDICES

## Appendix A: Qualtrics (On-line Survey Software)

Qualtrics is an on-line survey platform (<https://www.qualtrics.com/research-core/survey-software/>). A brief overview of Qualtrics, which comes directly from the Qualtrics webpage (link above) discussing the Research Core Survey Software is below:

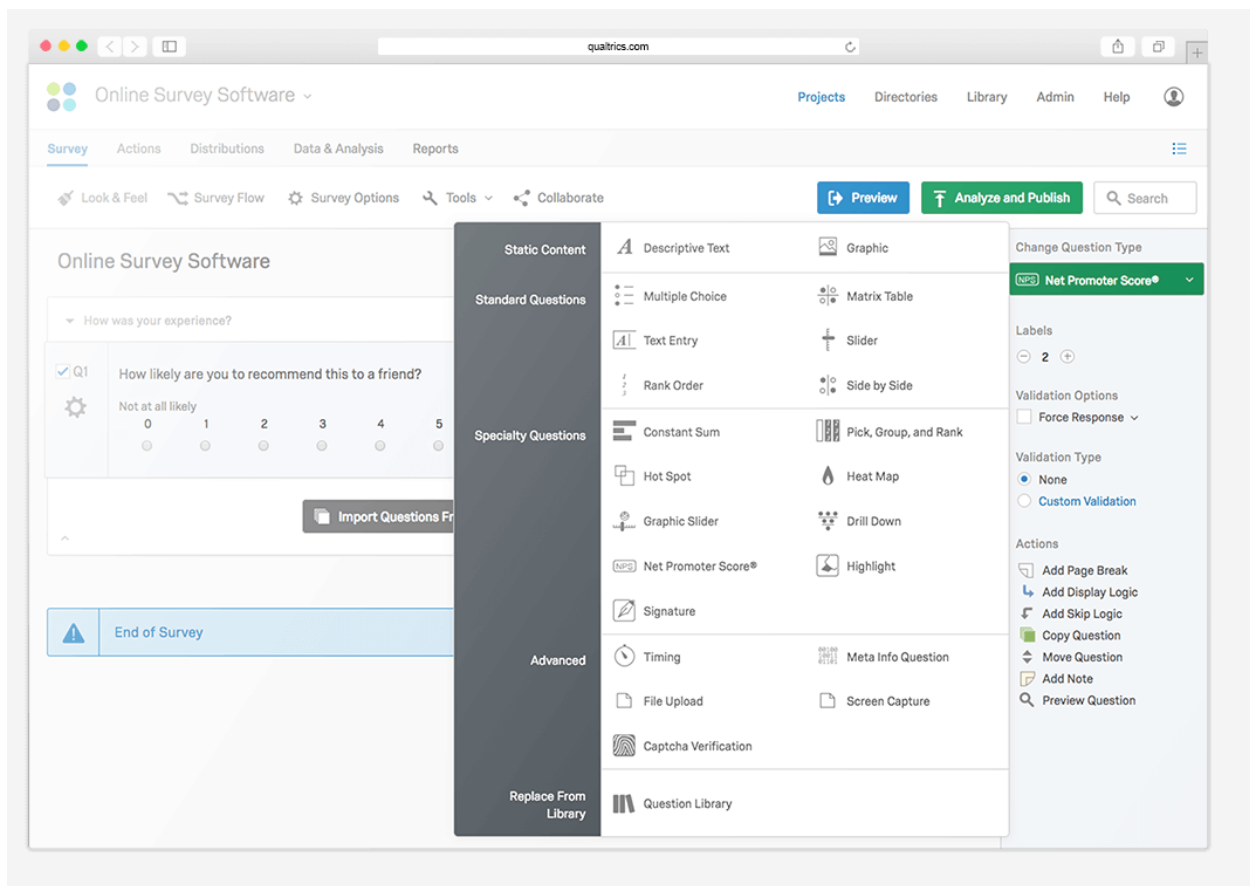
*Research Core Survey software is a tool used to design, send and analyze surveys online. It's the primary method of collecting feedback at scale whether that's a simple questionnaire or a detailed study such as customer or employee feedback as part of a more structured experience management program.*

*Cloud-based survey technology has revolutionized the ability to get data, quickly, from a large number of respondents by automating the process of sending out surveys across a variety of channels from websites and mobile to apps, email and even chatbots.*

*Qualtrics survey software was launched in 2002 as a way for academics to carry out sophisticated research that previously, online survey tools had been unable to handle because of the complex needs of academic research. It brought to the market advanced survey functionality and analytics that would previously have taken researchers weeks and months of work and automated it, introducing a drag-and-drop interface to make it easy to use.*

- *Reach respondents wherever they are with surveys on mobile devices, apps, websites, chatbots and many more*
- *Create and test surveys in real time and collaborate effortlessly*
- *Uncover new insights with predictive intelligence and powerful statistical analysis built-in*
- *Launch your survey with confidence and improve survey quality with ExpertReview-Powered by iQ*
- *Integrate your surveys into your existing systems like Salesforce, Marketo, Adobe and many more*

For this research, the Qualtrics Research Core Survey platform was provided through the University of South Florida (USF). From the Resources tab of the MyUSF webpage the Qualtrics software is accessible. The Qualtrics survey platform has a repository of over “100+ question types.” A sample view of Qualtrics is provided below:



Qualtrics offers a multitude of options to the user such as the ability to modify the “look and feel” of the survey; how the survey “flows;” survey options that allow the survey administrator to password protect the survey; provide end of survey messages; and to collaborate with others. Reports are another function of Qualtrics that allow viewing of all responses by respondents to survey questions. Another option Qualtrics provides the user for data analysis is the ability to export data in csv format, which can then be analyzed using other programs such as Excel, SAP, or R.

## Appendix B: Email to Participants for Engagement, Influence, Effective Leadership

### Assessment

**From:** Richard [REDACTED]  
**To:** [Lowe Gerald](#)  
**Subject:** Underutilized Tool of Project Management – Emotional Intelligence  
**Date:** Monday, July 23, 2018 5:04:56 PM  
**Attachments:** [On-line Consent Form, Version #1, 03 July 2018.docx](#)

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Greetings -

You are being asked to complete a survey through Qualtrics. Please read the attached consent form. The link to the survey is provided in the consent form. Your three-digit code is - \_600\_.

Using code: 61370-001-600 (Please use the three-digit letter/numeric code provided above. For example, if your letter/number identifier is BBB, your code will be 61370-001-BBB.)

At the beginning of the survey, you will be prompted to provide a password.

**Please type this password: EngageInflEffLead.**

Please answer the questions according to the instructions provided, as needed, at the beginning of each section of the survey.

If you have any questions or concerns about completing this questionnaire, please feel free to contact, Gerald Lowe at [loweg@mail.usf.edu](mailto:loweg@mail.usf.edu).

Thank you for your participation.

Richard Tarpey

## Appendix C: Informed Consent Form



### Informed Consent to Participate in Research

Information to Consider Before Taking Part in this Research Study

Pro # 00035383

Researchers at the University of South Florida (USF) study many topics. To do this, we need the help of people who agree to take part in a research study. This form tells you about this research study. We are asking you to take part in a research study that is called: **Underutilized Tool of Project Management – Emotional Intelligence**. The person who is in charge of this research study is *Gerald C. Lowe*. This person is called the Principal Investigator.

#### PURPOSE OF THE STUDY

The two major goals of this study are to look at how EI contributes to a project leader achieving effective leadership regardless of the frequency of personal presence by the team leader with the team. Teams from across a U.S. governmental agency will be assessed for their EI skills and awareness and a comparison of the influence and engagement levels of these teams will be made as a resultant aim of the study. The first portion of this study will present eight (8) demographic questions, and utilize the Federal Employee Viewpoint Survey – Employee Engagement Index (FEVS-EEI) and the Influence Behavior Questionnaire (IBQ) to measure employee engagement and influence levels, respectively. The FEVS-EEI consists of 15 questions separated into three categories with five questions per category. The IBQ consists of eleven (11) categories: rational persuasion, exchange, inspirational appeal, legitimating, apprising, pressure, collaboration, ingratiation, consultation, personal appeals, and coalition. Each category has four (4) questions each.

To avoid saturating study participants with too many questions at one time as well as to minimize bias the MSCEIT will be administered two weeks after the initial questions. This study will next utilize the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) to measure four abilities that Mayer, Salovey, and Caruso have identified in their research as key indicators / branches of emotional intelligence:

*Perceiving Emotions (Self Awareness)* - the ability to correctly identify how people are feeling.

*Using Emotions to Facilitate Thought (Building Relationships)* - the ability to create emotions and to integrate your feelings into the way you think.



*Understanding Emotions (Empathy)* - the ability to understand the causes of emotions.

*Managing Emotions (Self-Control)* - the ability to create effective strategies that use your emotions to help you achieve a goal, rather than being influenced by your emotions in unpredictable ways (MHS, 2004).

## **WHY ARE YOU BEING ASKED TO TAKE PART?**

We are asking you to take part in this research study because you represent a broad and diverse sample of your organization and are able to provide essential feedback and insight on employee engagement, leader influence, leadership effectiveness, and individual emotional intelligence.

## **Study Procedures**

If you take part in this study, you will be asked to respond to two different questionnaires that will be administered in two parts on-line and consisting of the following components/sections:

1. General Demographics Questions
2. Federal Employee Viewpoint Survey – Employee Engagement Index (FEVS-EEI)
3. Influence Behavior Questionnaire (IBQ)
4. Effective Leadership
5. Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT)

One short, set of eight demographic questions will be administered with the engagement, influence, and effective leadership questions.

The demographics, engagement, and influence questions will be administered with Qualtrics (a rigorous survey platform used by USF). The questions will be emailed to participants, and made available to them in English. An excel spreadsheet with the names, individual identifier codes, email addresses, and the names of participants will be created and uploaded into Qualtrics, a survey panel will then be created. The assessment will be emailed by Qualtrics with a link to the study participants (ca.70). Qualtrics will use the individual identifier assigned/created for each study participant.

The Qualtrics survey is emailed to study participants as part of standard educational assessment. None of the participant population is compromised. This note is made in particular since some of the participants are known to be U. S. military veterans, but none of the questions in the assessment will delve into the past, nor will the questions ask about past employment or experiences to cause the study participant to re-experience or to cause trauma. The individual responsible for oversight other than the doctoral candidate will be the doctoral candidate's dissertation committee members who are on the IRB team.

An excel spreadsheet containing the names, organizational email addresses, unique identifying codes based on the base identifier 61370-001-XXX will be uploaded into Qualtrics, which then creates a survey panel. Qualtrics will email a link to the survey containing the information sheet and demographic, engagement, and influence questions to the study participants.

The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) will be administered through MHS Assessments (MHS), which holds the license for the MSCEIT. The MSCEIT will be administered ca. two weeks after the survey questions administered through Qualtrics have been complete. Access to the MSCEIT is provided by a generic email provided by MHS Assessments to which I may add more amplifying information. My administrator / identifier code is 61370-001-XXX. The last three digits may be completed with letters or numbers. For all possible participants the honesty broker (a fellow DBA student) will create identifying codes that will be the same as the code created and used in Qualtrics. These person to whom each code is linked will be known only to the honesty broker.

### **Alternatives / Voluntary Participation / Withdrawal**

You have the alternative to choose not to participate in this research study. You may withdraw at any time from the study.

You should only take part in this study if you want to volunteer; you are free to participate in this research or withdraw at any time. There will be no penalty or loss of benefits you are entitled to receive if you stop taking part in this study. *Your decision to participate or not to participate will not affect your job status, employment record, employee evaluations, or advancement opportunities.*

### **Benefits and Risks**

We are unsure if you will receive any benefits by taking part in this research study other than gaining an understanding of your personal emotional intelligence level. This research is considered to be minimal risk.

### **Compensation**

We will not pay you for the time you volunteer while being in this study

If you do not want to complete the tax payer ID form you can still participate in the study, however if the form is not completed you will not be compensated.

### **Privacy and Confidentiality**

We must keep your study records as confidential as possible. It is possible, although unlikely, that unauthorized individuals could gain access to your responses because you are responding online.

Certain people may need to see your study records. By law, anyone who looks at your records must keep them completely confidential. The only people who will be allowed to see these records are: Principal Investigator, the advising professor, the University of South Florida Institutional Review Board (IRB), and the Department of Health and Human Services (DHHS).

- It is possible, although unlikely, that unauthorized individuals could gain access to your responses. Confidentiality will be maintained to the degree permitted by the technology used. No guarantees can be made regarding the interception of data sent via the Internet.

However, your participation in this online survey involves risks similar to a person's everyday use of the Internet. If you complete and submit an anonymous survey and later request your data be withdrawn, this may or may not be possible as the researcher may be unable to extract anonymous data from the database.

## Contact Information

If you have any questions about your rights as a research participant, please contact the USF IRB at (813) 974-5638 or contact by email at [RSCH-IRB@usf.edu](mailto:RSCH-IRB@usf.edu). If you have questions regarding the research, please contact the Principal Investigator at [loweg@abmc.gov](mailto:loweg@abmc.gov).

We may publish what we learn from this study. If we do, we will not let anyone know your name. We will not publish anything else that would let people know who you are. You can print a copy of this consent form for your records.

I freely give my consent to take part in this study. I understand that by proceeding with this survey that I am agreeing to take part in research and I am 18 years of age or older.

[https://usf.az1.qualtrics.com/jfe/form/SV\\_55Ti7v0p0radioB](https://usf.az1.qualtrics.com/jfe/form/SV_55Ti7v0p0radioB)

## Appendix D: Email to Participants for MSCEIT

**From:**



**Subject:**

**Date:**

Friday, August 10, 2018 4:02:00 PM

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Good afternoon everyone,

As discussed during our all staff meeting a couple of weeks ago, the MSCEIT - Emotional Intelligence assessment information is provided below. Please navigate to the assessment site by clicking on the link below or copying and pasting the link into your browser.

Please visit [www.mhsassessments.com](http://www.mhsassessments.com) and login with the code and password that appear below. The below code (this is a group identifier and not a personal identifier) and password will take you to the Emotional Intelligence (EI) assessment.

Code: 61370-001-000

Password: MSCEIT4YOU

Once you have provided the above information you will be asked for your name, age, gender, ethnicity, occupational group, and occupation. In the **first name** and **last name** blocks, please provide your specific code that was provided to you by Richard [REDACTED] by email.

For example, your assigned Code: 61370-001-XXX (Please use the three-digit letter/numeric code you have been given (via email from Richard [REDACTED]) to complete your code. So, if your letter/number identifier is BBB, your code will be 61370-001- BBB.

Instructions for how to complete the MSCEIT will appear once you have logged in. The rest is clear from the directions provided.

If you have any questions or concerns about completing this EI assessment, please feel free to contact me. Thank you for your cooperation.

Please complete the first survey as well if you have not completed it. If you have questions at any point, please let me, Astrid, or Lieselotte know and thanks for your support.

Gerald

## Appendix E: Engagement, Influence, & Effective Leadership Questions

### Demographics, Engagement, Influence & Effective Leadership

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#### Start of Block: Demographics, Engagement, Influence & Effective Leadership

Q1 What is your nationality?

- American (1)
- French (2)
- Italian (3)
- Belgian (4)
- Other (5)
- Click to write Choice (6)

Q2 Gender?

- Male (1)
- Female (2)

Q3 Age?

- 20-30 (1)
- 30-40 (2)
- 40-50 (3)
- 50-60 (4)
- 60-70 (5)

Q4 Profession / Trade?

- Accounting / Finance (1)
- Human Resources (2)
- Administration (3)
- Engineer (4)
- Preservation (5)
- Information Technology (6)
- Contracting (7)
- Horticulture (8)
- Operations (9)
- Public Affairs (10)

Q5 Race:

- American Indian / Native American (1)
- Asian (2)
- African-American / Black (3)
- Native Hawaiian / Pacific Islander (4)
- White (5)

Q6 Number of years worked with current employer?

- 1-5 (1)
- 5-15 (2)
- 15-25 (3)
- 25-35 (4)
- 35-45 (5)

Q7 Number of years worked with current group / team / department?

- 1-5 (1)
- 5-15 (2)
- 15-25 (3)
- 25-35 (4)
- 35-45 (5)
- 45-50 (6)

Q8 In what country do you work?

- France (1)
- Italy (2)
- England (3)
- Tunisia (4)
- Panama (5)
- Belgium (6)
- Netherlands (7)
- Luxembourg (8)
- Philippines (9)
- Mexico (10)

Q9

#### ENGAGEMENT

Note: For perspective Overseas Operations is the setting; when leader is referenced in a question this equates to your immediate supervisor; when senior leader is referenced this equates to the COO of Overseas Operations.

Q91 Leaders Lead

Q10 My organization's leaders maintain high standards of honesty and integrity.

- No basis to judge / Do not know (1)
- Strongly Disagree (2)
- Disagree (3)
- Neutral (4)
- Agree (5)
- Strongly Agree (6)

Q11

Overall, how good a job do you feel is being done by the manager directly above your immediate supervisor?

- Extremely good (1)
- Moderately good (2)
- Slightly good (3)
- Neither good nor bad (4)
- Slightly bad (5)
- Moderately bad (6)
- Extremely bad (7)

Q12 In my organization, leaders generate high levels of motivation and commitment in the workforce.

- No basis to judge/Do not know (1)
- Strongly Disagree (2)
- Disagree (3)
- Neutral (4)
- Agree (5)
- Strongly Agree (6)

Q13 Managers communicate the goals and priorities of the organization.

- No basis to judge / Do not know (1)
- Strongly Disagree (2)
- Disagree (3)
- Neutral (4)
- Agree (5)
- Strongly Agree (6)

Q14 I have a high level of respect for my organization's senior leaders.

- No basis to judge / Do not know (1)
- Strongly Disagree (2)
- Disagree (3)
- Neutral (4)
- Agree (5)
- Strongly Agree (6)

Q15 Intrinsic Work Experience

Q16 I feel encouraged to come up with new and better ways of doing things.

- No basis to judge / Do not know (1)
- Strongly Disagree (2)
- Disagree (3)
- Neutral (4)
- Agree (5)
- Strongly Agree (6)

Q17 I know what is expected of me on the job.

- No basis to judge / Do not know (1)
- Strongly Disagree (2)
- Disagree (3)
- Neutral (4)
- Agree (5)
- Strongly Agree (6)

Q18 My work gives me a feeling of personal accomplishments.

- No basis to judge / Do not know (1)
- Strongly Disagree (2)
- Disagree (3)
- Neutral (4)
- Agree (5)
- Strongly Agree (6)

Q19 I know how my work relates to the agency's goals and priorities.

- No basis to judge / Do not know (1)
- Strongly Disagree (2)
- Disagree (3)
- Neutral (4)
- Agree (5)
- Strongly Agree (6)

Q20 My talents are used well in the workplace.

- No basis to judge / Do not know (1)
- Strongly Disagree (2)
- Disagree (3)
- Neutral (4)
- Agree (5)
- Strongly Agree (6)

Q21 Supervisors

Q22 My supervisor listens to what I have to say.

- No basis to judge / Do not know (1)
- Strongly Disagree (2)
- Disagree (3)
- Neutral (4)
- Agree (5)
- Strongly Agree (6)



Q23 My supervisor treats me with respect.

- No basis to judge / Do not know (1)
- Strongly Disagree (2)
- Disagree (3)
- Neutral (4)
- Agree (5)
- Strongly Agree (6)

Q24 I have trust and confidence in my supervisor.

- No basis to judge / Do not know (1)
- Strongly Disagree (2)
- Disagree (3)
- Neutral (4)
- Agree (5)
- Strongly Agree (6)

Q25 Overall, how good a job do you feel is being done by your immediate supervisor?

- Extremely good (1)
- Moderately good (2)
- Slightly good (3)
- Neither good nor bad (4)
- Slightly bad (5)
- Moderately bad (6)
- Extremely bad (7)

Q26 Supervisors in my work unit support employee development.

- No basis to judge / Do not know (1)
- Strongly Disagree (2)
- Disagree (3)
- Neutral (4)
- Agree (5)
- Strongly Agree (6)

Q27

#### INFLUENCE

If an item does not apply to your situation, then use the #1 response. Please try to avoid letting general impressions of the person bias your answers. Before you begin it is helpful to look over the 11 different types of influence tactics so that you do not get them confused with each other.

The person to be described is your immediate supervisor.

This person...

Q28 **Rational Persuasion**

Q29 Uses facts and logic to make a persuasive case for a request or proposal.

- I can't remember him/her ever using this tactic with me. (1)
- He/she very seldom uses this tactic with me. (2)
- He/she occasionally uses this tactic with me. (3)
- He/she uses this tactic moderately often with me. (4)
- He/she uses this tactic very often with me. (5)

Q30 Explains clearly why a request or proposed change is necessary to attain a task objective.

- I can't remember him/her ever using this tactic with me. (1)
- He/she very seldom uses this tactic with me. (2)
- He/she occasionally uses this tactic with me. (3)
- He/she uses this tactic moderately often with me. (4)
- He/she uses this tactic very often with me. (5)

Q31 Explains why a proposed project or change would be practical and cost effective.

- I can't remember him/her ever using this tactic with me. (1)
- He/she very seldom uses this tactic with me. (2)
- He/she occasionally uses this tactic with me. (3)
- He/she uses this tactic moderately often with me. (4)
- He/she uses this tactic very often with me. (5)

Q32 Provides information or evidence to show that a proposed activity or change is likely to be successful.

- I can't remember him/her ever using this tactic with me. (1)
- He/she very seldom uses this tactic with me. (2)
- He/she occasionally uses this tactic with me. (3)
- He/she uses this tactic moderately often with me. (4)
- He/she uses this tactic very often with me. (5)

**Q33 Exchange**

Q34 Offers something you want in return for your help on a task or project.

- I can't remember him/her ever using this tactic with me. (1)
- He/she very seldom uses this tactic with me. (2)
- He/she occasionally uses this tactic with me. (3)
- He/she uses this tactic moderately often with me. (4)
- He/she uses this tactic very often with me. (5)

Q35 Offers to do something for you in exchange for carrying out a request.

- I can't remember him/her ever using this tactic with me. (1)
- He/she very seldom uses this tactic with me. (2)
- He/she occasionally uses this tactic with me. (3)
- He/she uses this tactic moderately often with me. (4)
- He/she uses this tactic very often with me. (5)

Q36 Offers to do a specific task or favor for you in return for your help and support.

- I can't remember him/her ever using this tactic with me. (1)
- He/she very seldom uses this tactic with me. (2)
- He/she occasionally uses this tactic with me. (3)
- He/she uses this tactic moderately often with me. (4)
- He/she uses this tactic very often with me. (5)

Q37 Offers to do something for you in the future in return for your help now.

- I can't remember him/her ever using this tactic with me. (1)
- He/she very seldom uses this tactic with me. (2)
- He/she occasionally uses this tactic with me. (3)
- He/she uses this tactic moderately often with me. (4)
- He/she uses this tactic very often with me. (5)

### Q38 Inspirational Appeal

Q39 Says a proposed activity or change is an opportunity to do something really exciting and worthwhile.

- I can't remember him/her ever using this tactic with me. (1)
- He/she very seldom uses this tactic with me. (2)
- He/she occasionally uses this tactic with me. (3)
- He/she uses this tactic moderately often with me. (4)
- He/she uses this tactic very often with me. (5)

Q40 Describes a clear, inspiring vision of what a proposed project or change could accomplish.

- I can't remember him/her ever using this tactic with me. (1)
- He/she very seldom uses this tactic with me. (2)
- He/she occasionally uses this tactic with me. (3)
- He/she uses this tactic moderately often with me. (4)
- He/she uses this tactic very often with me. (5)

Q41 Talks about ideals and values when proposing a new activity or change.

- I can't remember him/her ever using this tactic with me. (1)
- He/she very seldom uses this tactic with me. (2)
- He/she occasionally uses this tactic with me. (3)
- He/she uses this tactic moderately often with me. (4)
- He/she uses this tactic very often with me. (5)

Q42 Makes an inspiring speech or presentation to arouse enthusiasm for a proposed activity or change.

- I can't remember him/her ever using this tactic with me. (1)
- He/she very seldom uses this tactic with me. (2)
- He/she occasionally uses this tactic with me. (3)
- He/she uses this tactic moderately often with me. (4)
- He/she uses this tactic very often with me. (5)

### Q43 Legitimizing

Q44 Says that his/her request or proposal is consistent with official rules and policies.

- I can't remember him/her ever using this tactic with me. (1)
- He/she very seldom uses this tactic with me. (2)
- He/she occasionally uses this tactic with me. (3)
- He/she uses this tactic moderately often with me. (4)
- He/she uses this tactic very often with me. (5)

Q45 Says that a request or proposal is consistent with a prior agreement or contract.

- I can't remember him/her ever using this tactic with me. (1)
  - He/she very seldom uses this tactic with me. (2)
  - He/she occasionally uses this tactic with me. (3)
  - He/she uses this tactic moderately often with me. (4)
  - He/she uses this tactic very often with me. (5)
- 

Q46 Verifies that a request is legitimate by referring to a document such as a work order, policy manual, charter, bylaws, or formal contract.

- I can't remember him/her ever using this tactic with me. (1)
- He/she very seldom uses this tactic with me. (2)
- He/she occasionally uses this tactic with me. (3)
- He/she uses this tactic moderately often with me. (4)
- He/she uses this tactic very often with me. (5)

Q47 Says that a request or proposal is consistent with prior precedent and established practice.

- I can't remember him/her ever using this tactic with me. (1)
- He/she very seldom uses this tactic with me. (2)
- He/she occasionally uses this tactic with me. (3)
- He/she uses this tactic moderately often with me. (4)
- He/she uses this tactic very often with me. (5)

### Q48 Apprising

Q49 Explains how the task he/she wants you to do could help your career.

- I can't remember him/her ever using this tactic with me. (1)
- He/she very seldom uses this tactic with me. (2)
- He/she occasionally uses this tactic with me. (3)
- He/she uses this tactic moderately often with me. (4)
- He/she uses this tactic very often with me. (5)

Q50 Describes benefits you could gain from doing a task or activity (e.g. learn new skills, meet important people, enhance your reputation).

- I can't remember him/her ever using this tactic with me. (1)
- He/she very seldom uses this tactic with me. (2)
- He/she occasionally uses this tactic with me. (3)
- He/she uses this tactic moderately often with me. (4)
- He/she uses this tactic very often with me. (5)

Q51 Explains how a proposed activity or change could help you attain a personal objective.

- I can't remember him/her ever using this tactic with me. (1)
- He/she very seldom uses this tactic with me. (2)
- He/she occasionally uses this tactic with me. (3)
- He/she uses this tactic moderately often with me. (4)
- He/she uses this tactic very often with me. (5)

Q52 Explains why a proposed activity or change would be good for you.

- I can't remember him/her ever using this tactic with me. (1)
- He/she very seldom uses this tactic with me. (2)
- He/she occasionally uses this tactic with me. (3)
- He/she uses this tactic moderately often with me. (4)
- He/she uses this tactic very often with me. (5)

### Q53 Pressure

Q54

Demands that you carry out a request.

- I can't remember him/her ever using this tactic with me. (1)
- He/she very seldom uses this tactic with me. (2)
- He/she occasionally uses this tactic with me. (3)
- He/she uses this tactic moderately often with me. (4)
- He/she uses this tactic very often with me. (5)

Q55 Uses threats or warnings when trying to get you to do something.

- I can't remember him/her ever using this tactic with me. (1)
- He/she very seldom uses this tactic with me. (2)
- He/she occasionally uses this tactic with me. (3)
- He/she uses this tactic moderately often with me. (4)
- He/she uses this tactic very often with me. (5)

Q56 Repeatedly checks to see if you have carried out a request.

- I can't remember him/her ever using this tactic with me. (1)
- He/she very seldom uses this tactic with me. (2)
- He/she occasionally uses this tactic with me. (3)
- He/she uses this tactic moderately often with me. (4)
- He/she uses this tactic very often with me. (5)

Q57 Tries to pressure you to carry out a request.

- I can't remember him/her ever using this tactic with me. (1)
- He/she very seldom uses this tactic with me. (2)
- He/she occasionally uses this tactic with me. (3)
- He/she uses this tactic moderately often with me. (4)
- He/she uses this tactic very often with me. (5)

#### Q58 Collaboration

Q59 Offers to help with a task that he/she wants you to carry out.

- I can't remember him/her ever using this tactic with me. (1)
- He/she very seldom uses this tactic with me. (2)
- He/she occasionally uses this tactic with me. (3)
- He/she uses this tactic moderately often with me. (4)
- He/she uses this tactic very often with me. (5)

Q60 Offers to provide resources you would need to do a task for him/her.

- I can't remember him/her ever using this tactic with me. (1)
- He/she very seldom uses this tactic with me. (2)
- He/she occasionally uses this tactic with me. (3)
- He/she uses this tactic moderately often with me. (4)
- He/she uses this tactic very often with me. (5)

Q61 Offers to show you how to do a task that he/she wants you to carry out.

- I can't remember him/her ever using this tactic with me. (1)
- He/she very seldom uses this tactic with me. (2)
- He/she occasionally uses this tactic with me. (3)
- He/she uses this tactic moderately often with me. (4)
- He/she uses this tactic very often with me. (5)

Q62 Offers to provide any assistance you would need to carry out a request.

- I can't remember him/her ever using this tactic with me. (1)
- He/she very seldom uses this tactic with me. (2)
- He/she occasionally uses this tactic with me. (3)
- He/she uses this tactic moderately often with me. (4)
- He/she uses this tactic very often with me. (5)

#### Q63 Ingratiation

Q64 Says you have the special skills or knowledge needed to carry out a request.

- I can't remember him/her ever using this tactic with me. (1)
- He/she very seldom uses this tactic with me. (2)
- He/she occasionally uses this tactic with me. (3)
- He/she uses this tactic moderately often with me. (4)
- He/she uses this tactic very often with me. (5)

Q65 Praises your past performance or achievements when asking you to do a task for him/her.

- I can't remember him/her ever using this tactic with me. (1)
- He/she very seldom uses this tactic with me. (2)
- He/she occasionally uses this tactic with me. (3)
- He/she uses this tactic moderately often with me. (4)
- He/she uses this tactic very often with me. (5)

Q66 Praises your skill or knowledge when asking you to do something.

- I can't remember him/her ever using this tactic with me. (1)
- He/she very seldom uses this tactic with me. (2)
- He/she occasionally uses this tactic with me. (3)
- He/she uses this tactic moderately often with me. (4)
- He/she uses this tactic very often with me. (5)

Q67 Says you are the most qualified person for a task that he/she wants you to do.

- I can't remember him/her ever using this tactic with me. (1)
- He/she very seldom uses this tactic with me. (2)
- He/she occasionally uses this tactic with me. (3)
- He/she uses this tactic moderately often with me. (4)
- He/she uses this tactic very often with me. (5)

#### Q68 Consultation

Q69 Asks you to suggest things you could do to help him/her achieve a task objective or resolve a problem.

- I can't remember him/her ever using this tactic with me. (1)
- He/she very seldom uses this tactic with me. (2)
- He/she occasionally uses this tactic with me. (3)
- He/she uses this tactic moderately often with me. (4)
- He/she uses this tactic very often with me. (5)

Q70 Consults with you to get your ideas about a proposed activity or change that he/she wants you to support or implement.

- I can't remember him/her ever using this tactic with me. (1)
- He/she very seldom uses this tactic with me. (2)
- He/she occasionally uses this tactic with me. (3)
- He/she uses this tactic moderately often with me. (4)
- He/she uses this tactic very often with me. (5)

Q71 Encourages you to express any concerns you may have about a proposal that he/she wants you to support or help implement.

- I can't remember him/her ever using this tactic with me. (1)
- He/she very seldom uses this tactic with me. (2)
- He/she occasionally uses this tactic with me. (3)
- He/she uses this tactic moderately often with me. (4)
- He/she uses this tactic very often with me. (5)

Q72 Invites you to suggest ways to improve a preliminary plan or proposal that he/she wants you to support or help implement.

- I can't remember him/her ever using this tactic with me. (1)
- He/she very seldom uses this tactic with me. (2)
- He/she occasionally uses this tactic with me. (3)
- He/she uses this tactic moderately often with me. (4)
- He/she uses this tactic very often with me. (5)

### Q73 Personal Appeals

Q74 Appeals to your friendship when asking you to do something.

- I can't remember him/her ever using this tactic with me. (1)
- He/she very seldom uses this tactic with me. (2)
- He/she occasionally uses this tactic with me. (3)
- He/she uses this tactic moderately often with me. (4)
- He/she uses this tactic very often with me. (5)

Q75 Says he/she needs to ask for a favor before telling you what it is.

- I can't remember him/her ever using this tactic with me. (1)
- He/she very seldom uses this tactic with me. (2)
- He/she occasionally uses this tactic with me. (3)
- He/she uses this tactic moderately often with me. (4)
- He/she uses this tactic very often with me. (5)

Q76 Asks you as a friend to do a favor for him/her.

- I can't remember him/her ever using this tactic with me. (1)
- He/she very seldom uses this tactic with me. (2)
- He/she occasionally uses this tactic with me. (3)
- He/she uses this tactic moderately often with me. (4)
- He/she uses this tactic very often with me. (5)

Q77 Asks for your help as a personal favor.

- I can't remember him/her ever using this tactic with me. (1)
- He/she very seldom uses this tactic with me. (2)
- He/she occasionally uses this tactic with me. (3)
- He/she uses this tactic moderately often with me. (4)
- He/she uses this tactic very often with me. (5)

### Q78 Coalition

Q79 Mentions the names of other people who endorse a proposal when asking you to support it.

- I can't remember him/her ever using this tactic with me. (1)
- He/she very seldom uses this tactic with me. (2)
- He/she occasionally uses this tactic with me. (3)
- He/she uses this tactic moderately often with me. (4)
- He/she uses this tactic very often with me. (5)



Q80 Gets others to explain to you why they support a proposed activity or change that he/she wants you to support or help implement.

- I can't remember him/her ever using this tactic with me. (1)
- He/she very seldom uses this tactic with me. (2)
- He/she occasionally uses this tactic with me. (3)
- He/she uses this tactic moderately often with me. (4)
- He/she uses this tactic very often with me. (5)

Q81 Brings someone along for support when meeting with you to make a request or proposal.

- I can't remember him/her ever using this tactic with me. (1)
- He/she very seldom uses this tactic with me. (2)
- He/she occasionally uses this tactic with me. (3)
- He/she uses this tactic moderately often with me. (4)
- He/she uses this tactic very often with me. (5)

Q82 Asks someone you respect to help influence you to carry out a request or support a proposal.

- I can't remember him/her ever using this tactic with me. (1)
- He/she very seldom uses this tactic with me. (2)
- He/she occasionally uses this tactic with me. (3)
- He/she uses this tactic moderately often with me. (4)
- He/she uses this tactic very often with me. (5)

Q85

### **EFFECTIVE LEADERSHIP**

*Behaviors of an effective leader:*

**Clarifying** (example - done by leaders to ensure tasks / jobs are understood)

**Planning**

**Monitoring Operations** (example - leader checks that job / tasks are carried out successfully and as planned)

**Problem Solving Supporting** (example - shows concerns for needs)

**Developing**

**Recognizing** (example - shows appreciation and recognizes achievement)

**Empowering**

**Advocating Change**

**Envisioning Change**

**Encouraging**

**Innovation**

**Facilitating Collective Learning**

**Networking** (example - favorable relationships with peers, superiors, and outsiders)

**External Monitoring** (example - monitors external environment for opportunities that benefit agency)

**Representing** (example - how your team / group is represented with peers, superiors, and outsiders)

Yukl, G. (2012). Effective leadership behavior: What we know and what questions need more attention.

Academy of Management Perspectives, 26(4), 66-85. doi:10.5465/amp.2012.0088

Considering your first line supervisor / leader...

Q86 Do you consider your leadership to be effective i.e. is your leader an effective leader?

- Definitely yes (1)
- Probably yes (2)
- Neutral (3)
- Probably not (4)
- Definitely not (5)

Q87 Is your agency leadership effective?

- Definitely yes (1)
- Probably yes (2)
- Neutral (3)
- Probably not (4)
- Definitely not (5)

Q88 Does your team leader contribute to your team being effective?

- Definitely yes (1)
- Probably yes (2)
- Neutral (3)
- Probably not (4)
- Definitely not (5)

Q89 If you consider your leader to be ineffective, explain why?

- Please enter your answer (1) \_\_\_\_\_

Q90 What needs to change for your leader to be effective?

- Please enter your answer (1) \_\_\_\_\_

Q92

Provide unique identifier code only in the space provided.

- Enter unique identifier here: (5) \_\_\_\_\_

**End of Block: Demographics, Engagement, Influence & Effective Leadership**

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## Appendix F: Six (6) Sample MSCEIT Questions & MHS Approval to Publish Questions

### Sample MSCEIT Questions

#### Section B - Facilitation

1. What mood(s) might be helpful to feel when creating new, exciting decorations for a birthday party?

	Not Useful			Useful	
a. annoyance	1	2	3	4	5
b. boredom	1	2	3	4	5
c. joy	1	2	3	4	5

#### Section F - Sensations

3. Imagine you are feeling cold, slow, and sharp. How much is that feeling like each of the following?

	Not Alike			Very Much Alike	
a. challenged	1	2	3	4	5
b. isolated	1	2	3	4	5
c. surprised	1	2	3	4	5

#### Section C - Changes

1. Marjorie felt more and more ashamed, and began to feel worthless.

She then felt \_\_\_\_\_.

- a. overwhelmed
- b. depressed
- c. ashamed
- d. self-conscious
- e. jittery

#### Section G - Blends

4. Combining the feelings of disgust and anger results in \_\_\_\_\_.

- a. guilt
- b. rage
- c. shame
- d. hatred
- e. contempt

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*Section D – Emotion Management*

2. Andrew works as hard, if not harder, than one of his colleagues. In fact, his ideas are usually better at getting positive results for the company. His colleague does a mediocre job but engages in office politics so as to get ahead. So, when Andrew's boss announces that the annual merit award is being given to this colleague, Andrew is very angry. How effective would each action be in helping Andrew feel better?

**Action 1: Andrew sat down and thought about all of the good things in his life and his work.**

- a. Very ineffective    b. Somewhat ineffective    c. Neutral    d. Somewhat effective    e. Very effective

**Action 2: Andrew made a list of the positive and negative traits of his colleague.**

- a. Very ineffective    b. Somewhat ineffective    c. Neutral    d. Somewhat effective    e. Very effective

**Action 3: Andrew felt terrible that he felt that way, and he told himself that it wasn't right to be so upset over an event not under his control.**

- a. Very ineffective    b. Somewhat ineffective    c. Neutral    d. Somewhat effective    e. Very effective

**Action 4: Andrew decided to tell people what a poor job his colleague had done, and that he did not deserve the merit award. Andrew gathered memos and notes to prove his point, so it wasn't just his word.**

- a. Very ineffective    b. Somewhat ineffective    c. Neutral    d. Somewhat effective    e. Very effective

*Section H – Social Management*

2. Roy's teacher has just called Roy's parents to say that Roy is doing poorly in school. The teacher tells Roy's parents that their son isn't paying attention, is being disruptive, and can't sit still. This particular teacher doesn't do well with active boys, and Roy's parents wonder what's really going on. Then the teacher says that their son will be left back unless he improves. The parents feel very angry. How helpful to their son is each of these reactions?

**Response 1: The parents told the teacher that this was a big shock to them since this was the first time they had ever heard there was a problem. They asked to meet with the teacher and also requested if the principal could attend the meeting.**

- a. Very ineffective    b. Somewhat ineffective    c. Neutral    d. Somewhat effective    e. Very effective

**Response 2: The parents told the teacher that if she continued to threaten to have their son repeat the grade, they would take it up with the principal. They said, "If our son is left back, we will hold you personally responsible. You are the teacher and your job is to teach, not to blame the student."**

- a. Very ineffective    b. Somewhat ineffective    c. Neutral    d. Somewhat effective    e. Very effective

**Response 3: Roy's parents hung up on the teacher and called the principal. They complained about the teacher's threats and asked that their son be moved to a different classroom.**

- a. Very ineffective    b. Somewhat ineffective    c. Neutral    d. Somewhat effective    e. Very effective

## MHS Approval to publish six MSCEIT sample questions

---

**Gerald Lowe** <gerald[REDACTED]@gmail.com>  
2:18 PM To: Betty Mangos <[REDACTED]@mhs.com>

Mon, Mar 18, 2019 at

Hello Betty,

Section D, Question 2. Thank you very much!

Gerald

[Quoted text hidden]

---

**Betty Mangos** <[REDACTED]@mhs.com>  
5:01 PM To: Gerald Lowe <gerald[REDACTED]@gmail.com>

Tue, Mar 19, 2019 at

**HELLO GERALD,**

Thank you for email.

Please accept this email as confirmation that MHS has granted you permission to cite the items these following items from the MSCEIT in your dissertation:

Section B -Question  
1 Section C -  
Question 1 Section D  
-Question 2 Section  
F Question 3  
  
Section G Question  
4 Section H -  
Question 2

## Appendix G: MSCEIT Resource Report



### Mayer-Salovey-Caruso Emotional Intelligence Test™

#### Resource Report

*David R. Caruso, portions adapted with permission from Mayer, Salovey, & Caruso (2002) Personal Summary Report. Toronto, ON: MHS.*

**Name:** 61370-001-600 61370-0010600  
**Age:** 49  
**Gender:** Male  
**Norm Option:** General  
**Duration:** 41 minutes 25 seconds  
**Administration Date:** Friday, August 10, 2018 (Online)

Please refer to the MSCEIT™ User's Manual for a description of the norms used in generating these results.



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MSCEIT™ test items and normative data © 2002 Multi-Health Systems Inc.  
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P.O. Box 950, North Tonawanda, NY 14120-0950  
3770 Victoria Park Ave., Toronto, ON M2H 3M6

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## The MSCEIT™ Resource Report contains the following:

- What is Emotional Intelligence?
- About the MSCEIT™
- MSCEIT™ Performance Flowchart
- The Skills the MSCEIT™ Measures
- MSCEIT™ Summary for 61370-001-600 61370-0010600
- How does the MSCEIT™ Work?
- Your MSCEIT™ Results
  - Your Overall MSCEIT™ Score
  - Your MSCEIT™ Ability Scores
  - Your MSCEIT™ Task Scores
- Conclusions and Suggestions

## What is Emotional Intelligence?

### Defining Emotional Intelligence

Emotional intelligence is the ability to perceive emotions, to access and generate emotions to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions to promote emotional and intellectual growth (Mayer & Salovey, 1997).

The MSCEIT™ measures four related abilities:

*Perceiving Emotions*—the ability to correctly identify how people are feeling.

*Using Emotions to Facilitate Thought*—the ability to create emotions and to integrate your feelings into the way you think.

*Understanding Emotions*—the ability to understand the causes of emotions.

*Managing Emotions*—the ability to create effective strategies that use your emotions to help you achieve a goal, rather than having your emotions negatively affect you.

## A Closer Look at the Four Abilities

### Perceiving Emotions

*What is Perceiving Emotions?* Everyone experiences and relates to feelings and emotions. Even the world around you communicates and sends emotional messages. Emotions contain valuable information about relationships and about the world around you. This ability to perceive emotions starts with being aware of these emotional clues, and then accurately identifying what they mean.

*How is this ability used?* You need to be aware of your own feelings and emotions so that you have accurate information about the world around you. Being aware of others' emotions is a key to working with people.

### Using Emotions to Facilitate Thought

*What is Using Emotions?* How we feel influences how we think. If you feel sad, you may view the world one way, while if you feel happy, you interpret the same events differently. People in a sad or negative mood tend to focus on details and search for errors. Those in a more positive mood are better at generating new ideas and novel solutions to problems. Knowing which moods are best for which situations and "getting in the right mood" is an ability.



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*How is this ability used?* If you stay aware of your emotions, which contain valuable information, and then use them to solve problems, the outcome may be more positive.

### **Understanding Emotions**

*What is Understanding Emotions?* Emotions contain information, and our ability to understand this information and think about it plays an important role in our day-to-day life. This ability answers questions such as: *Why* are we feeling happy? *How* will my friend feel if I say that to him? *What* will happen if I say that to her?

*How is this ability used?* Insight into ourselves, and others, may require emotional knowledge. This knowledge helps us to understand people better.

### **Managing Emotions**

*What is Managing Emotions?* If emotions contain information, then ignoring this information means that we can end up making a poor decision. At times, we need to stay open to our feelings, learn from these feelings, and use this information to make decisions and to take appropriate action. Sometimes, though, it may be best to disengage from an emotion and return to it later in order to manage it effectively.

*How is this ability used?* If you can find the right balance in managing your emotions, you should be more successful.

## **About the MSCEIT™**

### **What the MSCEIT™ Measures**

Emotional intelligence is the ability to perceive emotions, to access and generate emotions to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions to promote emotional and intellectual growth (Mayer & Salovey, 1997).

### **The MSCEIT™ is an Ability Measure of Emotional Intelligence**

The MSCEIT™ assessment is an ability-based measure of emotional intelligence. This means that you can get a low score on the MSCEIT™, but through hard work and effort you can behave in an emotionally-intelligent manner. Conversely, you can get a high score on the MSCEIT™ but not utilize the emotional abilities that you possess.

### **How Does the MSCEIT™ Work?**

The MSCEIT™ is an ability test. This means that some answers on the MSCEIT™ are better than others. Consider the part of the MSCEIT™ where you were asked to identify the emotions expressed in a photo of a person. That person is feeling a certain way, and the MSCEIT™ gauges your ability to accurately identify that person's emotions. Some responses are rated higher than others.

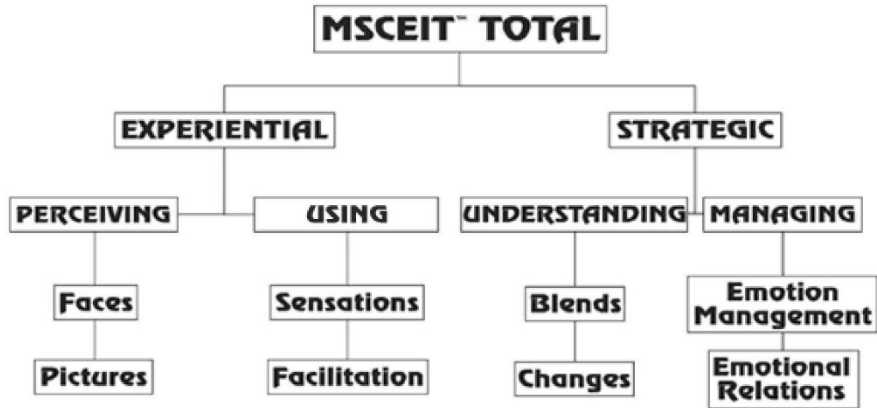


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## MSCEIT™ Performance Flowchart

The MSCEIT™ yields a number of scores relating to your emotional intelligence. This is a chart of the scores that this report will cover.



## The Skills the MSCEIT™ Measures

The MSCEIT™ measures a person's emotional intelligence. It divides emotional intelligence into four related abilities or skills.

Ability	Question Types	How the Ability May be Used	Test Sections
Accurately identify emotions of people and elicited by objects.	Identify emotions in faces, landscapes, and designs.	"Read" people's moods for feedback.	Faces, Pictures
Generate an emotion and solve problems with that emotion.	How moods impact thinking; relate feelings to thoughts.	Create the right feeling to assist in problem solving, communicate a vision, lead people.	Facilitation, Sensations
Understand the causes of emotions.	Multiple choice emotion vocabulary questions.	Be able to predict how people will emotionally react.	Changes, Blends
Stay open to emotions and integrate emotions with thinking.	Indicate effectiveness of various solutions to problems.	Integrate emotion and thought to make effective decisions.	Emotion Management, Emotional Relationships

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The MSCEIT yields several test scores.

### Ability Scores

- Perceiving (Identifying) Emotions
- Using Emotions
- Understanding Emotions
- Managing Emotions

### Specific Task Scores

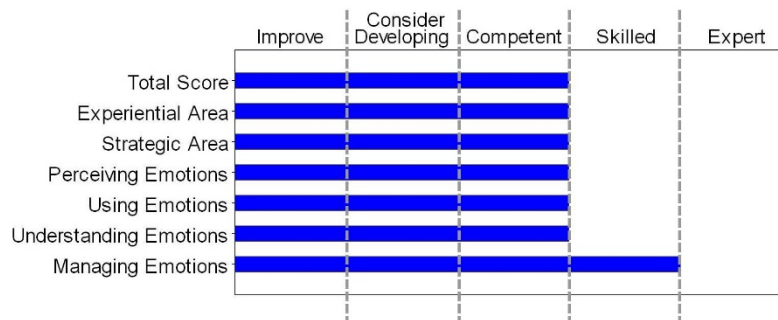
Each of these four abilities is measured in two different ways by the MSCEIT. These sub-sections of the MSCEIT are called tasks. There are eight such tasks:

- Perceiving Emotions—Faces and Pictures
- Using Emotions—Facilitation and Sensations
- Understanding Emotions—Changes and Blends
- Managing Emotions—Emotion Management and Emotional Relationships

## MSCEIT™ Summary for 61370-001-600 61370-0010600

Your overall MSCEIT™ score is a summary of your results. The Experiential Area Score represents your Perceiving and Using Emotion scores, and your Strategic Area Score represents your Understanding and Managing Emotion scores.

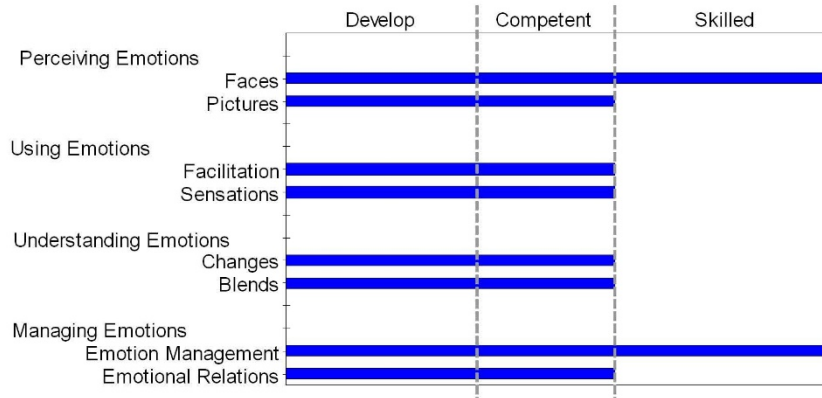
Here is a graph that summarizes your Total, Area, and Ability results. For development purposes, it is most helpful to focus on your four specific emotional ability scores: Perceiving, Using, Understanding, and Managing emotions.



Each of these four abilities is measured in two different ways. Let's take a look at these more specific, task scores.



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## Your MSCEIT™ Results

Your total MSCEIT™ score was in the *Competent* range. Your score indicates that you are aware of emotions in yourself and in others, and that your perception and understanding of emotion is often, but not always, accurate.

## How To Interpret Your MSCEIT™ Results

Your scores are the result of comparing your test answers to the general population..

You may wonder how emotions can be scored. You may also wonder if there is one best or correct way to feel. The answer is that there is not a single best or correct way to feel. In general, there is no single, best answer to the questions. Instead, your responses are compared to a *range* of possible answers. In other words, you might get points towards a higher score whether you rated a face as a "5" or a "4" on how well it represents happiness.

Once each part of the MSCEIT™ has been scored, there is a way to indicate what your level of skill is in each area compared to other people. The MSCEIT™ was standardized on a very large sample of people (5,000), with the results being statistically weighted to be representative of the adult population of the United States (in terms of age, gender, and ethnicity).

A score range is provided in order to help you interpret your results. This score range is an estimate of your actual ability. The ranges are defined as follows:

*Improve:* You may have some difficulty in this area. It would be helpful to enhance your skills and knowledge.

*Consider Developing:* While this is not a strength, you can consider enhancing this skill area if it is an important part of your daily life.

*Competent:* You have sufficient skill to perform in this area with some degree of success.

*Skilled:* This is an area of strength for you.

*Expert:* This may be a highly developed area of expertise; your score suggests that you have great



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potential in this area.

### Your Scores In Context

It is critical to remember that every psychological measure has error associated with its results. Always remember: No assessment is perfect! Assessment scores reflect your ability as well as many other factors. Emotional intelligence is one of hundreds of parts of our personality. Is it the most *important* predictor of success in life or work? Research conducted using the MSCEIT indicates that emotional intelligence does play a role in certain areas of life, but not in all areas.

You can acquire new skills and new knowledge. Therefore, if you want to improve one of your emotional intelligence abilities, you may be able to do so. Use this report in an emotionally-intelligent manner. Try to remain open to this information and feedback and use it as a helpful, productive, and positive growth experience.

### The MSCEIT™ Questions

As an ability measure, some of the MSCEIT™ questions are probably quite different from questions on other assessments you may have taken. Some questions may not appear to be directly relevant to what you do. There are assessment items that may seem strange and unusual, especially those involving pictures and relating feelings to other senses.

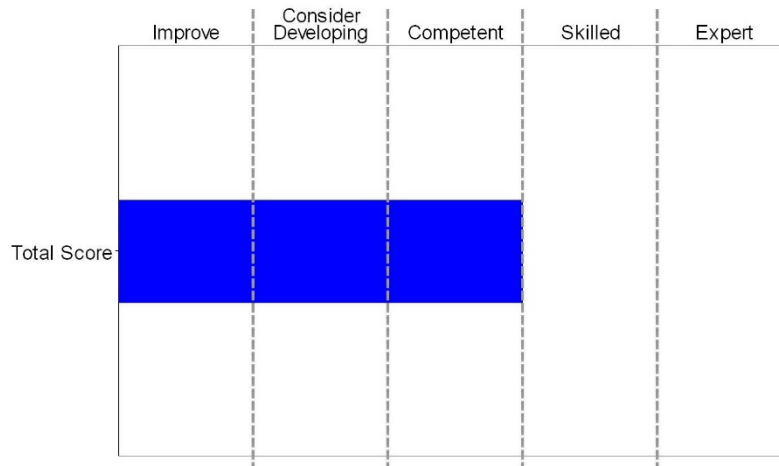
These different components of the assessment were chosen because they provide a stable measure of emotional abilities. The MSCEIT™ assessment measures abilities in direct as well as in indirect ways. Several published research studies indicate that the MSCEIT™ assessment provides a reliable measure of emotional skills that are related to various aspects of performance in work, school, and home settings.



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## Your Overall MSCEIT™ Score

The MSCEIT score is a summary of your results. Here is how you scored on the MSCEIT.



Your total score was in the *Competent* range. Your score indicates that you are aware of emotions in yourself and in others, and that your perception and understanding of emotion is often, but not always, accurate.

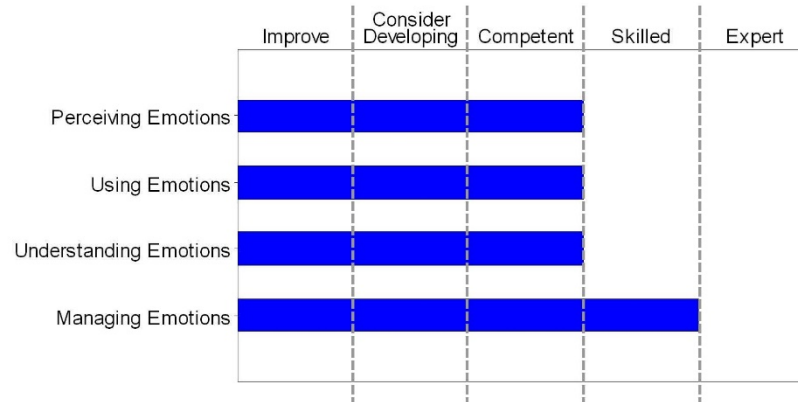
**Remember that all test scores are approximations of your actual ability. Next, let's take a closer look at your MSCEIT ability scores.**



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## Your MSCEIT™ Ability Scores

The most important and meaningful MSCEIT™ scores are the four ability scores. Here are your MSCEIT™ results for these four scores:



Your score for **Perceiving Emotions** was in the *Competent* range. You are generally accurate when you try to gauge how people feel. You may miss certain emotions at certain times.

Your score for **Using Emotions** was in the *Competent* range. You can often feel for others, but you may also block out certain feelings, or have trouble having empathy for certain sorts of emotions or people.

Your score for **Understanding Emotions** was in the *Competent* range. You usually are able to understand why people feel the way they feel. You can describe feelings using emotional vocabulary.

Your score for **Managing Emotions** was in the *Skilled* range. You are able to stay open to various emotions and to utilize these emotions to make better decisions.

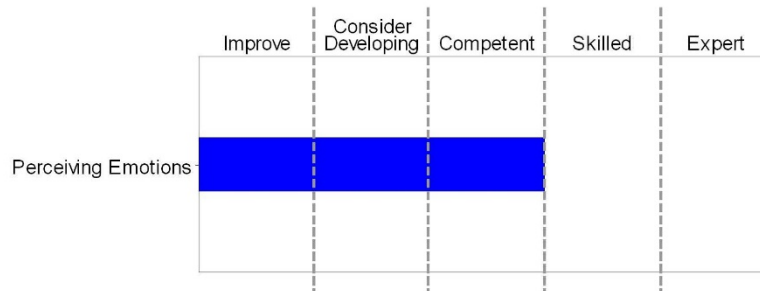
Next, each of your four ability scores will be discussed in greater depth.



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## Perceiving Emotions



You scored in the *Competent* range. Some possible interpretations of your score include:

- Generally, your read of people is accurate.
- You may, at times, over-analyze situations, or you may not pay enough attention to emotional cues.
- At times, you may resist making judgments about people.

Another way to help you further understand your results is to review the following questions:

- Are you always aware of your emotions?
- Do you pay attention to others' moods?
- Are you surprised when people say how they feel?
- Do you over-analyze situations? Do you sometimes read too much into people?
- Do you sometimes give people the benefit of the doubt and not ascribe negative feelings to them?
- Do you ever wonder how people feel?
- Do you have trouble gauging whether a person is kidding you?

Your accuracy could increase if you try to attend to emotion more consistently. Consider the emotions that a person is *likely* to feel, and don't just consider the range of emotions that are possible to feel or express. Lastly, try not to impose your own feelings on those of others.

### More About Perceiving Emotions

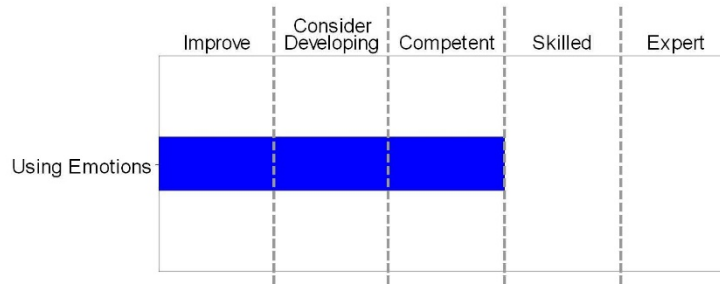
The ability to accurately recognize emotions is the most basic emotional intelligence skill. This basic aspect of emotional intelligence involves recognizing and correctly identifying emotion in people and the world around you. Identifying emotions is important because the better the emotional read you have on a situation, the more appropriately you can respond.

Performance on this ability involves attention to, and awareness of, emotions. But, simple awareness is not enough. You must also have the ability to discern between sadness and fear, anger and disgust. Beyond that, the degree to which fear, anger, or happiness is present must be determined.



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## Using Emotions



You scored in the *Competent* range. Some possible interpretations of your score include:

- You can feel what other people feel.
- You may be flexible or somewhat open-minded, and easily switch points of view and feelings.
- You relate well with certain feelings or certain people. However, there are other feelings that you may defend against or block out.

One way to help you further understand your results is to review the following questions:

- Do you easily change your feelings?
- Are you able to feel what another person is feeling (not just understand them or their feelings, but to get into the same mood as them)?
- Can you motivate yourself?
- Do you bring yourself down?
- Do you excite a group of people?
- Do you get into other people's head and heart?
- Do you grab people's attention?
- Does your thinking reflect your feelings?

You may be able to encourage open-minded decision making, planning, and idea generation by considering multiple points of view. You can generate enthusiasm for a project, and energize, direct, and motivate a group, as well as yourself. To enhance these skills, consider the people and/or the feelings that you don't relate to or process easily.

### *More About Using Emotions (to Facilitate Thought)*

Your Using Emotions score measures your ability to employ your feelings to enhance your cognitive system (thinking) and, as such, can be harnessed for more effective problem-solving, reasoning, decision-making, and creative endeavours. Of course, cognition can be disrupted by emotions such as anxiety and fear, but emotions also can prioritize the cognitive system to attend to what is important and even focus on what it does best in a given mood.

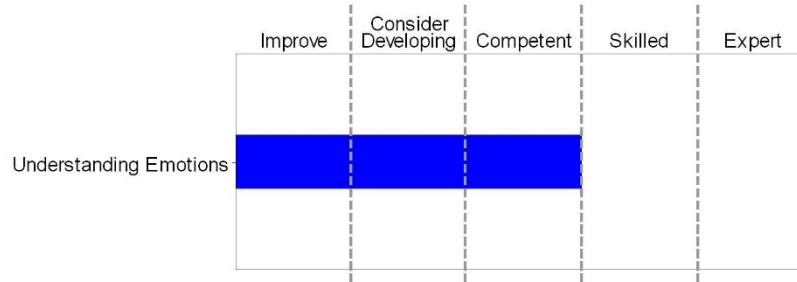
Emotions also change the way we think, creating positive thoughts when we are happy, and negative thoughts when we are sad. These changes in viewpoint force us to view things from different perspectives. Such shifting viewpoints may foster creative thinking.



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## Understanding Emotions



You scored in the *Competent* range. Some possible interpretations of your score include:

- You have a reasonably good emotional vocabulary.
- You have some knowledge of complex emotions.
- You can be emotionally aware and insightful.

One way to help you further understand your results is to review the following questions:

- Do you correctly answer emotional what-if questions?
- Are your analyses of people usually on-target?
- Do you employ your emotional knowledge to help you figure people out?
- Do you describe emotions in a rich manner?
- Are you a good judge of others?

Your score on Understanding Emotions suggests that you have a good understanding of emotional transitions. You can also describe emotions and the differences between them. There are, however, probably some emotions that you struggle to understand, or to describe. You might want to attend more carefully to subtle differences between similar emotion words.

### *More About Understanding Emotions*

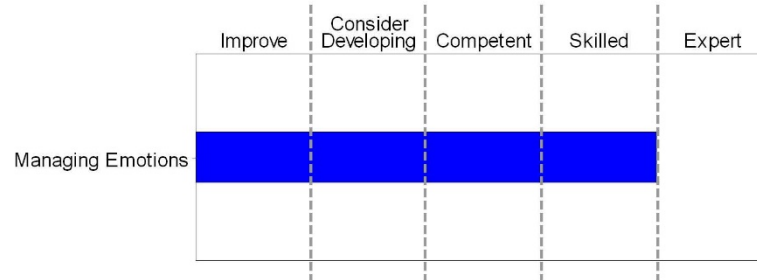
Understanding emotions means being able to think accurately about emotions. It involves being able to connect situations with certain emotions. It also involves knowing that it is possible to feel several, possibly conflicting feelings in certain situations.

Understanding what *leads* to various emotions is a critical component of emotional intelligence. For instance, annoyance and irritation can lead to rage if the cause of the irritation continues and intensifies. Knowledge of how emotions combine and change over time is important in our dealings with other people and in enhancing our self-understanding.



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## Managing Emotions



You scored in the *Skilled* range. Some possible interpretations of your score include:

- You have great potential for optimal decision making.
- Your decisions include both thinking and feeling.
- You may have a long-term focus when problem-solving.

One way to help you further understand your results is to review the following questions:

- Do you go with your gut?
- Do you use your feelings as a guide?
- Are you good at influencing others?
- Do your decisions end well?
- Do you provide sound, psychologically-minded advice to others?

Your score in this area means that you are good at resolving conflict and that you can handle emotions without being scared by them. You have an important technical skill that you can apply when working with and relating to others, and when managing your own emotions, to enhance the quality of your life.

It's possible, however, that you are uncomfortable with certain emotions, such as joy or anger. When you are feeling one of these strong emotions, perhaps you try to disengage from that feeling. One way to enhance this area is for you to become aware of the degree to which you are engaging various emotions, and whether there is indeed a difference in your openness to various emotions. However, you do possess an important ability, and should find ways to leverage it.

### *More About Managing Emotions*

Managing emotions means you use your feelings in a judicious way, rather than acting on them without thinking.

Anger, for instance, like many emotions, is misunderstood. Anger is not necessarily a bad thing to feel; in fact, it is anger that helps us to overcome adversity, bias, and injustice. Anger arises when we feel frustrated, cheated, or taken advantage of. Yet anger, if left to itself, can blind us and cause us to act in negative or antisocial ways.

Managing Emotions measures your ability to feel an emotion and combine thinking with the emotion in order to make the best possible decisions and take the most effective actions.



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## Your MSCEIT™ Task Scores

Task scores sometimes are helpful in better understanding your results. This section of your report describes the nature of each of these tasks, the basis for designing the task items, and then lists your score.

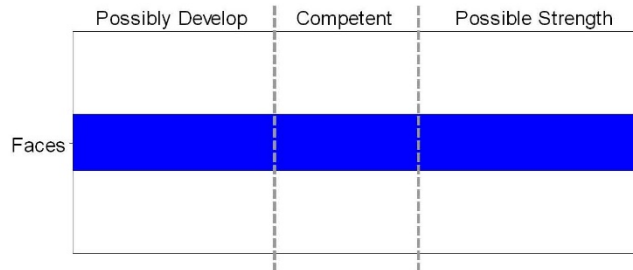
As task scores are subject to much more variability than the four ability scores, task scores will be reported using just *three* feedback levels. A *Possibly Develop* score indicates that you might evidence lower ability in this area than others (similar to the *Develop* and *Consider Developing* scores). The next level of scores is a *Competent* score, suggesting that you likely possess enough of this ability to perform the task. Finally, a score in the *Skilled* range indicates that this might be an area of expertise for you (similar to the *Skilled* and *Expert* scores).

### Perceiving Emotions Tasks

**Faces Task:** In this task, you were asked to indicate how likely it is that each emotion listed is present in a photograph of a person's face. It measures your ability to accurately identify how people feel based upon facial expression alone.

*Basis for Task:* Social communication requires accurate perception of content, as well as tone and non-verbal signals, such as posture and facial expression. This task measures your ability to decode emotion when only facial expression information is available.

*Your Faces Task Score*



*What Your Score Suggests*

You scored in the *Possible Strength* range on this task. Your initial read of people is accurate. You were able to examine the faces and determine how each person was feeling. Consider ways in which you already use this skill, and think of times when you should apply this ability to get better information about your world. You should trust your initial impressions.



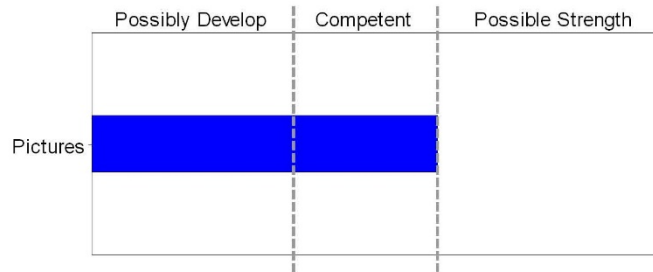
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**Pictures Task:** There is emotion in art—whether it be a movie, a poem, a piece of music, or a piece of theatre. The ability to correctly identify emotions in others is related to the ability to identify emotion in objects as well. This task asks you to identify the emotions that are conveyed by various pictures and designs. It is not asking about your own, unique reaction to them.

*Basis for Task:* Some people wonder how landscapes or pictures convey emotion. Yet most people are aware that different textures, colors, and designs move us in different ways. Landscape photographs likewise have textures, patterns, and colors.

Do objects have emotions? No, but they can communicate emotions. This is in part what the science of aesthetics tries to determine.

*Your Pictures Task Score*



*What Your Score Suggests*

You scored in the *Competent* range on this task. Like music, designs and visual art also communicate emotion. This task may have seemed somewhat difficult to you, but you were generally accurate when you indicated what emotions the designs expressed.

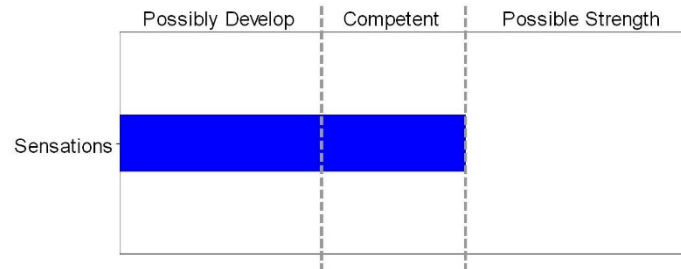
## Using Emotions Tasks

**Sensations Task:** You were asked to identify or describe *the direction and degree* of your feelings, using the continuum provided. Although this may seem unusual, one of the best ways to describe your internal feelings is to compare them to other sensations.

*Basis for Task:* Published research suggests that this task is related to the ability to feel what others feel. That's because primary emotions are accompanied by a set of physiological changes and reactions. Anger, for example, has a very different set of physiological changes associated with it than happiness. If you are able to generate an emotion, you should also be able to generate some of these same physiological reactions.

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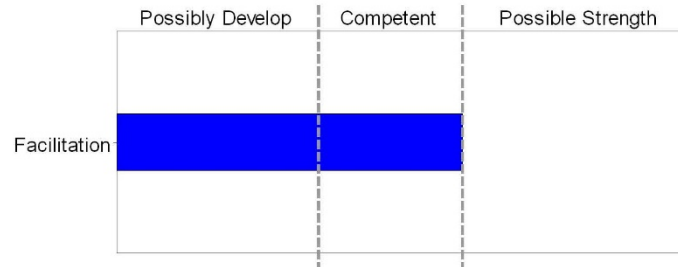
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*Your Sensations Task Score**What Your Score Suggests*

You scored in the *Competent* range on this task. You can feel what others feel, although you may be better at relating to others when they are in a certain sort of mood as opposed to other moods. Consider whether you are more, or less, comfortable with certain situations or emotions.

**Facilitation Task:** How people feel influences how they think and make decisions. This set of questions measures your ability to determine how different moods impact thinking and decision-making.

*Basis for Task:* There is a large body of research on how emotions influence perception and judgement. People in different moods see and decide, in part, based upon that mood. Emotion and thought are intertwined, and decision making does not, and cannot, occur in the absence of emotion.

*Your Facilitation Task Score**What Your Score Suggests*

You scored in the *Competent* range on this task. You recognize that moods and thought are linked. This ability may help you to focus on what's important. Perhaps there are moods and types of problems that you have trouble putting together.



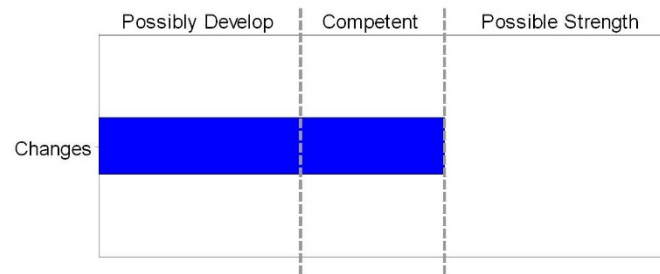
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## Understanding Emotions Tasks

**Changes Task:** This section measures your ability to understand how emotions change over time. These items are multiple-choice questions.

*Basis for Task:* Emotions have their own moves just like pieces on a chess board. Emotions arise from certain causes, and they develop and change in a set way. This task measures your knowledge of emotions and how they change and develop.

*Your Changes Task Score*



*What Your Score Suggests*

You scored in the *Competent* range on this task. It looks like you have a good enough understanding of emotions and their causes. You probably have some insight into people and can figure out how feelings progress and change. There may be certain emotions that you find difficult to predict.

**Blends Task:** Emotions are complex, and people can experience a combination of different emotions. This multiple-choice section taps your knowledge of the complex emotions that people may experience.

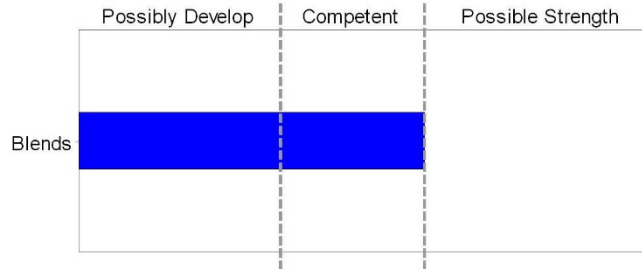
*Basis for Task:* There are simple emotions and complex ones. Emotion theory might not specify combinations of emotions with the accuracy of chemistry, but we know a lot about how simple emotions combine to form more complex and sometimes subtle emotions.



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*Your Blends Task Score*



*What Your Score Suggests*

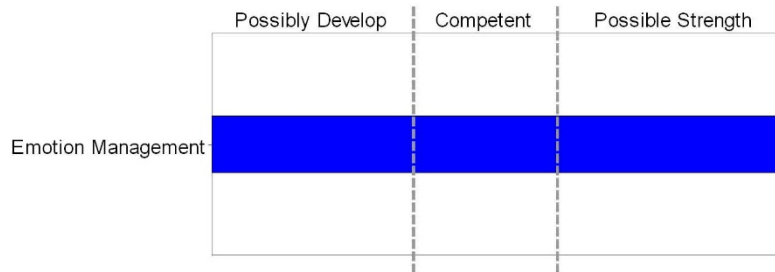
You scored in the *Competent* range on this task. You seem to be able to grasp and describe emotional information. You have some emotional insight. Your emotional vocabulary is fairly well developed.

**Managing Emotions Tasks**

**Emotion Management Task:** There are different ways to cope with situations. Some strategies are more effective than others, and this task measures your ability to select effective emotional strategies.

*Basis for Task:* There is a good deal of research on emotion management and regulation. Some actions, while common or popular, simply don't work that well.

*Your Emotion Management Task Score*



*What Your Score Suggests*

You scored in the *Possible Strength* range on this task. You are open to emotions, even those that may be unwanted or uncomfortable. You are able to choose effective strategies that include all of the information available to you.

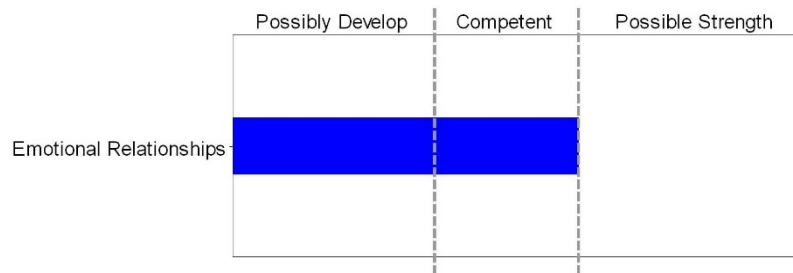


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**Emotional Relationship Task:** Emotional Relationships tests your ability to get to a certain emotional outcome in social situations.

*Basis for Task:* Some ways of dealing with other people are better or worse than others. We have a good knowledge base of what is effective in determining certain outcomes, and what doesn't work that well.

*Your Emotional Relationships Task Score*



*What Your Score Suggests*

You scored in the *Competent* range on this task. You generally stay open to feelings and encourage others to do the same. You use these feelings as information to help you make reasonably effective decisions.

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## Conclusions and Suggestions

### How To Use Your MSCEIT™ Results

Emotional intelligence can be defined and measured as an intelligence, or as a set of abilities. The MSCEIT™ assessment provides you with an estimate of these emotional skills. Assessments like the MSCEIT™ are designed to help people learn more about themselves and to better understand their strengths.

Remember that emotional intelligence is just one part of who you are, and that there are many other parts of your personality that can be just as important as emotional intelligence.

### Thank You

We are excited about the MSCEIT™ assessment and we hope that it will provide you with useful information and insights. Please contact the professional who provided these results to you with any questions you might have, or to further discuss your MSCEIT™ results. Thank you for taking the MSCEIT™!



David R. Caruso



John (Jack) D. Mayer



Peter Salovey

## References

Mayer, J.D., & Salovey, P. (1997). What is emotional intelligence? In P. Salovey & D. Sluyter (Eds.), *Emotional development and emotional intelligence: Educational implications* (pp. 3-31). New York: Basic Books.



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**For the Test Administrator Only**

Please remove this page before giving the report to the client.

**Norm Option:** General Consensus

Scoring Type: Age, Gender, Ethnicity

**Name:** 61370-001-600 61370-0010600

Age: 49

Gender: Male

<b>MSCEIT Component</b>	<b>Standard Score</b>
<b>MSCEIT Total</b>	109
<b>MSCEIT Area</b>	
Experiential Area	108
Strategic Area	109
<b>MSCEIT Ability</b>	
Perceiving Emotions	109
Using Emotions	101
Understanding Emotions	101
Managing Emotions	112
<b>MSCEIT Task</b>	
Faces	143
Pictures	100
Sensations	106
Facilitation	96
Changes	98
Blends	96
Emotion Management	112
Emotional Relations	108
<b>Supplementary Scales</b>	
Positive-Negative Bias Score	117
Scatter Score	100

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**End of Report**

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