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Emotional intelligence and how its relationship to McGregor's Theory X and Theory Y

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Abstract

"When dealing with people, remember you are not dealing with creatures of logic, but creatures of emotion" (qtd. in Braintyquote). This quote from Dale Carnegie presents a concept that is very important to the world of business management: our emotions. Richard S Lazarus, an expert on emotions, defines emotions as "complex human reactions to personal achievements and setbacks that may be felt and displayed" (Kreitner and Kiinickii 172). Emotions can be very powerful and can serve us well, but they can also hold us back from what we intend to do. Therefore, a manager who has strong control over his or her emotions will be more likely to succeed in the business world than one who is not. But how exactly can one measure control over their emotions? The answer to this question may be explained by "emotional intelligence." Emotional intelligence, or EQ, based on the writings of P. Salovey and J.D. Mayer, is defined as "...the ability to manage one's own emotions and the emotions of others to promote growth, well-being, and functional social relations" (Barrett and Salovey 1).

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EMOTIONAL INTELLIGENCE AND HOW ITS RELATIONSHIP TO MCGREGOR'S
THEORY X AND THEORY Y

by

Jack E. Little, III

A Senior Thesis Submitted to the
Eastern Michigan University

Honors Program

In Partial Fulfillment of the Requirements for Graduation

With Honors in Business Management

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Introduction

“When dealing with people, remember you are not dealing with creatures of logic, but creatures of emotion” (qtd. in brainyquote). This quote from Dale Carnegie presents a concept that is very important to the world of business management: our emotions. Richard S Lazarus, an expert on emotions, defines emotions as “complex human reactions to personal achievements and setbacks that may be felt and displayed” (Kreitner and Kinicki 172). Emotions can be very powerful and can serve us well, but they can also hold us back from what we intend to do. Therefore, a manager who has strong control over his or her emotions will be more likely to succeed in the business world than one who is not. But how exactly can one measure control over their emotions? The answer to this question may be explained by “emotional intelligence.” Emotional intelligence, or EQ, based on the writings of P. Salovey and J.D. Mayer, is defined as “...the ability to manage ones own emotions and the emotions of others to promote growth, well-being, and functional social relations” (Barrett and Salovey 1).

Having strong emotional intelligence can mean the difference between stating your case calmly in an argument and stating your case in an argument by yelling and interrupting the other party. Having this skill can even mean the difference between keeping your job and losing your job, due to the fact that just one negative emotional outburst can cause your supervisors to frown upon you and question your employment. Since keeping your emotions under control and using them effectively is so incredibly important, it is being argued that emotional intelligence may be more important than formal intelligence, or IQ, in determining your success (Tubbs 168). Despite its importance, EQ can be a hard subject to grasp, as it is considered the most protean of all

known psychological constructs (Matthews, Zeidner, and Roberts 9). Therefore, to get a better grasp on the concept of emotional intelligence, it has been divided into five distinct areas: self-awareness, managing emotions, motivating oneself, empathy, and social skills (Hunsaker 28). To be truly in touch with your emotions and to be considered to have high emotional intelligence, one must be proficient in each of these areas.

The mere mention of the topic of emotional intelligence calls to light a pair of concepts that can also affect how we deal with others in the workplace, McGregor's Theory X and Theory Y. This set of theories presents the idea that a manager's view of human nature falls into one of two categories (Hunsaker 40). The first is Theory X, which is the belief that humans do not like work, lack responsibility, and need to be watched every minute in order to make sure that they work. Theory Y, on the other hand, states that humans like work if they are committed to it, seek out responsibility, and are creative. The more negative view of human beings expressed by Theory X is considered to be the more traditional view of how managers view their employees (Kreitner and Kinicki 14). If a manager wishes to become better at what he or she does, it would be in their best interest to release any Theory X views that they have about their employees and adopt a more positive, Theory Y-oriented view. By doing so, managers will be able to create more positive working environments that inspire commitment and creativity among their workers.

The idea of improving emotional intelligence and switching from a Theory X to a Theory Y view of human nature may be similar in their purpose to create a better working environment for yourself and those around you, but are these topics directly related? This research paper will attempt to answer this question using the scientific

method. It is important to examine this idea about the relationship between emotional intelligence and McGregor's Theory X and Theory Y because, while both of these topics have been studied immensely, they have rarely been studied together. By combining these concepts, many interesting findings will be discovered.

Literature Review

What follows is a literature review on the subject of emotional intelligence, as well as McGregor's Theory X and Theory Y. This literature review will provide a better understanding of these fascinating subjects.

The EQ Difference

There have been many writings in recent years on how to improve our emotional intelligence, such as The EQ Difference, by Adele B. Lynn. It is divided into three different parts, which describe emotions and where they come from, introduces the concept of a self-coach, and offers suggestions for improving emotional intelligence in the workplace, respectively.

Before these three parts in the preface, the author offers a similar definition of emotional intelligence to the one given in the introduction of this research paper, but with a key difference. She describes emotional intelligence as being able "to manage ourselves and our relationships with others so that we truly live our intentions" (Lynn v). This idea of living our intentions is one of the main things mentioned throughout the book and is regarded as the paramount purpose to improving our emotional intelligence. She describes the type of person that we are when we truly live our intentions as our

“ideal self.” She also stresses that this does not mean that becoming your ideal self is the same as seeking perfection. Though perfection is not achievable, improvement is possible. In order to become our ideal selves, we must understand our emotions and manage them effectively, which is the key to emotional intelligence. The entire book is fascinating, but the second part is particularly fascinating, as it delivers a seven-step process for improving emotional intelligence using a concept called the self-coach. This section will be the sole portion of this book that will be reviewed.

In chapter seven, the stage is set for the second part of the book by stating that, “the doorway to emotional intelligence opens with self-awareness” (Lynn 45). As it is considered to be the most difficult of the five areas of emotional intelligence to master, the author has decided to dedicate this entire section to helping us become self-aware. How do we become self-aware? We can become self-aware by using a self-coach. A self-coach is not an actual person coaching you on your emotions, but an intangible mode of thinking. The way it works is by imagining that you are outside of yourself and viewing yourself from ten feet away, as if you were watching yourself on a reality television show. Its job will be to observe your emotions and behaviors and provide guidance and wisdom in these areas as you go through life. This chapter also lists seven steps for the self-coach to master in order obtain strong emotional intelligence, which are observe, interpret, pause, direct, reflect, celebrate, and repeat. Incidentally, the remaining seven chapters in this section of the book, The EQ Difference, cover these steps.

Chapter eight describes the first step: observe. It basically tells the reader that the self-coach must observe not only yourself, but also to observe others. Specific things that the self-coach should look for are what your physical body is telling you, how you appear

to others, what the other person is conveying through their words, and what their nonverbal behaviors are. The purpose of this is to make you realize that there is more to a message than what is said. Also, your self-coach should watch out for your triggers, which are factors that influence emotional reactions. If you figure out exactly the types of physical or verbal cues that lead to an emotional hijacking, you can identify them and prevent an emotional hijacking from occurring. One must also remember to practice having their self-coach observe throughout the day, so that the self-coach will have practice when a difficult situation comes.

Chapter nine introduces the second step: interpret. By taking what you observed and interpreting that data, the self-coach can identify patterns in behavior and how they affect you in a moment that can lead to an emotional hijacking. Once the self-coach interprets the data and finds behavioral patterns from them, it should then find any links that may exist between these patterns and triggers. In the interpretation process, the self-coach should be aware of a number of things. One is that our rational brains are sometimes fooled into believing that our beliefs are actually facts. Also, the self-coach needs to be aware that we sometimes only listen to information that confirms our position, and ignore information that conflicts with our position. If these things are kept in mind, the self-coach can make interpretations clearly.

Pausing is the third step for the self-coach, which is described in chapter ten. This step is quite simple in that it tells you to stop speaking for a moment in which you are about to be emotionally hijacked in order to allow your rational brain to catch up to your limbic brain. Despite its simplicity, a pause must still be structured and have three components. The first component is to take a deep breath. The second component is to

incur a physical movement, such as shrugging your shoulders or shutting your eyes, as you take the deep breath. The third component is to recite a mantra in your head, such as “it’s not the end of the world” or “pick your battles,” while you incur the physical movement and take the deep breath. Like the other steps, time should be spent practicing to pause.

The previous three chapters dealt with the “thinking” side of self-awareness. In chapter eleven we dive into the “doing” side with the fourth step: direct. The process of directing what the self-coach has learned is made simple by dividing it into three parts: visualize, strategize, and implement.

When visualizing, the self-coach should do it in great detail. The self-coach should also visualize the situation in terms of the desired outcomes and the values being portrayed that best represent our ideal selves.

When strategizing, we need to remember a simple equation: an event plus our belief about the event coupled with a trigger equals a negative emotional response. If we wish to change this type of situation where a negative emotional response is likely to occur, the self-coach needs to present this revised equation: an event plus our belief about the event coupled with a trigger plus redirecting our beliefs equals a positive emotional response. The self-coach can introduce this addition to the equation by engaging in self-talk to mitigate the negative beliefs about the situation. This is not unlike adopting the mantra in the “pausing” step described earlier in this research paper. Another thing that will help redirect these negative beliefs about the event is by adopting a sense of humor. If we remember to not take ourselves too seriously, we will find it easier to present a more positive emotional response. Sometimes, it can be a lot easier to deal with tough

situations if, instead of redirecting our beliefs, we change them entirely. If we have our self-coach change our workviews, which is the set of assumptions that we have about work, for instance, we can greatly lessen our urge to hijack. Simply by thinking about our work in a positive light can accomplish this task in addition to making ourselves more pleasant towards our peers.

The third and final step in directing our self-awareness is to implement what we have visualized and strategized. The best way to do this is by implementing your technique in the moment of the situation. By doing this, you will gain more experience in dealing with these difficult situations more effectively.

The next step that your self-coach should master in order to gain better emotional intelligence, highlighted in chapter twelve, is reflection. There are many reasons why one should reflect on their behaviors, but the main reason is that reflecting on life experiences can mean the difference between knowledge and wisdom. With that, some tips are given so that reflection may be done better. First, don't use reflection to justify your actions. This makes your view of the world small, and you need to look at the big picture in order to retain more open assumptions and beliefs. Second, reflection should include how your intentions were carried out, but also how others receive our behavior. If we only focus on ourselves, we are only doing half the job. Finally, reflection should be free-flowing. There should not be any kind of schedule for when reflection is conducted. You can't force yourself to reflect, you need to be in the right mindset and be in the proper mood in order for reflection to take place.

Celebrating is the step that is spoken of in chapter thirteen. The principle idea revolves around positive reinforcement, which is a method for rewarding desirable

behaviors. Since our emotions are quite intangible, they are not always recognized and rewarded. For instance, in a fight with your spouse you could have started to yell to get your point across. Instead, you applied what your self-coach already knew from using the previous five steps and allowed you to retain your calm demeanor and state your views constructively. In such an event, which could have led to the end of the relationship, you instead saved it. This type of behavior should be celebrated in order to increase the chance that it will occur again. It is perfectly all right to celebrate this behavior in the same way that holidays or anniversaries are celebrated. Simply remember the date that the behavior occurred and celebrate it on a regular basis.

The seventh and final step in chapter fourteen is to repeat the process over again. As was mentioned many times before, having your self-coach practicing each of these steps over and over again will greatly increase your emotional intelligence and is a never-ending process. Like the author says, “the quest for emotional intelligence is a way of life, not a destination” (Lynn 161). After this chapter the second section of the book ends, and the third and final section begins.

This book, The EQ Difference, has a wealth of knowledge on the subject of emotional intelligence and how it can be improved, especially in the workplace. It is not, however, the only source of information on this subject and should not be considered the ultimate dogma for all writings on emotional intelligence. Below are the reviews of a series of articles that express many different aspects of emotional intelligence and also a number of ways on how it can be applied to the workplace. These article reviews, along with the previous book review, when meshed together create a very diverse perspective of this area of study.

“Get Smart”

In this article, author Shane Schick talks about the need for emotional intelligence development in the IT profession and interviews Professor Eugene Kaluzniacky about this subject. Kaluzniacky believes that this type of training can improve the completion time of IT projects. In this field, this type of training must be stressed more so than other fields. This is because, according to Kaluzniacky, “Technology has gotten out of hand – it’s proliferated itself so much that it’s given rise to a lot of uncertainty, rapid change, [and] insecurity in terms of knowledge because knowledge becomes obsolete very quickly, particularly in the IT profession” (qtd. in Schick 10). This constant change in the IT field can create a lot of stress among IT professionals and by strengthening their emotional intelligence, they can better weather the storm.

“Mental Fitness at Work”

The author of this article, psychologist Bob Acton, refers to strengthening emotional intelligence as practicing mental fitness and stresses that time and effort should be spent on it in similar ways as practicing physical fitness. According to Acton, “Effectively managing your emotions is a vital part of workplace functioning and is a major contributor to a harmonious workplace, superior productivity, and increased profitability” (Acton 11). He also breaks down the process of becoming more mentally fit into four steps. The first step is to become aware of your feelings. This can lead to a greater understanding of how others affect you and how you affect others at work. The second step is to create goals for yourself. You must have a set of goals for how you want to feel at work; otherwise, you will not know where to begin and where to end your

mental fitness regiment. The third step is to find any barriers that may slow your endeavor to becoming more mentally fit. Once such barriers are eliminated, becoming more mentally fit will be easier. The last step is to regularly create opportunities for achieving a positive mental state. The chief idea is to never let negative experiences take control and to create positive environments for yourself, such as surrounding yourself with positive people, in order to create more positive experiences.

“Emotional Intelligence”

The purpose of this article is to examine whether emotional intelligence should play a role in the recruitment process. June Donaldson, president of Donaldson and Associates Inc., believes that emotional intelligence should play a role in the recruitment process. This is because emotional intelligence provides good indicators for people who are optimistic, open, and honest, which characterize the best hires. Despite this, Donaldson stresses that “...it’s important the testing be optional for candidates” (qtd. in Humber G1). The opinions of June Donaldson are contrasted by another person in the article, which is psychology professor John Towler. He believes that emotional intelligence cannot play a role in the recruitment process, because, among other things, being emotional intelligent is not required to do the job. A person’s technical skills can be so great that it can overshadow any lack of emotional intelligence that they may have.

“Can You, Should You, Use EI as a Tool?”

Psychology professor John Towler, who was mentioned in the previous article, speaks more in depth about the controversies over emotional intelligence in this article.

He discredits some emotional intelligence studies by noting that researchers have developed many ways to evaluate emotional intelligence. If it is to be a reliable tool for measuring performance, it must have a standard system of measurement. Also, according to Towler, “There is some confusion about just what EI is” (Towler 12). With the aspects of emotional intelligence varying from expert to expert, it can be confusing to figure out the true defining aspects of emotional intelligence.

“The Tyranny of Toxic Managers”

This article presents several ways with which one can deal with managers who do not have a high level of emotional intelligence. Why are managers like these a problem for their workers? According to author Roy Lubit, “These managers can complicate your work, drain your energy, compromise your sanity, derail your projects, and destroy your career” (Lubit). The key to dealing with these types of managers is to develop your emotional intelligence, which can serve two purposes. The first is that you will be able to better understand the manager’s perspective. If you understand their behavior, you can deal with them better and maybe help them to improve their behavior. The second is that it will allow you to deal with these bad managers better. By having a better understanding of yourself and others, you can develop better relationships with these types of managers and prevent emotionally-damaging relationships from developing in the first place.

Now that emotional intelligence has been examined, the literature review will move to examining McGregor’s Theory X and Theory Y in greater detail in the remaining article reviews below.

“The Way We Were”

The anonymous author of this article speaks of Douglas McGregor and his Theory X and Theory Y in more detail. The one new idea that was presented was the idea of a Theory Z, which McGregor had not finished before he died. This theory would have basically been a hybrid of Theory X and Theory Y, combining the best attributes of both. This theory, if it had been completed, would have been important because, according to the author, “Neither of McGregor’s two polar opposites are attainable in any organization” (Anonymous 112). Based on this information, we can conclude that being a completely Theory X manager or a completely Theory Y manager is impossible and that we all have managerial styles that have a mix of both. To be a more successful manager in the modern business world, however, it is more desirable to have your Theory Y assumptions be dominant over your Theory X assumptions.

“How to Establish the Proper Span of Control for Managers”

The concept of “span of control” is discussed in length in this article. According to the authors, “The span of control...refers to the number of persons who report to one superior and includes the functions of planning, organizing, and leading” (Hatrup and Kleiner 28). They basically say that the needs of today’s businesses require that the span of control that managers have must be increased in order to create a more productive work environment. Among the things that they mention that are required to create an effective increase in a manager’s span of control is to have them adopt Theory Y management methods. By doing this, these managers will encourage employees to do their absolute best on the job.

From what has been stated in this literature review, emotional intelligence and Theory Y are presented as similar concepts. The hypothesis below will examine this further.

Hypothesis

Based on the readings that have been reviewed in the previous section of this research paper, it is expected that having a high level of emotional intelligence will infer a strong preference towards Theory Y, as opposed to Theory X, and vice-versa.

H1: emotional intelligence will be significantly and positively related to a preference for Theory Y.

Data Collection

Research Model

A survey was administered to seventy students in three classes that teach management skills. This management skills class is a high-level class in the Eastern Michigan University College of Business, which is part of the curriculum for those seeking business management majors. This survey is made up of two parts: the emotional intelligence questionnaire and the McGregor's Theory X and Theory Y questionnaire. A description of both of these questionnaires is provided below.

Description of Survey Questionnaire

The first set of questions dealt with seeing how the students rated in regards their overall emotional intelligence as well as its five subcategories - self-awareness, managing

emotions, motivating oneself, empathy, and social skills. The twenty-five questions in this questionnaire asked about a number of skills that people possess and to give each of these skills a score between one and five, with a one representing a very slight ability for that skill and a five representing a very high ability for that skill. Once these scores were written down, they could be added up based on which area of emotional intelligence to which they applied in order to see the scores in each area. For each individual area, a sum below ten is considered low, a score between eleven and twenty is considered medium, and a score above twenty is considered high. For the overall emotional intelligence score, all scores from all five areas are added up. Here, a score between twenty-five and fifty is considered low, a score between fifty-one and one hundred is considered medium, and a score above one hundred is considered high.

The second set of questions in this survey had to do with how the students rated in regards to whether they preferred a Theory X mode of thinking or a Theory Y mode of thinking. This questionnaire was made up of ten questions with two statements in each. For each question, a score of zero to ten was assigned to each statement, based on how well that statement fit with how strongly the person agreed with that statement (“zero” indicating strong disagreement and “ten” indicating strong agreement), with the scores of both statements needing to add up to ten. For instance, if you gave a score of “six” to the first statement in question one, your score for the second statement in question one was a “four.” Once these scores are written down, they are then added accordingly into two categories to find the person’s preference towards either Theory X or Theory Y. These two scores add up to one hundred and the closer each of these scores are to fifty, the less likely the person has a strong preference to either Theory X or Theory Y. If one score is

dramatically higher than the other score, however, the theory to which that higher score applies is the mode of thinking that the person in question generally adopts. The survey is provided in the appendix of this research paper (Hunsaker 26, 38).

Description of Data Collection Process

The survey was given to participants during scheduled class time. Once all of the surveys were turned in, the scores were compiled together on a spreadsheet in order to compare the data and find any similarities with high emotional intelligence scores and high preferences towards Theory Y. The results of this survey are given below.

Results

The mean of each survey score as well as the standard deviations for each survey score are given in Table 1.

Table 1. EQ and McGregor's Theory X and Theory Y Survey Results.

	Mean	Standard Deviation
Overall Emotional Intelligence	100.11	12.03
Self-Awareness	19.39	2.82
Managing Emotions	19.27	3.23
Motivating Oneself	19.49	2.87
Empathy	20.66	3.57
Social Skills	21.31	2.76
Theory X	36.49	10.16
Theory Y	63.51	10.16

From this data, we can see that the average overall emotional intelligence score, empathy score, and social skills score are high, while the self-awareness score, managing

emotions score, and motivating oneself score are medium. While the scores for the five subcategories of emotional intelligence did not deviate very much from the mean, the overall emotional intelligence scores did deviate from the mean considerably more.

The average score for Theory X was almost half the size of the average score for Theory Y, with both scores having a high deviation from the mean.

When the individual overall emotional intelligence scores are compared to the individual Theory Y scores, approximately half of those surveyed had either high overall emotional intelligence scores and high Theory Y scores, when compared to their respective means; or low emotional intelligence scores and low Theory Y scores, when compared to their respective means.

Also, Pearson correlations were computed between the dimensions of EQ, Theory X, and Theory Y scores. These correlations showed no significant relationships between the variables, supporting Hypothesis 1. The correlations are as follows:

- Self-Awareness scores were not significantly related to Theory X scores ($R^2 = -.163, p < .179, n = 70$) or Theory Y scores ($R^2 = .105, p < .163, n = 70$).
- Managing Emotions scores were not significantly related to Theory X scores ($R^2 = .059, p < .630, n = 70$) or Theory Y scores ($R^2 = -.059, p < .630, n = 70$).
- Motivating Oneself scores were not significantly related to Theory X scores ($R^2 = .016, p < .894, n = 70$) or Theory Y scores ($R^2 = -.016, p < .894, n = 70$).
- Empathy scores were not significantly related to Theory X scores ($R^2 = -.144, p < .235, n = 70$) or Theory Y scores ($R^2 = .144, p < .235, n = 70$).
- Social Skills scores were not significantly related to Theory X scores ($R^2 = -.190, p < .115, n = 70$) or Theory Y scores ($R^2 = .190, p < .115, n = 70$).

- Overall EQ scores were not significantly related to Theory X scores ($R^2 = -.105, p < .388, n = 70$) or Theory Y scores ($R^2 = .105, p < .388, n = 70$).

Conclusion

Summary of Results

From the above data, we can see that the majority of the students surveyed had high overall emotional intelligence scores as well as a higher preference towards Theory Y than Theory X. Despite these findings, there was no significant, positive relationship between the overall emotional intelligence scores and the Theory Y scores. Therefore, the hypothesis of this research paper is not confirmed. Emotional intelligence is not significantly and positively related to Theory Y. The concepts of emotional intelligence and McGregor's Theory X and Theory Y appear to be unrelated.

Though these results are unexpected, there may have been outside factors that limited this study's accuracy. These possibly limiting factors are discussed below.

Limitations to the Study

One limitation to this study could be that the survey population was only used with college juniors and seniors, with the majority of these people being in their early twenties. If the survey had encompassed a broader range of the American population, the results may have been different. Since Theory Y has only been adopted on a broad scale in recent decades, it may have been possible that the mean Theory X score would be bigger than the mean Theory Y score. Also, demographics were not gathered from participants in order to provide them anonymity. Demographic data may have helped.

Another limitation to this study related to the selection of the survey participants. In order for a survey to be as accurate as possible, survey participants are selected randomly from the population. These survey participants were not selected randomly. They were chosen because they were immediately available to do the survey and because they all had a general idea of what emotional intelligence and McGregor's Theory X and Theory Y. If the survey population was selected randomly, there would have been a number of people surveyed who were unaware of these concepts. Knowledge of the concepts may have influenced the results significantly. Despite these possible limitations, the results have many applications to practice and research.

Application of Results to Practice and Research

One area of business that can benefit from the results of this study is the area of recruitment. If an employer wishes to determine whether an applicant has high emotional intelligence, it must not be inferred from a score measuring how much the applicant favors Theory Y beliefs, and vice-versa. Separate tests must be given for emotional intelligence and McGregor's Theory X and Theory Y. If one wants to determine his or her own ratings in these areas, separate tests for each area must be used.

The results of this study can also be used as a model for further research since it has the ability to inspire people to look for other possible relationships that may or may not exist with emotional intelligence and many other psychological measures. With findings from these potential future studies, along with the results from this study, we will come closer to a complete understanding of how our minds function in regards to our emotions.

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EMOTIONAL INTELLIGENCE QUESTIONNAIRE

Directions. For each of the following items, rate how well you are able to display the ability described. Before responding, try to think of actual situations in which you have had the opportunity to use the ability.

Very Slight Ability	Moderate Ability	Very Much Ability
1	2	3
4	5	5
_____	1.	Associate different internal physiological cues with different emotions.
_____	2.	Relax when under pressure in situations.
_____	3.	“Gear up” at will for a task.
_____	4.	Know the impact that your behavior has on others.
_____	5.	Initiate successful resolution of conflict with others.
_____	6.	Calm yourself quickly when angry.
_____	7.	Know when you are becoming angry.
_____	8.	Regroup quickly after a setback.
_____	9.	Recognize when others are distressed.
_____	10.	Build consensus with others.
_____	11.	Know what senses you are currently using.
_____	12.	Use internal “talk” to change your emotional state.
_____	13.	Produce motivation when doing uninteresting work.
_____	14.	Help others manage their emotions.
_____	15.	Make others feel good.
_____	16.	Identify when you experience mood shifts.
_____	17.	Stay calm when you are the target of anger from others.
_____	18.	Stop or change an ineffective habit.
_____	19.	Show empathy for others.
_____	20.	Provide advice and emotional support to others as needed.
_____	21.	Know when you become defensive.
_____	22.	Know when you are thinking negatively and head it off.
_____	23.	Follow your words with actions.
_____	24.	Engage in intimate conversations with others.
_____	25.	Accurately reflect people’s feelings back to them.

Scoring. Sum your responses to the 25 questions to obtain your overall emotional intelligence (EQ) score. Your score for *self-awareness* is the total of questions 1, 6, 11, 16, and 21. Your score for *managing emotions* is the total of questions 2, 7, 12, 17, and 22. Your score for *motivating yourself* is the sum of questions 3, 8, 13, 18, and 23. Your score for *empathy* is the sum of questions 4, 9, 14, 19, and 24. Your score for *social skills* is the sum of questions 5, 10, 15, 20, and 25. Enter your scores below.

Overall EQ: _____

Self-Awareness: _____

Manage Emotions: _____

Motivating Yourself: _____

Empathy: _____

Social Skills: _____

MCGREGOR'S THEORY X AND THEORY Y QUESTIONNAIRE

Directions. For each of the 10 pairs of statements, assign a weight from 0 to 10 to each statement to show the relative strength of your belief in the statements in each pair. The points assigned for each pair must total 10 in each case. Be as honest with yourself as you can and resist the natural tendency to respond as you would like to think things are.

1. It is only human nature for people to do as little work as they can get away with.
 _____ (a)
 When people avoid work, it is usually because it has been deprived of its meaning.
 _____ (b)

2. If employees have access to any information they want, they tend to have better attitudes and behave more responsibly.
 _____ (c)
 If employees have access to more information than they need to their immediate tasks, they will usually misuse it.
 _____ (d)

3. One problem in asking the ideas of employees is that their perspective is too limited for their suggestions to be of much practical value.
 _____ (e)
 Asking employees for their ideas broadens their perspective and results in the development of useful suggestions.
 _____ (f)

4. If people do not use much imagination and ingenuity on the job, it is probably because relatively few people have much of either.
 _____ (g)
 Most people are imaginative and creative, but may not show it because of limitations by supervision and the job.
 _____ (h)

5. People tend to raise their standards if they are accountable for their own behavior and for correcting their own mistakes.
 _____ (i)
 People tend to lower their standards if they are not punished for their misbehavior and mistakes.
 _____ (j)

6. It is better to give people both good and bad news because most employees want the whole story, no matter how painful.
 _____ (k)
 It is better to withhold unfavorable news about business because most employees really want to hear only the good news.
 _____ (l)

7. Because a supervisor is entitled to more respect than subordinates in the organization, it weakens a supervisor's prestige to admit that a subordinate was right and the supervisor was wrong.
 _____ (m)
 Because people at all levels are entitled to equal respect, a supervisor's prestige is increased when that supervisor supports this principle by admitting that a subordinate was right and the supervisor was wrong.
 _____ (n)
8. If you give people enough money, they are less likely to be concerned with such intangibles as responsibility and recognition.
 _____ (o)
 If you give people interesting and challenging work, they are less likely to complain about such things as pay and supplemental benefits.
 _____ (p)
9. If people are allowed to set their own goals and standards of performance, they tend to set them higher than the boss would.
 _____ (q)
 If people are allowed to set their own goals and standards of performance, they tend to set them lower than the boss would.
 _____ (r)
10. The more knowledge and freedom a person has regarding a job, the more controls are needed to keep that employee in line.
 _____ (s)
 The more knowledge and freedom a person has regarding a job, the fewer controls are needed to keep that employee in line.
 _____ (t)

Scoring. Record the number you assign to each of the following letters in the space provided and then total each column.

Theory X	Theory Y
a _____	b _____
c _____	d _____
e _____	f _____
g _____	h _____
i _____	j _____
k _____	l _____
m _____	n _____
o _____	p _____
q _____	r _____
s _____	t _____
_____ (Total)	_____ (Total)
Theory X Score	Theory Y Score