

THE RELATIONSHIP BETWEEN EMOTIONAL QUOTIENT (EQ) AND COMMUNICATION EFFECTIVENESS IN KSA GROUP CONSULTING FIRM

Ridhan Fadhli¹, M Yuni Ros Bangun², and Ken Ratri Iswari³

***Abstract:** EI is in fact a major factor that determines the difference between highly successful managers with high performance and those who are less success with bad performance Goleman (1998) while Tannenbaum, Beard, & Salas, 1992) Campion, Papper, and Medskar (1996) found team processes, including communication, most strongly related to team effectiveness criteria of the leader. This study aims to identification the relationship between Emotional Intelligence and Communication among the Directors managers and supervisors in KSA Group. The methodology used in this study is Survey Questionnaire with SBM IKE Plus Instrument to (Directors, Managers, Supervisor, Subordinates, 101 respondent). Data were analyzed through the SPSS Lisrel used SEM Methodology. The results of this research are that there is a positive and significant relationship of self-management and relationship management for effective communication.*

***Keywords:** EI, EQ, communication effectiveness*

INTRODUCTION

We often hear successful leader in private corporate environment, fails when leading state-owned enterprises with a bad performance team A top of the company private sparkling performance, faded after leading the bureaucratic organization. A leader who has a career peak smooth and bright performance in a foreign company, seemed to be stuttering when entering in the family or a local company. The simplest answer is the chemistry does not fit. Between the character and the work environment is not suitable, such as incompatibility with the organizational culture of leadership style.

Leaders who had bad performance fail with lack of empathy, too selfish, and forget the needs of others. The inability to effectively manage emotions, the emotions themselves and the emotions of others, are the two major causes of failure of leadership a leader often has the intelligence and skills sufficient to obtain the

^{1,2,3} School of Business and Management, Institut Teknologi Bandung,

cognitive aspects of the work performed, but failed to understand the dynamics of the followers or subordinates.

EI is in fact a major factor that determines the difference between highly successful managers with high performance and those who are less success with bad performance Goleman (1998). In "Working with Emotional Intelligence," Goleman (1998) suggests that the most important factor that distinguishes effective leaders with good performance is not their IQ but their Emotional Intelligence Quotient (EQ).

Emotional intelligence appears to be related to performance and effective outcomes in some cases (Bachman, Stein, Campbell, & Sitarenios, 2000; Bar-On, 1997; Dulewicz & Higgs, 2000; Janovics & Christiansen, 2001) Few studies have investigated the relationships between EI and performance at group level. Jordan and Troth (2004) have found a link between EI and performance on a purely cognitive task at group level. Many researchers represent team performance as communication competence – a process-type performance (Tannenbaum, Beard, & Salas, 1992) Campion, Papper, and Medskar (1996) found team processes, including communication, most strongly related to team effectiveness criteria. Klimoski and Mohammed (1994) believe team process-based performance includes effort collectively spent or the quality of interpersonal relationships. Dionne et al (2004). believe this approach has more of a "teamwork" focus on performance as opposed to "task work" focus.

In an institution or organization need a system that can support the organization's performance. Achievement of organizational goals requires good cooperation between the components in it. Cooperation form because of the perception of unity and purpose about what is to be achieved. All organization or institution no matter what form and what is its purpose is sustained, united and perform its functions through the process communication. Similarly, the Profit Organization, for it is necessary to good communication between the parties concerned in it. in a organization, the role of communication is vital, the communication can be create a conducive working relationship in order to achieve objectives the Organization

Abraham (1999) suggests that emotional intelligence is directly related to the performance, and this is especially true in the case of team performance. The previous sections describe emotions Teams and team intelligent process provides many supporting information to show the influence of emotional intelligence on team performance through the identification of roles, job steam cohesion, trust, creativity, decision-making ability, and reducing social laziness. Follow is a discussion of some of the additional effects of emotional intelligence level team members on team performance Some characteristics of an emotionally intelligent

team has been known to contribute the effectiveness of the team, such as team coordination and cohesion, norms and creativity (Janz, Colquitt, & Noe, 1997; Spreitzer, Cohen, & Ledford, 1999). Interpersonal communication is found by Spreitzer et al. to contribute to better coordination of activities, and as a result, increased team performance. Ashkanasy and Hooper (1999) argued that affective commitment to others is required for positive communication. Therefore, a more cohesive work team, which is more positive and will benefit the communication efforts of the team. Furthermore, Wong, and the Law (2002) found that Positive communication is necessary for success in the workplace. In other words, effective communication contributes to improve coordination efforts, which improve the performance of the team. Positive affect was also proposed as a predictor of performance. Spreitzer et al. (1999) attributed better productivity of a team working to the satisfaction of the team members. Ashforth and Humphrey(1995) agrees, stating that the affective bonds between members of the work team is known to help the team effectiveness. These bonds are made stronger by the emotionally intelligent individuals, because they understand the powerful effect of positive emotions on performance. Moreover, Staw et al. (1994) showed that positive emotions have an influence on the persistence and creativity, two characteristics emotionally intelligent individuals Empirical evidence supports the idea that personality is the team members predictor of team performance (Neuman et al., 1999), thus, provide additional, if not directly, support emotional intelligence as a predictor of performance. Douglas, Frink, and Ferris (2003) shows that awareness is the most consistent predictor of the performance of all five factors of personality, and argued interactive relationship with emotional intelligence on job performance. They found that moderate the relationship of emotional intelligence awareness-job performance. In addition, however, they also found that emotional intelligence showed significant direct effect on job performance, so they are high in emotional intelligence are rated high in performance. This and other empirical findings show a positive relationship between emotional intelligence may and team performance.

This strategy for idea generation involves analyzing a single case (individual, family, group, or organization) in detail and generating ideas based on that case study. It might take the form of formally will do FGD to members of an organization in depth, and/or researching archival data and other existing data sources about the person, family, group, or organization Examples of case studies leading to important theoretical insights in the social science abound (see, e.g., Spatig, Parrot, Kusimo, Carter, & Keyes,; Turner, (2002). With case studies should consider the possibility of pursuing case studies as a method for idea generation. Cased study will be conduct the research from the real situation that happen at the time in the company.

Case study of this research conducted in KOGAS Group because based books (Yasin, 2008) and articles in Jawa Pos discuss problems that occurred decrease subsidiary of KOGAS Group from 22 to only 17 subsidiary companies because of mismanagement and abuse of authority and dishonesty of the company leaders.

Purpose of the Study / Objectives

1. to identification the relationship Emotional Intelligence factors and Communication Effective in KSA Group
2. to identify whether the EQ factors significantly affect Communication effective partially among managers and directors in KSA Group

Research Question

How Emotional Intelligence can be classify to Communication Effective in KSA Group company?

1. How the relationship of EQ factors to the communication effective partially in KSA Group company.

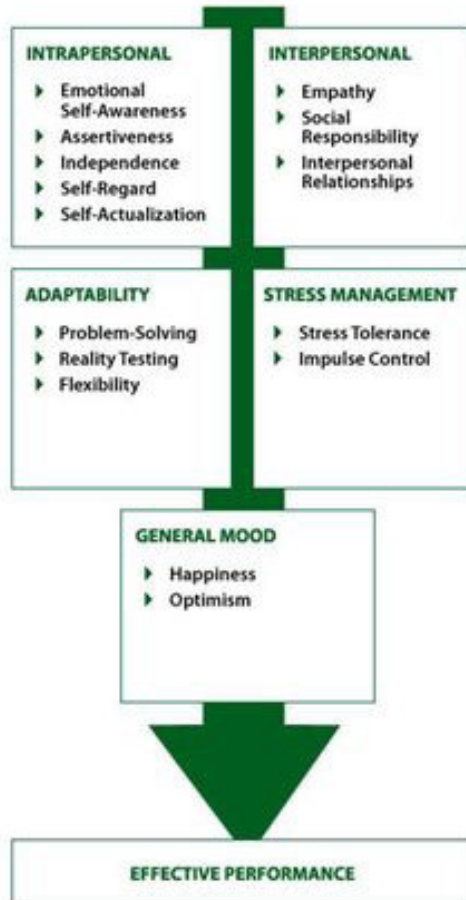
LITERATURE REVIEW

Emotional Intelligence

Goleman's theory about Emotional intelligence (1998) is grounded specifically in work performance. He contends that emotional intelligence plays a significant role in predicting success in the work place, especially among those in top leadership. Goleman defines emotional intelligence as "the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships" (Goleman, 1998). His theory is based on social and emotional competencies. More formally defined, emotional intelligence refers to the ability to identify and express emotions, understand emotions, assimilate emotions in thought, and regulate positive and negative emotions in oneself and others (Matthews, Zeidner, & Roberts, 2002)

Bar-on (1997) said that emotional intelligence is a set of individual ability, competency and cognitive skills, which predispose individuals to successfully cope with a demand or pressure environment. It focuses on a range of emotional and social abilities, including the ability to recognize, understand, and express themselves, the ability to recognize, understand, and relate to other people, the ability to handle strong emotions, and the ability to adapt to change and solve problems that are social or personal.

Figure 1: Bar on emotional intelligence model



Salovey and Mayer (1990) defined emotional intelligence as “the subset of social intelligence that involves the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions”. Later on, they refined and defined emotional intelligence as “the ability to perceive emotions, to access and generate emotions so as to assist thoughts, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth.

(Rosete & Ciarrochi, 2005) conducted a small exploratory study of the relationship between an ability measure of emotional intelligence, personality, cognitive intelligence and leadership effectiveness amongst senior executives. Leadership effectiveness was assessed using both managerial performance ratings

and a 360 assessment involving each leader's subordinates and direct manager ratings. Correlational analyses revealed that higher emotional intelligence was associated with higher performance leadership effectiveness. Emotional intelligence is a person's ability to recognize personnel feelings and those of others and to manage emotions within themselves and in their relationships with others (Goleman, 1998). Emotional intelligence significantly influences the performance of a leader (Cherniss & Goleman, 2001). A leader who has a high level of emotional intelligence will have a greater effect on an organization than a leader with a low level of emotional intelligence (Cherniss, 2003). Organizations are realizing that emotional intelligence is an essential part of an organization's management process; and, with the current emphasis on team building and adapting to change, emotional intelligence becomes more critical (Goleman, 1998). If leaders expect to guide their organizations in the right directions, they need to be able to deal effectively with emotions. Great leaders have the ability to work through emotions (Goleman, 1998).

Researchers over the past decade have shown that in the business world a positive correlation exists between effective leaders with good performance and emotional intelligence (Caruso & Salovey, 2004) (Bradberry & Greaves, 2003) (Singh & Goleman, 1998). Individuals high in emotional intelligence tend to perform at a higher level than their counterparts with low emotional intelligence, and those who tend to improve or work on their emotional intelligence outperform cohorts who do not (Bradberry & Greaves, 2003).

Therefore refers to the measure of emotional intelligence (EI) in a much similar way as the intelligence Quotient (IQ) is used to measure cognitive intelligence. In measuring the EQ, it is noted that many models have been adopted and designed and these include the Boston EQ measure, Emotional Quotient Inventory, Work Personality Index, and many others. All the EQ measures are however built around theoretical models and frameworks which provide the criteria for analysis and measurement (Nicholas Mtetsha, 2002)

Viriyaividhayavongs & Jiamsuchon, States that EQ and its various factors (self-awareness, self-regulation, Motivation, Empathy and social skills) are significantly correlated with leadership effectiveness and high performance that more successful managers and those occupying higher positions had higher levels of EQ. That mean the accomplishment of organizational goals would be enhanced with greater emphasis on developing managerial EI.

Goleman in 1998 produced a framework for measuring and understanding emotional intelligence/identifying the EQ as consisting five key elements which include:

A Framework of Emotional Competencies – 2002 - Daniel Goleman

This model is a refinement of the previous model he used in 1998.

	<i>Self Personal Competence</i>	<i>Other Social Competence</i>
Recognition	Self-Awareness <ul style="list-style-type: none"> • Emotional Self-Awareness • Accurate Self-Assessment • Self-Confidence 	Social Awareness <ul style="list-style-type: none"> • Empathy • Service Orientation • Organizational Awareness
Regulation	Self-Management <ul style="list-style-type: none"> • Self-control • Self-control • Trustworthiness • Conscientiousness • Adaptability • Achievement drive • Initiative (+Innovation) 	Relationship Management <ul style="list-style-type: none"> • Developing others Influence • Communication • Conflict management • Leadership • Change catalyst • Building Bonds • Teamwork & Collaboration

Communication Effective

According to Campbell communicative effectiveness is deliberate behaviour aimed at augmenting the result of an Interpersonal meeting (Campbell, 1999). Similarly, the expression “Communication Effectiveness” is often replaced

By, “Effective Communication” (Gudykunst, 1993, 1995, 2005a). A high level of communication effectiveness leads to a high degree similarities of understandings between the sender and the receiver (Gudykunst, 2005). In this case, the communication effectiveness of the group managers has positive correlation with maximizing understanding or minimizing misunderstanding of group workers with strategic alignment. According to Campbell communicative effectiveness is deliberate behaviour aimed at augmenting the result of an interpersonal meeting (Campbell,1999). based on Canary and Spitzberg’s (1987) conceptualization of communication competence which incorporates two properties – appropriateness and effectiveness.

Effective communication accomplishes the goals or intended functions of the sender, whereas appropriate communication avoids the violation of situational or relational rules. Denson (1981), Dyer (1984), Glanzer, Glaser & Kraus (1956),

Nieva et. al (1978), McIntyre et.al (1990), McIntyre, Salas, Morgan & Glickman (1989), Morgan et.al (1986), Campion, Papper & Medskar (1999), Spreitze, Cohen & Ledford (1999) stated that Communication is a major component of teamwork process. Thus, team performance can be measured using communication. Team processes including communication, most strongly related to team effectiveness Interpersonal communication contribute a better coordination of activities, and as a result, increased team performance governing the communicative context. To achieve competent communication, team members collectively need to be aware of, and to manage, the emotions of all team members. Tubbs and Moss in Kriyantono (2006: 4) states that the communication Effective communication can be interpreted if it happens there are similarities between frame (frame of reference) and field experience (field of experience) between the communicator to the communicant.

According to Bobby Galih (2002), which is about the importance of having an foundation in establishing effective communication we should know. He said we need to pay attention to five hukumn effective communication (The Inevitable Five Laws of Effective Communication), which are summarized in a single word that reflects the essence of the communication itself REACH (Respect, empathy, audible, clarity, humble), which means to embrace or grab. Because the real communication is essentially an effort how we grabbed the attention, love, interest, concern, sympathy, response, and the positive response from others. If we build communication is based on five basic laws of effective communication, then we can be an excellent communicator and in turn can build a network of relationships with other people who are full of appreciation (respect), because this is what can build long-term relationships mutually beneficial and mutually reinforcing.

To meet the accuracy and speed of delivery of information in order to obtain a quick response and precise communication also must meet certain requirements. In the book organizational communication and management in development put forward the principles of effective communication.

So it is with the effectiveness of communication or communication is said to be effective if the message conveyed or communicated, and how to communicate it was of good quality that can be captured properly by those who receive it, leading to the completion of the objectives of the organization and good in the near term and in the long run. Here, the parties are expected to deliver the message (communicator) was clear, not too long and delivered on time, ie when will receive (communicant) tertari in the message.

Use of the psychology of communication aimed at achieving effective communication. Communication is to achieve unity of meaning, while the man

who composed a lot of background communications experience different fields including mental background. Therefore why psychology of communication becomes important to be applied in communicating. What is meant by effective communication menurut Steward L Tubbs and Sylvia Moss (1990) include:

- a. Understanding : Easy to understand people feeling, include careful of the contents of stimuli as intended by communication.
- b. The pleasure is basically communication not just deliver information only and establish their mutual understanding, but communication is also intended to have warmth in the interaction with the information or message please others.
- c. Affect attitudes: primary domain communication process is actually affects the attitudes of others, to be able to influence others, we need a psychological approach in the form of emotional appeals, this can be done if the communication psychological approach.
- d. Good relationships: communication aimed at creating social relationships nurtured well.
- e. Action: Influencing others can succeed if the people take real action to what they want and this is the last indicator in addition to the four items above unraveled. Action is the accumulation of the communication process, and this requires knowledge of the mechanism of psychological factors that affect one's actions

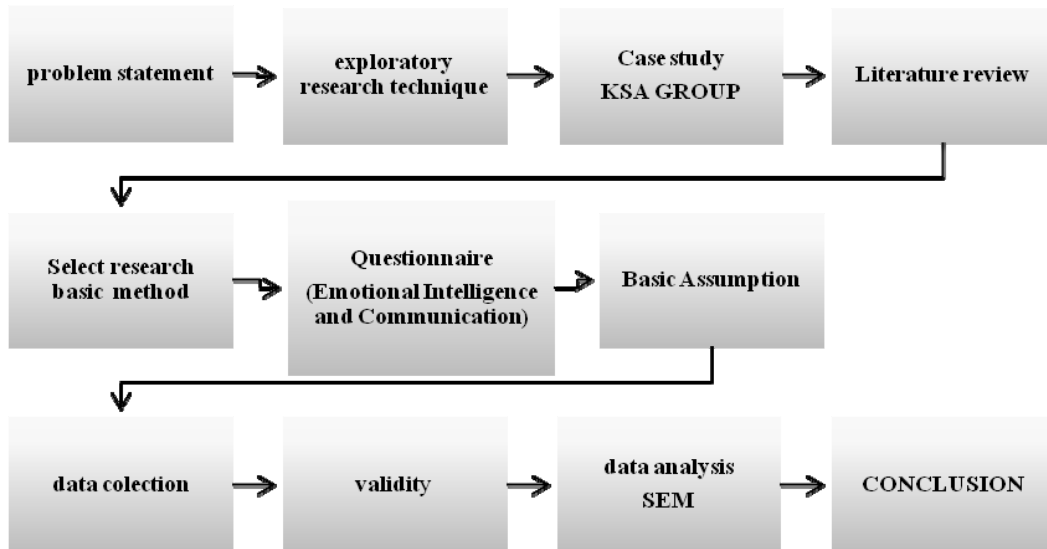
METHODOLOGY

3.1 Variable and Model

There are many data collection technique that can use to collect data. Some of them are through interview, survey, and observation (Sekaran & Bougie, 2010). This research design used to test the hypotheses of this study will be a descriptive correlation with interview, survey and gather data from respondents (managers, supervisor, and director, self administered by each Director, managers and will be assessed by subordinates 360 degree)

This study will begin with a review of the literature to find a theoretical basis in accordance with the interest of researchers in terms of EQ and Communication Effectiveness case study in KSA Group the researchers will used SEM a methodology for the data Questionnaire SBM IKE Plus Model.

3.2 Research Design



3.3 Population and Sample

As in this study, the researchers will conduct the first data using quantitative approach using a survey questionnaire to 101(managers, directors) to see the relationship between these factors and levels of leadership EQ partially and simultaneously and see what is the most influential factor. And at least 3 subordinates each (Directors,Managers and Supersvisor) manager will be assessed by subordinates The survey will be conducted on 15 subsidiaries KSA Group which consists of directors and managers. Then, the results of the survey reinforced and supported by the FGD to be conducted at the headquarters consists of owners, directors, managers and former director of the company closed due to mismanagement

3.4 Sampling Technique

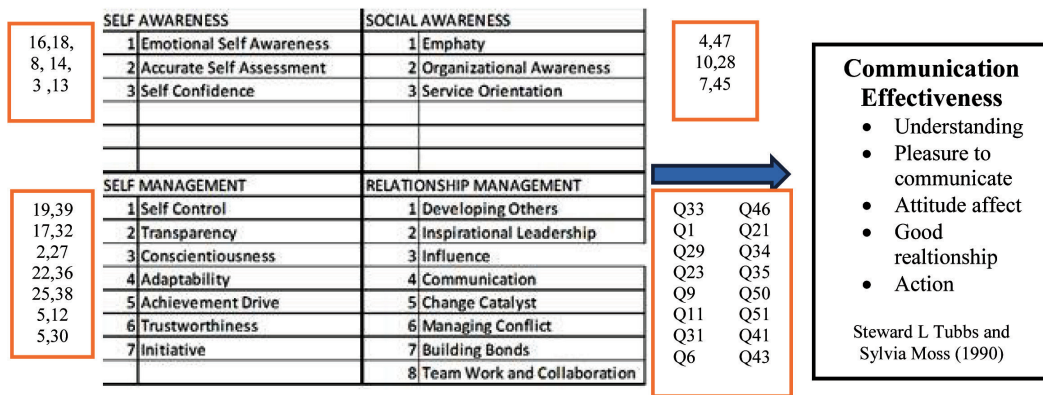
Subjects will be select KSA GROUP consulting firm companies with Non-probability sampling, used in this study, focused on judgement or purposive sampling based upon position or managerial levels of samples in the organizations. Non probability sampling does not give equal chance to each elements of the population (Sekaran & Bougie, 2010). The study EI questionnaire, used practical EQ the goleman questionnaire and used instrument .

3.5 Data Analysis

Both of the analysis conducted in the context of this research is a clear analysis. Purpose Of explanatory analysis is to establish the reason-result relationship between the variables of research objectives. However, during the This effort is not possible to measure all the variables. The first group of variables referred to as observed (manifest), the other is named as confidential (latent) variables. In such situations, it is necessary to establish similarities regression to show how the inside (depending endogenous) binding structures to the outside (independent-exogenous) structure. Structural equation model involving one or more than one regression similarities illustrate how the mind binding structure with the outer structure. Coefficient they are usually referred to as the coefficient of a path or largely as a regression coefficient (Cheng, 2001; Yilmaz & Çelik, 2005). Because there are latent variables in the model study tested by Structural Equation Model (SEM structural equation modeling).

3.6 Questionnaire Design

The likert scale in the questionnaire are divided into 6 responses, Always (6) until never (1)



Sub Variable Communication	Question No
UNDERSTANDING	85
UNDERSTANDING	86
UNDERSTANDING	87
PLEASURE	88
PLEASURE	89

PLEASURE	90
Attitude Effect	91
Attitude Effect	92
Good relationship	93
Good relationship	94
ACTION	95

RESULT AND ANALYSIS

The first data analysis performed in this study is descriptive of data on output from questionnaires (respondents) The first data analysis performed in this study is descriptive of data on output from questionnaires (respondents) consisting of 101 data from leaders in the two companies (Directors, Managers and Supervisors) using realibility test.

**Reliability
[Data Set 1]
Scale: ALL VARIABLES**

<i>Case Processing Summary</i>			
		N	%
Cases	Valid	101	100.0
	Excluded ^a	0	.0
Total		101	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.965
		N of Items	48 ^a
	Part 2	Value	.971
		N of Items	47 ^b
Total N of Items			95
Correlation Between Forms			.895
Spearman-Brown Coefficient	Equal Length		.945
	Unequal Length		.945
Guttman Split-Half Coefficient			.945

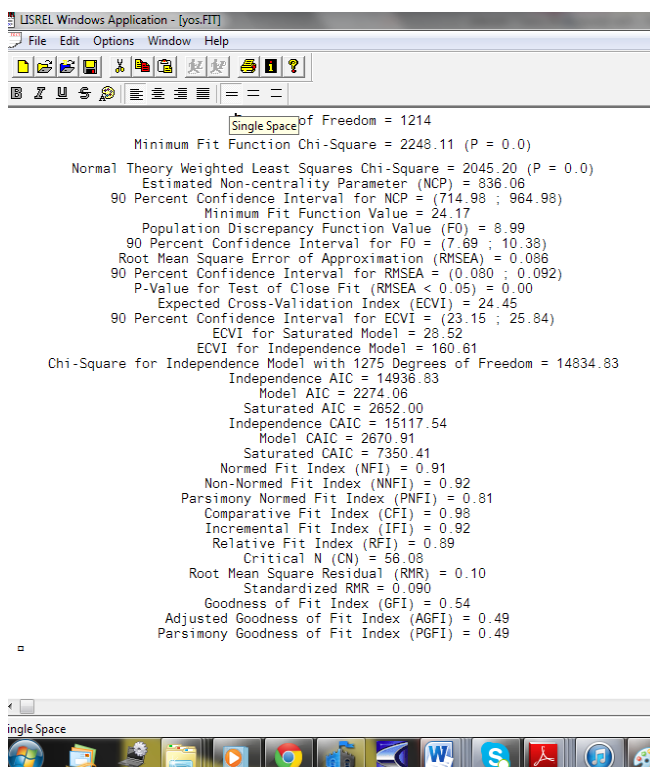
Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.983	.983	95

After passing the test, This variable passes internal consistency because Cronchbach's Alpha > 0,05.

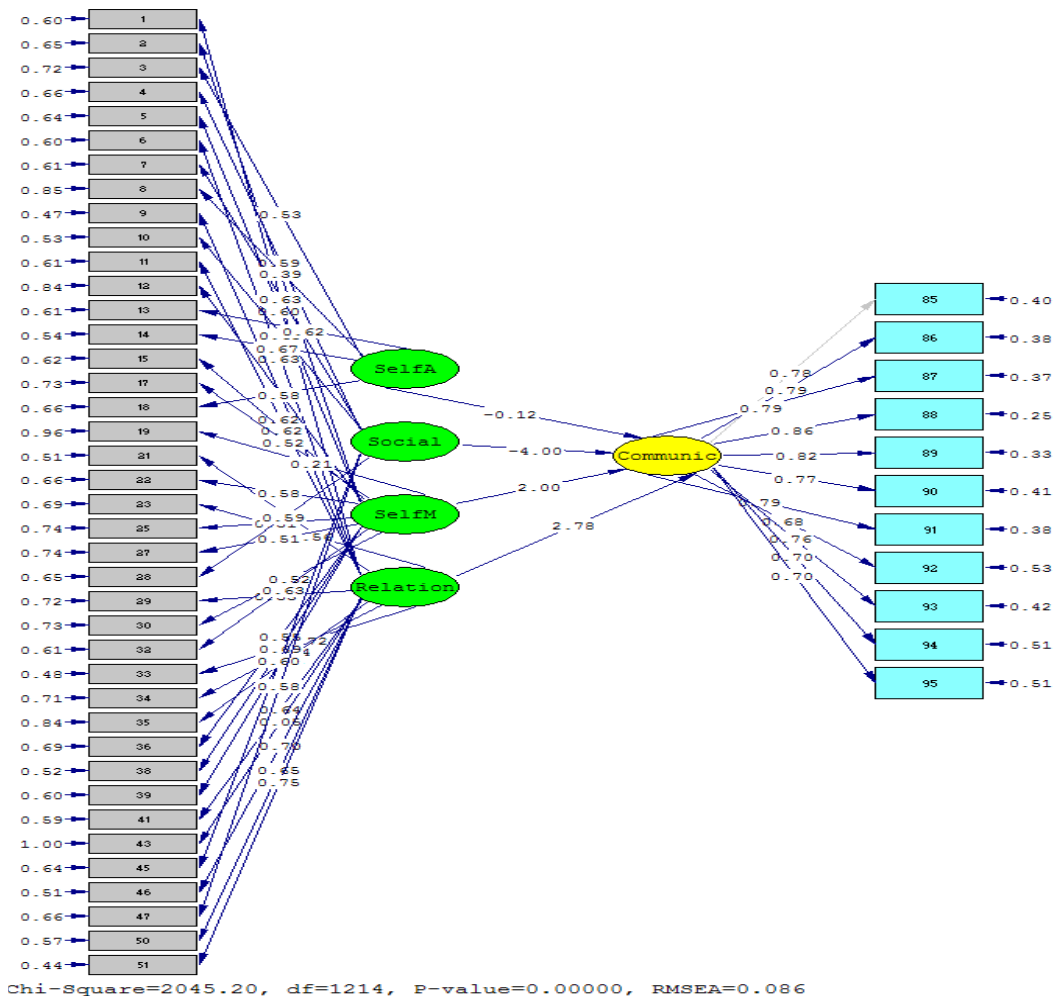
Before processing the data to create a structure SEM, the next step is testing whether this data can make the model fit for SEM by observing the results in the table below:

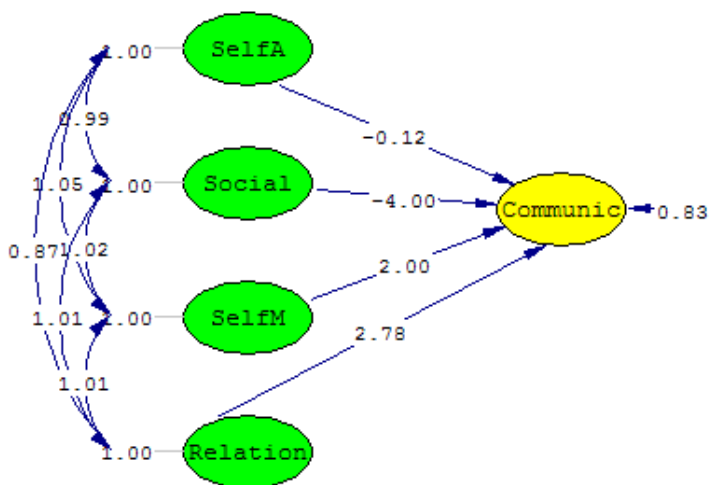
Adjustment measures	Good adjustment	Acceptable	Measure Value
RMSEA	0 < REMSEA < 0.05	0.05 ≤ RMSEA ≤ 0.10	0,086
NFI	0.95 ≤ NFI ≤ 1	0.90 ≤ NFI ≤ 0.95	0,91
CFI	0.97 ≤ CFI ≤ 1	0.95 ≤ CFI ≤ 0.97	0,98
RFI	0.90 ≤ RFI ≤ 1	0.85 ≤ RFI ≤ 0.90	0,89



As it can be seen in Table 4 the findings support the acceptability of structural model.

Finally in order to search the relationship between Emotional Intelligence (Self Awareness, Social Awareness, Self Management, Relationship Management) and Communication Effectiveness latent structure SEM was applied (Figure 1).





	Communication
Self awareness	-0,12
Social Awareness	-4,00
Self Management	2,00
Relationship	2,78

Communic = - 0.12*SelfA - 4.00*Social + 2.00*SelfM + 2.78*Relation, Errorvar.= 0.83, $R^2 = 0.17$

(1.13)	(9.72)	(5.27)	(3.85)	(1.02)
-0.11	-0.41	0.38	0.72	0.81

From the equation above shows that self-awareness (-0,12) and social awareness (-4,00) against the negative influence of Communication Effectiveness while Self management (2,00) and relationship management ((2,78) has a significant positive effect on Communication Effectiveness

Discussion and Limitation

Finally, according to the structural equation modeling, structural adjustment found between Self Management and Relationship Management sub-scale dimension of intelligence and communications capabilities emotional scale. In other words, it can be said that Leaders can build Self Management and Relationship Management can control the relationship has a high Communication

skills. Another finding is that there is no structural adjustment between emotional management sub-dimension and the scale of communication skills. That means, according to the results it can not be said that the Leaders who Can manage their emotions, have high communication skills. In another study, although the scale used is Different found that emotional intelligence has an effect on communication skills. Gürşimşek et al. (2008), obtained a significant positive relationship between emotional intelligence and communication skills in research in the relationship between emotional intelligence and communication skills 200 prospective leaders in schools. In another study conducted on 1,417 students from public universities, found that awareness of emotions, motivating yourself is sub-dimensions, and scores of emotional intelligence and Communication skills of the average score of nursing students are higher than the comparison group. According to the study, as the average increase in the value of emotional intelligence, the average communication skills gainers (Kuzu and Eker, 2010). In a study of Çetinkaya and Alparslan (2011) on high school students, the effect of emphatic awareness on communication skills is statistically significant.

These results suggest to make the leaders can be more effective and easier to lead the company was at the time a leader successfully organize his subordinates with good Emotional Intelligence (Self Management and Relationship Management)

According to the model is found between Self Management and Relationship Management relation to the scale of communication skills. In other words it can be said that relationship management is the most significant give effect to the Communication Effectiveness the relationship itself has high communication skills.. So according to this result, it cant be said that the management at KSA has good Self Awareness and Social Awareness because From the equation shows that three variables were not significantly influence the communication beside Relationship management and Self And Management. Relationship Management and Self Management have high positive impact to communication Effectiveness while two other variables have a negative effect. Manager and director of KSA Group to focus more on the social relationships with relationship management and self management that affect effective communication.

Limitations

Limitation of this research is research using the case study may not be generalized that these theories performed by the companies and this industry. In the further research of a study can be conducted on different industries with more data.

References

- Arifoğlu, B. & Razi, S. G. (2011). The relationship between communication management course academic achievement averages and empathy and communication skills of the first grade nursing students. *Electronic Journal of Dokuz Eylül University Nursing High School*, 4(1), 7-11.
- Bachman, J., Stein, S., Campbell, K., & Sitarenios, G. (2000). Emotional intelligence in the collection of debt. *International Journal of Selection and Assessment*, 8, 176–182.
- Barrett, L. F. (2005). Feeling is perceiving: Core affect and conceptualization in the experience of emotion. In L. F. Barrett, P. M. Niedenthal, & P. Winkielman (Eds.), *Emotions: Conscious and Unconscious* (pp. 255-284). New York: Guilford.
- Besterfield et al 2001 Factors Affecting the Self-efficacy Beliefs of First- and Second-year Appentince Boyett, H. J., & Boyett, T. J. 1998. *The Guru Guide*. John Wiley & Sons.
- Bradberry, T. & Greaves, J. (2003). *Emotional intelligence quickbook: Everything you need to know*, San Diego, CA: Talent Smart Inc
- Caruso, D. R., & Salovey, P. (2004). *The emotionally intelligent manager: How to develop and use the four key emotional skills of leadership*, San Francisco, CA: Josey-Bass.
- Cambell DG (1999). "An empirical comparison of theories of decent ring", Dissertation Abstracts international 50 (12) 3792-4320 (UMI No 9012890)
- Cherniss, C. & Goleman, D. (2001). *The emotionally intelligent workplace*. San Francisco, CA: Josey-Bass.
- Cherniss, C. (2003). *The business case for emotional intelligence*, The Consortium for Research on Emotional Intelligence in Organizations, Retrieved November 8, 2003, from http://www.eiconsortium.org/research/business_case_for_ei.htm.
- Cooper, R. K., & Sawaf, A. (1997). *Executive EQ: emotional intelligence in leadership and organizations*. New York:
- Cohen, S. G., & Bailey, D. E. (1997). What makes teams work: Group effectiveness research from the shop floor to the executive suite. *Journal of Management*, 23, 239-290.
- Cohen, S. G., Chang, L., & Ledford, G. E., Jr. (1997). A hierarchical construct of self-management leadership and its relationship to quality of work life and perceived work group effectiveness. *Personnel Psychology*, 50, 275-308.
- Cohen, S. G., & Ledford, G. E., Jr. (1994). The effectiveness of self-managing teams: A quasi experiment. *Human Relations*, 47, 13-43.
- Cohen, S. G., Ledford, G. E., Jr., & Spreitzer, G. M. (1996). A predictive model of self-managing work team effectiveness. *Human Relations*, 49(5), 643-676.
- Czarniawska, B. (2004) *Narratives in Social Science Research*. Sage, London.
- Debarnayan, S and Ghosh, B.K. (2010). Constraints of Milk Production: A Study on Cooperative and Non-cooperative Dairy Farms in West Bengal. *Agricultural Economics Research Review*. *Agricultural Economics Research Association (India)* 23(2). Trans. Roy. Soc. London, A247, pp. 529–551, April 1955.

- Fontana, A., Prey, J., 1998. Interviewing: the art of science. In: Denzin, N.K., Lincoln, Y.S. (Eds.), *Collecting and interpreting qualitative materials*. Sage, Thousand Oaks, CA, pp. 47–78.
- Goleman, D., 1995. *Emotional Intelligence : Why it can matter more than IQ*, New York, NY, England: Bantam Books, Inc Books
- Goleman, D., 1998. *Working with Emotional Intelligence*. New York : Bantam
- Goleman, D., Boyatzis, R. & McKee, A. (2002). *Primal leadership: Realizing the power of emotional intelligence*. Boston, MA: Harvard Business School Press.
- Goleman, D., 2000. *Emotional Intelligence : Why it can matter more than IQ*, New York, NY, England: Bantam Books, Inc
- Gudykunst WB (1993). "Toward a theory of effective interpersonal and intergroup communication : An anxiety/uncertainty management perspective", In: Wiseman RL, Koester J (Eds), *Intercultural communication competence*. Newbury Park : CA : Sage pp 33-71.
- Gudykunst WB (1995) "Anxiety/uncertainty management (AUM) Theory: Current Status", In: Wiseman RL (Ed), *Intercultural communication theory*. Thousand Oaks : CA : Sage pp 8-58
- Gudykunst WB (2005a). "An anxiety/uncertainty management (AUM) theory of effective Communication : Making the mesh of the net finer" In: Gudykunst WB (Ed). *Theorizing about intercultural communication*. Thousand Oaks. CA: Sage pp 281-332
- Hackman, M., & C. Johnson. (2004). *Leadership: A communication perspective*. (4th Ed.) Prospect Heights, IL: Waveland.
- Korkut, F. (1996a). Development of the communication skills scale: reliability and validity studies. *Journal of Psychological Counseling and Guidance*, 2(7), 18-23.
- Korkut, F. (1996b). The evaluation of communication skills of high school students in terms of some variables. *3rd National Psychological Counseling and Guiding Congress*, in Congress Book (pp. 11-20), Çukurova University, Adana.
- Korkut, F. (1999). The evaluation of communication skills of university students. *4th National Education Sciences Congress Notices 4*. Eskişehir: Anadolu University Publications, No: 1076, pp. 208-218.
- Korkut, F. (2005). Communication skills training program for adults. *Hacettepe University Journal of Education*, 28, 143-149.
- Kuzu, A. (2008). The comparative evaluation of emotional intelligence and communication skills of nursing students with other university students studying in equivalent education. Dissertation, Düzce University, Turkey.
- Kuzu, A. & Eker, F. (2010). The evaluation of emotional intelligence and communication skills of nursing students and the Lunenburg, F. C., & Ornstein, A. O. (2012). *Educational administration: Concepts and publisher*.
- Maxwell, John C. 2011. *The 5 Levels of leadership*. Jakarta: MIC

- Matthews, Metetesha G., Zeidner, Moshe, & Roberts, R. D. (2002). *Emotional intelligence: Science & myth*. Cambridge, MA: The MIT Press
- Morse, J.M (2003). Principals of mixed methods and multimethod research design. In A Tashakkori & C. Teddlie (Eds.) *Handbook of mixed methods in social & behavioural research* (pp. 189-208). Thousand Oaks, CA : Sage.
- Parrott, L., Spatig, L., Kusimo, P., Carter, C. & Keyes, M. (1999). Three women in charge: A triangle of leadership in a Head Start program. Presented at the annual meeting of the American Educational Studies Association, Detroit, MI.
- Rosete, D. & Ciarrochi, J. (2005). EI and its relationship to workplace performance outcomes of leadership effectiveness. *Leadership Organizational Development*, 26, 388-399
- Spreitzer, G. M., Cohen, S. G., & Ledford, G. E. (1999). Developing effective self-managing work teams in service organizations. *Group and Organization Management*, 24(3), 340-366.
- Tannenbaum, S. I., Beard, R. L., & Salas, E. 1992. Team building and its influence on team effectiveness: An examination of conceptual and empirical developments. In K. Kelly (Ed.), *Issues, theory, and research in industrial and organizational psychology*, Vol. 3, 2nd ed. Palo Alto, CA: Consulting Psychologists Press
- Viriyavidhayavong, Vinai & Jiamsuchon, Satita. 2012. The relationship between emotional quotient (EQ) and leadership effectiveness in life insurance business organizations. *ABC Journal* 21(2).
- Yasin, N. *Biography 2008*, Kogas publisher.

USELESS MATTER OF ARTICLE 68

SBM – (IKE) Indikator Kecerdasan Emosional Plus

Nama orang yang di nilai :

Institusi :

Tanggal :

Penilai

- 1.
- 2.
- 3.

Selamat siang,

Kami dari Sekolah Bisnis dan Manajemen ITB, mohon kesediaan Anda untuk mengisi kuesioner dibawah ini untuk mengetahui Kecerdasan Emosional seorang yang Anda kenal yaitu:

Nama:

Lama anda mengenal orang tersebut diatas : tahun

Kuesioner ini terdiri dari 100 pernyataan yang mungkin menggambarkan orang (rekan/manajer/subordinates) Anda yang kita akan kenali perilaku yang terkait dengan kompetensi emosionalnya. Alat ini bukan alat untuk menilai kinerja orang tersebut. **Dengan instrumen ini, kita dapat memberi masukan yang bermanfaat untuk orang yang bersangkutan dalam mengenali kekuatan dan kelemahan kompetensi emosionalnya. Jadi, tujuan dari instrumen ini adalah untuk membantu seseorang yang anda kenal dengan baik tersebut dalam mengembangkan kompetensi emosionalnya.**

Untuk setiap pernyataan, berilah respon yang cocok untuk mengetahui “seberapa sering” orang tersebut menunjukkan perilaku tersebut.

Gunakanlah Skala Sebagai Berikut:

1 = Tidak pernah

2 = Jarang

3 = Kadang kadang

4 = Sering

5 = Selalu

6 = OO, itu pasti selalu begitu

Pilihlah penilaian Anda pada orang tersebut:

Orang ini (nama :) Tidak pernah ←-----→ Selalu

Pernyataan	1	2	3	4	5	6
1 Dia selalu berusaha membuat tugas menjadi menarik bagi orang lain						
2 Dia adalah orang yang menepati janji						
3 Dia adalah orang yang percaya diri dan tenang						
4 Dia tau betul bagaimana perasaan orang lain dan tandatandanya						
5 Dia terbiasa memikirkan apa yang dapat menghambat pekerjaannya						
6 Dia selalu memelihara hubungan yang kooperatif dgn orang lain (dia kooperatif sekali)						
7 Dia selalu ingin membuat setiap orang senang dan gembira						
8 Dia bisa aja menertawakan sesuatu tentang dirinya						
9 Dia selalu berusaha membawa perubahan yang baik						
10 Dia mengerti bagaimana berlaku taktis dan politis						
11 Diabisadanmampumengemukakanketidaksetujuannya secara terbuka						
12 Dia adalah orang yang mau mengambil resiko secara wajar						
13 Dia adalah orang yang punya wibawa						
14 Dia tau persis apa kekuatan dan kelemahannya						
15 Dia selalu berinisiatif bertindak daripada menunggu						
16 Dia memahami apa yang mempengaruhi emosinya						
17 Dia adalah orang yang apa adanya						

- 18 Dia tau betul bagaimana kaitan perasaan dan pikiran terhadap tindakan dan ucapan
- 19 Dia tetap tenang meskipun sedang stress
- 20 Dia selalu membantu orang yang bekerja untuknya
- 21 Dia mampu memberi inspirasi pada orang lain
- 22 Dia mampu menangani beberapa tuntutan sekaligus dengan baik
- 23 Dia oke banget kalau disuruh presentasi
- 24 Dia selalu berharap orang-orang yang bekerja untuknya bersedia bekerja melebihi deskripsi kerja mereka
- 25 Dia selalu melihat ada peluang dibalik ancaman
- 26 Dia menggunakan pengaruhnya untuk menanamkan nilai pada organisasi
- 27 Dia adalah orang yang selalu berhati-hati dalam bekerja
- 28 Dia bisa tau siapa yang menjadi "kunci" di kelompok kami
- 29 Dia ahli dan selalu berusaha untuk mempengaruhi orang lain
- 30 Dia jagoan dalam mendapatkan informasi dengan cara yang unik
- 31 Dia punya banyak sahabat dan mudah akrab dengan siapapun
- 32 Dia mampu bersikap tegas, prinsipil, bahkan jika pandangannya tidak populer
- 33 Dia suka memberi masukan untuk perbaikan kinerja orang lain
- 34 Dia meyakinkan orang lain dengan memperhatikan minat mereka
- 35 Dia selalu memanfaatkan gaya non verbal untuk menyampaikan idenya pada orang lain
- 36 Dia bisa menangani suatu perubahan dengan mudah
- 37 Dia meluangkan waktu yang paling efektif dan sesuai untuk membimbing orang-orang yang memiliki kapasitas, bakat, dan potensi tertinggi.

- 38 Dia mempunyai harapan khusus terhadap pihak lain
- 39 Dia mampu merencanakan, memerankan dan mengendalikan impuls emosinya dengan baik dan mantap
- 40 Dia menggunakan pengaruh dan sumber kemampuan yang dia miliki untuk memperjuangkan hal-hal yang lebih besar dari diri dan organisasi
- 41 Dia punya jaringan kolega dan kenalan yang luas
- 42 Dia terus mengambil resiko dengan cara memberi tanggung jawab dan otoritas kepada orang lain untuk meningkatkan kemampuan
- 43 Dia tau bagaimana membangun semangat tim
- 44 Dia selalu diminta nasihat oleh orang-orang di luar departemennya
- 45 Dia terbiasa untuk menyesuaikan apa yang bisa dikerjakan untuk memenuhi harapan orang lain
- 46 Dia senang bisa membantu membina dan melatih orang
- 47 Dia bisa hormat dan tenggang rasa dengan orang lain yang memiliki pandangan yang berbeda
- 48 Dia terus menetapkan dan mencapai target yang lebih tinggi untuk dirinya sendiri meskipun atasannya target itu untuknya
- 49 Dia selalu membina hubungan dengan semua orang yang bekerja untuknya
- 50 Dia yang memimpin inisiatif perubahan
- 51 Dia selalu membantu meredakan konflik
- 52 Dia seringkali membawa tim nya mencapai tingkatan yang lebih tinggi dengan kinerjanya yang baik
- 53 Dia orang yang tetap percaya diri dalam situasi apapun
- 54 Dia mengenali emosi dan perasaannya
- 55 Dia sering kali tahu bagaimana situasi hati saya
- 56 Dia bisa membina hubungan baik dengan semua orang
- 57 Dia bisa tenang menerima sesuatu yg berubah

- 58 Dia termasuk lincah bersikap menghadapi sesuatu yang berubah
- 59 Dalam keadaan sulit, dia berusaha bisa terlihat tenang
- 60 Dalam situasi sulit dan kompleks, dia bisa juga terlihat tegang
- 61 Dia sering terlihat sangat senang dan santai
- 62 Dia sihhh...orangnya selalu optimis
- 63 Dia adalah orang yang tau betul akan perasaannya
- 64 Dia jago sekali dalam menebak perasaan orang lain
- 65 Dia dapat menggunakan emosinya untuk mengatur kepentingan tugas-tugasnya
- 66 Dalam mengambil keputusan, dia selalu mempertimbangkan perasaan rekannya
- 67 Jika orang di sekitarnya melakukan kesalahan atau berkinerja buruk, dia dengan bijak, paham akan perasaan malu atau bersalah dari orang tersebut
- 68 Dia bisa membaca hal yang tidak tersurat dari kata-kata orang lain
- 69 Dia sangat piawai dalam menghadapi emosi dan luapan perasaan orang lain yang mungkin sedang meluap dan tidak terbendung
- 70 Dia sangat mahir dalam mengendalikan emosi dan perasaan orang lain dengan menggunakan emosinya secara tepat
- 71 Dia adalah orang yang yakin sekali dengan masa depannya
- 72 Kalau dia gagal, pasti dia coba lagi
- 73 Dia orang yang selalu memikirkan berapa penghasilannya di usia 50 nanti
- 74 Dia adalah orang yang yakin dia akan berhasil
- 75 Orang ini tipe orang yang kalau ditekan semakin melejit
- 76 Dia tau saja dimana bisa diperoleh barang dengan harga termurah
- 77 Dia selalu berpikir secara menyeluruh

78. Dia bisa terus berjuang dan memikirkan suatu masalah
79. Dia sedikit “nyentrik” karena selalu bertanya “untuk apa sih itu?”
80. Dia merasa tertantang untuk memecahkan masalah rumit dan kompleks
81. Dia termasuk berani mengambil keputusan yang beresiko
82. Saya sering heran dengan keberaniannya
83. Dia termasuk orang yang mempunyai prestasi terbaik (top 10% terbaik)
84. Dia menjadi salah satu orang yang dapat diteladani
85. Anda dapat dengan mengerti apa yang disampaikan oleh Dia
86. Dia melakukan penyampaian informasi yang mudah dipahami oleh anggota tim yang lain
87. Dia memberikan informasi sesuai dengan yang diinginkan anggota timnya.
88. Dia melakukan interaksi dengan antara anggota tim yang menimbulkan suasana menyenangkan.
89. Dia berkomunikasi dengan antar anggota tim dengan cara menarik.
90. Dia dalam berkomunikasi sering memperlihatkan senyuman
91. Terjadi perubahan sikap Anggota tim yang positif akibat terpengaruh komunikasi yang telah berlangsung dengan Dia.
92. Anggota Tim nya selalu memperhatikan setiap informasi yang berasal dari dia.
93. Terjalin hubungan yang akrab antara Dia dan anggota tim nya.
94. Tercipta hubungan yang baik setelah ada interaksi dengan Dia.
95. Dia merasa nyaman berlama-lama dengan anggota tim nya.

Atas perhatian dan kesedian Anda dalam mengisi kuesioner ini, kami mengucapkan terima kasih, Salam