

**Ανοικτό Πανεπιστήμιο Κύπρου**

**Σχολή Οικονομικών Επιστημών και Διοίκησης**

*Master in Business Administration*

**Μεταπτυχιακή Διατριβή**



**Emotional Intelligence in the Greek Public Sector**

**Παρασκευή Ρώσσογλου**

**Επιβλέπων Καθηγητής  
Ευαγγελία Μπαραλού**

**Μάιος 2019**

# **Ανοικτό Πανεπιστήμιο Κύπρου**

**Σχολή Οικονομικών Επιστημών και Διοίκησης**

***Master in Business Administration***

## **Μεταπτυχιακή Διατριβή**

**Emotional Intelligence in the Greek Public Sector**

**Παρασκευή Ρώσσογλου**

**Επιβλέπων Καθηγητής  
Ευαγγελία Μπαραλού**

Η παρούσα μεταπτυχιακή διατριβή υποβλήθηκε προς μερική εκπλήρωση των απαιτήσεων για απόκτηση μεταπτυχιακού τίτλου σπουδών Στη Διοίκηση Επιχειρήσεων (Master in Business Administration) από τη Σχολή Οικονομικών Επιστημών και Διοίκησης του Ανοικτού Πανεπιστημίου Κύπρου.

**Μάιος 2019**



## SUMMARY

Emotional intelligence (EI), in the sense of the ability to recognize and manage emotions in the self and in others, has become a widespread notion in managerial studies all over the world, and it is claimed that high EI can improve job performance and facilitate change management. However, the notion of EI is absent from literature on Greek Public Administration. While the Greek Public Sector is currently asked to implement a major administrative reform, the question that rises is whether long-lasting deficiencies of the public administration and the perceived ineffective change implementation can be considered as indication of low levels of EI among civil servants.

This master thesis is a case study aiming to delve into this question by analysing the answers of 52 civil servants employed in the *Ministry of Digital Policy, Telecommunications and Communication*, a newly founded organization which, in addition to the general administrative reform, had to deal with the changes brought about by the merging of institutions and the introduction of new areas of policy.

Following a positivist approach, the ESCI Goleman – Boyatzis model is the base of a questionnaire with twenty closed questions aiming to explore the level of EI, and five open-ended questions focusing on change management. Primary data statistical analysis leads to the conclusion that the specific sample of civil servants possess a rather high level of EI with an average of 79,08, in a scale with a maximum value of 100.

Content analysis of the open-ended questions reinforces statistical analysis conclusions and furthermore proves that the cause of resistance to change is not lack of EI but rather the structural problems of the Greek Public Administration. Moreover, regression analysis of the EI model reveals that by eliminating certain statistically non-significant variables, the ESCI model has higher validity.

## ΠΕΡΙΛΗΨΗ

Η Συναισθηματική Νοημοσύνη (ΣΝ) ως ικανότητα αντίληψης και διαχείρισης των συναισθημάτων, αποτελεί όρο που κυριαρχεί στη διεθνή βιβλιογραφία περί διοίκησης, και θεωρείται ότι συμβάλλει, μεταξύ άλλων, στη βελτίωση της εργασιακής απόδοσης και αποτελεί χαρακτηριστικό της προσωπικότητας που διευκολύνει την διαχείριση αλλαγών.

Η έννοια της ΣΝ φαίνεται, ωστόσο, να απουσιάζει από τη βιβλιογραφία για την ελληνική δημόσια διοίκηση. Σε μια εποχή όπου το ελληνικό δημόσιο καλείται να εφαρμόσει μια μείζονα διοικητική μεταρρύθμιση, τίθεται το ερώτημα εάν τα μακροχρόνια προβλήματα που αυτό αντιμετωπίζει και η διαπιστωμένη αδυναμία αποτελεσματικής ενσωμάτωσης των αλλαγών μπορούν να θεωρηθούν ως ένδειξη χαμηλής ΣΝ μεταξύ των δημοσίων υπαλλήλων;

Η παρούσα μεταπτυχιακή διατριβή αποτελεί μια μελέτη περίπτωσης και επιδιώκει να απαντήσει σε αυτό το ερώτημα μέσω ενός δείγματος 52 υπαλλήλων του *Υπουργείου Ψηφιακής Πολιτικής, Τηλεπικοινωνιών και Ενημέρωσης*, ενός νεοϊδρυθέντος φορέα που, εκτός των άλλων αλλαγών, έπρεπε να διαχειριστεί τις αλλαγές που επιφέρει η συγχώνευση φορέων και η εισαγωγή νέων τομέων πολιτικής.

Ακολουθώντας μια θετικιστική προσέγγιση, το μοντέλο ESCI των Goleman -Boyatzis αποτελεί τη βάση για τη σύνταξη ενός ερωτηματολογίου με είκοσι κλειστού τύπου ερωτήσεις που διερευνούν το επίπεδο ΣΝ και πέντε ανοιχτού τύπου ερωτήσεις εστιασμένες στην αντιμετώπιση των αλλαγών. Η στατιστική ανάλυση των δεδομένων οδηγεί στο συμπέρασμα ότι το συγκεκριμένο δείγμα δημοσίων υπαλλήλων διαθέτει αρκετά υψηλό βαθμό ΣΝ με μέσο όρο 79,08, σε μια κλίμακα με μέγιστη τιμή το 100.

Η ανάλυση του περιεχομένου των ανοιχτών ερωτήσεων ενισχύει τα συμπεράσματα της στατιστικής ανάλυσης και επιπλέον καταδεικνύει ότι η αντίσταση στην αλλαγή δεν οφείλεται στην έλλειψη ΣΝ αλλά σε δομικά προβλήματα της ελληνικής δημόσιας διοίκησης.

Επιπλέον, η παλίνδρομη ανάλυση του μοντέλου ΣΝ οδηγεί στο συμπέρασμα ότι υπάρχουν περιθώρια για βελτίωσή του μοντέλου ESCI, καθώς αποδεικνύεται ότι εάν αφαιρεθούν ορισμένες στατιστικά μη σημαντικές μεταβλητές, το μοντέλο αποκτά μεγαλύτερη αξιοπιστία.

# Table of Contents

<b>1. Introduction.....</b>	<b>1</b>
<b>2. Emotional Intelligence and the Greek Public Sector .....</b>	<b>5</b>
2.1. Characteristics of the Greek Public Sector.....	5
2.2. Change in the Ministry of Digital Policy, Telecommunications and Communication .....	7
2.3. What is Emotional Intelligence .....	9
2.4. Emotional Intelligence Models .....	12
2.5. Assessment of Emotional Intelligence Models.....	13
2.6. Emotional Intelligence Measurement .....	14
2.6.1. Ability Based Measurement Tests .....	15
2.6.2. Mixed and Trait Emotional Intelligence Measures .....	15
2.7. Problems of Measurement .....	17
2.8. Emotional Intelligence in the Workplace .....	19
2.9. Emotional Intelligence in the Greek Public Sector .....	23
<b>3. Methodology.....</b>	<b>27</b>
3.1. Research Philosophy.....	27
3.2. Questionnaire Methodology .....	28
3.3. Research Design .....	31
3.4. Questionnaire Structure.....	32
3.5. Research Ethics .....	33
3.6. Data Analysis .....	34
3.7. Research Validity and Reliability.....	35
<b>4. Data Analysis .....</b>	<b>37</b>
4.1. Descriptive Statistics .....	37
4.1.1. Age .....	38
4.1.2. Sex .....	39
4.1.3. Education Level .....	40
4.1.4. Professional Group.....	41
4.1.5 Managers and Employees.....	43
4.2. Factorial Analysis .....	44
4.3. Regression Analysis .....	48
4.4. Content Analysis .....	54

4.4.1. Perceptions of Change .....	54
4.4.2. Perceptions of Personal Involvement in Change Management .....	56
4.4.3. Perceptions of Others' Adaptability to Change .....	57
4.4.4. Identification of Emotions in the Workplace .....	58
4.4.5. Proposed Changes to improve the Working Environment .....	61
<b>5. Conclusions .....</b>	<b>62</b>
<b>References .....</b>	<b>65</b>
<b>Appendixes .....</b>	<b>74</b>
<b>A. Authorization to perform the research .....</b>	<b>75</b>
<b>B. Comparative Table of Emotional Intelligence Models .....</b>	<b>76</b>
<b>C. Personnel Distribution per Professional Group and Sex .....</b>	<b>77</b>
<b>D. Questionnaire .....</b>	<b>78</b>
<b>D.1. Questionnaire in Greek .....</b>	<b>78</b>
<b>D.2. Questionnaire in English.....</b>	<b>86</b>



# Chapter 1

## Introduction

The Greek Public Sector is currently facing the challenge of major structural changes that have taken place during the last eight years and are still due to be implemented in the following years within the framework of the Economic Adjustment Programmes for Greece, commonly known as Memoranda, in order to ensure better performance for the Greek Administration. Any change poses a challenge for both managers and employees, and one cannot be wrong in presuming that the implementation of these changes has been a cause for unrest, anxiety and insecurity for all civil servants across the Greek Public Administration. Unlike the private sector, the Greek Public Sector relies traditionally on formality, legitimacy, rational thinking and the rule of law, leaving very little or no space for emotions. This common practice clearly contradicts change management theories focusing on the importance of handling resistance to change and paying due attention to the emotional cost of change.

During the last three decades, research on the construct of Emotional Intelligence (EI) has been arguing that high levels of EI among individuals, teams, and organizations can improve job performance (Goleman 2005, O'Boyle et al.2011) and facilitate the process of change (Vakola et al.2004). Private organizations all over the world have gradually begun to incorporate the notion of EI in their practices, in order to improve performance or deal with change. The use of EI measurement tests to assess the levels of EI among the employees and the implementation of special training programmes to enhance EI are widely used in the corporate world where, according to a survey of benchmark practices,

four out of five companies are trying to promote EI in their organisations (Zeidner et al. 2004:379).

However, the Greek Public Administration seems to be unaware of the possible benefits of enhancing emotional intelligence levels among the employees and managers. A closer look at administrative guidelines, legislation and the *National Strategy for Administrative Reform* (Ministry for Administrative Reform 2017) lead to the conclusion that EI and the managerial practices emanating from it are absent from the Greek Public Sector, at least on policy making level. At the same time, civil servants coping with the ongoing change process are bound to feel a variety of emotions, which is to a certain extent a natural reaction, as change management theories claim. Indeed, even if the Public Administration, like the whole Greek society, has come to the last stage of accepting the changes, the process has been emotionally painful and was accompanied with protests and anger. Are these reactions justified as part of the emotional response to change or could it be an indication of low levels of EI among the employees and managers of the Greek Public Sector?

In my capacity as a civil servant I could mention various examples and anecdotal incidents of both low and high EI among my colleagues and managers. It is, however, surprising that, in the context of the current administrative reform in the Greek Public sector, no scientific research has been made to connect reactions to change with EI. Being aware of the potential positive outcomes of EI in the workplace and triggered by the empirical data, this master thesis provides for an alternative approach to the challenges of change, by focusing on the human capital of the Greek Public Sector and attempting to evaluate the EI of civil servants under the current circumstances of multiple change in the Greek Public Administration. The question that naturally arises is what is the level of EI among civil servants and how is it best measured? Could a low level of EI provide for a plausible explanation of the upheaval caused by a series of changes? In case civil servants exhibit high levels of EI, which factors account for what is perceived as resistance to administrative reform?

Drawing upon EI theory, change management theory and public-sector management, this master thesis makes use of the available tools measuring self-perceptions of EI among the employees and managers of the Greek Public Sector. Focusing on the case of the *Ministry of Digital Policy, Telecommunications and Communication* (Ministry) as an organization that was founded at the end of 2016 via merging of three other organization, it is clear that the sample comes from an organization that has been facing additional challenges as a result of the merging, except from the changes applicable to the whole Greek Public Administration. Based on the various theories about EI and drawing mostly upon the Goleman – Boyatzis *Emotional and Social Competence Inventory* (ESCI), a questionnaire including both closed and open-ended questions was set up to address work environment related aspects of EI as well as perceptions of and attitudes to change.

In the first stages of the research, feasibility of the study was not self-evident, since most of the stakeholders, employees, management and political actors, were not aware of the concept. Priority was thus given to convince upper management of the potential usefulness of the study for the public sector, before delving into the research itself. Prior to handing out the questionnaire, in compliance with public-sector procedures, the upper management was asked to give permission to conduct the research in the workplace during working hours (Appendix A). Once the bureaucratic obstacles were overcome, conducting the research was rather simple in terms of practicality, since there was immediate access to the participants and personal interaction at least with the sample of the population working in the *Secretariat General of Communication*, who have been my colleagues for several years. The population sample were the employees of the *Ministry* and specifically those working in the central premises who were directly affected by the spatial merging. In order to ensure timely collection of the data, the questionnaire was handed in situ to the employees and collected on the spot.

The theoretical chapter provides an account of the current status of the Greek Public Administration and of EI theory with a focus on its relevance for the workplace. In the first part, the characteristics of the Greek Public Sector are presented, with an emphasis on current administrative reform, in an attempt to clearly showcase the theoretical absence of EI from the reform strategy and subsequent administrative practices. A description of

the situation in the *Ministry* as a specific case study and object of this master thesis clearly showcases the challenge of multiple change. Given that research has not yet focused on emotions of human actors in the public administration, this master thesis aims to cover this gap. The second part of this chapter focuses on existing bibliography on EI, defining the notion and providing for an overview of the most relevant models and their implications for professional performance and effective coping with change.

The third chapter presents the methodology followed in order to examine the degree of EI among the managers and employees in the organization, as well as the rationale behind the selection of the Goleman-Boyatzis model of ESCI as the theoretical basis for a questionnaire comprising both closed and open-ended questions in order to detect EI and attitudes to change.

Data arising from the questionnaires are analysed in the fourth chapter, catering for a quantitative data analysis, complemented by qualitative analysis in the form of content analysis of the open-ended questions. While data analysis points to the need to reconsider the elements of the EI construct by removing statistically non-significant variables, the average EI of employees in the *Ministry* is quite high and their mostly negative perceptions of change are attributed to the characteristics of the Greek Public Administration.

# Chapter 2

## Emotional Intelligence and the Greek Public Sector

As the title of this master thesis makes clear, the two components of the topic are Emotional intelligence and the Greek Public sector. In order to better understand the rationale behind the connection of the two notions, this chapter first presents the general characteristics of the Greek Public Sector and its current status, commenting especially on administrative reform. It is argued that empirical data from everyday work experience in the newly founded *Ministry of Digital Policy, Telecommunications and Communication* provide for an interesting case study.

While there is evidence of the role of EI in the workplace, before making the connection with the specific case study, it is necessary to provide an overview of the different models of EI and the various definitions of its components. On this basis, the main EI models are examined, along with the measurement tools, with a focus on the limitations of the measurement process. As literature suggests, EI can contribute to better job performance. Given that lack of efficiency is one the problems of the Greek Public Sector, a more humancentric approach to the public administration and the use of EI can be the appropriate way to address the current change management challenge.

### 2.1. Characteristics of the Greek Public sector

The Greek public sector is an example of a public administration system characterized by formality, legitimacy, rational thinking and the rule of law. Following the Napoleonic tradition, the Greek Public Administration has been for decades a centralized, hierarchical

system, based on bureaucracy and a legalistic culture. Quite often it has been faulted for its inefficiency, low performance, politicization, clientelism, corruption and low institutional capacity (Lambropoulou 2017). Due to the financial crisis and in compliance with the *Economic Adjustment Programmes*, Greece has been asked to reform a number of policies and among them also implement a series of changes in the Public Administration.

Following to a certain degree the doctrines of New Public Management and conforming to the European standards as member of the EU, the Greek Public Administration has previously also implemented reform programmes aiming at modernizing the system, but never with the intensity of the reforms that have taken place after 2010 (Featherstone 2015, Lambropoulou 2017). Facing the problem of both high public debt and budget deficit, Greece agreed to three *Economic Adjustment Programmes* in exchange for financial assistance. Within this framework, the administrative reform programmes cover a wide spectrum of structures and procedures affecting all public sector employees (Lambropoulou 2017).

Greek Public Administration presents a unique case of reform, focusing mainly on attaining fiscal targets, without always attaining the desirable results (Lambropoulou 2017: 348). Most research holds inadequate planning accountable for the poor outcomes from a political and financial analysis perspective, neglecting the dimension of humans involved in the process, namely the civil servants asked to incorporate these changes in their working environment.

The Greek case is by itself a unique example of large-scale, imposed organizational change, taking place simultaneously with social changes, affecting to a lesser or bigger degree the personal or family lives of the employees. The changes or reforms affecting directly the employees include among others reorganization and restructuring of the central administration and local government, downsizing or merging of public entities, new procedures to ensure effective financial management, salary cuts, suspension of special allowances and overtime payment, special mobility and pre-retirement schemes,

increase in working hours and retirement age, reform of the selection and recruitment system for senior administration managers (Featherstone 2015, Lampropoulou 2017). Some of these changes have already been implemented, whereas others are due to be implemented in the near future, according to the *National Strategy for Administrative Reform* for the years 2017-2019 (Ministry for Administrative Reform 2017).

## 2.2. Change in the Ministry of Digital Policy, Telecommunications and Communication

In addition to the changes that have taken place in the whole Greek Public Sector in the last few years, the case under examination is one of the few examples of large-scale merging. In November 2016, the Greek government proceeded to the revival of two ministries and the merging of two other (Official Government Gazette 208/04.11.2016). Among the two, the *Ministry of Digital Policy, Telecommunications and Communication* was the one aspiring at the same time to incorporate three previously existing Organizations, the *Secretariat General for Information and Communication*, the *Secretariat General for Telecommunications and Post*, and the *Secretariat General for Digital Policy*, an organization that had been founded six months earlier, in May 2016 with a focus on digital policy, a new field of policy in conformity with the challenges of new technologies. At a later stage, when the new organization chart of the *Ministry* was published (Official Government Gazette 117/10.08.2017), the *Special Secretariat for Crisis Management* was also incorporated in the organization.

The creation of a new Ministry by means of merging organizations has been a major change affecting almost 400 employees. Two years after, the actual merging in terms of employees' spatial distribution in the building previously hosting the *Secretariat General of Information and Communication* has not been completed. The new organization chart was accompanied with a redistribution of personnel to the new administrative units, departments and directorates, while new managers were appointed ad interim, in view

of the first full implementation of the new legislation governing the selection of managers (Ministry for Administrative Reform 2017:81).

It is clear that the change described is in reality a series of changes at multiple levels and cannot fit into any of the models of change (Todnem By 2005), which in turn renders change management a particularly demanding task. So far, these changes have been studied under the rationale of political science and the main conclusion is that these reforms, agreed upon conditionally, have not been particularly effective (Lambropoulou 2017). Research has focused mostly on the institutional agents, the Greek Government on one hand and the Troika or the Institutions on the other. Sporadic references to the civil servants' reactions focused on protests against the layoffs (Featherstone 2015), but there has been no serious attempt to approach the matter from the perspective of change management.

Unlike the political-economic analysis, this master thesis sheds light to the human actors, the employees and managers of the Greek Public Administration who had to deal with all these changes under a major structural reform. Since the question of reform sustainability remains open, and in view of critique for deterioration in public governance effectiveness (Lambropoulou 2017), new concepts could offer an alternative approach to ensure successful implementation of the reforms. One of the new concepts providing for a different perspective on the circumstances in the Greek Public Administration is Emotional Intelligence, a construct due to be analysed in the following part of this chapter.



## 2.3. What is Emotional Intelligence

Emotional Intelligence, as a field of academic research and study, has a history of almost three decades, ever since Salovey and Mayer labelled the concept of Emotional Intelligence (Salovey and Mayer 1990). Even though there is no consensus on the first formal mention of the term in the modern era (Zeidner et al. 2009:8), it is generally accepted that, after the first systematic research on EI by Salovey and Mayer, it was Goleman who turned EI into a popular concept and brought it to the attention of the general public, as the author of several books on the topic, beginning in 1995 with *Emotional Intelligence: Why it can matter more than IQ* (Goleman 2005).

The construct of EI is thus a relatively new theory, whereas each of its components, emotions and intelligence has a history of its own. In the 20<sup>th</sup> century research on intelligence led to notions such as “social intelligence” in Thorndike’s model assuming that intelligence involves abstract, mechanical and social intelligence, where social intelligence is the ability to understand people and act wisely in human relations (Thorndike 1920). The turning point was, however, the introduction of multiple intelligences by Gardner (Davis et al. 2011) who presented the notion of intelligence as being composed of multiple dimensions combining cognition and emotion. Among the seven intelligences (visual-spatial, bodily-kinaesthetic, musical, linguistic, logical-mathematical, interpersonal, intrapersonal) the last two, focusing on the ability to understand and interact with others and the capacity to understand ones’ self, are a shift towards the EI model. Goleman (Cherniss and Goleman 2001) explicitly draws upon them to provide his four-dimension model of EI built upon the two axes of being able to identify and manage emotions in the self and in others.

Almost every researcher feels tempted to provide for a definition of his own, thus causing confusion as to the point of reference and the components of EI. As Zeidner et al. (2009) point out, there is no commonly agreed upon definition of EI, and major questions on

whether its nature is cognitive or non-cognitive, whether the knowledge of emotions is implicit or explicit or whether EI is a basic aptitude or some kind of adaptation to a specific social and cultural milieu are still dominant in academic discussions.

Numerous terms have been coined to express more or less the same ideas focusing on one of the two components of the concept, i.e. either on intelligence or on emotions. On one side, among those focusing of “Emotions”, Steiner (1984) talked about “emotional literacy”, a term implying training in effective use of emotions. Goleman clearly prefers the abbreviation EI for Emotional Intelligence, acknowledging, however, that the abbreviation EQ is widely used, standing for “Emotional Quotient”. One of the first researchers in the field, Bar-On also referred to “emotional quotient”, in an attempt to set the new concept in contrast to “intelligence quotient” (IQ) and the term has been quite popular for this reason. On the other side, definitions focusing on intelligence include the term “Interpersonal intelligence” or the more general term “personal intelligence”, drawing upon Gardner’s terminology (Davis et al. 2011).

The different definitions are indicative of the different perceptions each of the researchers has of the concept. It should also be noted that in the course of time and as research on the relatively new theory of EI is evolving, researchers themselves proceed to improvements of their conceptual models and provide differentiated definitions.

Salovey and Mayer who initially defined EI as “the ability to monitor one’s own and others’ emotions, to discriminate among them and to use the information to guide one’s thinking and actions” (Salovey and Mayer 1990:189), at a later stage described a more comprehensive four branches model involving the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge, and the ability to regulate emotions to promote emotional and intellectual growth (Mayer, Caruso, Salovey 1999).

Goleman's first definition was rather broad, criticized for defining EI more by exclusion as any desirable feature of personal character not represented by cognitive intelligence. The concept was subsequently defined 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 1998:310) and was crystalized into the four components model of self-awareness, self-management, social awareness and relationship management.

Bar-On was among the first to develop a theoretical model comprising a broad set of social and emotional abilities that help individuals cope with the demands of everyday life. This theoretical construct took gradually the form of the Emotional and Social Intelligence model (ESI), defined as a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands (Bar-On 2006).

The most recent reconceptualization of EI has led research towards personality traits that relate to emotional functioning. Within the Trait EI model, EI is perceived as a constellation of traits and encompasses behavioural dispositions and self-perceived abilities (Petrides and Furnham 2001).

Apart from the different definitions of the term, differentiation applies also to the terminology used to describe the components of the construct: Bar-On originally referred to "factors", adding later the notion of facilitators (Bar-On 2006), Salovey and Mayer refer to abilities, whereas Goleman first used the term "skills" and later adopted the term "competencies" (Cherniss and Goleman 2001).

## 2.4. Emotional Intelligence models

Based on the aforementioned definitions, it is easy to identify the corresponding models. Broad as the research field on EI may be, one can still recognize three major categories of EI models: the ability based (Mayer -Salovey) versus the mixed models (Bar-On, Goleman) and more recently the trait models (Petrides), according to the focus on EI as a set of abilities, competencies or as aspects of personality and personality traits respectively.

In the first category, the Mayer- Salovey model considers EI to be a branch of intelligence entailing the abilities to think, perceive, understand, appraise, discriminate and identify emotions pertaining to oneself and others (Mayer et al. 2000). Salovey and Mayer worked on what is considered one of the most comprehensive models of EI, the four-branch model by Mayer, Salovey, and Caruso, which divides the abilities of EI into four areas: ability to perceive emotion, ability to use emotion to facilitate cognitive activities, ability to understand emotions and ability to manage emotions.

The second category of mixed models comprises the approaches of Bar-On, Goleman and Boyatzis, who view EI as a diverse construct, including aspects of personality as well as the ability to perceive, assimilate, understand, and manage emotions. Under this perspective, EI is measured through self-report protocols or multi-rater instruments rather than with objective tests. Goleman gradually integrated Boyatzis' notion of competence (Boyatzis 1982) and his fivefold scheme comprising self-awareness, self-regulation, motivation, empathy and social skills (Goleman 1998) was reformulated into the four domains of Self-awareness, Self-management, Social awareness and Relationship management, forming the Emotional Competencies Inventory (Goleman 2001). The current version of the so-called Goleman-Boyatzis model is the Emotional and Social Competencies Inventory (ESCI) comprising a total of twelve competencies (Hay Group 2011).

The third category of trait-based models is the more recent one, as exemplified by the Trait Emotional Intelligence Model. Petrides and Furnham (2001) argue that this model is a distinctive category, since it is the only one claiming subjectivity of emotions by defining EI as a personality trait.

Before the Trait EI model was developed, most categorizations counted Bar-On's model as a distinctive category. Cherniss (2010), in line with this categorization, considers Bar-On a separate model, since this prolific researcher was the first to suggest that "emotional and social intelligence" includes a set of intrapersonal skills, interpersonal skills, adaptability, stress management, and general mood (Bar-On 2006).

## 2.5. Assessment of the Emotional Intelligence models

In their book with the eloquent title *Emotional Intelligence: Science and Myth*, Matthews et al. (2004) attempt to make the distinction between science in the field of EI and myth or hyperbole related with the popularization of the concept and provide for a balanced account of the status of the field. On the side of science, the Mayer - Salovey ability-based model is commonly accepted as providing an objective and reliable measure, has been praised as "the gold standard" for defining EI (Jordan et al. 2010:145) and received the support of a great part of researchers (Zeidner et al. 2004).

Despite his renown, Goleman has been heavily criticized for his populist approach with generalizations and lack of evidence (Zeidner et al. 2004). His work remains, nevertheless, an invaluable contribution to research on the importance of EI in the workplace, since he brought attention to skills other than academic knowledge and IQ, even if by means of anecdotal narrations and personal stories. While many researchers clearly prefer the ability-based model of EI, it is also true that the ESCI model works well for EI diagnosis and development and can be useful in work related contexts (Jordan et al.2010).

In view of the ongoing debate between the ability and competency based or mixed models, a three-level model of EI comprising Knowledge, abilities and dispositions has been proposed, in an attempt to reconcile the two distinct theoretical approaches (Mikolajczak 2009). So far there have been no serious attempts to apply such a model, and the proposition seems to be more of a wishful thinking than a realistic approach to the debate on EI, its definition and measurement. Maybe, instead of unsuccessfully trying to reconcile the different EI models, a more realistic perspective is offered by Cherniss (2010), who concludes that after three decades of research on EI, it is becoming more and more clear that the ability and competency approaches differ in their methodology and practical application, so that maybe a distinction between Emotional Intelligence and Emotional and Social Competencies should be considered.

## 2.6. Emotional Intelligence Measurement

On the outset of research on EI, Goleman commented that, unlike the widely known IQ test, there was at the time no single pencil and paper test that yields an “emotional intelligence” score (Goleman 2005). While this formulation gave ground for critique to those who were not willing to accept the reliability and validity of the new construct, nowadays the plurality of EI tests available both in paper-pencil and online versions (Meyer et al. 2012) advocates for its measurability. Even though EI is a relatively new construct, there is a variety of measurement tests, falling into two basic categories: maximum-performance tests, also defined as ability-based, and self-report questionnaires measuring typical performance.

Under the ability-based category, the most widely used is the MSCEIT (former MEIS), based on the Mayer - Salovey model, whereas in the category of self-report measures the most prominent are Bar-On’s EQ-I, Goleman-Boyatzis’ ESCI and Trait EI. Analytic presentation of the assessment tests would be impossible within the framework of this master thesis, since new measures are being created and Zeidner et al. (2009:124) refer to more than fifty questionnaires. However, as Pérez et al. (2005) note, not all of them have been used in studies, and there is therefore little information about their reliability

and validity. For this reason, a selective but representative presentation can clearly showcase each measure's contribution to research.

### 2.6.1. Ability-based measurement tests

The most prominent and widely used ability-based test is the Multifactor Emotional Intelligence Scale (MEIS), designed to measure the four branches of EI according to the Mayer-Salovey model on accurately perceiving, understanding, managing, and using emotions in oneself and others (Mayer et al. 1999). It was succeeded by the MSCEIT (Mayer – Salovey-Caruso Emotional Intelligence Test) which, following the intelligence-testing tradition of maximum scores, assesses EI through 141 items divided in four branches. Emotion perception is measured by asking participants to identify emotions expressed in photographs of people's faces or in pictures of landscapes and/or works of art. Use of emotion to facilitate thought is measured by asking to identify the emotion felt in a specific situation, understanding of emotion by choosing the right answer in terms of emotion analysis, while emotion management is tested by determining on the most effective emotional reaction in a given situation (Brackett and Salovey 2006).

Among the other ability-based tests, Pérez et al. (2005) list the Freudenthaler and Neubauer Emotional Intelligence Performance Test (FNEIPT), the Emotional Accuracy Research Scale (EARS) and the Emotional Intelligence Scale for Children (EISC), whereas Zeidner et al. (2009:85) try to provide for an overview of various ability-based models, relating each one with the specific ability they are supposed to measure: DANVA, JACBART, and EIT for emotion perception, EST for emotion facilitation, LEAS and EARS for appraisal, labelling, and understanding emotion, EMPT and SJTM for managing emotions.

### 2.6.2. Mixed and Trait EI Measures

Despite its vague theoretical background (Pérez et al. 2005) and according to Bar-On's own description, the Bar-On Emotional Quotient Inventory (EQ-i) "describes a cross-

section of interrelated emotional and social competencies, skills and facilitators that impact intelligent behaviour, measured by self-report, within a potentially expandable multi-modal approach including interview and multi-rater assessment” (Bar-On 2006). The Emotional Quotient Inventory 2.0. (EQ-i2.0) is the latest version of a self-report measure, whereas the EQ360 provides a multi-rater perspective. A total of 133 items in the form of short sentences are used to test five composite scales and 15 subscales: a) Self-perception including self-regard, self-actualization, emotional self-awareness, b) Interpersonal competencies such as interpersonal relationships, empathy and social responsibility, c) decision making which includes problem-solving, reality testing and impulse control, d) self-expression including emotional expression, assertiveness, independence, and e) stress management, including flexibility, tolerance to stress and optimism (Bar-On 2006 and <http://www.reuvenbaron.org/wp/description-of-the-eq-i-eq-360-and-eq-iyv/> for an updated account of the model).

Goleman’s definition of EI has evolved over the years and the four-dimensional framework comprising self-awareness, social awareness, self-management and relationship management formed the basis for the Goleman-Boyatzis model, crystallized in the Emotional and Social Competence Inventory (ESCI) currently used by the Hay Group parallel to the former Emotional Competencies Inventory (ECI) and the other slightly diversified versions for special groups such as students (Hay Group 2011). Following the four clusters of self-awareness, social awareness, self-management and relationship management, the latest version of the ESCI comprises twelve competency scales. More specifically, the competencies corresponding to each cluster are emotional self-awareness (self-awareness), achievement orientation, adaptability, emotional self-control and positive outlook (self-management), empathy, organizational awareness, conflict management, coach and mentor (social awareness) and influence, inspirational leadership and teamwork (relationship management).

It is a tool intended to gather 360-degree feedback data from self, manager, direct report and peer ratings, presupposing a certain context of in-person interaction and a fair amount of time, and is given only by accredited practitioners. The model has evolved from the 20-items Emotional Competence Inventory, in an attempt to account for the



competencies that are really relevant to the working environment, and for this reason it is widely used in human resource management.

In line with the Trait EI theory, the Trait Emotional Intelligence Questionnaire (TEIQue) is a measure available for both self-report and 360 multi-rater measurement of Trait EI either in the full form of 153 items or in the short one consisting of 30 items. In all forms, 15 distinct facets falling into the distinct but interrelated dimensions of emotionality, self-control, sociability and well-being are tested: adaptability, assertiveness, emotion expression, emotion management in others, emotional perception in self and others, emotion regulation, impulsiveness, relationships, self-esteem, self-motivation, social awareness, stress management, trait empathy, trait happiness, trait optimism (Petrides 2009).

## 2.7. Problems of EI measurement

All of the above-mentioned assessment tools have been criticized on different grounds each time, not only for their overall concept but also for lack of objectivity and for failing to comply with the standards set for psychometric tests in terms of reliability and validity, with a focus on the overlap with personality tests.

When EI was introduced, it was clearly contrasted with the IQ test, and therefore objectivity and clearly set scales of assessment were considered as a prerequisite for EI measurement tests as well. The ability-based MSCEIT model is the only one measuring EI within the logic of “right” and “wrong”, with the right answers determined by a group of experts. Despite this phenomenological objectivity, the subjective nature of emotions creates concerns whether EI can be actually measured by cognitive ability tests (Furnham 2012). It seems, therefore, that subjectivity, which is considered to be the main problem governing self-report measures, and the high risk of bias due to the internal appraisal of performance may not apply solely to self-report measures.

Among the ability-based tests, the MSCEIT has a high reliability, amounting to 0,9, although a bit lower for the branches at around 0,6 (Zeidner et al. 2009:93) while other ability-based tests such as the EARS, LEAS, and JACBART score quite well with reliability coefficients of 0,75, 0,89 and between 0,82-0,92 respectively (Zeidner et al. 2009:92). In the mixed or trait EI category, the EQ-I has a generally good reliability of 0,85 (Pérez et al. 2005, Bar-On 2006), whereas the ECI had marginal reliability of 0,59-0,82 (Zeidner et al. 2009:122) but higher scores in social skills (Pérez et al. 2005). Another parameter is the test - retest reliability, for which there is limited data due to the small number of researches. There is, however, good retest reliability for EQ-I, adequate for the ECI, even though based on small samples, and good for the TEIQUÉ (Pérez et al. 2005)

Emotional Intelligence attracted the attention not only of academics but also of the general public, due to overstatements such as claims that EI can predict major life outcomes, that it is “more powerful than IQ” or the “best predictor of success in life” (Gibbs 1995). This kind of popularization has been to some extent the source of scepticism on the predictive validity of the EI construct (Zeidner et al. 2004:380). At the first stages of research, critique may have been a driving force towards refinement of the models. Indeed, the major researchers in the field, namely Mayer-Salovey, Bar-On and Goleman, have all proceeded to improvements or changes of their models, based on evidence from previous applications of their models and measurement tests.

Another major source of concern is that the competence-based approach leads to high convergent validity with personality tests. At the early stages of research on EI, Dulewicz and Higgs (2000) pointed out to the direct relationship between the concept of EI and measures of personality, such as the 16-PF, the OPQ, and the Job Competencies Survey, based on content analysis. Later on, research combining EI tests and personality tests, especially the Five Factor Model, led to occasionally high correlations, mainly with neuroticism and extraversion, providing ground for questioning construct validity for several EI models, such as EQ-I, Schutte’s Self Report Inventory and ECI (Zeidner et al. 2004, Zeidner et al. 2009). Law et al. (2004) argue, however, that when properly defined, EI is conceptually distinct from personality dimensions and provide empirical evidence that EI is distinct from but correlated with personality dimensions.

For researchers within the Trait EI branch of research, however, correlation with personality is natural, given that EI is considered to be a personality trait, located at the lower levels of personality hierarchies (Petrides and Furnham 2001, Pérez et al. 2005). Despite the overall positive evaluation of TEIQue, correlations of -0,73 with neuroticism and 0,69 with extraversion are considered to be “uncomfortably high” (Zeidner et al. 2009).

## 2.8. Emotional Intelligence in the workplace

During the last three decades the abovementioned models of Emotional Intelligence have been used in a wide array of scientific fields and been applied in various academic contexts such as psychology, education, organizational behaviour, and management. Within this broad context, managerial studies have also resorted to EI with a focus mainly on recruiting the right employees, enhancing job performance, with a special focus on leadership, and managing stress in the work environment (Matthews et al. 2004, Zeidner et al. 2009).

The emergence of the EI concept reflects the shift of perceptions, in the western world at least, of the role of reason and emotions, ever since it was suggested that rationality and emotions can coexist or even that emotions can be necessary for sound judgement and decision making. Focusing on the role of emotions in the working environment, in both private and public sector, expression of emotions is usually controlled in accordance with professional norms or codes of conduct. However, this paradigm shift from rationality and the prevalence of IQ to emotions and EI has irrevocably altered perceptions of organizational behaviours. The enthusiastic welcoming of the concept of EI both in the academic community and the corporate world made EI an integral part of the discussion around effective recruiting, organizational functioning, leadership and training. Even though this master thesis has made a point about lack of these practices in the Greek

Public Sector, it is imperative to delve into the role of EI in the workplace and its possible positive outcomes for employees and organizations.

Goleman (1998) was the first to describe extensively the role of emotional intelligence in the workplace and a few years later the notion of “emotionally intelligent workplace” was brought to the foreground (Cherniss and Goleman 2001). Certain characteristics of the EI construct, such as relationship skills, optimism and social competencies, had already been identified as factors predicting managerial success (Zeidner et al. 2004), but it was the first time it was claimed that EI would be the driving force for the 21<sup>st</sup> century business. Beyond exaggerations or misunderstandings about the importance of EI in the workplace, the concept of EI is present in various facets of organizational life and interest in research on the field is still ardent.

A review of the relevant literature reveals that EI is considered to affect almost every aspect of work related behaviour in terms of employee commitment (Abraham 2005) job insecurity (Jordan et al.2002), job satisfaction (Kafetsios and Zampetakis 2008; Sy et al. 2006), teamwork, quality of service and customer loyalty (Zeidner et al.2004), performance (Druskat et al. 2006, Lopes et al. 2006) leadership (George 2000, Goleman et al. 2013) with an emphasis on transformational leadership or job performance in connection mostly with leadership (Higgs and Dulewicz 2016:36). On a more general context, Bar-On pointed out to the fact that EI can influence a person’s ability to cope with environmental demands and pressures and later provided data on how EI can increase individual occupational performance, leadership and organizational productivity (Bharwaney et al. 2007).

Among other factors, EI is acknowledged to play an important role in managing organizational change and literature on EI is, therefore, concerned with the implications of high EI in leading and managing change. The construct of EI has been used in the private sector, mainly in the Anglo-Saxon world, to help managers cope with managerial challenges, including change management. The question that naturally arises is whether

civil servants and public-sector managers are aware of the potential for effective tackling of these challenges via emotionally intelligent behaviours.

The first change management models were mostly focused on processes, following Lewin, and even if Kotter (1995) indirectly refers to social competencies such as communication of the vision and empowering others to act according to this vision, the shift to the people working in the organization became gradually the most important of the components that need to be accounted for during any change (Hughes 2007). Individuals are even more important in the case of the public sector, where processes and principles are set on a political level, leaving managers, themselves civil servants asked to implement a change, with a relevant freedom of action only with respect to the third element, the people involved. The human capital is, therefore, a crucial factor and the only one they can count on for support, which makes EI an important parameter in both leaders and followers.

The shift towards the human factor has led to the study of emotions during change. It has been pointed out that organizational change is frequently associated with emotional or interpretative conflict (Dulewicz and Higgs 2000). In a private sector managerial context, Schmit (2006) hypothesizes that EI is positively related to successful performance in organizations experiencing high levels of change. Change is likely to generate negatively charged emotional situations and employees are thus more likely to experience high levels of stress and anxiety. Emotionally intelligent persons, though, would be expected to be able to recognize and manage their emotions, thus avoiding to create unnecessary tensions. If EI can be a factor contributing to minimizing otherwise natural reactions to change such as fear, frustration or even anger, it is easy to understand why Bharwaney et al. (2007) point to the importance of using EI as a “pulse reading” before and/or after any major organizational change, in the sense that it can give directions for structuring the interventions and help identify components helpful for the development of the organization.

The working environment can be demanding and stressful even without changes taking place, and work-related stress is considered to be more difficult to tackle than personal life stress (Zeidner et al. 2009). It is, therefore, clear that EI can be an important factor in dealing with stressful and challenging working conditions (Zeidner 2005). Dealing with stress is extremely important not only in order to ensure the smooth implementation of changes and effective organizational operation, but also because it can have long-term consequences on the mental and physical health of employees. Bar-On's model recognizes stress management as one of the five factors of the EQ-I, including stress tolerance and impulse control, which is indicative of the importance of EI in handling stressful situations.

The presentation of EI models renders the connection of change management and EI almost self-evident, in the sense that adaptability is a component of most EI models. The Goleman – Boyatzis model additionally makes explicit reference to the competence of “acting as a change catalyst” as part of the ESCI, which means that indications of high EI could help managers identify employees eligible to act as change catalysts and form a support team for the rest of the employees.

Apart from the apparent direct link between adaptability and change management, emotionally intelligent individuals are thought to be better in providing a buffer against negative events and build a supportive network (Zeidner et al. 2009:208). Self-awareness, a common element in all EI models, combined with self-management in the form of self-control, can help a person understand what has triggered certain emotions, realize the consequences of these emotions and, therefore, decide about the appropriate way to either express or withhold them. The ability to create this buffer against negativity is also closely linked with the fact that emotionally intelligent people are expected to exhibit optimism. At the same time, empathy is of utmost importance in contributing to this positive organizational climate along with relationship management skills in the form of teamwork and conflict management.

The undoubtedly rapidly changing workplace has offered researchers a terrain for the application of EI as a means to cope with the uncertainty of change and the subsequent stress. Within this framework, the extensive administrative reform taking place in Greece, combined with the generally admitted lack of reference to emotions in the bureaucratic public administration and the particularities of the Greek Public Administration (Featherstone 2015, Ladi 2014, Lambropoulou and Oikonomou 2018), offers a most appealing field of research in the levels of EI among civil servants in Greece.

## 2.9. Emotional Intelligence in the Greek Public Sector

As previously mentioned, all public administration systems are more or less considered to rely mostly or primarily on rational thinking. However, as Levitats and Vidoga-Gadot (2017) remark, starting in the late 2000s, there has been growing interest in the public administration literature about the potential contribution of EI to public sector personnel and organizations, and a number of studies have revealed direct links between EI and public service performance measures. Among the public-sector organizations that have been studied are for example military units (Bar-On 2006), or hospitals (Levitats and Vidoga-Gadot 2017).

The aforementioned research may have reached plausible conclusions for the specific administrative systems under study. However, given the differences between various traditions, more research is needed in the Greek Public Administration context, which is diachronically characterized by low performance, irrationality, extreme politicization, limited institutional capacity, legalism, formalism, corruption, patronage, clientelist relationships, fragmented and inconsistent procedures, lack of coordination, ad hoc arrangements and frequent changes at the top administrative levels (Lambropoulou and Oikonomou 2018).

These characteristics are often contrasted with private organizations, but comparison focuses mostly on procedures and managerial techniques in terms of efficiency and efficacy rather than on individual attitudes. Among the limited research on differences

between public and private sector employees in Greece, Bourantas and Papalexandris (1999) were the first to point to the individual traits as generators of observed differences in attitudes and behaviours towards work and organization. Their comparative study concluded that public-sector employees in Greece are more external in their locus of control, show a lower tolerance to ambiguity and have a lower sense of competence than private sector employees. It was in a sense a preliminary study on emotional intelligence, since some of the traits examined are believed to correlate with EI or are included in the EI construct with the same or slightly differentiated terminology: sense of competence presupposes self-awareness and is expressed as self-confidence, whereas low tolerance to ambiguity is an indication of low adaptability to change.

In that sense, while recognizing that the strictly regulated processes and procedures in the Greek Public Sector make public servants less tolerant to ambiguity and less flexible, the findings of the abovementioned research are useful because they point towards the need for a humancentric approach of the public sector deficiencies, contrary to the dominant approach holding the administrative culture and traditional ways of organization and management accountable for the Public Sector problems, among them also for the reluctance to embrace organizational change (Spanou and Sotiropoulos 2011).

Within the context of research on EI and in congruence with the general interest in EI in emotionally charged professions, the more prolific literature on EI in the Greek Public Sector focuses on health-related institutions (e.g. Trivellas et al. 2013, Nikolaou and Tsaousis 2002, Psilopanagioti et al. 2012), and educational institutions (Kafetsios and Zampetakis 2008, Platsidou 2010). Following the branch of research linking EI and leadership, Greek researchers have also focused on EI among public sector managers. Zampetakis and Moustakis (2011), for example, have used a sample from managers in various organizations on the island of Crete, among them hospitals and research institutions, with a focus on group job satisfaction. Similarly, Arfara and Samata (2016) have focused on the role of EI in team working in the Greek Public Sector with a sample from the *National Centre for Public Administration*.



However, it is clear that none of the researchers has focused on change and even the most recent papers seem to ignore the reality of major structural reform in all public service sectors. Moreover, healthcare and teaching personnel, as more service oriented, are expected to present high EI levels, as is the case with the research of Platsidou (2010) and Arfara and Samata (2016). In any case, no research has been found using a sample from the “hard core” of the Greek Public Administration, a Ministry called to serve a number of crucial public policies.

With a certain degree of exaggeration, it has been said that around 70% of change is bound to fail (Hughes 2011). Certainly, however, the failure rate is high, and among the reasons held accountable for this are both organizational factors such as the lack of vision and strategy, resistance to change, lack of effective communication of the expected benefits, lack of resources, ineffective management (Kotter 1995), and personal factors, such as personality, resistance to change and emotional intelligence (Huy 1999). Even though research on organizational change has focused more on the organizational level, change recipients’ reactions have also been taken into consideration. In a review of the relevant literature, Oreg et al. (2011) refer to both negative (e.g. stress, anxiety, negative emotions) and positive affective reactions (pleasantness, change related satisfaction, organizational change commitment) towards change in research articles covering a long period of time from 1948 to 2007.

As emotions gradually became part of the equation in managerial studies and more intensely after the first research on EI was published (Fisher and Ashkanasy 2000), focus shifted on personal factors. Huy’s (1999) model on the emotional dynamics of change was one of the first to systematically explore the role of emotional intelligence in facilitating individual adaptation to change and of emotional capability on an organizational level. Later, personality traits such as self-esteem, risk tolerance and locus of control were identified as predictors of employees’ openness towards organizational change (Oreg 2006). These personality characteristics, however, are included in the broader construct of EI, under self-awareness, self-confidence and adaptability. Instead of searching for specific personality variables, the EI model offers a more comprehensive approach to exploring attitudes in a changing working environment. Previous research on the matter

has also found that personality and emotional intelligence correlate positively with attitudes to change (Vakola et al. 2004).

Change management theory accepts that any change is considered to trigger various emotions according to the various stages of change. The change curve, a purely psychological theory, has been operationalized in managerial studies to provide for a framework explaining resistance to change, describing the transition from denial and anger to bargaining, depression and finally acceptance. Empirical data, based on everyday interaction with the employees in the *Ministry* show a decline in morale, which is congruent with Elrod and Tippet's (2002) observation that most change models provide evidence for degradation of capabilities in the intermediate state of change.

Many of the characteristics of the Greek Public Administration, such as low performance, formalism, irrationality and resistance to change, could be considered as indications of low emotional intelligence. However, in the financial crisis era, it has been argued that under this critical juncture change is more likely to occur (Ladi 2014). A recent survey (Karkatsoulis 2016) reveals that 67% of the civil servants recognize the need for improvement in the public administration, whereas the general population percentage is lower, at 57%. Does it mean that academic research has so far failed to detect a change in attitudes and behaviour of public sector employees during the financial crisis? Could it also mean that the average civil servant profile has changed not only in terms of demographics (Karamanoli 2017) but also in terms of emotional traits and work-related behaviours? If this is the case, and civil servants are found to have a relatively high level of EI, why is the implementation of change such a long process? Using the appropriate methodology and choosing the right measurement tool that will set the foundation of primary data collection is the next step that will provide answers to the research question.

# Chapter 3

## Methodology

The Emotional Intelligence models described provide the researcher with sound methodological measurement tools, compatible with the positivist philosophy of this master thesis. On this basis, the Goleman-Boyatzis model of ESCI sets the framework for the questionnaire, while a complementary set of open-ended questions on perceptions of change shed light to the relationship between EI and change management. Presentation of the questionnaire methodology and structure is followed by an account of the data collection and data analysis method.

### 3.1. Research Philosophy

Instead of subjectively describing the situation in the Greek Public Administration under the current administrative reform, this master thesis opts for a more positivist approach and argues that reliable EI measurement tools can lead to trustworthy conclusions about the levels of emotional intelligence and adaptability to change. The use of EI models aligns in principle with the positivist approach of providing factual knowledge gained through observation and measurement, in order for the knowledge to be considered trustworthy (Saunders et al. 2009).

However, unlike natural phenomena, human behaviour and emotions are difficult to measure, whereas self-measurement entails the risk of social acceptance bias or distorted self-perception. One can no longer neglect the latest tendency in the social sciences research to prefer mixed models or a pragmatist approach, combining qualitative and quantitative methods (Yvonne Feilzer 2010). This research is a case study making use of

the available secondary data in the form of EI models in order to collect primary data via a survey. The survey is conducted by means of a paper-and-pen questionnaire handed in person to the sample population.

Despite the general positivist approach, the nature of the research demands further critical approach both to the EI construct and the findings. In line with this critical perspective, the EI construct as crystallized in a set of twenty closed questions is complemented by open-ended questions within the logic of cross-checking the findings of the first part of closed questions and expanding on their rationale. The open-ended questions are also at first quantified by means of identification of recurring themes and key-words. On a second level of content analysis, the answers are interpreted in an attempt to identify correlations with or dissonance from the responses obtained from the set of closed questions. However, this integration of quantitative and partly qualitative content analysis does not exceed the positivist foundation of the research.

## 3.2. Questionnaire Methodology

The main research question of this master thesis is to what extent the employees of the *Ministry of Digital Policy, Telecommunications and Communication* possess the characteristic behaviours pertaining to EI in coping with challenges in the working environment, and particularly under continuous change. In building the research questionnaire, the main concern was to focus on aspects of the EI construct relevant to change management within the working environment. In view of this primary goal, questionnaires of general use or those containing questions aiming at the general well-being or focusing on personal relationships had to be excluded. Among those more relevant to the working environment, the Goleman – Boyatzis model of ECI/ESCI was found to cover all aspects of the research question.

The Goleman-Boyatzis model has high workplace validity in measuring competencies such as organizational awareness and teamwork (Palmer et al. 2009, Sala 2002). The ESCI

is a rather new model and there is, therefore, not sufficient peer-reviewed research. However, according to the Hay Group (2011), the new model has been sufficiently tested and analysed and was found appropriate to study the role of EI in performance, providing valuable data on human resource capability. The technical guides (Sala 2002, Wolff 2005) provide evidence of its validity and reliability, and even if the results are not optimal, with construct validity ranging from 0,39-0,78 and reliability of 0,59-0,82, critique has been too harsh and even biased, when coming from researchers allying with the ability-based perception (Zeidner et al. 2009:122). Multiple versions of the construct can perplex the researcher trying to assess the model, but it should be noted that the above-mentioned critique does not consider the latest version of the ESCI.

As previously mentioned, the ESCI is a tool intended to gather 360-degree feedback data, but self-assessment data can also be useful as a basis for discussion (Hay Group 2011). Performing a 360-degree questionnaire would exceed the scope of this master thesis, even though it could be considered as a further step towards results validation within the framework of future research. It is also questionable whether employees would be willing to participate in such a research, due to the lack of previous experience with such practices within the Greek Public Sector. The questionnaire, hence, falls into the category of self-report measures, trying to identify the degree of EI based on self-perception. The competencies included in the ECI/ESCI are deemed to be a good starting point for setting up a questionnaire that specifically applies to the needs of the present master thesis, especially when combined with an additional set of open-ended questions that are an integral part of the research questionnaire.

Even though the Goleman - Boyatzis model served as a guide through the EI work-related competencies, the questionnaire could be described as a compilation of the most common elements of EI. Despite the different approaches to EI in terms of theoretical justification, in the course of time there seems to be some convergence, at least with regard to the main issues addressed, such as the main areas of emotion perception, emotion understanding, emotion use and emotion management. Contrary to the rhetoric of schism between the ability and mixed or trait EI models, one could also take side with those finding the

different EI models and their measures to be rather complementary than contradictory (Ciarrochi et al. 2000:540). A comparison of the main measures shows indeed some overlap in the factors, competencies or traits measured (Appendix B).

Palmer et al. (2009) not only have argued for the need of work specific EI tests, but they also question the potential of ability-based tests, specifically the MSCEIT to measure anything more than emotional knowledge, without any guarantee that this theoretical knowledge is applied in everyday working circumstances. Moreover, the practical limitations in terms of resources and time would not allow for its use in the Greek Public Administration within the framework of this master thesis.

The Goleman- Boyatzis model was the first to address the connection of EI with the workplace. The category of workplace related EI measures counts nowadays several models, such as the Dulewicz and Higgs Emotional Intelligence Questionnaire (DHEIQ), the Work-Place Swinburne University Emotional Intelligence Test (Work-Place SUEIT), currently in its revised form as Genos EI (Palmer et al. 2009), the Workgroup Emotional Intelligence Profile (WEIP) and the Wong and Law Emotional Intelligence Scale (WLEIS). All of them provide self-report questionnaires comprising from 16 to 70 items, aiming to measure mainly individual job performance (Higgs and Dulewicz 2016, Law et al. 2004) or team performance and efficiency (Jordan et al. 2002). However, some of them would not serve the research question of this master thesis due to their focus on specific areas, such as leadership potential and organizational advancement in the case of DHEIQ or workgroup in the case of WEIP.

Models such as the WLEIS and GENOS are more comprehensive and exhibit rather high reliability, in the case of GENOS internal consistency reliability being at 0,96 (Palmer et al. 2009). However, the full 70-items version would be too long while the short version has shown lower reliability (Palmer et al. 2009). The WLEIS has been found to have adequate reliability at 0,70-0,85, but lacks an important dimension, relationship management. Moreover, it has so far been tested only on Asian population. Even though Law et al.

(2004) argue that there is no immediate evidence that the validity of EI, as defined under the WLEIS should vary across cultures, the cultural dimension should also be considered.

### 3.3 Research design

The research question has already been targeted to the *Ministry for Digital Policy, Telecommunications and Communication* as an example of public sector organization created through the merging of organizations at times of general structural reform in the Greek Public Administration. The research population, therefore, are the employees of the *Ministry* to whom the questionnaire was distributed hand by hand at the workplace and collected in situ for the sake of convenience.

In the new organization chart there is a provision for a total of 698 employees, but so far not all of them are occupied. Despite the effort given to house all merged organizations under one roof, there are still departments housed at their original location. Considering placements in other organizations, as provided by the law for civil servants, and excluding employees currently under any type of long-term leave (e.g. sabbatical, maternity leave etc), the actual number is further reduced, thus lowering the number of employees physically present at the premises of the *Ministry* to 269 (Appendix C).

Employees working either at the peripheral organizational units (e.g. Press Office in Thessaloniki) or at the Press Offices Abroad (around 60 people) were not asked to participate not only for practical reasons, i.e. timely delivery and collection of the questionnaire but also and mainly because physical distance from the central premises entailed a differentiated experience of the changes taking place in the workplace.

Prior to handing out the questionnaire, permission was granted by the Ministry's Secretary General to use the employees as research sample (Appendix A). Despite the fact

that consensus was given, there was no enforced participation to the research project. The information about consensus was communicated orally to ensure employees that participation in the research was not against the will of the employer.

### 3.4. Questionnaire structure

The questionnaire has a tripartite structure, including demographic data (Part A), Likert-scale questions on the components of EI (Part B) and open-ended questions on attitudes to change (Part C). Effort has been given to keep the questionnaire as compact as possible, in order not to deter the participants from answering it, aiming at a maximum completion time of ten minutes. Following this principle, a set of twenty questions was formulated, with five questions devoted to each of the four dimensions, i.e. self-awareness, self-management, social awareness and relationship management. The questions were formulated on the basis of the definitions of the ECI/ESCI components and the wording has been adapted to work environment situations. Given that the research question addresses change management as a main issue, it was crucial that the questionnaire includes specific reference to adaptability to change and perceptions of change. For this reason, five open-ended questions referring to general attitudes to the administrative reform currently taking place in the Greek Public Administration and calling for an assessment of the impact changes are having on the employees' working environment have been added.

The first part requires information on the variables of age, gender, education level and position in the organization, in line with literature identifying them as differentiators of EI scores, even though research has reached no definitive conclusions (Zeidner et al. 2009). EI is considered to increase with age, which can be both due to it being an ability that can be learned or a trait of personality that evolves over time (Goleman 1998, Baron-On 2006) but, depending on the object of measurement, it can also decline with age (Zeidner et al. 2009:94). The question of gender-based differences has been often hypothesized with mixed results. In general, there are not significant differences between men and women, only differences in the scores in certain abilities which can vary



according to the measurement model used. Minimal validity evidence is also available for socioeconomic differences, but it would be interesting to look for potential differentiation in terms of education level.

Given the increased interest of research in the connection between EI and leadership potential, the parameter of differentiation between managers and employees could not be neglected, even if during the last years all managers in the Greek Public Sector are appointed ad interim in view of the application of the new selection system.

The set of closed questions is rated with values one to five, with one corresponding to “I completely disagree” and five to “I totally agree”. The maximum value of the closed questions amounts to 100, which corresponds to the highest level of emotional intelligence. In each of the four factors of self-awareness, self-management, social awareness and relationship one or more questions are inversely rated (Questions B2, B3, B6, B11, and B16).

An additional step was the need for a translation of the questionnaire and the answers into English, since it had to be given in the participants’ mother tongue, i.e. in Greek. (Appendix D1 and D2). A pilot study was not deemed necessary. Everyday conversations with the employees and colleagues provided a certain degree of intuitive knowledge of the situation, since the issues addressed by the questionnaire have been a common topic of discussion for a long period of time.

### **3.5. Research Ethics**

In order to ensure the basic principles of ethics in conducting research, and complying with bureaucratic procedures, the questionnaire was distributed to the employees only after written permission of the Secretary General. Even though no one questioned the legitimacy of conducting the research in the working environment, the document was at

all times at hand, in case anyone wanted to confirm that the research was authorized or at least was not against the will of the managers. This is also a reason that in person communication was preferred over the option of sending an email to the colleagues. Moreover, handing out the questionnaire in person facilitated communicating with the participants and providing information on the scope of the research. In any case, participation was voluntary and there was no attempt to convince anyone to participate against his/her will.

The organization not only gave permission to conduct the research but also provided the data necessary for the statistical analysis, since it was obvious that the research complied with the Public Administration procedures and was neither violating the privacy of the participants nor impeding their professional activities during working hours. Moreover, there is potential for this research to be helpful to the Ministry managers by providing them with a roadmap towards new dimensions in human resource management. Management will be informed of the research conclusions and this insight into the employees EI levels along with the discussion about the public administration problems and challenges under conditions of change can only be beneficial by leading to more productive policies.

### 3.6. Data analysis

The combination of closed and open-ended questions calls for the use of multiple data analysis methods. At first the data are analysed in terms of descriptive statistics, in order to get a clear impression of the variety of data by means of the measures of central tendency. After checking for outliers which could affect the statistical analysis results, the data are analysed in terms of range, mean values and standard deviation not only of the whole sample but also of the different groups according to the variables of age, sex, education level and managerial position, in order to check for convergence or differentiation of the results among the different demographic groups. The statistical significance of the EI model as presented through the twenty closed questions of Part B is examined by using the “regression analysis” function in the Excel programme for each of

the four factors of self-awareness (questions B1-B5), self-management (questions B6-B10), social awareness (questions B11- B15) and relationship management (questions B16-B20).

The set of open-ended questions is the object of qualitative analysis, limited to content analysis due to the laconic answers provided by the respondents. Most answers often contained only few short sentences or just a listing of perceived changes and reactions to them or emotions. In this regard, the discourse can be easily converted into segments of speech, which then are matched with the components of the EI model and change management theory. The restricted amount of qualitative data leads to quantification as a method of comparing the findings of the two sets of questions before interpreting them as indicators of EI and adaptability to change, always in conjunction with the findings of statistical analysis of part B questions.

### **3.7. Research Validity and Reliability**

The questionnaire was set up based on already tested EI measures, comprising elements included in the ECI/ESCI, due to its affinity with competencies desirable within the working environment. The competencies involved are considered to be measuring EI according to the Goleman-Boyatzis definition and, despite the deficiencies of all self-report measures, the validity and reliability of the construct have been tested (Hay Group 2011). The EI construct is subjected to statistical analysis in order to test the significance of the EI model and of the four factors of self-awareness, self-management, social awareness and relationship management.

Given the specific context of measuring EI in a particular organization of the Greek Public Sector during a period of change, these specific conditions of change were also taken into consideration in order to enhance the validity of the research. Within this framework, the second set of open-ended questions is an additional measure of attitudes to change but also of emotional intelligence at least as far as the ability to express emotions (question C4) and manage them in terms of adaptability to change is concerned (question C2). Part

C directly address attitudes to change but also challenges participants to analyse changes in the public sector according to their personal experiences. Instead of conducting interviews, Part C is offering an insight to change management in the Greek Public Sector as well as useful thoughts on changes that would improve the Public Administration, addressing the whole spectrum of problems.

The questionnaire addresses a specific case under specific conditions, and it is therefore clear that the findings cannot be generalized, since they may not apply to other organizations and different samples. Moreover, as is the case with all self-report measures, self-bias poses certain limitations on the objectivity of the findings. This master thesis has opted for a cross-sectional study aiming to draw conclusions about the current situation in a particular organization of the Greek Public Sector. Retest of the sample population would be expected to lead to the same results, thus rendering the research reliable. However, such a procedure exceeds the scope of this master thesis.

# CHAPTER 4

## Data analysis

The questionnaires obtained are first analysed in terms of descriptive statistics using the measures of central tendency (mean, mode, range, and standard deviation) in order to check for any particular skewedness in the data and test the variability of the data. On a second level a regression analysis of the closed questions provides for a measure of overall construct validity and reliability. The open-ended questions are also quantified and the content analysis that follows comments on the relation of the answers to the closed questions in an attempt to track overlaps or contradictions between the two sets of questions.

### 4.1. Descriptive statistics

The questionnaire was handed out at the central premises of the *Ministry of Digital Policy, Telecommunications and Communication* from the 9<sup>th</sup> to the 11<sup>th</sup> of May 2018 and collected in situ. Out of 90 questionnaires 56 were returned (response rate 62%) and 93% of them, i.e. 52 questionnaires were valid. The rest of them could not be used since they were incomplete in the sense that in Part C the open-ended questions were not answered at all, and were thus excluded from the sample.

The highest score of Part B was 100 and the total scores range was 36, with the lowest score at 60 and the highest at 96, as the scatterplot in Chart 1 shows. No outliers were found that could significantly affect the statistical analysis. With a sample of 49 items, excluding the lowest value of 60 and the two highest values of 95 and 96, we get an

average of 78,2 and SD of 7,13, which does not differ a lot from the general mean of 79,08 and SD of 8,10 we get from the 52-item sample, while the median and mode are the same with values of 78 and 76 respectively. The sample is therefore not affected by outliers and can be used in its totality.

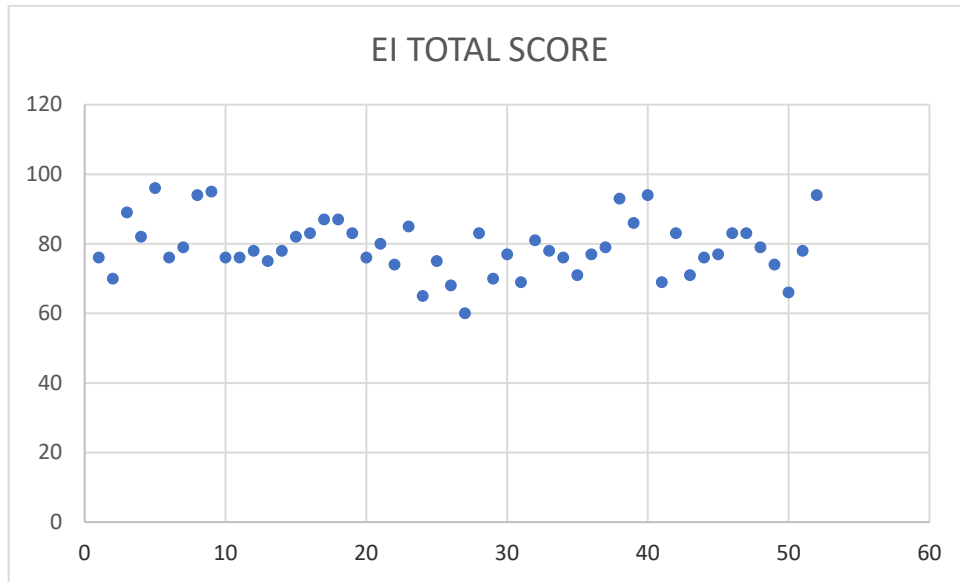


Chart 1: Scatterplot with the total EI score

The sample corresponds to 19% of the employees currently working in the central premises of the *Ministry*, based on data provided by the administration showing that only 269 are currently serving in Athens (Appendix C). The statistical sample is analysed on the basis of the demographic characteristics of age, sex, education level, professional group and well as one the basis of holding a managerial position or not.

#### 4.1.1. Age

The largest age group, as shown in Table 1, is the productive age between 41-50 years, followed by the 50+ age group, in accordance with the general phenomenon of an ageing public sector due to the restrictions imposed on hiring civil servants.

AGE GROUP	FREQUENCY	PERCENTAGE
UP TO 30	1	2
31-40	10	19
41-50	25	48
50+	16	31
Total	52	100%

Table 1: Sample Age Groups Frequency

In accordance with research claiming that EI develops with age, Chart 2 clearly showcases the progressive increase in EI levels with age, with the oldest employees attaining EI levels closer to the sample mean.

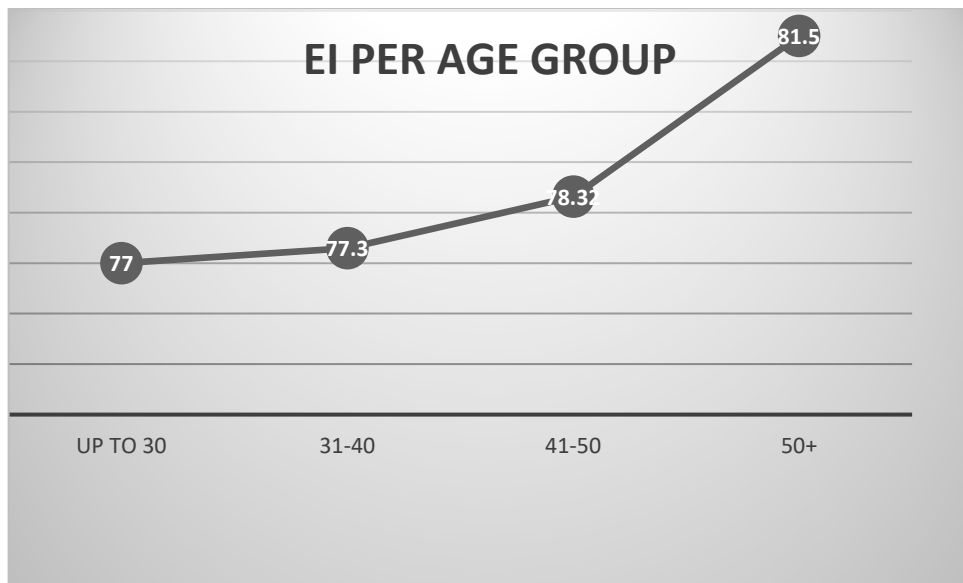


Chart 2: EI per Age Group

#### 4.1.2. Sex

Three out of four respondents were women, reflecting the high proportion of women to men in the *Ministry* with a percent of 62%, (Appendix C). while the proportion of women in the professional groups of Press Officers, who represent 80% of the sample as shown

in Chart 4, reaches also the high percentage of 80%. Contrary to the common belief that women have higher EI levels, the sample yields better scores for men with a mean of 81,69 compared to 78,02 for women and SD of 8,75 and 7,79 respectively. Even when considering each of the four factors separately, women only have slightly higher level of self-awareness. (Table 2).

	TOTAL MEAN	SD	FACTORIAL MEAN			
			SELF-AWARENESS	SELF- MANAGEMENT	SOCIAL AWARENES	RELATIONSHIP MANAGEMENT
<b>MEN</b>	81.69	8.75	4.09	4.15	4.25	3.85
<b>WOMEN</b>	78.02	7.79	4.23	3.9	3.93	3.58

Table 2. EI levels per sex.

### 4.1.3. Education level

In terms of education level, the majority of the respondents hold a master's or PhD degree (69%) followed by University Graduates, with 23%. The rest 8% are High School graduates (Chart 3). The extremely high percent of higher education graduates does not reflect the average public sector in Greece, where 40% hold a university degree (Karamanoli 2017) but is indicative of the status of the professional group of Press and Communication Officers (ENAT 2018) who represent 80% of the sample (Chart 4).



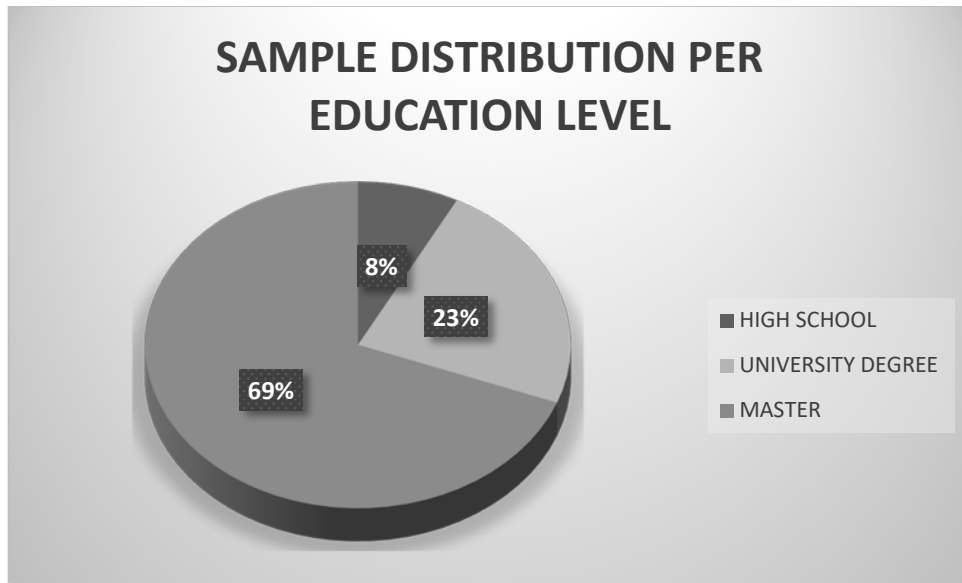


Chart 3: Sample Distribution per Education Level

The increased interest in the connection between EI and academic success has led a number of researchers to the conclusion that EI increases with the level of education (De Weerd and Rossi 2012). However, most of this research has been conducted among teenagers and students, which may explain why the trend in the research sample is reverse, with the mean value of the EI level decreasing as the education level increases (Table 3).

EDUCATION LEVEL	MEAN	SD
HIGH SCHOOL	80.25	3.20
UNIVERSITY	79.67	10.18
MASTER/PHD	76.63	7.86

Table 3: EI per Education Level

#### 4.1.4. Professional group

The questionnaire was distributed to all directorates of the *Ministry*, but the response rate was particularly high among Press Officers, who are in any case one of the most numerous professional groups, followed by the administrative personnel. Analysis of the emotional

intelligence levels according to professional groups would not be particularly meaningful, since the categories of mechanics, technicians and translators are represented with one item, which renders the sample not representative of the population, even if the total number of employees in each of the aforementioned categories is relatively low (Appendix C). Two respondents specifying their profession as “librarians” are counted into the general category of administrative personnel due to the affinity of the tasks performed (Chart 4).

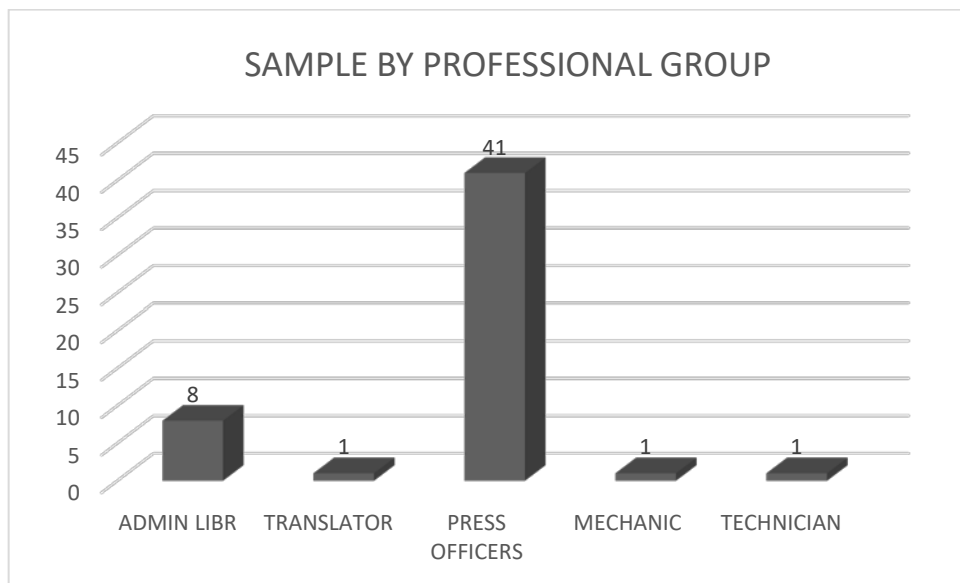


Chart 4: Sample Distribution by professional group.

The mean value of EI among the different professional groups, as depicted in Chart 5 shows that most professional groups are close to the general mean, with the exception of the translator and the mechanic, with very low and very high level of EI respectively.

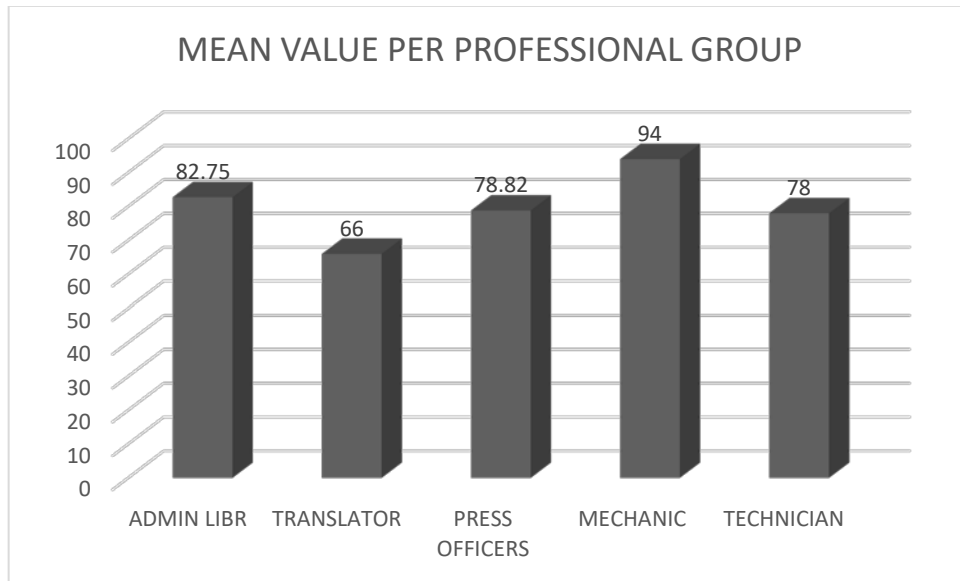


Chart 5: Mean value of EI per professional group.

#### 4.1.5. Managers and employees

Only five participants hold a managerial position, i.e. 10% of the respondents (Chart 6), and no distinction is made between Heads of Department and Heads of Directorate.

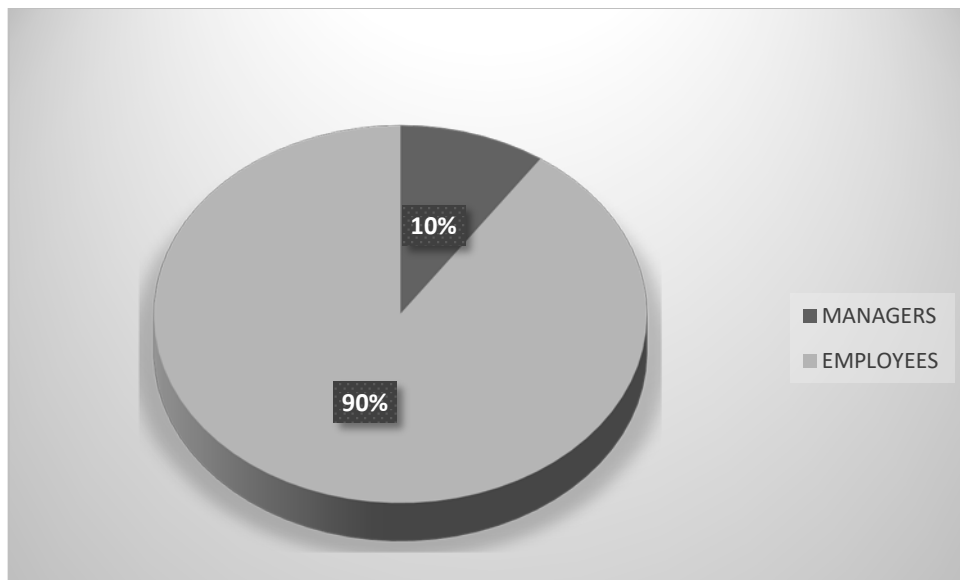


Chart 6: Managers-employees ratio

Despite the small size of the sample, there is a noticeable difference in the mean scores between managers and employees, with the first scoring a mean of 85,8, well above the

general mean. Employees' level of EI is closer to the general mean with a value of 78,36. Among managers, men show higher EI levels than women with an average of 88 compared to 82,5.

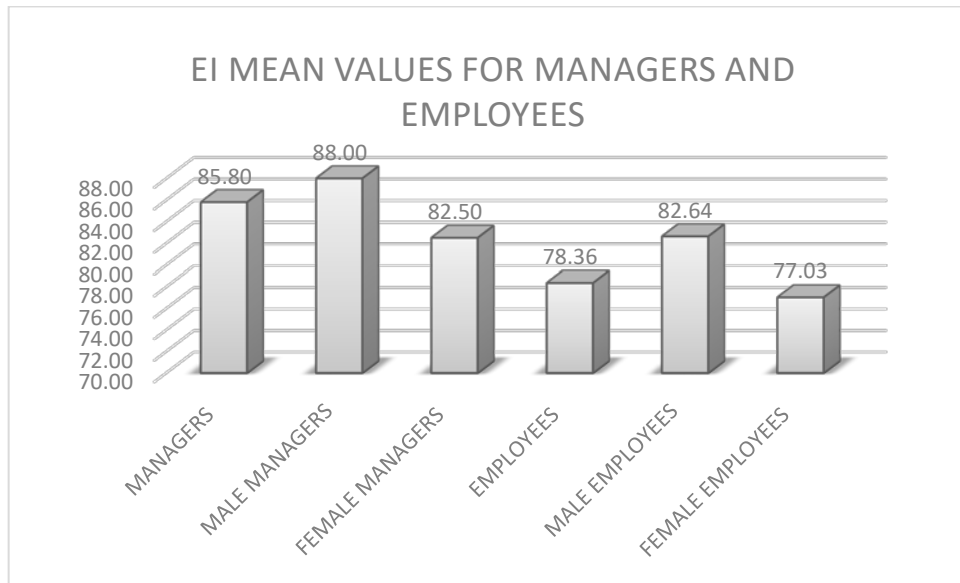


Chart 7: EI mean value for managers and employees

## 4.2. Factorial analysis

Among the four factors, self-awareness has the lowest mean value, and there is a progressive increase in the mean values, inversely related to the standard deviation and mean value of each factor, as shown in Table 4. Even though the sample shows higher self-awareness, the mean value is the lowest, due to the low variability as shown by the standard deviation.

FACTOR	FACTOR MEAN	QUESTION MEAN	SD
SELF-AWARENESS	218.20	3.65	0.80
SOCIAL AWARENESS	208.40	4.00	0.84
SELF MANAGEMENT	206.00	4.03	0.86
RELATIONSHIP MANAGEMENT	189.80	4.19	1.00

Table 4: Total score and mean value

The total score per question ranges from 166 to 227 and has a mean value of 179,75. The questions with the lowest score are B16 with a total of 166 and B20 with a total of 170. Both questions belong to the relationship management factor, which also has the lowest factorial mean among the four factors of the EI construct. The highest value of 227 corresponds to the question on coaching and mentoring (B19), followed closely by self-confidence (B3) with a value of 224.

QUESTION	EI ELEMENT	TOTAL SCORE
B1	Self-awareness	206
B2	Self-awareness	216
B3	Self Confidence	224
B4	Self Confidence	224
B5	Self Confidence	221
B6	Self-Management	198
B7	Adaptability	211
B8	Optimism	204
B9	Achievement Orientation	207
B10	Adaptability	210
B11	Organizational Awareness	196
B12	Empathy	208
B13	Empathy	217
B14	Empathy	216
B15	Empathy	205
B16	Teamwork	166
B17	Change Catalyst	199
B18	Conflict Management	187
B19	Coach and Mentor	227
B20	Inspirational Leadership	170

Table 5: Total score per question

Table 6 presenting the correlation between all the variables, shows mainly positive correlation, while the negative ones are rather limited. Self-confidence for instance, correlates negatively with organizational awareness and self -awareness, while

leadership also correlates negatively with self-awareness. Teamwork spirit is negatively correlated with self-confidence, which allows the logical explanation that highly self-confident individuals are not very good team workers.

	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	B13	B14	B15	B16	B17	B18	B19	B20
B1	1																			
B2	-0.06678	1																		
B3	0.038013	0.257876	1																	
B4	0.209869	0.331842	0.445276	1																
B5	0.149024	0.137748	0.326699	0.415103	1															
B6	0.110075	0.357506	0.233544	0.248071	0.612333	1														
B7	0.127562	0.049589	0.308137	0.295133	0.484129	0.473203	1													
B8	-0.28398	-0.05794	0.07447	-0.10138	0.032439	0.17743	0.310631	1												
B9	-0.03209	0.133476	0.192285	0.014897	0.139428	0.225663	0.162935	0.118747	1											
B10	-0.0923	0.055568	0.230037	0.068504	0.328793	0.321373	0.446625	0.344996	0.410635	1										
B11	-0.0566	-0.15563	-0.06948	-0.0335	-0.1135	0.009302	0.163432	0.225449	0.143377	0.139852	1									
B12	0.030289	0.31497	0.149404	0.332205	0.378465	0.348479	0.354237	0.118678	0.392383	0.280674	0.041523	1								
B13	0.078252	0.19476	0.040497	0.221095	0.219952	0.294124	0.324227	0.055289	0.309932	0.293784	0.001759	0.381171	1							
B14	0.042326	0.362466	0.240706	0.280873	0.179745	0.253711	0.190886	-0.0439	0.299959	0.372437	0.063143	0.369898	0.616198	1						
B15	-0.06085	0.342847	0.196462	0.176817	0.269572	0.222756	0.49241	0.021675	0.146909	0.270951	-0.03337	0.182655	0.423106	0.486405	1					
B16	-0.09047	-0.01098	0.056527	-0.06379	0.176896	0.256506	0.24003	0.437201	0.157248	0.327361	-0.14366	0.224022	0.254064	0.251665	0.037277	1				
B17	0.092224	0.167575	0.019154	0.109515	0.219013	0.420427	0.27942	0.081779	0.321317	0.245454	0.067872	0.448704	0.513778	0.526904	0.319016	0.471485	1			
B18	0.003756	0.228118	0.16305	0.105939	0.277963	0.416734	0.309957	0.007359	0.29343	0.434603	0.082392	0.223228	0.399704	0.509701	0.489685	0.369812	0.565605	1		
B19	0.15557	0.071023	0.296962	0.110976	0.23969	0.20684	0.166821	-0.01734	0.27117	0.185849	0.076291	0.208787	0.492534	0.449649	0.241756	0.360671	0.392802	0.448982	1	
B20	-0.10438	-0.0989	0.16934	-0.06179	0.188398	0.190628	0.360212	0.06135	0.166779	0.138183	0.190799	0.229752	0.403817	0.40289	0.50213	0.156315	0.396408	0.43594	0.452509	1

Table 6: Correlation between the variables

### 4.3. Regression Analysis

The statistical significance of the model was tested via the regression analysis function on the excel programme. Each of the four factors was tested separately and the results show that all factors are statistically significant in determining emotional intelligence at a 5% significance level (Tables 7-8-9-10). The R-squared values are acceptable, ranging from 0,6 to 0,7 with the exception of the low value for self-awareness at 0,41.

The regression analysis for the Self-awareness factor (Table 7) has the lowest R-squared value at 0,41, which means that the variables explain only 40% of the model. However, the F-test of the overall significance shows that the model is statistically significant and has explanatory power, even though the p-values of four variables, namely B1, B2, B3 and B4 are statistically insignificant with values above 0,05.



SUMMARY OUTPUT								
<i>Regression Statistics</i>								
Multiple R	0.643836874							
R Square	0.414525921							
Adjusted R Square	0.350887434							
Standard Error	6.525561984							
Observations	52							
<i>ANOVA</i>								
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>			
Regression	5	1386.876	277.3752	6.513761	0.000117513			
Residual	46	1958.816	42.58296					
Total	51	3345.692						
	<i>Coefficients</i>	<i>Standard Err</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>	<i>Lower 95.0%</i>	<i>Upper 95.0%</i>
Intercept	36.68440236	8.476281	4.327889	8.04E-05	19.62253414	53.74627	19.62253414	53.74627059
B1	0.542140791	1.046632	0.517986	0.606951	-1.564620531	2.648902	-1.564620531	2.648902113
B2	2.216488047	1.131959	1.9581	0.056299	-0.062026688	4.495003	-0.062026688	4.495002782
B3	1.891763718	1.139591	1.660038	0.10371	-0.402113617	4.185641	-0.402113617	4.185641052
B4	0.096803383	1.962924	0.049316	0.960881	-3.854357138	4.047964	-3.854357138	4.047963905
B5	5.287464368	1.567253	3.373715	0.001513	2.132748374	8.44218	2.132748374	8.442180362

Table 7: Regression analysis for the Self-awareness factor

The Self-management factor (Table 8) has a higher p-value of 0,704, which means that 70% of the Self-management component is explained by the variables. The F-statistic also supports the assumption that the model has explanatory power at 95% confidence level. Only two variables have p-values above 0,05 (B8 and B10) whereas the others are well below 0,05, which means that optimism (B8) and Adaptability (B10) are not significant in determining the self-management component of the Emotional Intelligence Model.

Regression Statistics								
Multiple R	0.839280403							
R Square	0.704391595							
Adjusted R Square	0.672260246							
Standard Error	4.636843866							
Observations	52							
ANOVA								
	df	SS	MS	F	Significance F			
Regression	5	2356.67754	471.335508	21.92225	3.65525E-11			
Residual	46	989.0147679	21.50032104					
Total	51	3345.692308						
	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Lower 95.0%	Upper 95.0%
Intercept	30.85926654	5.241198412	5.887826431	4.26E-07	20.30928132	41.40925176	20.30928132	41.40925176
B6	2.734114179	0.680070814	4.020337472	0.000214	1.36520263	4.103025728	1.36520263	4.103025728
B7	3.883576939	1.14863375	3.381040249	0.001482	1.571497119	6.195656759	1.571497119	6.195656759
B8	0.225715262	0.760910252	0.296638482	0.768078	-1.305917635	1.757348159	-1.305917635	1.757348159
B9	2.966139134	1.026223936	2.890342964	0.005854	0.900457489	5.031820779	0.900457489	5.031820779
B10	2.316628972	1.18305022	1.958183122	0.056289	-0.064727608	4.697985552	-0.064727608	4.697985552

Table 8: Regression analysis for the Self-management factor,

The Social Awareness factor (Table 9) with an R-squared of 0,68 indicates that 68% of social awareness is explained by the variables B11 to B15. The F statistic shows that the model has statistical validity and among the variables only B13 is not statistically significant with a p-value of 0,058.

Regression Statistics									
Multiple R	0.829965638								
R Square	0.68884296								
Adjusted R Square	0.655021543								
Standard Error	4.757227257								
Observations	52								
ANOVA									
	df	SS	MS	F	Significance F				
Regression	5	2304.656593	460.9313187	20.36706366	1.15155E-10				
Residual	46	1041.035714	22.63121118						
Total	51	3345.692308							
	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Lower 95.0%	Upper 95.0%	
Intercept	23.45250234	5.598880941	4.1887839	0.000125563	12.18253954	34.72246515	12.18253954	34.72246515	
B11	1.176842835	0.506490799	2.323522635	0.024624929	0.157329735	2.196355934	0.157329735	2.196355934	
B12	3.881866354	1.028017437	3.776070537	0.000455627	1.81257458	5.951158128	1.81257458	5.951158128	
B13	2.636900013	1.357905037	1.941888381	0.058289174	-0.096421059	5.370221085	-0.096421059	5.370221085	
B14	3.138823995	1.363691244	2.301711629	0.025930362	0.393855892	5.883792097	0.393855892	5.883792097	
B15	2.947254611	1.033641648	2.851331133	0.006498427	0.866641887	5.027867335	0.866641887	5.027867335	

Table 9: Regression analysis for the Social Awareness factor.

The last factor reveals that with an R-squared of 0,67, 67% of the Relationship Management component of EI is explained by the variables B16 to B20 (Table 10). However, the variables of teamwork (B16), coach and mentor (B19) and Inspirational Leadership (B20) are not statistically significant at a 95% confidence level with p-values above 0,05. The overall F statistic shows, nevertheless, that the model has explanatory power.

SUMMARY OUTPUT									
Regression Statistics									
Multiple R	0.818875896								
R Square	0.670557733								
Adjusted R Square	0.63474879								
Standard Error	4.895011791								
Observations	52								
ANOVA									
	df	SS	MS	F	Significance F				
Regression	5	2243.479848	448.6959695	18.72598555	4.123E-10				
Residual	46	1102.21246	23.96114044						
Total	51	3345.692308							
	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Lower 95.0%	Upper 95.0%	
Intercept	41.0641288	4.929053838	8.331036777	9.65979E-11	31.14245803	50.98579958	31.14245803	50.98579958	
B16	0.84403867	0.731702708	1.153526782	0.254652772	-0.628802491	2.316879831	-0.628802491	2.316879831	
B17	2.826233178	1.059001029	2.668772833	0.010480927	0.694574667	4.957891689	0.694574667	4.957891689	
B18	2.443276423	0.807060252	3.027377965	0.004033527	0.818748394	4.067804452	0.818748394	4.067804452	
B19	2.433348531	1.272667942	1.912005835	0.062115458	-0.128399168	4.99509623	-0.128399168	4.99509623	
B20	1.558068665	1.145810614	1.359795978	0.180522511	-0.748328478	3.864465807	-0.748328478	3.864465807	

Table 10: Regression analysis for the Relationship Management factor

The regression analysis for each factor reveals that, even though all factors have acceptable R-squared values and F statistic supporting the predictive validity of the model, certain individual elements with p-values higher than 0,05 should not be considered as significant for the EI construct. It is surprising that four out of the five variables in the self-awareness factor are statistically non-significant (B1 to B4). The same holds for optimism (B8), adaptability (B10), empathy (B13), teamwork (B16), coach and mentor (B19) and inspirational leadership. (Table 11)

QUESTION		p-value
B1	Self-awareness	<b>0.607</b>
B2	Self-awareness	<b>0.056</b>
B3	Self Confidence	<b>0.104</b>
B4	Self Confidence	<b>0.961</b>
B5	Self Confidence	0.002
B6	Self-Management	0.000
B7	Adaptability	0.001
B8	Optimism	<b>0.768</b>
B9	Achievement Orientation	0.006
B10	Adaptability	<b>0.056</b>
B11	Organizational Awareness	0.025
B12	Empathy	0.000
B13	Empathy	<b>0.058</b>
B14	Empathy	0.026
B15	Empathy	0.006
B16	Teamwork	<b>0.255</b>
B17	Change Catalyst	0.010
B18	Conflict Management	0.004
B19	Coach and Mentor	<b>0.062</b>
B20	Inspirational Leadership	<b>0.181</b>

Table 11: p-values for each variable

After excluding the non-significant variables, we get a restricted regression model with ten variables and high predictive validity with R-squared at 0,927 and low p-values for all variables, with the exception of a 0,051 p-value for Question B5 on self-confidence (Table

12). Further research is, nevertheless, needed before excluding competencies from the ECI/ESCI model, but these results are a clear indication for the need of a more compact model.

SUMMARY OUTPUT								
<i>Regression Statistics</i>								
Multiple R	0.962661597							
R Square	0.92671735							
Adjusted R Square	0.908843533							
Standard Error	2.44540983							
Observations	52							
ANOVA								
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>			
Regression	10	3100.511109	310.0511109	51.84775835	4.69209E-20			
Residual	41	245.1811988	5.980029239					
Total	51	3345.692308						
	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>	<i>Lower 95.0%</i>	<i>Upper 95.0%</i>
Intercept	16.79463771	3.498469553	4.800567063	2.1254E-05	9.72933511	23.8599403	9.72933511	23.8599403
B5	1.467833636	0.728866134	2.013859019	0.050618308	-0.004141382	2.939808655	-0.004141382	2.939808655
B6	1.276941904	0.443759844	2.877551726	0.006336426	0.380750719	2.173133089	0.380750719	2.173133089
B7	2.967296402	0.691712962	4.289779961	0.00010623	1.570353736	4.364239068	1.570353736	4.364239068
B9	1.509778396	0.554862581	2.720995155	0.009507472	0.38921068	2.630346112	0.38921068	2.630346112
B11	0.730377376	0.276918195	2.637520354	0.01174627	0.171129736	1.289625017	0.171129736	1.289625017
B12	1.284221889	0.620260193	2.070456726	0.044746355	0.031581016	2.536862761	0.031581016	2.536862761
B14	3.169750544	0.699468677	4.531654737	4.98692E-05	1.757144893	4.582356195	1.757144893	4.582356195
B15	0.44206036	0.637996631	0.692888236	0.492286078	-0.846399975	1.730520696	-0.846399975	1.730520696
B17	1.280378002	0.561411166	2.280642211	0.027836894	0.146585152	2.414170852	0.146585152	2.414170852
B18	1.510554051	0.435554305	3.468118752	0.001245246	0.630934288	2.390173814	0.630934288	2.390173814

Table 12: Restricted model regression analysis

## 4.4. Content analysis

The set of open-ended questions was the object of content analysis and at a first stage keywords were identified and then codified with regard to their relevance to the EI factors examined by the closed questions. Emotion recognition is an important element of the EI structure and it was checked indirectly with questions C1 and C2 on the perception of change as well with question C4 on the emotions experienced in the workplace. Question C3 tried to identify the perception of change management on an organizational level by shifting the focus to the totality of the employees. Finally, question C5 was added in an attempt to provide the research with an insight into the problems of the Greek Public Administration and possible solutions.

### 4.4.1 Perceptions of change

The answers to Question C1 were initially codified based on whether the respondent perceived the existence of change or not. On a second level focus shifted to the effect of change, characterized as positive, negative or neutral based either on explicit reference or in combination with positive or negative expressions used in the other answers.

As shown in Chart 8, 21% of the respondents were not affected by the changes. The majority, with 63% were affected negatively. Only 10% were positively affected, while 6% gave neutral answers, such as “There has been no change due to the nature of my tasks” or “There has been no significant change”.

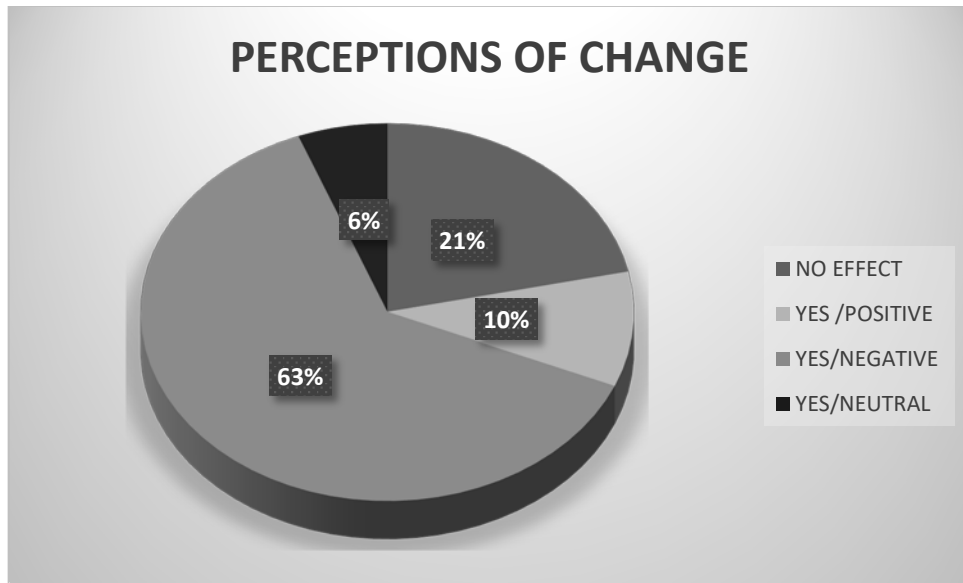


Chart 8: Perceptions of change

On one hand, the positive perception of change is grounded on technological facilitation via the use of a new electronic protocol system or is connected with the more philosophical aspect of change as a means for personal development or self-accomplishment. On the other hand, the negative perceptions point to salary cut-offs, constant change of organization charts which leads to work overload and tension or disappointment due to the change in work tasks.

Respondents able to identify changes and provide for a judgement of the situation have higher EI levels than those either refraining from judgement or not being aware of changes taking place in their working environment, as shown is Table 12. In accordance with the theory on EI claiming that higher EI levels entail ability to better cope with change, respondents with a positive perception of change, have the highest EI level, well above the sample mean.

PERCEPTIONS OF CHANGE	NUMEBR OF RESPONDENTS	MEAN EI
NO EFFECT	11	76.2
YES /POSITIVE	5	83.4
YES/NEGATIVE	32	80.06
YES/NEUTRAL	3	74

Table 13: Perceptions of Change and EI

#### 4.4.2. Perceptions of personal involvement in change management

A little more than half of the respondents did not take any initiative to facilitate change, while 35% did act, as shown in Chart 9.

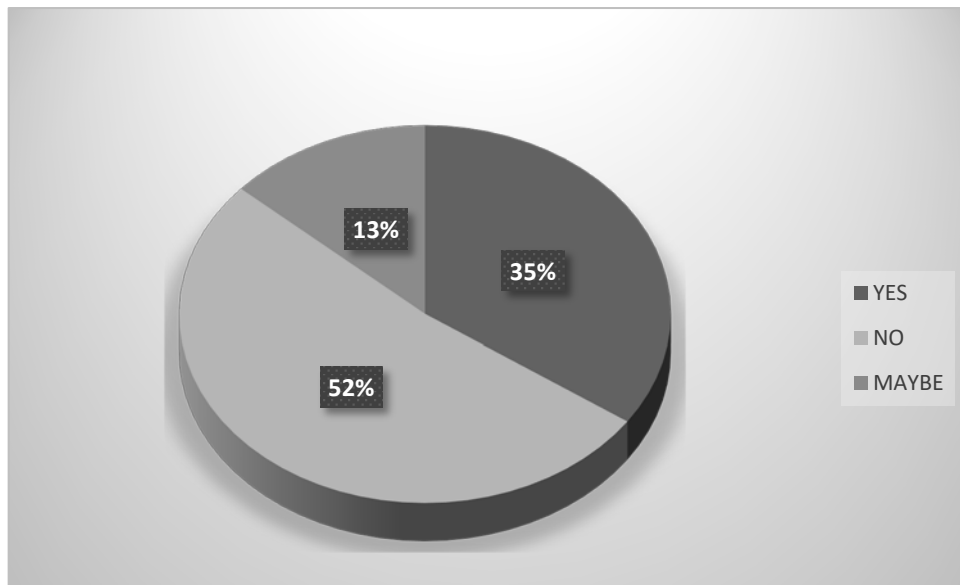


Chart 9: Willingness to take initiatives for change

The most common reason explaining the lack of action is that that the bureaucratic system does not favour employees' initiatives, that it is a "manager's responsibility", sometimes formulated as "I was not given the chance", implying that despite the willingness to



facilitate change, the lack of a bottom up approach in the public sector is a deterrent factor. Among those who report having acted, four respondents report having contributed with written proposals. The most common answer is facilitating the adoption of new processes, e.g. digital signature and new protocol system. It should also be noted that actions taken to enhance cooperation and improve the organizational climate on a team level are frequently referred (Table 13).

<b>INITIATIVES FOR CHANGE</b>	<b>QUANTITY</b>
WRITTEN PROPOSALS	4
PROCESS MANAGEMENT	8
COOPERATION	6

Table 14: Initiatives for change

#### 4.4.3. Perceptions of others' adaptability to change

The answers to the question about perceptions of other employees' adaptability to change are more evenly distributed among positive, negative and uncertain judgements. Positive answers with 35% correspond to the 38% of those who replied positively in Question C2, thus confirming the reliability of the answers. These results also confirm the reliability of the self-report perception of adaptability to change in questions B7, B10 and question B17 referring more specifically to the ability to act as change catalyst.

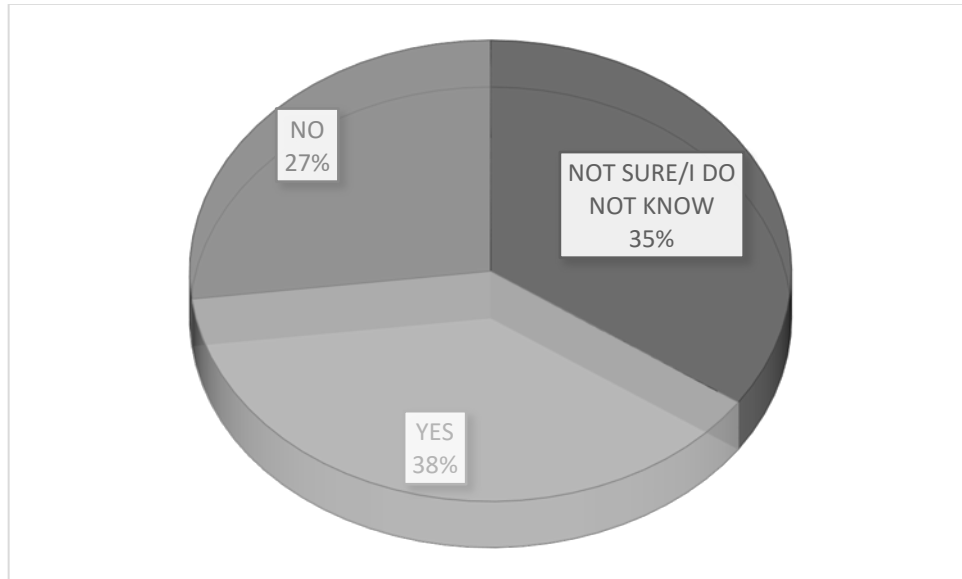


Chart 10: Perception of colleagues' adaptability to change

#### 4.4.4. Identification of emotions in the workplace

Question C4 gave participants the opportunity to identify their emotions. Desideratum in this case is not only the quality of emotions expressed, positive, negative or mixed, but also the ability to identify different emotions, as a form of self-awareness. The number of emotions expressed varies from one to five, whereas the zero value stands for describing situations rather than emotions (Table 15). As shown in Chart 11, the majority experience mixed feelings (46%), followed by 40% who describe only negative feelings. The optimists who report only positive feelings are 11%.



Chart 11: Emotions in the workplace

NUMBER OF EMOTIONS	FREQUENCY
0	4
1	5
2	17
3	16
4	6
5	4
TOTAL	52

Table 15: Number of emotions described

Most of the respondents identify on average two or three emotions and they usually mention both positive and negative ones. However, negative emotions overweight the positive ones. The most commonly mentioned negative emotions are disappointment, stress and anger, while the positive ones are job satisfaction, usually in connection with good interpersonal relationships or self-accomplishment, calmness and happiness (Table 16).

<b>NEGATIVE EMOTIONS</b>	
<b>EMOTION</b>	<b>FREQUENCY</b>
DISAPPOINTMENT	22
STRESS	12
ANGER	6
<b>POSITIVE EMOTIONS</b>	
<b>EMOTION</b>	<b>FREQUENCY</b>
SATISFACTION	17
CALMNESS	6
POSITIVE HUMAN INTERACTION	4
HAPPINESS	9

Table 16: Frequency of positive and negative emotions

There are no significant differences in the mean value of EI among the three groups of those expressing only positive, only negative or mixed feelings. However, those experiencing only positive emotions have the lowest EI with a mean value of 78,5, which could also provide for an argument against inclusion of optimism in the EI construct or at least be an indication that extreme optimism might reflect inefficient judgement of a situation. Those expressing mixed feelings have the highest mean of 79,42, implying that EI is linked with a more balanced approach to everyday situations. The equally high EI of 78,9 among those expressing only negative feelings could also be an indication that optimism is not a significant element of the EI construct.

#### 4.4.5. Proposed changes to improve the working environment

The majority of the respondents are aware of the need for change and address most of the problems described in the relevant literature, as shown in Table 16. Their proposals verify that employees have a good understanding of the organizational environment and of the problems of the Greek Public Administration.

<b>CHANGES TO IMPROVE PUBLIC ADMINISTRATION</b>	<b>FFREQUENCY</b>
STRATEGIC GOALSETTING	8
MERITOCRACY	7
TRAINING	5
LESS BUREAUCRACY	5
TEAMWORK	4
BETTER TECHNOLOGICAL EQUIPMENT	4
ENRICH JOB TASKS	3
FLEXIBILITY	3
END POLITICIZATION	3
LAW IMPLEMENTATION	2
EMPLOYEE PARTICIPATION	2

Table 17: Suggested changes

# Chapter 5

## Conclusions

Using a sample of employees in the *Ministry of Digital Policy, Telecommunications and Communication*, this master thesis delved into the connection between EI and change management in the Greek Public Administration. Using the ECI/ESCI as developed by Goleman and Boyatzis, a set of twenty closed questions tested the level of EI divided in the four factors of self-awareness, self-management, social awareness and relationship management, while five open-ended questions focused on perceptions of change. Results analysis shows that the average EI level is satisfactory to high with a mean value of 79,08. Men exhibit slightly higher levels of EI and further data analysis confirms high levels of EI among managers and increased EI as age progresses, but fails to provide evidence for connection of EI with academic performance and thus indirectly with IQ.

The model used is found to be statistically significant at a 95% confidence level, with self-awareness scoring the lowest predictive validity in terms of R-squared. However, p-values larger than 0,05 for certain variables, point to the need of reformulating the model by exclusion of variables such as self-confidence, optimism, coach and mentor. Critique of the ESCI model seems, therefore, to be justified since not all variables of the ECI/ESCI are statistically significant. In case of future repetition of the research, the dilemma of using the original questionnaire or the shorter version sets a major challenge.

The basic limitation of this cross-sectional study performed in May 2018 with a sample of 52 employees of the *Ministry of Digital Policy, Telecommunications and Communication*, is that, even though the sample size is adequate, corresponding to 19% of the employees, it is very homogeneous with 80% of the sample pertaining to the specific professional group

of Press Officers. This professional group, as graduates of the *National School of Public Administration*, are maybe more sensitive to managerial issues and were, therefore, able to provide such a varied approach to the problems of Public Administration. Being a case study of a particular organization, this master thesis does not aspire per definition to provide for generalization of its findings. In any case, further research covering a broader range of public sector organizations and professional groups is needed in order to reach to conclusions more representative of the level of EI among civil servants in Greece.

Considering also the limitations of self-report data, which are generally suspect for being subject to the bias of attribution and exaggeration, it is clear that participants may have faked their answers to make them more acceptable and create a positive self-image. Respondents may indeed possess high emotional intelligence, but it might also be the case that they have the capacity to provide the desired answers thus leading to high EI levels that may not apply to reality. A retest with the same sampling population is needed to provide evidence for the research's predictive validity, while the possibility of conducting a multi-rater research would further contribute to research validity.

Theory suggests that high levels of EI indicate potential for high performance and facilitate the adoption of changes. However, the satisfactory to high level of EI in the sample does not seem to suffice to cope with the chronic deficiencies of the Greek Public Sector. The sample of civil servants in the *Ministry of Digital Policy, Telecommunications and Communication* displays high levels of EI, but at the same time public sector performance is low and reform implementation is so slow that even the spatial merging of organizations forming the new *Ministry* took almost two years to be completed.

It is clear that, despite the popularity of EI in managerial studies, the notion of EI is definitely not a panacea, since change management and work performance are dependent on a variety of both personal and external factors, organizational, societal, and political. The high level of EI among individuals allows for optimism, but it cannot overcome the obstacles posed by the bureaucratic system of the Greek Public Administration. Unless

there is coordinated action, employees as individuals have limited capacity to effectively deal with change and implement the necessary administrative reforms.

It is, however, promising that the notion of EI has recently been included as a topic of training programmes for civil servants at the *National Centre for Civil Servants Training* (Training Institute 2019), indicating that corporate business practices are gradually being implemented in the Greek Public Administration. Even though managers were found to have higher levels of EI, it might also be advisable to incorporate EI components into the new legislation for managers selection, combining objective criteria with EI as a sine qua non trait of Public Sector managers, in accordance with literature suggesting that EI can improve performance and contribute to effectively deal with change (Chrusciel 2006).

The thorough critical insights to the problems of the Greek Public Administration, provided as answers to the last open-ended question, attest to the high level of EI of the participants. It is, however, clear that employees' relatively high emotional intelligence alone cannot lead to reform implementation and better performance. A coordinated effort is needed to alter the chronic problems of the Greek Public Sector not only on the basis of rationalization and strategic goal setting but also by investing on transforming the Greek Public Administration to a set of emotionally intelligent organizations.



# References

Abraham, R. (2005) Emotional Intelligence in the Workplace: A Review and Synthesis. In Schulze, R., Roberts, R.D. (eds.) *Emotional Intelligence: An International Handbook*. Cambridge, MA: Hogrefe and Huber, pp. 255-270.

Arfara, C., Samanta, I. (2016) The Impact of Emotional Intelligence on Improving Team-working: The Case of Public Sector (National Centre for Public Administration and Local Government - N.C.P.A.L.G.) *Procedia – Social and Behavioral Sciences* 230, pp. 167-175.

Bar-On, R. (2006). The Bar-On model of Emotional-Social Intelligence (ESI). *Psicothema*, 18, supl., pp. 13-25.

Bar-On, R., Parker, J.D.A. (2000) (eds.) *The Handbook of Emotional Intelligence*. San Francisco: Jossey-Bass.

Bharwaney, G., Bar-On, R., MacKinlay, A. (2007). EQ and the Bottom Line: Emotional Intelligence increases individual occupational performance, leadership and organizational productivity. Bedfordshire, UK: EI World Ltd. [http://www.eiconsortium.org/pdf/Bharwaney\\_BarOn\\_MacKinlay\\_EQ\\_and\\_Bottom\\_Line.pdf](http://www.eiconsortium.org/pdf/Bharwaney_BarOn_MacKinlay_EQ_and_Bottom_Line.pdf) [last access 10.05.2019]

Bourantas, D., Papalexandris, N. (1999) Personality Traits Discriminating between Employees in Public-and in Private-Sector Organizations. *International Journal of Human Resource Management*, Vol.10, No.5, pp. 858-869.

Boyatzis, R. (1982) *The Competent Manager*. New York: Wiley & Sons.

Brackett, M.A., Salovey, P. (2006) Measuring Emotional Intelligence with the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT). *Psicothema*, Vol.18, supl., pp. 34-41.

Cherniss, C. (2010) Emotional intelligence: Toward Clarification of a Concept. *Industrial and Organizational Psychology*, Vol. 3, No.2, pp. 110-126.

Cherniss, C. (2001) Emotional Intelligence and Organizational Effectiveness. In C. Cherniss, D. Goleman (Eds.), *The Emotionally Intelligent Workplace* (pp. 3–12). San Francisco: Jossey-Bass.

Cherniss, C., Goleman, D. (2001) (Eds.), *The Emotionally Intelligent Workplace*. San Francisco: Jossey-Bass.

Chrusciel, D. (2006) Considerations of Emotional Intelligence (EI) in Dealing with Change Decision Management. *Management Decision*, Vol.44, No.5, pp. 644-657.

Ciarrochi J, Chan A, Caputi P. (2000). A Critical Evaluation of the Emotional Intelligence Construct. *Personality and Individual Differences* Vol.28, No.3, pp. 39–561.

Davis, K, Christodoulou, J., Seider, S., Gardner, H. (2011) The Theory of Multiple Intelligences in Sternberg, R.J., Kaufman, S.B. (eds.) *The Cambridge Handbook of Intelligence*, pp. 485-503, Cambridge University Press.

De Weerd, M., Rossi, G. (2012) The Bar-On Emotional Quotient Inventory (EQ-i): Evaluation of Psychometric Aspects in the Dutch Speaking Part of Belgium. In Psychology - Selected Papers, InTech.

Di Fabio, A. (ed.) *Emotional Intelligence-New Perspectives and Applications*. InTech.

Druskat, V.U, Sala, F., Mount, G. (2006) *Linking Emotional Intelligence and Performance at Work*. Mahwah, New Jersey: Laurence Erlbaum.

Dulewicz, V., Higgs, M. (2000) "Emotional intelligence – A Review and Evaluation Study", *Journal of Managerial Psychology*, Vol. 15, No. 4, pp.341-372.

Elrod, P.D., Tippett, D.D. (2002) The "Death Valley" of Change. *Journal of Organizational Change Management*, Vol.15, No. 3, pp. 273-291.

ENAT (2018) Press Officers' Association Web, available under [http://enat.com.gr/?page\\_id=10&lang=el](http://enat.com.gr/?page_id=10&lang=el) [last access 10.05.2019]

Featherstone, K. (2015) External Conditionality and the Debt Crisis: the 'Troika' and Public Administration Reform in Greece. *Journal of European Public Policy*, Vol. 22, No. 3, pp. 295-314.

Fisher, C.D., Ashkanasy, N.M. (2000) The Emerging Role of Emotions in Work Life: An Introduction. *Journal of Organizational Behaviour*, Vol.21, No.2, pp.123-129.

Furnham, A. (2012) Emotional intelligence. In Di Fabio, A. (ed.) *Emotional Intelligence- New Perspectives and Applications*, pp. 3-28. InTech.

George Jennifer M. (2000) Emotions and Leadership: The Role of Emotional Intelligence, *Human Relations*, Vol.53, No.8, pp. 1027-1055.

Gibbs, N. (1995) The EQ factor. *Time*, October 2, pp.60-68.

Goleman, D. (2011) *The Brain and Emotional Intelligence: New Insights*, Northampton MA, More Than Sound.

Goleman, D. (2005) *Emotional Intelligence: Why It Can Matter More Than IQ. The 10<sup>th</sup> Anniversary Edition*. New York: Bantam Books.

Goleman, D. (2001) An EI-based Theory of Performance, in Cherniss, C., Goleman, D. (Eds.), *The Emotionally Intelligent Workplace*. pp.27-44. San Francisco: Jossey-Bass.

Goleman, D. (1998) *Working with Emotional Intelligence*, New York: Bantam Books.

Goleman, D, Boyatzis, R., McKee, A. (2013) *Primal Leadership. Unleashing the Power of Emotional Intelligence*. Boston, Massachusetts: Harvard Business Review Press.

Hay Group (2011) *Emotional and Social Competence Inventory (ESCI). A User Guide for Accredited Practitioners*. Available online under [http://www.eiconsortium.org/pdf/ESCI\\_user\\_guide.pdf](http://www.eiconsortium.org/pdf/ESCI_user_guide.pdf), [last access 10.05.2019]

Higgs, M., Dulewicz, V. (2016) *Leading with Emotional Intelligence. Effective Change Implementation in Today's Complex Context*. Palgrave Macmillan.

- Hughes, M. (2011) Do 70 Per Cent of All Organizational Change Initiatives Really Fail?, *Journal of Change Management*, Vol.11, No.4, pp. 451-464.
- Hughes, M. (2007) The Tools and Techniques of Change Management, *Journal of Change Management*, Vol.7, No.1, pp. 37-49.
- Huy, Q. N. (1999) Emotional Capability, Emotional Intelligence, and Radical Change. *Academy of Management Review*, Vol.24, No.2, pp. 325-345.
- Jordan, P.J., Ashkanasy, N.M., Hartel, C.E.J. (2002) Emotional Intelligence as a Moderator of Emotional and Behavioural Reactions to Job Insecurity. *Academy of Management Review*, Vol. 27, No.3, pp. 361-372.
- Jordan, P., Dasborough, M., Daus, C., Ashkanasy, N. (2010) A Call to Context, *Industrial and Organizational*, Vol. 3, No.2, pp. 145-148.
- Kafetsios, K., Zampetakis, L. A. (2008) Emotional Intelligence and Job Satisfaction: Testing the Mediatory Role of Positive and Negative Affect at Work. *Personality and Individual Differences*, Vol. 44, No.3, pp.712-722.
- Karamanoli, E. (2017) Η χαρτογράφηση του Δημοσίου, available online at <http://www.kathimerini.gr/912359/article/epikairothta/ellada/h-xartografsh-toy-dhmosioy> [last access 10.05.2019]
- Karkatsoulis, P. (2016) Τι Πιστεύουν οι Δημόσιοι Υπάλληλοι, available online at <https://www.dianeosis.org/2016/02/ti-pistevoun-dimosio/> [last access 10.05.2019]
- Kotter, J., (1995) "Leading Change: Why Transformation Efforts Fail." *Harvard Business Review*, pp. 59-67.
- Ladi, S. (2014) Austerity Politics and Administrative Reform: The Eurozone Crisis and its Impact upon Greek Public Administration. *Comparative European Politics*, Vol.12, No.2, pp. 184-208.
- Lampropoulou, M. (2017) Administrative Reforms and the Eurozone Crisis: A Comparative Study of Greece and Portugal. *PEOPLE: International Journal of Social Sciences*, Vol.3, No.2. pp. 336-361.

- Lampropoulou, M., Oikonomou, G. (2018) Theoretical Models of Public Administration and Patterns of State Reform in Greece. *International Review of Administrative Sciences*, Vol.84, No.1, pp. 101-121.
- Law, K. S., Wong, C., & Song, L. J. (2004) The Construct and Criterion Validity of Emotional Intelligence and Its Potential Utility for Management Studies. *Journal of Applied Psychology*, Vol.89, No.3, pp. 483-496.
- Levitats, Z, Vigoda-Gadot, E. (2017) Yours Emotionally: How Emotional Intelligence Infuses Public Service Motivation and Affects the Job Outcomes of Public Personnel, *Public Administration*, Vol.95, No.3, pp. 759-775.
- Lopes, P. N., Grewal, D., Kadis, J., Gall, M., Salovey, P. (2006) Evidence that Emotional Intelligence is Related to Job Performance and Affect and Attitudes at Work. *Psicothema*, Vol.18, pp.132-138.
- Matthews, G., Zeidner, M., Roberts, R.D (2004) Emotional Intelligence: Science and Myth. Massachusetts: MIT Press.
- Mayer, J. D., Caruso, D. R., Salovey, P. (2000) Selecting a Measure of Emotional Intelligence: The Case for Ability Scales. In Bar-On, R, Parker, J. D. A. (Eds.), *The handbook of emotional intelligence: Theory, development, assessment, and application at home, school, and in the workplace* (pp. 320-342). San Francisco, CA, US: Jossey-Bass.
- Mayer, J. D., Caruso, D. R., Salovey, P. (1999) Emotional Intelligence meets Traditional Standards for an Intelligence. *Intelligence*, Vol. 27, No.4, pp.267-298.
- Mayer, J. D., Salovey, P., Caruso, D. R. (2008) Emotional Intelligence: New Ability or Eclectic Traits? *American psychologist*, Vol.63, No.6, pp. 503-517.
- Meyer. B., Cashin S., Massey W. (2012) The Equivalence of Online and Paper-Pencil Measures of Emotional Intelligence in Di Fabio, A. (ed.) *Emotional Intelligence-New Perspectives and Applications*. pp. 183-194, InTech.

Mikolajczak, M. (2009). Going Beyond the Ability-Trait Debate: The Three-Level Model of Emotional Intelligence. *E-Journal of Applied Psychology*, Vol.5, No.2, pp.25-31.

Ministry for Administrative Reform (2017) *National Strategy for Administrative Reform for the years 2017-2019* available online under <http://dimosio2020.gov.gr/> [last access 10.05.2019]

Murphy, K.R. (Ed.), (2006) *A Critique of Emotional Intelligence: What are the Problems and how Can They be Fixed?* Mahwah, NJ, US: Lawrence Erlbaum Associates Publishers.

Nikolaou I., Tsaousis, I. (2002) Emotional Intelligence in the Workplace: Exploring its Effects on Occupational Stress and Organizational Commitment. *The International Journal of Organizational Analysis*, Vol.10, No.4, pp. 327-342.

O'Boyle Jr, E.H., Humphrey, R.H., Pollack, J.M., Hawver, T.H. Story, P.A. (2011) The Relation between Emotional Intelligence and Job Performance: A Meta-analysis. *Journal of Organizational Behavior*, Vol.32, No.5, pp.788-818.

Official Government Gazette 117/10.08.2017

Official Government Gazette 208/04.11.2016

Oreg, S. (2006) Personality, Context and Resistance to Organizational Change, *European Journal of Work and Organizational Psychology*, Vol.15, No.1, pp. 73-101.

Oreg, S., Vakola, M., Armenakis, A. (2011) Change Recipients' Reactions to Organizational Change: A 60-year Review of Quantitative Studies. *The Journal of Applied Behavioral Science*, Vol.47, No.4, pp. 461-524.

Palmer, B. R., Stough, C., Harmer, R., Gignac, G. (2009) The Genos Emotional Intelligence Inventory: A Measure Designed specifically for Workplace Applications. In Stough, S., Saklofske, D., Parker, J.D.A. (eds.) *Assessing emotional intelligence*, pp. 103-117, Boston, MA: Springer.

Pérez, J. C., Petrides, K. V., & Furnham, A. (2005) Measuring Trait Emotional Intelligence. In R. Schulze, R. D. Roberts (Eds.), *Emotional intelligence: An international handbook*, pp. 181-201, Ashland, OH, US: Hogrefe & Huber Publishers.

- Petrides, K.V. (2009) Psychometric Properties of the Trait Emotional Intelligence Questionnaire (TEIQue), in Stough, S., Saklofske, D., Parker, J.D.A. (eds.) *Assessing Emotional Intelligence*, pp.85-101, Ashland, OH, US: Hogrefe & Huber Publishers.
- Petrides, K.V., Furnham, A. (2001) Trait Emotional Intelligence: Psychometric Investigation with Reference to Established Trait Taxonomies. *European Journal of Personality*, Vol.15, No.6, pp. 425-448.
- Platsidou, M. (2010) Trait Emotional Intelligence of Greek Special Education Teachers in Relation to Burnout. *School Psychology International*, Vol.31 No. 1, pp. 60-76.
- Psiolopanagiotti, A., Anagnostopoulos F., Mourtou E., Niakas D. (2012) Emotional Intelligence, Emotional Labour and Job Satisfaction among Physicians in Greece. *BMC Health Services Research*, Vol.12, No.1, 463.
- Sala, F. (2002) *Emotional Competence Inventory (ECI) technical manual*, Hay Group.
- Salovey, P., Grewal, D. (2005) The Science of Emotional Intelligence. *Current Directions in Psychological Science*, Vol.14, No.6, pp. 281-285.
- Salovey, P., Mayer, J.D. (1990) Emotional Intelligence. *Imagination, Cognition, and Personality*, Vol.9, No.3, pp. 185-211.
- Saunders, M., Lewis, P., Thornhill, A. (2009) *Research Methods for Business Students*. Pearson education.
- Schmit, M. J. (2006) EI in the Business World. In Murphy, K.R. (Ed.), *A critique of emotional intelligence: What are the Problems and how Can They be Fixed?* pp.211-234. Mahwah, NJ, US: Lawrence Erlbaum Associates Publishers.
- Schulze, R., Roberts, R.D. (2005) (Eds.), *Emotional Intelligence: An International Handbook*. Ashland, OH, US: Hogrefe & Huber Publishers.
- Schutte, N.S., Malouff, J.M., Hall, L.E., Haggerty, D.J., Cooper, J.T., Golden, C.J., et al. (1998). Development and Validation of a Measure of Emotional Intelligence. *Personality and Individual Differences*, Vol. 25, No.2, pp.167-177.

- Spanou, C., Sotiropoulos, D. A. (2011) The Odyssey of Administrative Reforms in Greece, 1981–2009: A Tale of Two Reform Paths. *Public Administration*, Vol.89, No.3, pp. 723-737.
- Steiner, C. (1984) Emotional Literacy. *Transactional Analysis Journal*, Vol.14, No.3, pp. 162-173.
- Sternberg, Th., Kaufman, R.J. (eds.) (2011) *The Cambridge Handbook of Intelligence*: Cambridge University Press.
- Stough, S., Saklofske, D., Parker, J.D.A. (eds.) *Assessing Emotional Intelligence*. Ashland, OH, US: Hogrefe & Huber Publishers.
- Sy, T., Tram, S., O'Hara, L. A. (2006) Relation of Employee and Manager Emotional Intelligence to Job Satisfaction and Performance. *Journal of Vocational Behavior*, Vol.68, No.3, pp. 461-473.
- Thorndike, E.L. (1920) Intelligence and its Uses. *Harper's Magazine*, 140, pp. 227-235.
- Todnem By, R. (2005) Organisational Change Management: A Critical Review. *Journal of change management*, Vol. 5, No.4, pp.369-380.
- Training Institute (2019) Οδηγός Επιμορφωτικών Προγραμμάτων. Εθνικό Κέντρο Δημόσιας Διοίκησης και Αυτοδιοίκησης,, available online at [http://www.ekdd.gr/ekdda/images/seminaria/katalogos\\_programmaton\\_epimorfosis\\_2019.pdf](http://www.ekdd.gr/ekdda/images/seminaria/katalogos_programmaton_epimorfosis_2019.pdf) [last access 10.05.2019]
- Trivellas, P., Gerogiannis V., Svarna S. (2013) Exploring Workplace Implications of Emotional Intelligence (WLEIS) in Hospitals: Job Satisfaction and Turnover Intentions. *Procedia – Social and Behavioral Sciences*, Vol.73, pp. 701-709.
- Vakola, M., Tsaousis, I., Nikolaou, I. (2004) The Role of Emotional Intelligence and Personality Variables on Attitudes toward Organisational Change *Journal of Managerial Psychology*, Vol. 19, No. 2, pp.88-110.
- Wolff, S. (2005) *Emotional Competence Inventory (ECI). Technical Manual*. Hay Group.



Yvonne Feilzer, M. (2010) Doing Mixed Methods Research Pragmatically: Implications for the Rediscovery of Pragmatism as a Research Paradigm. *Journal of mixed methods research*, Vol.4, No.1, pp. 6-16.

Zampetakis, L., Moustakis, V. (2011) Manager's Trait Emotional Intelligence and Group Outcomes: The Case of Group Job Satisfaction. *Small Group Research*, Vol.42, No. 1, pp. 77-102.

Zeidner, M. (2005) Emotional intelligence and coping with occupational stress. In A. G. Antoniou and C. L. Cooper, eds., *New Perspectives in Occupational Health Psychology*. pp. 218-239. Cheltenham, UK: Edward Elgar.

Zeidner, M., Matthews G., Roberts R.D. (2004) Emotional Intelligence in the Workplace: A critical Review. *Applied Psychology: An International Review*, Vol. 53, No.3, pp.371-399.

Zeidner, M., Matthews, G., Roberts, R.D. (2009) *What we Know About Emotional Intelligence: How it Affects Learning, Work, Relationships, and Our Mental Health*. Cambridge MA: The MIT Press.

# APPENDIXES

## APPENDIX A

### Authorization to perform the research



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ  
ΥΠΟΥΡΓΕΙΟ ΨΗΦΙΑΚΗΣ ΠΟΛΙΤΙΚΗΣ,  
ΤΗΛΕΠΙΚΟΙΝΩΝΙΩΝ ΚΑΙ ΕΝΗΜΕΡΩΣΗΣ  
ΓΕΝΙΚΗ ΓΡΑΜΜΑΤΕΙΑ ΥΠΟΥΡΓΕΙΟΥ  
Δ/νση: Φραγκούδη 11 και Αλ. Πάντου  
Τ.Κ.: 101 63 Αθήνα  
Πληρ.: ΓΕΩΡΓΙΟΣ ΦΛΩΡΕΝΤΗΣ  
Τηλ.: 210 909 8642  
Email: secretariatgeneral@minpress.gr  
Φαξ: 210 909 8623

Αθήνα, 08/05/2018  
Α.Π.: 6518/2018  
Ορθή Επανάληψη

ΠΡΟΣ: κα ΡΩΣΣΟΓΛΟΥ ΠΑΡΑΣΚΕΥΗ  
([paraskevi.rossoglou@minpress.gr](mailto:paraskevi.rossoglou@minpress.gr))

Θέμα: ΕΓΚΡΙΣΗ ΔΙΑΝΟΜΗΣ ΕΡΩΤΗΜΑΤΟΛΟΓΙΟΥ

Σχετ.: Η με Α.Π. 6518/08.05.2018 αίτησή σας

Σε απάντηση της ανωτέρω αίτησής σας, σας ενημερώνουμε ότι εγκρίνεται η διανομή ερωτηματολογίου σχετικά με το ρόλο της «Συναισθηματικής Νοσησύννης στο Ελληνικό Δημόσιο», προς τους υπαλλήλους του Υ.Ψη.Π.Τ.Ε. και στα πλαίσια του μεταπτυχιακού προγράμματος σπουδών σας στη Διοίκηση Επιχειρήσεων του Ανοικτού Πανεπιστημίου Κύπρου.

Σημειώνεται ότι η συμμετοχή των υπαλλήλων/συναδέλφων είναι εθελοντική και οι απαντήσεις πρέπει να είναι ανώνυμες και εμπιστευτικές και να χρησιμοποιηθούν αποκλειστικά για την εξαγωγή συμπερασμάτων στο πλαίσιο της συγκεκριμένης εργασίας.

Ο Γενικός Γραμματέας του Υπουργείου

Γεώργιος Φλωρεντής

ΑΚΡΙΒΕΣ ΑΝΤΙΓΡΑΦΟ  
ΑΝΑΠΛΗΡΩΤΗΣ ΠΡΟΪΣΤΑΜΕΝΟΣ  
ΠΡΩΤΟΚΟΛΛΟΥ

ΑΡΧΙΤΕΚΤΟΝ ΣΥΣΤΗΜΑΤΟΣ  
ΑΚΡΙΒΕΣ ΑΝΤΙΓΡΑΦΟ ΑΝΑΠΛΗΡΩΤΗΣ ΠΡΟΪΣΤΑΜΕΝΟΣ ΠΡΩΤΟΚΟΛΛΟΥ  
08/05/2018 10:22:43

## APPENDIX B Comparative table of Emotional Intelligence Models

EQ-i	MSCEIT	ESCI (2011)	TENQUE	GENOS
INTRAPERSONAL	PERCEIVING EMOTIONS	SELF-AWARENESS	ADAPTABILITY	EMOTIONAL SELF-AWARENESS
Self-Regard	Facet			
Emotions/ Self-awareness	Pictures	SELF-MANAGEMENT	ASSERTIVENESS	EMOTIONAL EXPRESSION
Assertiveness		Emotions/ Self-control		
Independence	FACILITATING EMOTIONS	Adaptability	EMOTION PERCEPTION (SELF AND OTHERS)	
Self-Actualization	Facilitator	Achievement Orientation		EMOTIONAL AWARENESS OF OTHERS
	Sensations	Optimism	EMOTION EXPRESSION	
INTERPERSONAL	UNDERSTANDING EMOTIONS	SOCIAL AWARENESS	EMOTION MANAGEMENT (OTHERS)	EMOTIONAL SELF-MANAGEMENT
Empathy	Changes	Empathy		
Social Responsibility	Blends	Organizational Awareness	EMOTION REGULATION	
Intrapersonal Relationships				EMOTIONAL MANAGEMENT OF OTHERS
STRESS MANAGEMENT	MANAGING EMOTIONS	RELATIONSHIP MANAGEMENT	IMPULSIVENS (LOW)	
Stress Tolerance	Emotion Management	Inspirational Leadership		
Impulse Control	Emotions/ Relationships	Change Catalyst	RELATIONSHIPS	EMOTIONAL SELF-CONTROL
		Influence		
ADAPTABILITY		Coach and mentor	SELF-ESTEEM	
Flexibility		conflict management		
Reality Testing			SOCIAL AWARENESS	
Problem Solving				
			STRESS MANAGEMENT	
GENERAL MOOD				
Optimism			TRAIT EMPATHY	
Happiness			TRAIT HAPPINESS	
			TRAIT OPTIMISM	

## APPENDIX C Personnel Distribution per Professional Group and Sex



**ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ**  
ΥΠΟΥΡΓΕΙΟ ΨΗΦΙΑΚΗΣ ΠΟΛΙΤΙΚΗΣ,  
ΤΗΛΕΠΙΚΟΙΝΩΝΙΩΝ ΚΑΙ ΕΝΗΜΕΡΩΣΗΣ  
ΔΙΕΥΘΥΝΣΗ ΔΙΟΙΚΗΤΙΚΩΝ ΥΠΗΡΕΣΙΩΝ  
ΤΜΗΜΑ ΠΡΟΣΩΠΙΚΟΥ ΚΑΙ ΔΙΟΙΚΗΤΙΚΗΣ  
ΥΠΟΣΤΗΡΙΞΗΣ  
Δ/ση: Φραγκούδη 11 και Αλ. Πάντου  
Τ.Κ.: 101 63 Αθήνα  
Πληρ.: ΔΗΜΗΤΡΑ ΑΛΕΞΑΝΔΡΑΤΟΥ  
Τηλ.: 210 9098427  
Email: alexandratou@minpress.gr  
Φαξ: 210 9098 433 ή 213-1318433

Αθήνα, 15/05/2018  
Α.Π.: 6898/2018

ΠΡΟΣ: κ. Παρασκευή Ρώσσογλου  
Μόνιμη υπάλληλο με βαθμό Γραμματέα  
Επικοινωνίας Α' του κλάδου Συμβούλων και  
Γραμματέων Επικοινωνίας του ΥΨΗΠΤΕ

Θέμα: ΠΑΡΟΧΗ ΣΤΟΙΧΕΙΩΝ  
ΣΧΕΤ: Αίτησή σας υπ'αρ. 6898/14.5.2018

Σε συνέχεια του ανωτέρω σχετικού, παραθέτουμε τον κάτωθι πίνακα στον οποίο εμφανίζονται τα στοιχεία των υπαλλήλων του ΥΨΗΠΤΕ που υπηρετούν στην Κεντρική Υπηρεσία, τα οποία μας ζητήσατε.

ΚΛΑΔΟΙ/ΕΙΔΙΚΟΤΗΤΕΣ ΠΡΟΣΩΠΙΚΟΥ ΚΕΝΤΡΙΚΗΣ ΥΠΗΡΕΣΙΑΣ	ΣΥΝΟΛΟ ΑΝΑ ΚΛΑΔΟ/ΕΙΔΙΚΟΤΗΤΑ & ΑΝΑΛΟΓΙΑ ΑΝΔΡΩΝ ΓΥΝΑΙΚΩΝ
ΚΛΑΔΟΣ ΣΥΜΒ.& ΓΡΑΜΜ.ΕΠΙΚΟΙΝΩΝΙΑΣ	85 (εκ των οποίων 68 γυναίκες)
ΠΕ ΔΙΟΙΚΗΤΙΚΟΥ - ΟΙΚΟΝΟΜΙΚΟΥ	76 (εκ των οποίων 45 γυναίκες)
ΠΕ ΜΗΧΑΝΙΚΩΝ	12 (εκ των οποίων 2 γυναίκες)
ΠΕ ΠΛΗΡΟΦΟΡΙΚΗΣ	4 άνδρες
ΠΕ ΜΕΤΑΦΡΑΣΤΩΝ-ΔΙΕΡΜΗΝΕΩΝ	6 (εκ των οποίων 5 γυναίκες)
ΠΕ ΕΙΔΙΚΟ ΕΠΙΣΤΗΜΟΝΙΚΟ ΠΡΟΣΩΠΙΚΟ	9 (εκ των οποίων 2 γυναίκες)
ΤΕ ΔΙΟΙΚΗΤΙΚΟΥ - ΛΟΓΙΣΤΙΚΟΥ	1 γυναίκα
ΤΕ ΜΗΧΑΝΙΚΩΝ	5 (εκ των οποίων 2 γυναίκες)
ΤΕ ΒΙΒΛΙΟΘΗΚΟΝΟΜΩΝ	2 γυναίκες
ΔΕ ΔΙΟΙΚΗΤΙΚΩΝ ΓΡΑΜΜΑΤΕΩΝ	46 (εκ των οποίων 35 γυναίκες)
ΔΕ ΠΡΟΣΩΠΙΚΟΥ Η/Υ	4 (εκ των οποίων 1 γυναίκα)
ΔΕ ΤΕΧΝΙΚΩΝ	3 άνδρες
ΔΕ ΜΕΤΑΦΡΑΣΤΩΝ-ΔΙΕΡΜΗΝΕΩΝ	1 άνδρας
ΔΕ ΛΗΠΤΩΝ ΡΑΔ/ΚΩΝ ΚΑΙ ΤΗΛ/ΚΩΝ ΕΚΠΟΜΠΩΝ	3 (εκ των οποίων 2 γυναίκες)
ΔΕ ΟΔΗΓΩΝ	2 άνδρες
ΔΕ ΗΛΕΚΤΡΟΛΟΓΩΝ	1 άνδρας
ΥΕ ΒΟΗΘΗΤΙΚΟΥ ΠΡΟΣΩΠΙΚΟΥ	9 (εκ των οποίων 2 γυναίκες)
<b>ΣΥΝΟΛΟ</b>	<b>269</b>

Ευχαριστούμε για τη συνεργασία και παραμένουμε στη διάθεσή σας για κάθε περαιτέρω πληροφορία ή διευκρίνιση.

Με εντολή Υπουργού  
Η Προϊσταμένη της Διεύθυνσης

Αλεξία Καμπούρη

Εσωτερική διανομή:  
Γραφείο κ. Γενικού Γραμματέα ΥΨΗΠΤΕ

ΑΚΡΙΒΕΣ ΑΝΤΙΓΡΑΦΟ  
ΑΝΑΠΛΗΡΩΤΗΣ ΠΡΟΪΣΤΑΜΕΝΟΣ  
ΠΡΩΤΟΚΟΛΛΟΥ

ΑΡΧΙΒΕΣ ΟΥΣ ΣΥΝΑΡΧΕΙΛΟΣ  
ΑΡΧΙΒΕΣ ΑΝΤΙ ΤΗΛΕΓΡΑΦΩΝ ΚΑΙ ΤΗΛΕΤΑΧΕΙΩΝ  
ΕΠΙΧΕΙΡΗΣΙΑΣ

## APPENDIX D

### D.1. ORIGINAL QUESTIONNAIRE IN GREEK

#### ΕΡΩΤΗΜΑΤΟΛΟΓΙΟ ΣΧΕΤΙΚΑ ΜΕ ΤΟ ΡΟΛΟ ΤΗΣ ΣΥΝΑΙΣΘΗΜΑΤΙΚΗΣ ΝΟΗΜΟΣΥΝΗΣ ΣΤΟ ΕΛΛΗΝΙΚΟ ΔΗΜΟΣΙΟ

Αγαπητοί συνάδελφοι,

Το παρόν ερωτηματολόγιο έχει συνταχθεί στο πλαίσιο της Διπλωματικής μου εργασίας στο Ανοικτό Πανεπιστήμιο Κύπρου με θέμα το ρόλο της συναισθηματικής νοημοσύνης στον ελληνικό δημόσιο τομέα.

Όλες οι απαντήσεις είναι ανώνυμες και εμπιστευτικές και θα χρησιμοποιηθούν μόνο για την εξαγωγή συμπερασμάτων στο πλαίσιο της συγκεκριμένης εργασίας.

Μέσος χρόνος συμπλήρωσης: 10 λεπτά

Σας ευχαριστώ πολύ για τη συμμετοχή σας.

Παρασκευή Ρώσσογλου

Γραμματέας Επικοινωνίας Α'

#### ΜΕΡΟΣ Α: ΠΡΟΣΩΠΙΚΕΣ ΠΛΗΡΟΦΟΡΙΕΣ

##### ΗΛΙΚΙΑ

Έως 30  31-40  41-50  Άνω των 50

**ΦΥΛΟ**

Άνδρας  Γυναίκα

**ΕΠΙΠΕΔΟ ΕΚΠΑΙΔΕΥΣΗΣ**

Απόφοιτος Δημοτικού

Απόφοιτος Λυκείου

Απόφοιτος ΑΕΙ/ΤΕΙ

Κάτοχος μεταπτυχιακού/διδακτορικού

**ΟΡΓΑΝΙΚΗ ΜΟΝΑΔΑ ΣΤΗΝ ΟΠΟΙΑ ΥΠΗΡΕΤΕΙΤΕ**

ΓΓ ΥΨΗΠΤΕ  ΓΓ ΨΗΦΙΑΚΗΣ ΠΟΛΙΤΙΚΗΣ

ΓΓ ΤΗΛΕΠΙΚΟΙΝΩΝΙΩΝ ΚΑΙ ΤΑΧΥΔΡΟΜΕΙΩΝ

ΓΓ ΕΝΗΜΕΡΩΣΗΣ ΚΑΙ ΕΠΙΚΟΙΝΩΝΙΑΣ

ΕΙΔΙΚΗ ΓΡΑΜΜΑΤΕΙΑ ΕΠΙΚΟΙΝΩΝΙΑΚΗΣ ΔΙΑΧΕΙΡΙΣΗΣ ΚΡΙΣΕΩΝ

**ΚΛΑΔΟΣ** .....

**ΠΟΣΑ ΧΡΟΝΙΑ ΥΠΗΡΕΣΙΑΣ ΕΧΕΤΕ ΣΤΟΝ ΔΗΜΟΣΙΟ ΤΟΜΕΑ**

0-10  11-20  21-30  ΠΑΝΩ ΑΠΟ 30

**ΚΑΤΕΧΕΤΕ ΘΕΣΗ ΠΡΟΙΣΤΑΜΕΝΟΥ;**

ΝΑΙ  ΟΧΙ

**ΜΕΡΟΣ Β:**

Απαντήστε στις παρακάτω ερωτήσεις σημειώνοντας με X την απάντηση που εκφράζει την άποψή σας.

		Διαφωνώ απόλυτα	Διαφωνώ	Ούτε διαφωνώ ούτε συμφωνώ	Συμφωνώ	Συμφωνώ απόλυτα
1	Μπορώ να αναγνωρίζω και να εκφράζω τα συναισθήματά μου με σαφή τρόπο.					
2	Δεν κατανοώ με ποιον τρόπο τα συναισθήματά μου μπορούν να επηρεάσουν την απόδοσή μου στην εργασία					
3	Όταν αντιμετωπίζω μια πρόκληση ή δυσκολία, τα παρατώ επειδή φοβάμαι ότι θα αποτύχω.					
4	Ξέρω ποια είναι τα δυνατά σημεία και ποιες οι αδυναμίες μου.					
5	Οι συνάδελφοι και οι προϊστάμενοί μου μπορούν να με εμπιστευθούν για σημαντικά θέματα χωρίς να φοβούνται ότι θα τους απογοητεύσω					
6	Όταν βρίσκομαι σε συνθήκες πίεσης, δυσκολεύομαι να διεκπεραιώσω την εργασία μου.					
7	Μπορώ να αντιμετωπίσω τα γεγονότα που συμβαίνουν στο εργασιακό					



	περιβάλλον μου με ευελιξία.					
8	Προτιμώ να επικεντρώνομαι στις ευκαιρίες παρά στα εμπόδια.					
9	Νιώθω έντονη την επιθυμία να πετύχω τους στόχους που έχω θέσει για την επαγγελματική μου πορεία.					
10	Είμαι ικανός/ή να αντιμετωπίσω τις αλλαγές στο εργασιακό περιβάλλον με ήρεμο και αποτελεσματικό τρόπο					
11	Δεν γνωρίζω επακριβώς το έργο και την αποστολή του οργανισμού στον οποίο εργάζομαι.					
12	Αντιλαμβάνομαι πλήρως τις διαφορετικές απόψεις και προτεραιότητες μεταξύ των διαφόρων ομάδων εργαζομένων.					
13	Ακούω προσεκτικά τους συναδέλφους μου και μπορώ να κατανοήσω εύκολα την οπτική γωνία τους, ακόμη και όταν είναι αντίθετη από τη δική μου.					
14	Καταλαβαίνω με ποιον τρόπο οι εμπειρίες άλλων ατόμων επηρεάζουν τα συναισθήματα, τις σκέψεις και τη συμπεριφορά τους.					
15	Μπορώ εύκολα να καταλάβω εάν ένας συνάδελφός μου είναι αγχωμένος, ακόμη κι					

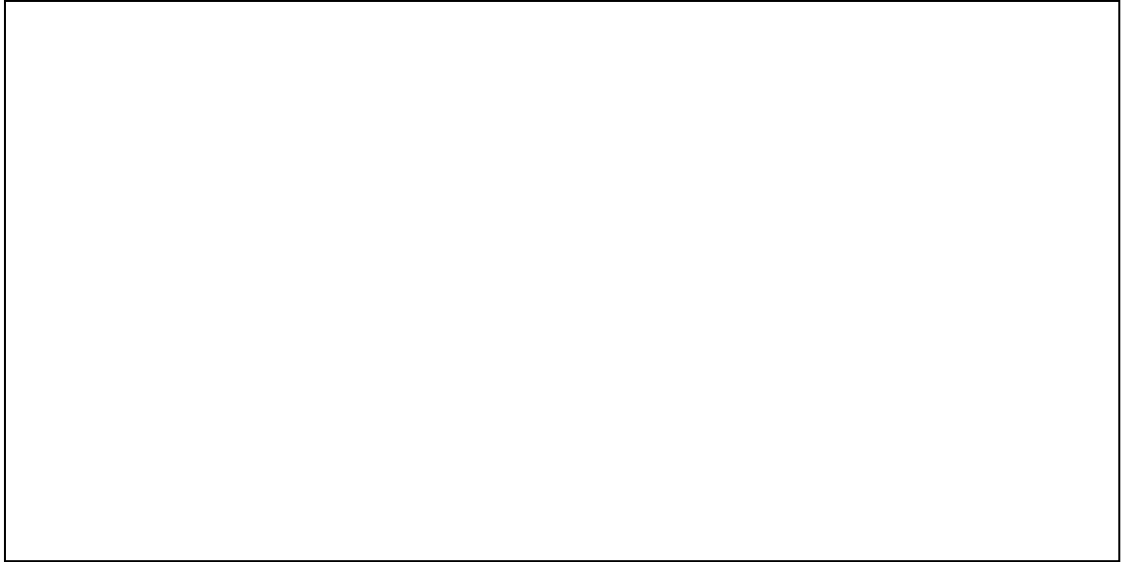
	αν δεν μου μιλήσει για το πως αισθάνεται.					
16	Δουλεύω καλύτερα μόνος/μόνη παρά σε ομάδα.					
17	Αναγνωρίζω εγκαίρως την ανάγκη για αλλαγή και είμαι πρόθυμος/η να προτείνω αλλαγές για την αποδοτικότερη λειτουργία της Υπηρεσίας.					
18	Σε περίπτωση διαφωνίας μεταξύ συναδέλφων, είμαι πρόθυμος/η να παρέμβω και να προτείνω λύσεις					
19	Είμαι πρόθυμος/η να προσφέρω βοήθεια τους συναδέλφους μου ή στα άτομα με τα οποία συναλλάσσομαι στο πλαίσιο των εργασιακών μου καθηκόντων					
20	Εμπνέω στους συναδέλφους μου ενθουσιασμό για την υλοποίηση των στόχων της Υπηρεσίας.					

ΜΕΡΟΣ Γ

1. Έχει επηρεαστεί η εργασιακή καθημερινότητά σας από τις αλλαγές που συμβαίνουν στο ελληνικό δημόσιο τα τελευταία χρόνια; Εξηγήστε σε ποιον βαθμό και με ποιον τρόπο.

2. Αναλάβετε εσείς προσωπικά κάποια πρωτοβουλία ώστε να διευκολυνθεί η εφαρμογή των αλλαγών στον εργασιακό σας χώρο; Αιτιολογήστε την απάντησή σας.

3. Πιστεύετε ότι οι συνάδελφοί σας είναι έτοιμοι/πρόθυμοι να προσαρμοστούν στις αλλαγές αυτές; Υπήρξαν πρωτοβουλίες για πιο γρήγορη υιοθέτηση των αλλαγών;



4. Ποια συναισθήματα βιώνετε στο εργασιακό σας περιβάλλον;



5. Με ποιον τρόπο πιστεύετε ότι θα μπορούσε να βελτιωθεί το εργασιακό σας περιβάλλον;



## D.2. QUESTIONNAIRE IN ENGLISH

### QUESTIONNAIRE ON THE ROLE OF EMOTIONAL INTELLIGENCE IN THE GREEK PUBLIC SECTOR

Dear colleagues,

Within the framework of my Master thesis at the Open University of Cyprus, this questionnaire aims to examine the Role of Emotional Intelligence in the Greek Public Sector.

All answers are anonymous and confidential and will be used only for conclusions within the framework of this master thesis.

Average completion time: 10 minutes

Thank you for your participation!

Paraskevi Rossoglou

Secretary for Communication

#### Part A: PERSONAL DATA

##### AGE

Below 30  31-40  41-50  Above 50

##### SEX

Male  Female

##### EDUCATION LEVEL

Elementary School

Highschool graduate

Bachelor

Master's degree/PhD

**ORGANIZATION UNIT**

Ministry Secretariat General	<input type="text"/>
Secretariat for Digital Policy	<input type="text"/>
Secretariat for Telecommunications and Post	<input type="text"/>
Secretariat for Media and Communication	<input type="text"/>
Special Secretariat for Crisis Management	<input type="text"/>

**PROFESSIONAL GROUP** .....

**YEARS OF TENURE IN THE PUBLIC SECTOR**

0-10  11-20  21-30  ΠΑΝΩ ΑΠΟ 30

**DO YOU HOLD A MANAGERIAL POSITION?**

YES  NO

**PART B:**

Answer the following questions selecting with an X the one expressing your opinion.

		I completely disagree	I disagree	Neither disagree nor agree	I agree	I totally agree
1	I can recognize and express my emotions in a clear way.					
2	I do not understand in which way my emotions can affect my job performance.					
3	When faced with a challenge or difficulty, I quit because of fear of failing.					
4	I am aware of my strengths and weaknesses.					
5	My colleagues and supervisors can trust me with important issues without fearing I will disappoint them.					
6	I find it difficult to carry out my job under pressure.					
7	I can handle workplace incidents with flexibility.					
8	I prefer to focus on opportunities rather than obstacles.					
9	I strongly wish to attain the goals I have set in my professional career.					
10	I am able to face changes in the working environment in a calm and efficient way					
11	I am not exactly aware of the work					



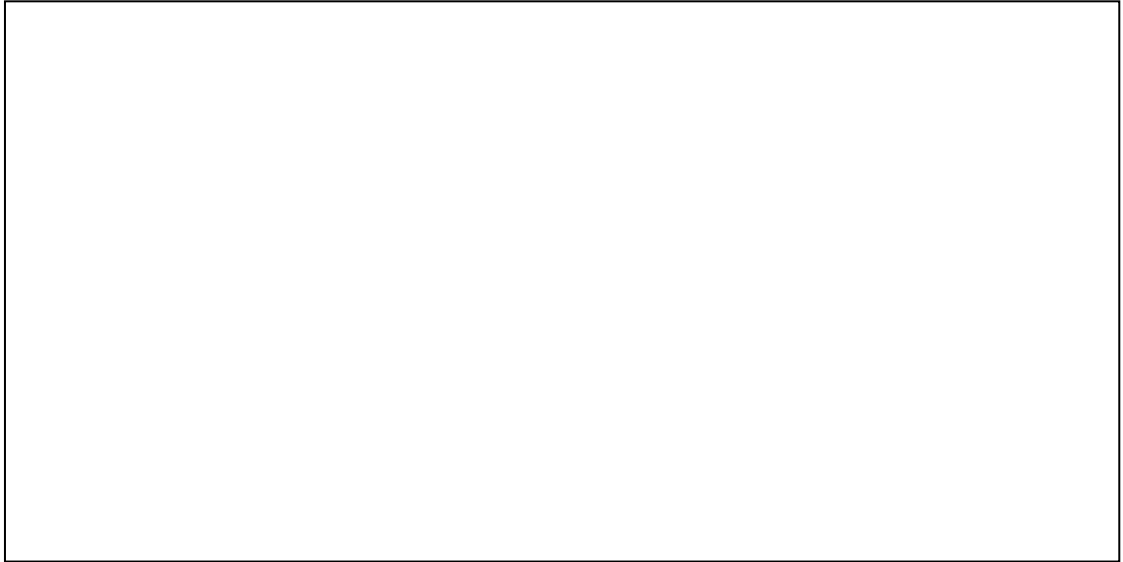
	and mission of the organization in which I am working.					
12	I am perfectly aware of the different opinions and priorities between the different groups of employees.					
13	I listen carefully to my colleagues and I can easily understand their point of view, even if it is opposite to my view.					
14	I understand in which way other people's experiences affect their emotions, thoughts and behaviour.					
15	I can easily understand if a colleague is stressed, even if he/she does not talk about the way he/she feels.					
16	I work better alone than in a team.					
17	I timely recognize the need for change and I am willing to suggest changes that can improve the organization performance.					
18	In case of disagreement between colleagues, I am willing to intervene and offer solutions.					
19	I am willing to offer help to my colleagues or other workplace stakeholders.					
20	I inspire my colleagues with enthusiasm to achieve organizational goals.					

**PART C**

1. Has your everyday working routine been affected by the changes in the Greek Public Sector during the last years? Explain to which degree and in what way.

2. Have you taken any initiatives to facilitate the implementation of changes in your workplace? Explain your answer.

3. Do you think that your colleagues are ready or willing to adjust to these changes? Have there been any initiatives towards faster implementation of the changes?



4. What kind of emotions do you experience in your working environment?



5. In which way do you think your working environment could be improved?

