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IMPACTS OF MANAGER'S EMOTIONAL INTELLIGENCE ON TEAM-LEVEL SATISFACTION WITH SUPERVISION

Master's thesis

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ABSTRACT

The current research is exploring to what extent the emotional intelligence of managers impacts the team-level satisfaction with supervision in different teams from different organizations. The central task of this Master's thesis is to evaluate the attitudes of team-members at the team-level on satisfaction with supervision, in terms of their manager's emotional intelligence. The main theories explained are the models of emotional intelligence and how the team-level satisfaction with supervision is formed. The method used was quantitative because it helped to test hypotheses on how manager's emotional intelligence was impacting the team-level satisfaction. Hence, the manager's EQ was an independent variable that was presumed to have an affect on the team-level satisfaction with supervision. The data was collected from the team-members who assessed their own attitudes towards satisfaction with supervision, by assessing the Facet Satisfaction Scale's items on the seven point Likert-scale, and from managers who assessed one's own emotional intelligence by assessing the Wong and Law Emotional Intelligence Scale's items on the seven point Likert-scale. The conclusion confirms that the emotional intelligence of a manager impacts on the team-level satisfaction with supervision, and it is good or very good. Furthermore, it provides practical values for managers to explore which skills they should develop the most. Because the number of teams was rather small, it is suggested for the future research to include more teams. In addition there are other suggestions regarding the future research on this topic regarding self-reported data, on emotional intelligence, and other-reported data on emotional intelligence.

Keywords: emotional intelligence, job satisfaction, supervision

LIST OF ABBREVIATIONS

EQ   Emotional intelligence

JS   Job satisfaction

WLEIS   Wong Law Emotional Intelligence Scale

EQ-I   Emotional quotient inventory

FSS   Facet Satisfaction Scale

SEA   Self- emotional appraisal

OEA   Other's emotional appraisal

UEA   Use of emotions

ROE   Regulation of emotions

RQ1   Research question 1

RQ2   Research question 2

INTRODUCTION

In Europe significant changes in demographic trends have occurred, and population growth is forecasted to gradually decrease in the next decades, which will directly affect the labour market (Serban, Aceleanu, 2015, 310-311). The changes have been more rapid in Estonia and organizations face difficulties to keep talented people. Therefore, extra attention is paid to organizational behaviour on how the relationships between managers and employees are formed and what the qualiy of the relationship is. When the employee and the manager have a qualitative relationship then they build stronger bonds and they trust and support each other; hence, the relationship is based on loyalty and job satisfaction (JS) increases (Stringer, 2006, 125, 135), and it is less likely that the employee leaves the organization (George, Bettenhausen, 1990, 706). Supportive managers increase the employees' satisfaction, motivation and effectiveness. Therefore, for the same reason organizations pay attention to the quality of their leaders, they also should pay attention to the emotional intelligence (EQ) of their leaders and its impacts on job satisfaction of employees. Supervision is one of the facets of job satisfaction which has not been as well researched as overall job satisfaction. As the satisfaction with supervision is something that is affected directly by the manager, this thesis focuses only on the facet of satisfaction with supervision.

Good relationships at work have a significant place in Estonian work life, and 72% of respondents agreed with that in 2015 when the survey of work-life study was performed. They were asked to evaluate the relationship with managers, employees and clients, and they evaluated the relationship to be weakest with managers. (Krusell, 2017, 29). With that in mind, **the aim of this thesis** is to investigate, **teams from different organizations in Estonia**, the role of manager's EQ in affecting employees' satisfaction with supervision at a team-level. Altogether, many researchers, among them Cherniss and Goleman (2001), Liu and Liu (2013), Maamari and Majdalani (2017) and Chen *et al.* (2014) have agreed that managers significantly affect employee satisfaction.

The author of this study stated a central research question: **What is the team-level satisfaction with supervision in terms of their manager's EQ skills?** In order to provide an answer to the question, first a survey to collect empirical data was conducted. Then the data was used to test

hypotheses developed. The first research question (RQ1) was then formed: **What is the statistically significant difference between the team-level satisfaction with supervision and managers self-reported EQ?** Apart from measuring differences between satisfaction with supervision and EQ, the author of this paper attempts to find the answer to the second research question (RQ2): **What is the statistically significant difference between the team-level satisfaction with supervision and different managers EQ skills?** For the managers this study provides a practical value because they receive information on which skills they should acquire and which skills they should develop. To answer these questions the author of this study is interested to explore the following aspects of specific objectives by gathering data which enables the analysis of the impacts on team-level satisfaction with supervision as a result of a manager's EQ. Next, the RQ1 will be answered by analysing each team's satisfaction with supervision in terms of their manager's overall EQ. The RQ2 will be answered by analysing each teams' satisfaction with supervision in terms of their manager's abilities to understand one's own emotions, understand other's emotions, using emotions and regulating one's own emotions.

This Master's thesis is divided into three main parts. In the first chapter of this thesis, the author provides theories dividing these to subchapters definitions, emotional intelligence and its theories, and the last subchapter is dedicated to previous similar research in this topic. The relationship between a manager and employees, and how the EQ of a manager affects it is explained. Together with it there is also discussion on leadership styles and how the team-level satisfaction with supervision is formed. The second chapter describes the research methodology used in the master's thesis. Also, the author describes in detail the principles for carrying out the research process and the methods used in the research. Introduced are the participants who took part of the survey. Results of analyzed data are presented in the third chapter. In the quantitative research numeric results on research, together with tables and comprehensive results are introduced.

The participants in this study were selectively chosen because the respondents needed to meet certain criteria, such as a team size. In addition, in this study teams worked together at the office every day, and team-members had worked no less than four months for the organization. Seven teams with six to eight members were from different organizations and different fields, including; human resource management, a financial department, a sales department, a production department, an infotechnology department and two educational departments. Previous observations on measuring JS would seem to suggest that conducting a survey only in one organization is

insufficient (Lepold, *et al.* 2018, 14). Therefore, the author of this thesis decided to conduct the study in different teams in different organizations.

In this study the above-mentioned questions will be answered by using a quantitative method, which measures employees' satisfaction with supervision based on their experiences with the manager they work for. By evaluating the supervision, they express their feelings whether they are satisfied to work with their current manager or would they rather work for another manager. The research is based on two different questionnaires that were sent to the teams, one to the manager, and another to the employees in the team. The managers' emotional intelligence as the first variable is measured by using 16-items from the Wong Law Emotional Intelligence Scale (WLEIS) (Law, *et al.* 2004, 496; Wong, Law, 2002, 270-271), which mirrors abilities to cope with emotions and feelings in different situations. Employees' satisfaction with supervision as the second variable is measured by using five-items from the Face Satisfaction Scale (FSS) (Bowling, *et al.* 2017, 385), which mirrors employees' satisfaction with supervision. To answer RQ1 and RQ2 a one-way ANOVA test is performed to test the hypotheses. The model of the hypotheses is introduced under the chapter on methodology.

1. THEORETHICAL FRAMEWORK OF EMOTIONAL INTELLIGENCE AND SATISFACTION WITH SUPERVISION

In this chapter, the author gives an overview of emotional intelligence, its theories and links with job satisfaction. The first part of this chapter belongs to the definitions. The second part of this chapter explains different emotional intelligence theories. The third part of this chapter is dedicated to previous studies on this topic. During the first chapter is details on the development of the hypotheses are introduced.

1.1. Definition of emotional intelligence and satisfaction with supervision

In this subchapter a definition of emotional intelligence and development of EQ is introduced. Then supervision as one element of job satsifaction is defined.

1.1.1. Definition and background of emotional intelligence

In the 1970s and 80s psychologists Howard Gardner, Peter Salovey, and John Jack Mayer started developing the theory of EQ (Mishar, Bangun, 2014, 395). Salovey and Mayer 1989-1990 defined it as "emotional intelligence as the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions" (Salovey, Mayer, 1989-1990, 189). Another researcher, who was inspired by Darwin's concepts (Mishar, Bangun, 2014, 397), describes EQ as "a multi-factorial array of interrelated emotional and social competencies, skills and facilitators that influence one's ability to recognize, understand and manage emotions, to relate with others, to adapt to change and solve problems of a personal and interpersonal nature, and to efficiently cope with daily demands, challenges, and pressures" (Bar-On, 2006, 22).

After Daniel Goleman finished his own research in that topic and published his book on Emotional Intelligence the interest in EQ has increased (Cherniss, Goleman, 2001, 7). It has been a popular topic in an organizational behaviour for decades, because EQ is thought to be more important than intelligence quotient, people became more aware of how it could successfully organize and provide

variety at work by understanding people's reactions, attitudes and actions. (Mishar, Bangun, 2014, 395). To understand the theory of EQ it is essential to know what emotions are because these are one component of EQ. Scientist's define emotions as "organized responses, crossing the boundaries of many psychological subsystems, including the psychological, cognitive, motivational and experiential systems" (Salovey, Mayer,1989-1990, 186). Another component of EQ is intelligence, which is defined as a wider range of intellect or brainpower which is believed to have three sources. The intelligence of a person depends on their parent's intelligence, which means that a person's intelligence is influenced before his or her birth. Right after birth its successful development depends on how the new-born responds to the situations which are frequently occurring around them. The last source is genetic constitution. (Brody, 1999, 22).

Reactions and responses of one individual to the different situations depend on the person's abilities to cope with different emotions. Scientists emphasise that people who can regulate and understand one's own and others' emotions are more creative. The skills of creativity can be acquired through environment and experiences. Creativity can be developed when trainings are built up for the right side of the brain, which is responsible of emotional thinking, but most of the trainings are developed for the left side of the brain, which is responsible of rational thinking. (Cherniss, Goleman, 2001, xvi). A true story of a patient called Elliot, whose brain was damaged after a surgery which removed a brain tumour from the parts of the brain which regulated functions of empathy and cooperation, is evidence that different parts of the brain are responsible for different EQ competencies (Damasio, 1994, 34-51).

Evaluating and expressing emotions in one's self and others diverge in the scale depending on how one person notices and understands emotions, and how this person expresses one's own emotions by using body language or words (George, 2000, 1034). A group of three mental processes were explained by Salovey and Mayer (1989-1990), which enable the reading of emotional information and the use of this to efficiently achieve goals (Salovey, Mayer, 1989-1990, 185, 190-191). Firstly, persons who precisely evaluate and deliver one's own feelings are most likely accurately perceived by other people, which make them better leaders (*Ibid*., 195). Secondly, persons who are emotionally intelligent can manage one's own emotions to stay positive even when they sense mood changes. Hence, these persons can regulate one's own feelings and they exactly know how to positively regulate other feelings (*Ibid*., 198-199). Thirdly, persons can use one's own emotions to easily make longer-term plans, to motivate themselves and they use imagination when they

make decisions (*Ibid*., 200). Dissimilarities appear when compared to how persons employ their feelings. Therefore, they are different in the degree of being innovative, motivated or open minded.

1.1.2. Definition of job satisfaction and supervision

In the literature, JS refers to excitement, which is assessable, and it shows the gratification one person can feel from his or her job (Judge, Kammeyer-Mueller, 2012, 343), or to the mindset of how a person feels about their job (Fisher, 2000, 185). The job can be highly enjoyable when both of the following prerequisites, such as emotive and mental are positively filled. Where, emotive is feeling towards employment, and mental is a mental assessment of the job. (Fisher, 2000, 185). Research has explained the importance of being motivated, because it can lead to the higher satisfaction. Motivation can be categorized into two groups, such as inner motivation, or how well one person is able to motivate himself or herself, and outer motivation, or being motivated by others. Employees should be motivated by their managers because inner motivation alone cannot lead to better performance or higher satisfaction. (Vallerand, 2012,45-46). In other words, inner motivation is employee's wish to perform a certain task, and outer motivation is motivation which increases employee's satisfaction with the work itself when they receive monetary rewards and good feedback (Cekmecelioglu, *et al.* 2012, 365).

There are five features of a job which influence employee satisfaction of work, monthly remuneration, work itself, co-workers, promotion and supervision (Waldersee, Luthans, 1994, 84). Characteristics of work can be determined by the responsibilities it requires, and, depending on the satisfaction level with these responsibilities, the affect on overall job satisfaction. Equality of wages within the organization is another element which affects the overall satisfaction at work. Also, healthy relations with co-workers and feeling support from co-workers are important to increase job satisfaction. For those employees, who have established their own goals, it is important to achieve those goals in order to be satisfied at work. Many employees want to grow within the company, which means they see themselves having new and exciting tasks if they choose to work at the company in the long term. Therefore, it is important that the manager notices talented employees, but he or she must give guidance and feedback for all employees on work. This makes supervision an important part of job satisfaction. (Waldersee, Luthans, 1994, 84).

FSS includes the same previously mentioned elements of satisfaction which affect the employees' job satisfaction. From this five-factor model one dimension is used, which is supervision, to study satisfaction with supervision in an empirical way in seven different teams from different

organizations. JS can be assessed logically and emotionally, where the first object is performance at work or level of achievement in plans, and the second object is positive feelings which are caused by the work itself (Moorman, 1993, 762-763).

Supervision is defined as activities by managers to give guidance and monitor or coordinate work (Ellinger, *et al.* 2003, 451-452). Employees have high expectations towards supervision, therefore they want to receive feedback, and they want to be informed how work should be done. Satisfaction with supervision increases when manager's abilities to guide, to develop normal relationships and to develop a healthy work environment are skilfully organized. Employees feel higher satisfaction with supervision when they receive fair feedback and they have been respected. (Chen, *et al.* 2014, 849-850).

1.2. Models of emotional intelligence

Based on their theories scientists have developed their own models and tests which measure EQ. These are performance-based, emotonal-social intelligence and ability models which are all illustrated in Appendix 1. The model by Daniel Goleman includes four different compatencies. The next model by Bar-On has five different scales and the ability model by Salovey and Mayer has four branches. Similarly, to Salovey's and Mayer's model Wong's and Law's ability model also has four dimensions. Next all models which are commonly used to evaluate EQ are introduced, but each model has a different approach on how to do it.

Emotional intelligence determines the ability to acquire new skills, which increases performance and enables satisfaction with results at work. These skills are called emotional competencies. (Cherniss, Goleman, 2001, 27-28). The EQ model by Goleman is performance-based, and it is based on four competencies, which are divided into personal competencies and social competencies including self-awareness, self-regulation, social awareness and relationship management. Personal competencies are self-awareness and self-regulation. Social awareness and self-regulation belong to the social competencies (Cherniss, Goleman, 2001, 27-28).

The very first competence of the Goleman Model is self-awareness holding elements such as emotional self-awareness, accurate self-assessment and self-confidence, which reflect the significance of understanding a person's own feelings and to what extent these affect the person's

accomplishment (Goleman, 1998, 318). The summary of competencies of Goleman's model in Appendix 2. For example, a person who performs well in accurate self-awareness, knows well his or her strengths and weaknesses and this person can learn from different situations, hence the person is aware whether corrections are needed in work in order to be successful (Cherniss, Goleman, 2001, 33). Next, the more a person is self-confident the better their performance regardless of skill level or previous training; Boyatzis (1982) explained that the most excellent performers have high levels of self-confidence, which separates them from the moderate performers (Boyatzis, 1982, 119).

The second competence is self-regulation, holding six elements such as self-control, trustworthiness, conscientiousness, adaptability, achievement drive and initiative, which all manage internal instincts and possessions, and help a person get familiar with changes (Goleman, 1998, 318). For example, people who lack disappointing and painful feelings can control both themselves and how things occur, therefore they feel less stress, and they react calmly to negative and annoying situations (Cherniss, Goleman, 2001, 34). Managers with high emotional self-control enable an organization to meet its goals because they know what the equilibrium of the aspirations and drive is. Also, this competence refers to the values and principles shared with others. This competence reflects abilities to adopt new information and accordingly operate and make decisions, to foresee possible problems and distinguish prosperous decisions from depressed ones, to work out of the comfort zone and adjust work according to needs and analyse risks. For example, managers who take analysed risks, advocate innovation and provide challenging tasks for their team-members, are more driven by success. (Cherniss, Goleman, 2001, 34-35).

The Goleman's Model's next competence is social awareness, holding elements such as empathy, service orientation, and organizational awareness. This refers to how accurately one person understands other people or the emotions of a group, and at the same time understands how to connect this to people or groups. (Goleman, 1998, 318). For example, these competencies refer to the ability to understand other peoples' emotions, interests and demands even from others body language, to understand the emotions of the group, and to the possibility to understand needs and concerns of others, which all are considered to serve the needs of others (Cherniss, Goleman, 2001, 35-36). According to Boyatzis (1982) people who are not biased on understanding situations, respond productively to solve problems (Boyatzis, 1982, 119).

The last competence is relationship management, holding elements such as developing others, influence, communication, conflict management, leadership, change catalyst, building bonds, teamwork and collaboration. It is important to be a good example to others and show how to deal with misunderstandings and disagreements. (Goleman, 1998, 318). For example, these competencies refer to the ability to understand the developmental or educational needs of others, manage emotions of others in order to lead the communication in a preferred direction, manage one's own emotions in difficult situations, remove obstacles and identify the needs for change, build relations which are based on trust and foresee troubles and manage diplomatically conflicting persons (Cherniss, Goleman, 2001, 36-38). George and Bettenhausen (1990) claimed that the managers positive attitude results on employee's retention and higher performance (George, Bettenhausen, 1990, 706).

Another model is the Bar-On Model, which takes further the same concepts of emotional-social intelligence which were developed by Darwin (Bar-On, 2003, 4). It covers five emotional quotient inventory (EQ-I) scales, or one's own reported data of behaviour that allow us to assess emotional-social intelligence that facilitates the understanding of how a person deals with surrounding demands and forces rather than one's characteristics or psychological competences (Bar-On 1997, by Bar-On, 2003, 4). The Bar-On model includes five components such as interpersonal skills, intrapersonal skills, stress management, adaptability and general mood (Bar-On, 2006, 15). Next information on the five competencies and the five EQ-I scales with subscales are provided. Please see the summary of EQ-I scales and subscales in Appendix 3. First, competency self-awareness and self-expression on the EQ-I scale are intrapersonal subscales such as self-regard, emotional self-awareness, assertiveness, independence, self-actualization which assess skills related to translating and perceiving one's own emotions. (Bar-On, 2003, 15; Bar-On, 2006, 23; Bar-On, 2010, 62). Secondly, competency social awareness on the EQ-I scale are interpersonal subscales such as empathy, social reliability and interpersonal relationships, which assess skills related to understanding the feelings of others. (Bar-On, 2003, 15; Bar-On, 2006, 23; Bar-On, 2010, 62). Thirdly, competency emotional management and regulation on the EQ-I scale are stress management subscales such as stress tolerance and impulse control which assess skills of effectively and helpfully regulating and examining emotions. (Bar-On, 2003, 15; Bar-On, 2006, 23; Bar-On, 2010, 62). Fourthly, competency change management on the EQ-I scale are adaptability subscales such as reality-testing, flexibility, and problem-solving which assess how one person adapts one's own feelings and thoughts with an external environment or in new situations, and efficiently solves problems on a personal or group level. (Bar-On, 2003, 15; Bar-

On, 2006, 23; Bar-On, 2010, 62). Fifth, competency self-motivation on the EQ-I scale are general mood subscales such as, optimism and happiness. These scales assess how positively one person looks at life. (Bar-On, 2003, 15; Bar-On, 2006, 23; Bar-On, 2010, 62).

The third model is the ability model by Salovey and Mayer. They recently introduced the revised ability model where they included more abilities than it contained before, and they focused on problem-solving skills because people think they know how to solve problems, but they assess their own abilities to solve problems hinged on other abilities (Mayer, *et al*. 2016, 291, 293). Please see the summary of abilities in Appendix 4. From their four-branch model the first is regulating emotions. Regulating one's own emotions and others can help in achieving goals. Furthermore, the significance of this ability is to understand whether regulating emotions in different situations is reasonable. A person who can evaluate emotions and consequences of transferring these emotions to other persons can create better strategies to achieve desired goals. In the second branch, which is understanding emotions, scientists have mentioned that perceiving other cultures is important because understanding different cultures can help in assessing the emotions of others. (*Ibid.*, 294). The significance of understanding emotions cannot be underestimated because emotions are more complex by nature and these cannot always be translated with only one feeling "happy" or "sad". The next branch is using emotions and adapting thoughts, which suggests looking at different situations from different angles or looking at different situations from other another persons perspective, which enables a person to make better conclusions on emotions. (*Ibid.*, 294). The very last branch is sensing emotions, which reflects the ability to distinguish fake emotions from natural emotions. Sensing emotions are possible from others facial expressions, voice, verbal language and behaviour, but culture cannot be forgotten when reading the emotions of others. (*Ibid.*, 294).

To solve the research problem for this paper the WLEIS, which four dimensions of EQ such as self-emotional appraisal (SEA), others' emotional appraisal (OEA), and use of emotions (UOE), and regulation of emotions (ROE) are steady with Mayer and Salovey's earlier explanations of EQ is used (Wong, Law, 2002, 246)**.**

Please see the summary of abilities in Appendix 5. The dimension SEA shows how well one person can read one's own emotions and how well this person is able to deliver typical emotions by nature; hence, a person who is skilled at reading emotions succeeds more in sensing their own emotions than people who lack these skills (Law, *et al.* 2004, 484). Next, the dimension OEA

explains how well one person reads the emotions of others; hence, a person who receives high scores here can foresee the emotional reactions of other people, and he or she is receptive to the emotions of other people (*Ibid.*, 484). The dimension UOE shows how well managing one's own emotions can lead to better performance; hence a person who is competent to positively use one's own emotions always stimulates him- or herself to perform better (*Ibid.*, 484). The dimension ROE measures how well one person can handle stress by regulating one's own emotions; hence, a person who scores high in this dimension can recover quicker from stressful situations and can control one's own temper and overall emotions (*Ibid.*, 484).

1.3. Consequence of managers emotional intelligence on employees

The following chapters describe results from previous studies on the relationships of managers and employees, and how the level of emotional intelligence affects communication by influencing employees psychologically and hence affecting their job satisfaction. The first subchapter explains why EQ is important and what the findings on managers EQ are. The second subchapter explains on what bases the normal relationship between a manager and employee is formed. The last subchapter describes the team-level satisfaction, and how it is formed.

1.3.1. Manager and emotional intelligence

Managers are responsible for the outcome of the work, which is often influenced by their abilities to use one's own emotions. They are not responsible only for their own feelings, but they are also responsible for their team-members' feelings. Therefore, they should know what they do and how they use emotions, understand emotions, manage emotions and perceive emotions.

Clarke and Mahadi (2017) investigated the impacts of managers' EQ on employees' job satisfaction in Malaysia and the results revealed a connection between these variables (Clarke, Mahadi, 2017, 133). These results are consistent with Wong and Law's (2002) studies and explanation that managers with a characteristic high EQ know how to positively and sensitively regulate the emotions of employees in order to increase job satisfaction. The positive way how managers communicate to team members assures employee cooperation. (Wong, Law, 2002, 269-270). Another study revealed that managers with higher EQ know how to organise work and how to share different tasks, but at the same time they motivate employees, give attention to them and

praise them. Noticeable is the employees' effectiveness on the job when the manager shows respect towards them. (Maamari, Majdalani, 2017, 338).

It has also been part of research interest how EQ of an immediate manager or chief executive manager impacts employees' job satisfaction. Miao *et al.* (2016) conducted a survey to investigate the influence of immediate manager's and chief executive manager's EQ on employees' job satisfaction, assuming a stronger influence from the immediate manager. Immediate managers work with their team every day, and therefore it may seem like they significantly influence their team-members, but the assumption of the hypothesis was rejected, which reveals that both managers significantly influence the job satisfaction of employees. (Miao, *et al.* 2016, 17,19).

Another aspect of interest has been the success of managers' own goals and dependance on their EQ. Rezvani *et al.* (2016) investigated that matter by assuming that project managers who had lower EQ were not able to achieve goals because they were not able to understand one's own feelings and work successfully while feeling tension. They proved that the EQ of the project managers determined the success of the project. (Rezvani, *et al.* 2016, 1115, 1118).

Because the emotional state of one person affects oneself and then many other people, it is important to focus on how the emotions should be controlled by the person who communicates to others all day long. Emotions involve positive and negative feelings which impact one person. Therefore, it is reasonable to discuss how on an individual level EQ impacts oneself. People, who often communicate to other people should be able to control their own emotions, and control how they make decisions based on their emotions. People who spend most of the day communicating should focus on their emotions, otherwise they can be deceived by others. A recent study explained that there is a connection between EQ and job satisfaction when a person interacts most of the day with other people because when they communicate with others, they activate their skills of emotional intelligence. (Miao, *et al.* 2017,185, 189).

On a personal level it is significant to understand, perceive, regulate and use emotions because it enables a person to increase their satisfaction and understand situations. Scientists have also focused on how one's own EQ can affect one's own JS. Kafetsios's and Zampetakis's (2007) conducted a survey to discover which EQ dimensions influence the forming of JS the most. The dimensions OAE, UOE and ROE were found to influence the JS. (Kafetsios, Zampetakis, 2007, 719). That is another reason why managers should recognize their own EQ skills, and how these

affect their own JS because it is a starting point for forming relations with others by influencing them based on their own skills to manage, regulate, use and perceive emotions.

Managers communicate most of the day with their team, and when they exactly know their own feelings and team-member feelings then they are successful. Previous studies on EQ approve that a higher EQ is factor for success, and some of the areas which benefit from EQ are finance, quality, creativeness, collaboration, recruitment, production and customer relationship (Cherniss, Goleman, 2001, 6).

The success is determined by manager's EQ, but there are two ways to measure EQ. The first is to evaluate it based on self-reported data on EQ, and the second is to evaluate it based on other-reported data. Some scientists agree that self-reported data is not accurate, and some scientists disagree with it. Based on experts estimations on one's own EQ are not accurate because people estimate their own abilities or skills higher or lower than their actual skills are (Beehr, *et al.* 2006, 1523-1547; Brackett, *et al*. 2006, 784). Conversely, the study on how employees perceive their manager's EQ revealed that employees perceived ther manager's EQ in some extent similarly to the manager (Zampetakis, Moustakis, 2011, 95) which cannot support the Beehr, *et al.* (2006) and Brackett, *et al.* (2006) assumptions on self-reported data.

1.3.2. Manager and employee relationship

Trust mediates between the relationship of the manager and employee. When a manager builds a team then the relationship with each team-member should be built on mutual respect. Very important is honesty, which is one aspect that supports the building of a relationship based on trust. (Babic, 2014, 64-65). The previous study investigated how the quality of a relationship between the manager and employees affected both groups' satisfaction. The results revealed high satisfaction in both groups, when the relationship was based on quality, and the quality of the relationship was assumed to be determined by trust. (Erdeij, *et al*. 2016, 405, 411).

Researchers have also focused on the leadership styles when they have explored the relationships between managers and employees. Different leadership styles do not mean that one manager builds the relationship based on a higher-level trust than another. When leadership styles are distinguished, they are then discussed in terms of how the goals are set, and how the tasks are delegated to employees.

The author of another study analysed the case of IBM's new chief executive officer. In his new position he faced challenges because he discovered that different departments did not communicate with each other. He analysed the situation and understood that transformational changes in the organization would help to increase employees' satisfaction. The scientist explained that in this case study the manager was successful in changing his employees' organisational behaviour through his transformational leadership skills. (Babic, 2014, 64-65).

More recent evidence by Maamari and Majdalani (2017) highlights that the different leadership styles such as, transactional and transformational impact how the employees perceive the relationship. Transformational leaders motivate team members and promote change. They advocate changes to reach goals. Transactional leaders are disciplined, and they concentrate on achieving goals without advocating much change. This study revealed that different leadership styles affect the organisational climate, which affects the employee-manager relationship, but the study declared slight differences between managers' EQ and leadership style. Thus, the relationship between EQ and leadership style was slightly stronger among the transformational leaders. (Maamari, Majdalani, 2017, 333, 336). In earlier studies it was revealed that there was not enough proof that one leadership style resulted in a higher EQ than another, but they found that transformational leaders were better in regulating the emotions of themselves and others (Palmer, *et al.* 2001, 8). EQ has been found to be influential for bilateral communication, and it promotes better relations, creates a supportive environment and influences people to share responsibilities equally (Maamari, Majdalani, 2017, 339). In addition, it determines whether trust is developed between manager and team-members, and how strong an emotional bond is. Studies show that not only is communication affected, but the clarity of the mission too. (Rezvani, *et al.* 2016, 1119).

As was mentioned different managers have different approaches to achieve goals and therefore they can delegate work and communicate to the team differently. The communication skills of managers impact the relationship between the manager and employee. A manager who is showing interest and cares about their team is successful in building a team. As a weak relationship is one of the factors why employees feel dissatisfaction in their job, it is significant to maintain good relations to keep employees motivated, satisfied and happy. It is important to focus on managers' EQ and in what extent it impacts the employees' satisfaction through supervision. A dissatisfactory relationship with managers can lead to lower retention of employees in an organization. Different studies have revealed that the consequence of a dissatisfactory relationship between a manager and

employee is the reason why employees have no intention to stay and they leave an organization (Chen, *et al*. 2014, 845; Why Did They Leave, 2017, 23).

In addition, this paragraph introduces the development of hypothesis for RQ1. In the literature, the manager-employee relationship often refers to the level of overall employee JS. When the relationship is positive with the manager then the employee wilfully shares their own ideas (Carnevale, *et al*. 2017, 517), and employees who experience support from their managers are less likely to change job (Agarwal, *et al*. 2012, 222). Managers' mood affects the mood of employees by evoking positive or negative emotions (Johnson, 2009, 824). Scientists draw attention that emotions of managers are usually transferred to employees not the other way around (Hatfield, *et al.* 1993, 99). Greater levels of job satisfaction among employees were found in achievement-oriented teams, and in teams where the focus was on healthy communications and connections. Higher job satisfaction is noticeable in organisations where communication flow between employees and the managerial level is quick and clear; therefore, all members of an organisation have the same understanding on both, internal policies and vision. (Alegre, *et al.*, 2016, 1394). According to the previously introduced theory and development of the hypothesis, in this study it is assumed that managers' EQ is influencing the team-level satisfaction with supervision. Therefore, it is assumed that the level of managers' EQ is the same as the team-level satisfaction with supervision.

1.3.3. Team-level satisfaction with supervision

Social relations, shared knowledge and common goals are some of the features of a team (Liu, Liu, 2013, 183). Teams consist of members whose skills fulfill the required criteria for the team to achieve goals. Each team member has their own moods, behaviours and emotions, which have a consequence on forming the overall attitude and behaviour of the team. (*Ibid.*, 183). Team-level JS symbolizes the team-members' mutual opinion on the work-itself and work environment. (Mason, Griffin, 2002, 271). Although, team-level satisfaction is an overall sum of individual job-satisfaction, it is considered that an increase in team-level satisfaction will also increase individual satisfaction. It is believed that the higher team-level satisfaction is, the better the results in achieving common goals is. (Zampetakis, Moustakis, 2011, 94). From that it can be concluded that supervision, which is one facet of JS is the sum of each team-member's satisfaction with supervision.

Chen *et al*. (2014) introduced interesting results on satisfaction with supervision. They measured the satisfaction with supervision on a hierarchical level among managers, and then compared the results of the direct manager and their employees' satisfaction with supervision. They revealed that there was a strong relationship. (Chen, *et al.* 2014, 845). Therefore, it is important to pay attention to the satisfaction with supervision in organizations because a decrease in satisfaction with supervision in one person can influence the overall teams' satisfaction. Beehr *et al.* (2006) explained that people who a hold higher position in an organizational hierarchy have more influence on others (Beehr, *et al*. 2006, 1527).

The manager can influence team members one by one by personally interacting with them and transferring positive feelings (Miao, *et al.* 2016, 15; Ashkanasy, Humphrey, 2011, 215). This personal communication between them provides a neutral or normal platform where a manager can lean on his or her EQ skills and increase the level of satisfaction in his or her team members (Miao, *et al.* 2016, 15). Based on previous theories it can be concluded that a manager should give guidance and feedback separately to team-members and pay attention to them. Only they can increase the satisfaction with supervision by spreading good emotions and by giving guidance to team members. The manager who knows their team members knows exactly their personality, and which kind of tasks these members prefer. According to their knowledge they can share tasks with the team members who efficiently take care of one specific task. When all tasks are shared, and each team-member is satisfied the team is more efficient and satisfied. (Christiansen, *et al.* 2014, 28). After, all team members' satisfaction rates increase, it affects the team-level satisfaction with supervision. Zampetakis and Moustakis (2011) investigated the relationship between the managers' EQ and group-level JS, and they found there the relationship (Zampetakis, Moustakis, 2011, 95).

The previous subchapter on "Manager and emotional intelligence" explained that a manager should recognize the importance of his or her EQ, and how their own EQ can affect their own satisfaction. Then subchapter "Manager and employee relationship" explained that the relationship should be based on trust. Because the satisfaction of managers determines the satisfaction of team-members, it can be said that the overall relationship between a manager and employees is influenced by trust and level of EQ.

Managers should realize that by vigorously influencing the following three aspects of a team, they significantly impact the team's performance (The Challange of Building…, 2005, 2). First of all,

they should provide feedback and guidance to their team and motivate them to stay focused on achieving goals. Then, managers should guarantee that they have human capital and also other resources available which are needed to achieve goals. Third, which has been already mentioned that healthy relations are essential for leading the team, but manager should also support the creating and maintaining of good relations with stakeholders and co-workers.

In order to identify which skills of managers strongly influence the forming of satisfaction with supervision, the hypothesis for RQ2 is formed based on the following explanations. After Stringer (2006) found job satisfaction results in higher quality manager and employee relationships, he mentioned a new problem, and he asked what managers must do in order to establish greater quality relationships to result in higher job satisfaction (Stringer, 2006, 135). Scientists Hand and Slocum (1972) developed a study program to expand managers leading skills, communication skills and understanding of oneself, which had remarkable results on acquiring skills (Hand, Slocum, 1972, 416-417). Also, Nelis *et al.* (2009) investigated abilities of young adults to acquire different emotional competencies by providing trainings, and compelling results were found on identifying and managing emotions; conversely, no changes were found on understanding emotions. It is interesting that scientists compared results before and after the trainings, and six months later which means that participants took the test three times, and the results were positive. (Nelis, *et al*. *2009, 38-40).* As it was mentioned before different dimensions affect the forming of satisfaction with supervision on an individual level (Kafetsios, Zampetakis, 2007, 719). Because, the team-level satisfaction is a sum of all team-members satisfaction with supervision, each dimensions affects the satisfaction with supervision at the team-level. Therefore, it is important to know which skills of EQ affect or constitute the team-level satisfaction the most, and what skills managers should develop to increase the satisfaction with supervision and establish greater quality relationships. In this study 16-items from WLEIS, all four emotional competency dimensions will be tested.

2. QUANTITATIVE RESEARCH METHOD

This chapter is devoted to the methodology of the research. Following subchapters introduce the suggested model for the hypotheses, and hypotheses for RQ1 and RQ2, describes the process of collecting data, questionnaires and pilot testing. Also introduced is briefly each team who took part in this study, and the quantitative method and reasoning of the chosen method.

2.1. Model for hypotheses

The purpose of this study was to analyse to what extent the managers' EQ is impacting employees' satisfaction with supervision among different Estonian teams because employees have reported their relationship to be weakest with their managers. The suggested model to test the hypothesis is below in the Figure 1, which shows that manager's report data on one's own EQ and employees' report data on their own satisfaction with supervision, which will be used to test hypotheses. The team-level satisfaction with supervision is formed by all team-members attidudes towards satisfaction with supervision. To investigate whether each dimension such as SEA, OEA, UOE and ROE affect the satisfaction with supervision, the hypotheses of each dimension is tested. All these four dimensions form the overall EQ. The model is similar to that implemented by Zampetakis and Moustakis (2011) when they tested how team-members' JS at the group-level was influenced by group-level managers' EQ (Zampetakis, Moustakis, 2011, 79).
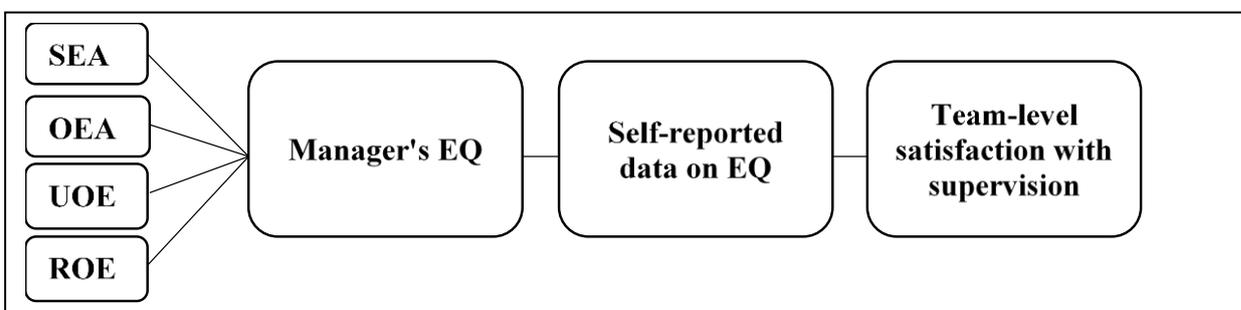
Figure 1. Suggested model to test the hypotheses
Source: composed by the author

In this study the independent variable is the manager's EQ because it is believed to have an effect on the formation of satisfaction with supervision. Therefore, satisfaction with supervision is the dependent variable, which is tested at the team-level. Because the results of the teams will be compared, what is tested is how the EQ of the team's manager affects team-level satisfaction with supervision.

The development of the hypothesis for RQ1 was introduced in one of the previous chapters "Manager and employee restionships" which referred to the higher job satisfaction when the relationship is based on qualities such as normal communication, understanding and common goals. Different studies have revealed that the higher the manager's EQ is the higher the employees' job satisfaction will be. The author of this study is suggesting the hypothesis for RQ1 to verify whether the relationship depends on managers' EQ, and the following hypothesis for RQ1 is formed by assuming that EQ affects satisfaction with supervision:

Null hypothesis **(Ho)** There is no significant difference between team-level satisfaction with supervision and manager's EQ.
Alternative hypothesis **(Ha)**: There is significant difference between team-level satisfaction with supervision and manager's EQ.

The development for RQ2 was introduced in one of the the previous chapters "Team-level satisfaction with supervision", which referred that different skills of manager's EQ constitute the team-level satisfaction with supervision. Because these skills can be acquired and developed, the hypotheses are formed to test each dimension of EQ:

Ho$_{SEA}$: There is no significant difference between team-level satisfaction with supervision and manager's skills of the dimension SEA.
Ha$_{SEA}$: There is significant difference between team-level satisfaction with supervision and the manager's skills of the dimension SEA.

Ho$_{OEA}$: There is no significant difference between team-level satisfaction with supervision and the manager's skills of the dimension OEA.
Ha$_{OEA}$: There is significant difference between team-level satisfaction with supervision and manager's skills of the dimension OEA.

Ho$_{UEA}$: There is no significant difference between team-level satisfaction with supervision and manager's skills of the dimension UEA.

Ha$_{UEA}$: There is significant difference between team-level satisfaction with supervision and manager's skills of the dimension UEA.

Ho$_{ROE}$: There is no significant difference between team-level satisfaction with supervision and manager's skills of the dimension ROE

Ha$_{ROE}$: There is significant difference between team-level satisfaction with supervision and manager's skills of the dimension ROE.

2.2. Data collection from managers and employees

Preparations for surveys started four months before the questionnaires were sent. The organizations were selected randomly based on the number of employees depending whether these were medium- or large-size organizations, because the author of this thesis assumed that larger organizations have bigger teams and they also have more functions than smaller-size organizations have. The author of this thesis used the companies register website to find organizations and also an article released in the newspaper Äripäev which was about successful companies in Estonia, in the article 100 companies were listed (Sarapik, 2017), which were also contacted. First, a human resource manager or other person was contacted in 150 bigger organisations in Estonia, and they were informed about the importance of this study. Provided was an opportunity to participate, and after participation to receive feedback. Participation in this study was voluntary, but teams were obliged to meet the following criteria:

1) The team size was fixed between six to eight members including the manager.
2) The team worked together at the office most of the time, and the team members did not work far from their manager. Virtual-teams and other long-distance teams did not take part of this study.
3) The trial period by the law is four months in Estonia, and team-members who worked less than four months for the organization did not take part of this study.

Data was collected from managers and their team-members from different organizations using internet-based software Google Forms. A contact person of each organization received an e-mail with the link of the questionnaires and distributed it to the participants. To assure the confidentiality

for each team a six-digit code was used, which enabled the bringing together of each group's responses. The codes of the teams used in this thesis are T1, T2, T3, T4, T5, T6 and T7, which enables better comparison and clarity when the results are discussed because the six-digit codes are not easy to remember. The questionnaire completed by employees included scales of satisfaction with supervision. Managers completed a different questionnaire on measuring one's own EQ. To ensure anonymity for each respondent, the completed questionnaire was directly sent to the collector of the data, and co-workers or a direct manager did not see the results.

One team with six members participated in pilot testing and evaluated the test. They measured how much time was needed to respond to the questionnaire and provided feedback on the overall test. The time needed for managers' to complete the questionnaire was 20 minutes, and the employee questionnaire took approximately 25 minutes. During the pilot testing no technical failure occured. Overall, the questionnaire was understood, and no difficulties were reported.

2.3. Questionnaires

Manager's questionnaire included 16-items from WLEIS, and a self-reported EQ data was collected, please see a full manager's questionnaire in Appendix 6. It is a succinct and it is used to measure four dimensions of EQ. The examples of items are as follows "I have good sense of why I have certain feelings most of the time" (SEA), "I am a good observer of other's emotions" (OEA), "I am self-motivating person" (UOE), and "I have good control of my own emotions" (ROE). (Law, et al. 2004, 496). The original wording of these items was used.

The employees' questionnaire included 5-items and it was used to measure how satisfied the employees were with supervision, please see a full questionnaire sent to employees in Appendix 7. The 5-items were short and direct sentences which were assessed on the Likert-scale by showing employees attitudes on supervision. The scores of items' number two and five were reversed because these were negatively worded (Bowling, *et al*. 2017, 384-385). Reverse-scored items were "I would be more content with my job if my manager did not work here" and "All in all, I would rather work for some other manager". Also, the original wording of these items was used.

Both measures on manager and employee questionnaire were implemented using a seven-point Likert-scale, which enabled respondents to express whether or not they agree with a statement (1-

strongly disagree; 2-disagree; 3-more or less disagree; 4-neutral; 5-more or less agree; 6- agree; 7-strongly agree) (Law, *et al*. 2004, 487; Bowling, *et al*. 2017, 384). On the practice of reverse-scored items seven equals strongly disagree and one equals strongly agree.

Additional questions on the following items were included: age, department, nationality, gender, education and the number of years they had worked for the organization. At the end of the questionnaire a space was left to leave a comment, two respondents used this opportunity.

Both questionnaires were translated from English to Estonian and Russian, and each questionnaire was sent out in three languages, so each company received one questionnaire for employees and another for managers. A professional translator translated the questionnaires into Russian. The Estonian translation was checked by the respondents during the pilot testing. They did not express any problems with the translation.

Data was collected from seven managers and their team-members from different organizations. The questionnaires were distributed to 10 teams, and were returned by 7 teams - a response rate of 70%. The total number of respondents was 58, and after eliminating teams whose number of respondents was lower than required in this study, the total number of respondents was 47. Please see the answers from managers to the questionnaire in Appendix 8 and answers from employees in Appendix 9. In the tables are the employee's answers for each team summarised by how many employees of each team answered similarly. The average age of managers was 43,7 years, and 85,7% of their education was equally divided between baccalaureate degree and master's degree. Please see Appendix 10 which introduces the age of each team manager. The average age of team members was 38,4 years, and their educational level was 35% baccalaureate degree and 27,5% master's degree. Please see Appendix 11, which introduces the average age of each team of employees. Out of 47 respondents 33 were female and 14 male, which included 4 male managers and 3 female managers. More detailed information on each team will be follow after this chapter.

2.4. Description of respondents

Only general information is shared to introduce the organizations because confidentiality was assured. After the general introduction follows the statistics on team-members education, age, nationality, and the years the employees have worked for the organization.

The T1 is an educational institution where 21 employees work, and in total 8 employees from the educational department participated in this study. The participants from this institution were one director of the institution and seven teachers. The school is teaching music to the students, and it is additional education for the students who want to study and play different instruments. The average age of teachers was 50 years. The teachers were more than 40 years old, only one respondent was less than 40 years old, and she decreased the average age. All teachers were females, but the director was male and 47 years of age. They all were Estonians, and the teachers had worked for the organization 11-15 years (14,29%), 16-20 years (14,29%) or more than 26 years (57,14%). The director had worked for the organization 16-20 years, and he had a master's degree. Please see Appendix 12 where the education of employees from different teams is presented in comparison. Degrees held by teachers were master's degree by 5 employees (71,42%), baccalaureate degree by 1 employee (14,29%) and other degree by 1 employee (14,29%).

The T2 is a production company where 101 employees work and in total 6 employees from the sales department participated in this study. The particiants from this company were the sales manager and five sales representatives. The sales of the company reached more than 1,9 million euros in 2018. The average age of sales representatives was 39 years. Both, the sales manager and sales representatives were female and Estonians. The manager was 54 years old, and she had a baccalaureate degree. Out of 5 team-members four had secondary education (80%) and 1 employee had other education (20%). The manager had worked for the company less than 1 year and 2 employees had worked 1-5 years (40%), 1 employee less than 1 year (20%), 1 employee 6-10 years (20%) and 1 employee 11-15 years (20%) for the company.

The T3 is also an educational institution where 136 employees work, and in total 8 employees from the educational department participated in this study. The participants from this institution were one director and seven teachers. The school is a gymnasium teaching more than 1000 students. The average age of the teachers was 38,8 years, and they were all older than 28 years. The director was a 53 year old and male. Out of seven teacher six were females and one male. They were all Estonians. The manager had worked for the organization 11-15 years, and he had a master's degree. Master's degrees were held by 4 teachers (57,14%), a doctorate degree held by 1 teacher (14,28%) and a baccalaureate degree was held by 2 teachers (28,58%). Out of 7 teachers 1 had worked 1-5 years (14,29%), 1 teacher had worked 6-10 years (14,29%), 2 teachers had

worked 16-20 years (28,57%) and 3 teachers had worked for the organization 16-20 years (28,57%) for the organization.

The T4 is a trading company where 74 employees work and in total 6 employees from the human resource management department participated in this study. The team includes one human resource manager and five human resource specialists. The sales reached more than 1,2 million euros in 2018. The average age of human resource specialists was 42 years, and they all were females and Estonians. The manager of the department was a 47 year old female and Estonian, who had worked for the company 6-10 years. She had a master's degree. Out of 5 employees 3 had worked for the company 1-5 years (60%), 1 employee 11-15 years (20%) and 1 employee more than 26 years (20%). A master's degree was held by 2 employees (40%), other education was held by 2 employees (40%) and a professional higher education was held by 1 emplyee (20%).

The T5 is from the financial sector where 328 employees work and in total 6 employees from the information systems department participated in this study. The team who parcticipated in this study included the manager and five employees. The sales reached more than 30 thounsand euros in 2018. The averages age of employees was 30,8 years, and 1 of them was female and 4 of them were males. The manager of the deprtament was a 33 year old male who had worked for the organization 1-5 years. He was still studying to aquire a baccalaureate degree. Out of 5 employees 3 had worked for the organization 1-5 years (60%) and 2 employees 6-10 years (40%). A baccalaureate degree was held by 4 employees (80%) and other education by 1 employee (20%). They all were Estonians.

The T6 is from the financial field providing accounting services. In total 116 employees work for the company. One financial division with 6 employees participated in the study. The sales reached more than 2,1 million euros in 2018. The average age of employees was 30 years and they all were females and Estonians who had worked for the company 1-5 years 4 employees (80%) and 6-20 years 1 employee (20%). The manager of the division was 38 years old, and he had worked for the company 1-5 years, and he held a baccalaureate degree. Also, all team-members held baccalaureate degree.

The T7 is production company where 143 employees work and in total 7 employees participated in this study. The team which took part in this study has one production manager and six production workers. The sales reached more than 8 million euros in 2018. The average age of employees was

34 years, and 5 of them were males and one was female. Out of 6 employees 5 had worked 1-5 years (83,33%), and 1 employee 6-10 years (16,67%) for the company. The production manager was 34 years old and had worked for the company 1-5 years, and she has baccalaureate degree. Secondary education was held by 1 employee (16,67%), professional higher education was held by 3 employees (50%) and a beccalaurete degree was held by 2 employees (33,33%).

2.5. Analysis method

Before the answer for the central research question was provided (What is the team-level satisfaction with supervision in terms of their manager's EQ skills?) analysed were RQ1 and RQ2. In order to investigate if significant differences exist between dependent and independent variables the one-way Analyses of Variance (ANOVA) was performed to test hypotheses on RQ1 and RQ2. In behavioural studies the ANOVA is the most frequently used statistical approach to measure balance between three or more means (Kieffer, *et al.* 2001, 302). Many eminent researchers have used regression (Miao, *et al.* 2016; Cekmecelioglu, *et al.* 2012) or correlation (Zampetakis, Moustakis, 2011; Stringer, 2006) in similar studies, but in this study the one-way ANOVA was used. Because the teams were compared, and the sample size of the teams was small, the one-way ANOVA made it possible to compare each answers given by the respondents. One-way ANOVA was calculated by using an f-statistic, please see the formula below.

$$MS_{Between} = \frac{SS_{Between}}{k\text{-}1} \qquad\qquad\qquad (1)$$

$$MS_{Within} = \frac{SS_{Within}}{N\text{-}k}$$

$$F = \frac{MS_{Between}}{MS_{Within}}$$

where
N − total number of observations,
k − number of treatments,
$SS_{between}$ − the sum of squares between the group means and N,
SS_{within}-difference between SS_{total} and $SS_{between,}$
MS − the mean sum of squares,
$N-1$ − total degrees of freedom,
$k-1$ − degrees of freedom on treatment.

Source: Zhang, Liang, 2014

In earlier studies the researchers did not compare the teams. The one-way ANOVA was chosen because more than two unrelated groups were included, and it helps to determine whether there are significant differences between the means of these groups. Because this study compares the results of the teams, and the sample size of each team was small, neither regression nor correlation could be used to test a null hypotheses.

One independent variable is the manager's EQ and for each team the number of dependent variables depends on the number of employees in the team. According to the earlier chapters, managers' EQ has an effect on team-level satisfaction with supervision and this is the reason why-managers' EQ is an independent variable. Therefore, team-level satisfaction with supervision is a dependent variable which is formed by each employee.

RQ1: **What is the statistically significant difference between the team-level satisfaction with supervision and managers self-reported EQ?** For each team one-way ANOVA was performed, and then the results were compared. First of all, manager's 16-item self-reported measures of EQ were compared to the employees' 5-items measures of satisfaction with supervision. To find whether or not the difference between the manager's EQ and team-level satisfaction with supervision exist each answer on EQ by the manager was compared to each answer on satisfaction with supervision by each employee. One element of job satisfaction used in this study - supervision - to measure employee satisfaction under guidance, as has been done in a previous studies. When measuring overall job satisfaction, it does not show changes in a particular facet, and it is impossible to say which facet affects job satisfaction. (Chen, *et al.* 2014, 843).

RQ2: **What is the statistically significant difference between the team-level satisfaction with supervision and different managers EQ skills?** These specific skills of supervision remain the most important, such as being empathetic while working with others, delivering clear messages, contacting people in a respectful manner, acquiring skills to efficiently achieve goals set by the organization, instructing others, and make changes to be positive not negative (Woodbury, *et al*. 2001, 3). For each team and EQ dimension a one-way ANOVA was performed to examine whether the skills part of the following dimensions SEA, OEA, UOE or ROE were affecting the satisfaction with supervision. Hence, four ANOVA tests were performed for each team. Similarly, to the previous question the answers on each EQ dimesnion were compared to the answers on satisfacion with supervision at the team-level. The EQ was an independent variable and the JS was a dependent variable. Here applies the previously introduced formula to test hypotheses.

Excel was used to analyze and interpret the data that was collected from questionnaires. Hypotheses were tested at the level of alpha 0,05. When the p-value (p>0,05) was higher than applied alpha, it was the reason to not reject a null hypothesis. In addition, the smaller value of f-critical than the value of f-calculated supported rejecting the null hypothesis.

3. EMPIRICAL FINDINGS FOR RESEARCH

In the last chapter results on the survey are introduced. Research questions are answered by comparing results of each team. Limitations of the study are explained and recommendations are provided for future studies in this topic.

3.1. Results on the team-level satisfaction with supervision

Before the analysis of the hypotheses for RQ1 will be done, the employees' satisfaction with supervision of each team is introduced. After, the scores for the questions two and five were reversed (Bowling, *et al.* 2017) the computation was made. Figure 1 below shows the possible levels of satisfaction with supervision. The lowest score is five which indicates that employees are not satisfied with supervision. Employees' satisfaction is moderate between the scores 16-20, and they are very satisfied when the score is more than 30.

Figure 2. Scores showing higher and lower satisfaction with supervision
Source: Composed by the author

The results of all teams are presented in Table 1. The results were above moderate, so T1, T3, T4, T6, T7 results on satisfaction were good (71,42%) and T2 and T5 results were very good (28,58%).

Table 1. Scores of the teams on satisfaction with supervision

Teams	T1	T2	T3	T4	T5	T6	T7
Scores	28,86	32	24,29	29,40	32,80	24	29

Source: composed by the author, author's calculations

It is interesting to note that employees in the T2 who had worked less than one year for the organization assessed satisfaction with supervision by giving maximum scores. Also, some of the T5 employees assessed the satisfaction with supervision by giving maximum scores. Because the age of the manager was the same as the team-members age it was possible that they understood each other better or their communication was easier. On the other hand, supervision was not assessed mostly with the maximum scores by the T7 employees where the age was similar between the team-members and the manager. However, these two teams had differences in education. The T5 manager was still acquiring a baccalaureate degree and his team-members had baccalaureate degrees or they were also acquiring it. The T7 manager had a baccalaureate degree, but her team-members had secondary education or professional higher education. Employees in all other teams and other T2 team-members had worked for the organization for more than one year, and their attitude towards supervision was more critical, but not negative.

Next, results on employees' satisfaction with supervision in terms of their manager's EQ are introduced. Table 2 displays results of ANOVA for RQ1. First, p-value indicates that there were no statistically significant differences between the means of EQ and satisfaction with supervision, which means that hypothesis for RQ1 was not rejected. P-value was higher than the alpha value 0,05 used for testing the hypothesis. The majority of teams had a p-value higher than 0,5 (85,71%), and T1 had the p-value 0,12 (14,29%). The T3 and T4 had a p-value 1 (28,57%), which indicates that there was no variance in the teams means at all. The T6 and T7 had a p-value above 0,90 and T2 and T5 had it above 0,60 and 0,80.

Table 2. Results of ANOVA on manager's EQ and team-level satisfaction with supervision

Team	Results of ANOVA			Ho
	p-value	f-critical	f-calculated	
T1	0,12	1,30	1,21	not rejected
T2	0,63	1,31	0,94	not rejected
T3	**1**	1,30	0,54	not rejected
T4	**1**	1,31	0,35	not rejected
T5	0,87	1,31	0,81	not rejected
T6	0,93	1,31	0,76	not rejected
T7	0,90	1,31	0,79	not rejected

Source: composed by the suthor, author's claculations

It is interesting to note that both teams' managers, whose p-value was 1, had master's degrees and their age was above 45 years. One was female, and she had worked for the organization for more

than six years, and another was male who had worked for the organization for more than ten years. The results of the both teams' satisfaction with supervision was good, and because the independent variable and dependent variable had no differences in the means, the managers' scores on the self-reported data on EQ were similar to the employees' reported data on satisfaction with supervision.

Results on descriptive statistics in Appendix 13 show the mode, median, mean, skewness, kurtosis and the range used on the Likert-scale by the respondents, which enable comparison on manager's self-reported data on EQ and employees' satisfaction with supervision. Comparison reveals that the smaller range on the Likert-scale was used by the managers when they measured their own EQ, and a wider range on the Likert-scale was used by the employees when they assessed satisfaction with supervision. For clarification, the minimum score used by the managers was three and the maximum was seven, but the minimum score used by the employees was one and the maximum was seven. The T5 manager who was a 33 year old male had team-members of a similar age, so the average age of team-members was 30,8 years and both of them had a range of 3, with a minimum score of 4 and a maximum score of 7. Similarly, the T7 manager who was a 34 year old female had team-members of a similar age, so the average age was 34 years. They also had a range of of four with the minimum score of three and a maximum score of seven. Please see Appendix 14, the mean of managers' EQ was above five, and the mean of employees' rated satisfaction with supervision was below or above five. The T1, T3 and T5 managers were males and their means (5,50; 5,56; 5,94) on self-reported data on EQ were lower compared to the means (6,00; 6,06; 6,13) of T4, T6 and T7 managers who were females. Only the T2 manager who was female had a mean 5,88. The most frequently used scores on the Likert-scale by managers was 5 (14,28%), 7 (14,29%) and 6 (71,43%). In contrary, the employees' mode consisted of the score 7 (57,14%) and score 6 (42,86%).

Next, the measures of shape show that distribution on the variable of satisfaction with supervision was skewed left. It means that variables of all teams had the distribution with a long-left tail and the mean (5,77; 6,40; 4,86; 5,88; 6,56; 4,80; 5,80) was located to the left of the peak. The majority of the values together with the median and mode were concentrated on the right of the mean with extreme values to the left. Kurtosis shows how heavily data is distributed in tails, and T1, T3, T6 and T7 (57% of all the teams) variables of satisfaction with supervision had it distributed so that they had lighter tails (-0,395; -0,421; -0,925; -0,787) and T2, T4 and T5 (43% of all the teams) had heavier tails (1,218; 3,862; 4,568). Managers' self-measured EQ had different results on skewness. For example, only one manager's (T4) self-reported EQ had a symmetrical distribution and only

one manager's (T1) self-reported EQ had positive skewness, while most of the teams' distribution of self-reported EQ were negatively skewed, or skewed left. The mean 5,50 of positively skewed distribution was located to the right of the peak. The manager whose self-reported EQ was positively skewed was the only manager whose mode was the lowest, and the manager whose self-repoted EQ had symmetric distribution had the mode, median and the mean 6. Similarly, to the variable satisfaction with supervision the variable EQ had 57% of all teams (T1, T3, T4, T5) lighter tails and 43% of all teams (T2, T6, T7) had heavier tails.

3.2. Results on EQ skills and team-level satisfaction with supervision

Next, the author introduces whether or not a statistically significant difference between the EQ skills of managers and satisfaction with supervision exists. Table 3 and Appendix 15 display summarized results on ANOVA between dependent and independent variables such as satisfaction with supervision and self-reported EQ by managers, but this time dimensions of EQ were separately tested to answer RQ2. Appendix 15 gives overall information on p-values, f-critical, and f-calculated of each dimension and each team. A higher p-value indicated that there were less statistically significant differences between the means which enabled results of each dimensions to be sorted from the highest to the lowest within the team. Then all results of the teams were compared to make a conclusion.

Table 3. Results of ANOVA on EQ skills and team-level satisfaction with supervision

	P-values of each EQ dimension			
	SEA	OEA	UOE	ROE
Team	p-value	p-value	p-value	p-value
T1	0,23	**0,27**	0,21	**0,27**
T2	0,47	**0,75**	0,42	0,47
T3	0,94	0,94	**0,98**	0,95
T4	**1**	**1**	**1**	**1**
T5	0,69	**0,95**	0,65	0,57
T6	0,81	0,60	**0,89**	0,70
T7	0,70	0,76	**0,86**	0,75

Source: composed by the author, author's calculations

As expected, the author's calculations on each EQ dimension proved that some dimensions had higher p-values than others. What surprised her was the fact that all teams had quite different results, and for all dimensions the hypothesis was not rejected. Despite the fact that results were

different, it was possible to make conclusions when compared with the results of the teams. 57,14% of all teams' (T1, T2, T4, T5) results had similar means between the variables and managers skills to regulate one's own emotions and the team-level satisfaction with supervision. Also, the dimension UOE had similar results, 57,14% of all teams' results (T3, T4, T6, T7) had similar means between the variables and managers skills to manage ones' own emotions and the team-level satisfaction with supervision. The means of T1 and T4 between the dimension ROE and the team-level satisfaction are highest, which indicates that the managers skills of regulating one's own emotions are similar to satisfaction with supervision. The dimension SEA has the lowest p-values when compared to the results of all other dimensions p-values.

The T4 manager's skills for each EQ dimension according to the team-level satisfaction with supervision had eqaully balanced means. The T4 had p-value one for each dimension. Female managers of the T2, T4 and T7 all had in each dimension very different results. When compared with the results of the male managers of the teams T1, T3, T5 and T6 then also the results were all different. The dimension UOE got higher results on p-values in the following teams T3, T4, T6 and T7. The T1 manager was a 47 year old male and the T4 manager was a 47 yearsold female who both had worked for the organizations for a long time and they had master's degrees. The T6 manager was a 38 year old male and the T7 manager was a 34 year old female who had both worked for the organizations 1-5 years, and they had baccalaureate degrees. The dimension OEA got higher p-values from the following teams T1, T2, T4 and T5. The T1 and T4 managers' information was introduced before. The T5 manager was a 33 year old male who was still studying to acquire a baccalaureate degree. The T2 manager was a 54 year old female who had a baccalaureate degree. The dimensions ROE and SEA got higher p-values from the following teams T1 and T4. Because all hypotheses of each dimension were not rejected it can be concluded that all dimensions cause affects on satisfaction with supervision. Also, it can be concluded that each person has a different personality and EQ skills. According to George (2000) each person has developed different skills on understanding emotions and for that reason, they evaluate and express emotions differently (George, 2000, 1034).

This study gave an opportunity for each respondent to leave comments. Two employees left comments as follows "The manager should notice the risk factors faster and react fairly" and "The manager should not use his power unfairly, but he or she should be respected and his or her team should be respected by him or her". These comments prove that the communication should be direct and fast and the relationship should be based on respect. The manager needs skills to

understand others' emotions then he or she can foresee the emotions of others when there is a need for a quick reaction. Both respondents' emphasize the importance of being treated fairly and being treated equally.

Appendix 16 summarizes the coefficients of descriptive statistics for RQ2 of each EQ dimension, and Appendix 17 summarizes the results on the means of the independent and dependent variables. First, the dimension SEA results of all teams reveals that the mean was smaller in the variable of supervision, and higher in the variable of self-reported EQ. This indicates that managers assessed reading one's own emotions higher than employees assessed satisfaction with supervision. Only the T3 manager's mean was 5,5, and all other managers had it 6 or above it. Therefore, age, education or gender differences are not important to compare because managers of a different age, education and gender had similar results. The average of variable supervision was between 4,8 and 6,44. 57,14% of all results on the variable supervision mode were 7, the rest were 6. The same coefficient on variable self-reported EQ showed that for 85,71% it was 6, only the T4 manager assessed it 7 on the Likert-scale. The median of self-reported data on EQ was between of 5,5 to 7, and it was between 5 and 7 in the case the variable satisfaction with supervision. Also, the range used on the Likert-scale by the managers was smaller when these results are compared to the range used by the employees to measure satisfaction with supervision. The distribution of variables of satisfaction with supervision in all teams were equivalent, negatively skewed. On the contrary, the distribution of the data on the variable self-reported EQ had differences between the teams. The T3 and T6 have a symmetrical distribution, while the T2, T5 and T7 had range 0, and the skewness was missing. The T4 had a negatively skewed distribution of variables, and the T1 had a positively skewed distribution of variables. From the previous discussion on the dimension SEA it can be concluded that different teams from different organizations measured this dimension very similarly.

Next, in Appendix 16 is an outline of the dimension OEA, and Appendix 18 illustrates means of the dimension OEA and the team-level satisfaction with supervision. First, the mean was higher in the variable of satisfaction with supervision of all teams. The T2 manager who was a 54 year old female had a mean on self-reported data on OEA of 5,25 and the team with average age of 39 had an average on satisfaction with supervision of 6,4. The T5 manager was a 33 year old male whose average self-reported data on OEA was 5 and the team with average age 30,8 had average on satisfaction with supervision of 6,44. 85,71% of all managers mode was 5 and only one's team manager had a mode of 4. At the same time 57,14% of the mode of satisfaction with supervision

was 7, and for 42,86% it was 6. The range used to measure satisfaction with supervision was between three and six while managers used a smaller range on the Likert-scale. The distribution of data proceeded very much as in the previous dimension. It was negatively skewed in the case of satisfaction with supervision, and symmetrical, negatively skewed and positively skewed in the case of self-reported data on EQ.

The dimension UOE coefficients on descriptive statistics was also summarized in Appendix 16 and in Appendix 19 is an illustration on the means of the dimension UOE and the team-level satisfaction with supervision. The results showed less consistency between the means of different teams. The mean of the variable supervision was higher than the self-reported data on UOE of the T1, T2 and T5. All other teams had the opposite result on the means of the variables. The T1 manager who was a 47 year old male who had a team whose average age was 50 years. The T5 manager was a 33 year old male whose team had an average age of 30,8 years. Only the T2 manager who was a 54 year old female had a team average age not similar to her own age. It was 39 years, but she has very different education from her team-members. She had a baccalaureate degree and her team-members had secondary education or they were still studying. Meanwhile the T1 and T2 managers had similar degrees to their employees. Self-reported data by managers resulted in a higher median which was between 6,5 and 7. The median of the data reported by employees was between five and seven. The range used on the Liker-scale had similar results to previously mentioned dimensions, so range used to assess UOE by managers was smaller than range used to assess satisfaction with supervision by employees. Also, the distribution of the data corresponds to the previously discussed dimensions.

The last dimension's ROE results in Appendix 16 show that the T3, T5, T6 and T7 managers assessed their EQ higher than employees measured satisfaction with supervision. In Appendix 20 is an illustration of the means of the dimension ROE and team-level satisfaction with supervision. 57,14% of all managers means on self-reported data on ROE were higher than the average of variable satisfaction with supervision. The T7 manager was a 34 year old female who has a baccalaureate degree, and her team's average age was 34 years and the degree of education was similar, baccalaureate degree or professional higher education. The T3, T5 and T6 managers were different ages, and only the T3 manager did not have the team's average age similar to his age. The three managers (T3, T5, T6) had similar education to their team-members' education. 42,86% of all employees mean on satisfaction with supervision was higher than the managers self-reported data on ROE. The T1, T2 and T4 managers' age was similar, above 45 years. The T2 and T4

managers were females and the T1 manager was male. Only the T1 manager had an education similar to his team-members education. Results on skeweness were similar to all previously discussed dimension with only one exception. This time distribution on self-reported data on ROE had no positive skeweness. The mode of satisfaction with supervision was in a range of 6 and 7, and wider on self-reported data on ROE.

3.3. Discussion on the results

The present study focused on impacts of managers' emotional intelligence to the team-level satisfaction with supervision. The results underline the importance on focusing on manager's EQ because it is impacting the team-level satisfaction with supervision. Erdeji, *et al.* (2016) found that satisfaction is higher when the realtionship between manager and team-members is based on trust (Erdeij, *et al.* 2016, 405, 411). The team-level satisfaction is believed to deveop when a manager separately communicates to each employee because then he or she can provide feedback on the work and achievements for each employee and also give guidance for the next tasks. This is the opportunity for the manager to increase each team-members satisfaction with supervision, which is a base for developing higher satisfaction with supervision at the team-level.

The author of this study concludes according to the results of the survey that relationships between seven team's managers and team-members was normal, and there was no evidence of dissatisfactory supervision at a team-level. Seven teams' satisfaction with supervision was good, and two teams' satisfaction with supervision was very good. Therefore, it can be concluded that managers have been really active on giving guidance to their team-members and providing feedback. Strong evidence was found that manager's EQ is really impacting the team-level satisfaction with supervision. The one-way ANOVA was performed, and the null hypothesis was not rejected because the means of independent and dependent variables were not statistically different. This study provides additional support to Clarke and Mahadi's (2017) findings that manager's EQ impacts on employee JS (Clarke, Mahadi, 2017, 133). Also, Wong and Law (2002) have said that manager's with higher EQ positively impact employee satisfaction (Wong, Law, 2002, 269-270). Satisfaction is one facet of job satisfaction, and for that reason these earlier findings also apply here. Because the results on satisfaction with supervision of these seven teams were good or very good, and the means of manager's EQ and team-level satisfaction with

supervision were not statistically different, it can be concluded that the manager's EQ was also higher.

To answer the central reserach question the second one-way ANOVA was performed to see which EQ skills had no differences to the means' of satisfaction with supervision. The most surprising was that there was no certain answer because all teams have different results. After the results of all teams were compared the conclusion was made and following EQ skills such as UOE and OEA were found to have the highest p-values, which means there were less differences between the variables' means. This means that manager's who are able to use one's own emotions positively in order to perform better can increase satisfaction with supervision among all team-members. Persons who can motivate themsleves to perform better can affect the team-members positively and therefore can develop better realtsionships with all team-members. Another ability is understanding others' emotions, which can also support the development of good relationship with team-members because when each team-member feels that he or she is understood and his or her feelings are not disrciminated, satisfaction with supervision increases. The less the communication is confusing or the manager is not inappropriately behaving the better the trust between the manager and employee is. Next, when managers know how to regulate one's own emotions they can create a higher satisfaction with supervision. The study found less similarities between the means of satisfaction with supervision and manager's skills to read one's own emotions, which is the dimension SEA. The results of this study are consistent with the findings of Kafetsios and Zampetakis (2007) whose results proved that the dimensions ROE, UOE and OEA are better predictors of job satisfaction (Kafetsios, Zampetakis, 2007, 719). Therefore, this generelized conclusion on RQ2 is appropriate, but it cannot be ignored that the results were different and it can indicate that the managers had different personalities and leadership styles. Supervision is one facet of job satisfaction, and the results of this thesis are consistent with previous results on overall job satisfaction. Because all the p-values were above the applied alpha level 0,05, it demonstrates that satisfaction with supervision is affected by the manager's EQ.

To conclude the team-level satisfaction was good or very good, and because the means of independent and dependent variables were similar then it can be said that emotional intelligence of managers impacts the team-level satisfaction with supervision. All dimensions had means similar to the team-level satisfaction with supervision, which means that self-reported data on EQ by managers on each dimenson was similar to the team-level satisfaction assessed by the team-members. Because all hypotheses were not rejected for RQ2 it can be said that regulating one's

own emotions, understanding others' emotions, understanding one's own emotions and using one's own emotions cause an affect on team-level satisfaction with supervision. Managers should pay attention to which skills they should develop because different managers have acquired different EQ skills.

3.3. Limitations and suggestions for future research

This study clearly has some limitations. The present study has only investigated team-level satisfaction with supervision in terms of self-reported data on EQ by managers. The author of this thesis suggests studying the same topic, but comparing results of satisfaction with supervision in terms of self-reported and other-reported data on EQ. According to researchers the data collected can have different results depending on who reported the data (Beehr, *et al*. 2006, 1523-1547; Brackett, *et al*. 2006, 784; Zampetakis, Moustakis, 2011,95).

The findings of this study might not be generalized to all other teams because the study included only seven teams, and the results cannot mirror the real situation of all other teams in Estonia. Also, RQ2 had different results on which skills of manager's EQ were affecting satisfaction with supervision. Therefore, it is suggested to have more teams for the next research to explore whether or not patterns exist.

This empirical method has been tested for the first time, and according to this study the method can be used in future studies.

In addition, it is interesting to explore whether the satisfaction with supervision is also affected by the years or months one employee has worked for the organization. Therefore, it is possible to group employees based on the years they have worked for the organization, and investigate each group's satisfaction with supervision in terms of their manager's EQ. Manager's with higher EQ can impact positively on the satisfaction with supervision, but what affect does the satisfaction with supevision have on employees who have worked for the organization for longer and shorter periods. This study revealed that those employees who had worked for a shorter term for the organization assessed the satisfaction by giving higher scores. This result came out from the descriptive statistics, and it would be interesting to see what the outcome would be on future similar studies.

CONCLUSION

Emotional intelligence has been a popular topic in organizational behavior for decades, because a manager with high EQ can perform better and achieve better results. Managers who are able to understand emotions in others and themselves better know how to communicate better with their team-members. Knowing how to communicate means that they respect each other and they develop the relationship based on trust. Satisfaction with supervision at the team-level constitutes the overall satisfaction of all employees with their managers' skills in giving guidance and coordinating work. As employees have reported relationships to be worst between them and their managers, the aim of this thesis was to investigate the impact of managers' EQ on team-level satisfaction with supervision in seven teams from different organizations in Estonia. This study has additional value for the managers because they receive feedback on the skills they should develop.

To investigate the impact on managers' EQ on team-level satisfaction, the central research question to explore was the team-level satisfaction in terms of the managers EQ skills. To answer the question, hypotheses were set in order to test whether the differences between the means of such variables as the manager's EQ and team-level satisfaction with supervision were statistically different. The one-way ANOVA was calculated with satisfaction with supervision being the dependent variable. In additions for each EQ dimension hypothesis were developed to test whether differences between the dimensions SEA, OEA, UOE and ROE and team-level satisfaction means were statistically different.

Next prerequisites for developing the hypothesis for each research question were introduced. The prerequisite for developing the hypothesis for RQ1 was that a greater quality of manager and employee relationship is undoubtedly related to job satisfaction. Moreover, when employees are satisfied with their managers' skills to supervise them, then they do not want to leave the organization. Researchers have found evidence on acquiring and developing different EQ competencies. As team-level satisfaction constiues the overall sastifaction of all employees with supervision and different EQ skills form the overall job satisfaction of an employee, it is assumed in this study that team-level satisfaction with supervision is also affected by different EQ skills. This is the prerequisite for developing the hypothesis for RQ2. It is expected that different EQ skills of managers affect the team-level satisfaction with supervision.

Before the hypotheses were tested the data was collected from seven teams from different organizations. All teams had six to eight members including the manager. Also, the employees worked for the organization for more than four months and they worked every day together. Organizations were selected randomly, but they decided whether or not they wanted to participate. Each team received one questionnaire for managers and another for team-memebrs. Managers reported their own EQ and employees assessed their own satisfaction with supervision.

The results revealed that the team-level satisfaction with supervision was good among five teams and very good among two teams. The hypotheses testing the differences between the means of manager's EQ and team-level satisfaction was not rejected. This means that evidence was found that manager's EQ was impacting the team-level satisfaction with supervision. Because the team level satisfaction was good or very good it can be concluded that the manager's abilities to understand, perceive and regulate emotions were affecting it. Also, it was found that each EQ dimension was impacting the team-level satisfaction. All teams' results on managers' abilities to regulate one's own emotions, understand one's own emotions, using emotions and understanding other's emotions were impacting the team-level satisfaction. Because the results of each team were different it can be concluded that the manager's have developed different skills or acquired different skills. Also, each person has a different personality and abilities to perceive emotions.

The dimension UOE significantly affects the team-level satisfaction with supervision. P-value was high among the production company (T7), educational institution (T3), trading company (T4) and the service company (T6). The means of the independent and dependent variables were not statistically different. These managers who have acquired the skills of using one's own emotions know how to achieve their goals and they can motivate themselves to perform better.

Next, the dimension OEA also significantly affects the team-level satisfaction with supervision. By understanding team-members emotions, managers are able to communicate to the team, so that their relationship will not be harmed. The p-value was high among the educational institution (T1), trading company (T4), production company (T2) and company in the financial sector (T5). The means between the independent and dependent variable were not significantly different.

Also, the dimension ROE and SEA significantly affect the team-level satisfaction with supervision, but the p-values were lower, which indicates that the means were not statistically different between the independent and dependent variables. Regulating one's own emotions is important, a manager

who is able to handle their temper and maintain healthy realtionships with their team is significant. Understanding one's own emotions is also important and it affects the satisfaction with supervision, but the p-values were lower compared to other dimensions of EQ.

As this study revealed the manager's EQ and different skills of EQ are affecting the team-level satisfaction, it is suggested for managers to pay attention to which skills they should develop.

After the analysis some limitations of the current study were noted. The study included seven teams, and the results cannot be generalized to all other teams. Therefore, is suggested for the future similar studies on this topic to include more teams. Additionally it is suggested to use other-reported data on EQ to see whether the differences between the other-reported data and self-reported data exist.

The author of this study noticed that employees can assess the satisfaction with supervision differently when they have worked less for the organization compared to other employees. For the future studies it is suggested to compare the satsifaction with supervision by grouping employees by the months and years they have worked for the organization.

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APPENDICES

Appendix 1. Comparison on different EQ models

Performance-based model by Daniel Goleman	Emotional-social intelligence by Reuven Bar-On	Ability model by Peter Salovey and John D. Mayer; Wong and Law
• **Competencies** • self-awareness • social-awareness • self-regulation • relationship management	• **Scales** • intrapersonal • interpersonal • stress management • adaptability • general mood	• **Branches by Mayer and Salovey** • regulating emotions • understanding emotions • emotions and adapting thoughts • sensing emotions • **Dimensions by Wong and Law** • self-emotional appraisal • others' emotional appraisal • use of emotions • regulation of emotions

Source: Cherniss, Goleman (2001, 28), Bar-On (2006, 23), Mayer, *et al.* (2016, 294), Law, *et al.* (2004, 484)

Appendix. 2. Elements of competencies of Goleman's model

Personal competencies	
Self-awareness	**Self-regulation**
emotional self-awareness	emotional self-control
accurate self-assessment	trustworthiness
self-confidence	concientiousness
	adaptability
	achievement drive
	initiative
Social competencies	
Social awareness	**Relationship management**
empathy	developing others
service orientation	influence
organizational awareness	communication
	conflict management
	visionary leadership
	catalysing change
	building bonds
	teamwork and collaboration

Source: Cherniss, Goleman (2001, 28)

Appendix 3. EQ-i scales and subscales of Reuven Bar-On model

EQ-I scales	Subscales
Intrapersonal	self-regard
	emotional self-awareness
	assertiveness
	independence
	self-actualization
Interpersonal	empathy
	social responsobility
	interpersonal relationship
Stress management	stress tolerance
	impulse control
Adaptability	reality-testing
	flexibility
	problem-solving
General mood	optimism
	happiness

Source: Bar-On (2006, 23)

Appendix 4. Ability model by Salovey and Mayer

Branches of ability model	Abilities
Regulating emotions	regulating others' emotions
	regulating one's own emotions
	assessing emotional reactions
	regulating reactions
	employing useful emotions
	reading information of good and bad feelings
Understanding emotions	assessing emotions from a cultural perspective
	forsee emotions
	understanding changes of emotions
	understanding different and complex emotions
	distinguish moods from emotions
	being happy about situation which increase good feelings
	understanding consequence of feelings
	describing different emotions
Emotions and adapting thoughts	picking problems based on how person's psychological state can promote rationality
	using changes on mood to create rational perspective
	producing emotions in order to relate to others' experiences
	producing emotions in order to help intuition and memory
Sensing emotions	recognizing fake emotions
	segregate actual feelings from not actual feelings
	realizing how emotions are presented by different cultures
	delivering explicit emotions
	understanding emotions from surroundings, art, music
	understanding emotions through voice and body language
	recognizing one's own emotions from psychological state

Source: Mayer, *et al.* (2016, 294)

Appendix 5. Ability model by Wong and Law

Branches of ability model	Abilities
Self-emotional appraisal	understanding one's own emotions
	being able to deliver one's own thoughts
Other' emotions appraisal	understanding others' emotions
	perceiving others' emotions
Use of emotions	using emotions to perform better
	always stimulate oneself to succeed
Regulation of emotions	regulatingone's own emotions
	recovering quickly from stressful situation

Source: Law, *et al*. (2004, 484)

Appendix 6. Questionnaire for manager

Lugupeetud vastaja,
Käesoleva uuringu eesmärgiks on Tallinna Tehnikaülikooli magistritöö raames välja selgitada juhtide emotsionaalse intelligentsuse mõjust töötajate rahuloluga töö juhendamisel Eestis. Teie poolt antud vastused jäävad ainult küsimustiku autori teada ning need avaldatakse peale andmetöötlust üldistatud kujul. Soovi korral saadan tulemused Teile e-postiga. Küsitlus on konfidentsiaalne ja selleks palun Teil esimesena kirjutada oma meeksonna kuuekohaline kood selleks, et saaksin meeskondade vastused kokku viia.
Ette tänades
Ingrid Indria Kirss

Уважаемый респондент!
Данный опрос проводится в рамках магистерской работы Таллинского Технического университета с целью выяснить влияние эмоциональной отзывчивости начальников на удовлетворенность работников руководством в Эстонии. Ваши ответы будут известны только автору анкеты и будут опубликованы после обработки данных только в обобщенном виде. При желании вышлю Вам результаты опроса по электронной почте. Опрос проводится конфиденциально, поэтому первым делом отметьте, пожалуйста, шестизначный код своей команды, чтобы можно было свести воедино ответы команды.
Заранее благодарю,
Ингрид Индрия Кирсс

Dear respondent,
The purpose of this study is to determine, as part of a Master's thesis being completed at Tallinn University of Technology, the impact of managers' emotional intelligence on employees' satisfaction with supervision in Estonia. The answers you give are solely known to the author of the questionnaire and will be published after general processing of the data. If you wish, I will send you results by email. Because the questionnaire is confidential, I ask you first write your team's six-digit code then I can bring together team's responses.
Thank you in advance,
Ingrid Indria Kirss

Palun kirjutage siia teie meeskonnale valitud kuuekohaline kood. Пожалуйста, напишите сюда шестизначный код своей команды. Please, enter the six-digit code selected for your team here.

Rahvus/ Национальность/ Nationality

Vanus/ Возраст/Age

Appendix 6 continued

Sugu/ Пол/ Gender

☐ mees/мужчина/male
☐ naine/женский пол/female

Kui kaua olete organisatsioonis töötanud? Как долго Вы работаете в организации? How long have you worked for the organization?

☐ <4 kuud /месяцы/months… >1 aasta/ год/ year
☐ 1-5 aastat/ лет/ years
☐ 6-10 aastat/ лет/ years
☐ 11-15 aastat/ лет/ years
☐ 16-20 aastat/ лет/ years
☐ 21-25 aastat/ лет/ years
☐ < 26 aastat/ лет/ years

Valdkond, millega tegelete selles organisatsioonis. Отдел или отрасль, в которой работаете в этой организации. The area you are engaged with in the organization.

☐ Müük/ Продажа/Sales
☐ Finants/ Финансы /Finance
☐ Personal/ Персонал/Human Resource
☐ Haridus/ Образование/ Education
☐ Infotehnoloogia/ информационные технологии/Infotehnology
☐ Tootmine/ производство/Production
☐ Turundus/ Маркетинг/ Marketing
☐ Muu/ Другое/ Other

Kui vastasite eelmisele küsimusele "Muu", siis palun selgitage seda siin. Если вы ответили на предыдущий вопрос «Другое», объясните это здесь. If you answered "other" to the previous question, then please explain it here.

[ ]

Haridus/ Образование/ Education.

☐ Keskharidus/Среднее образование/ Secondary education
☐ Rakenduslik kõrgharidus/Прикладное высшее образование/Professional higher education
☐ Bakalaureusekraad/Степень бакалавра/Baccalaureate degree
☐ Magistrikraad/Степень магистра/ Master's degree
☐ Doktorikraad/докторская степень/Doctorate
☐ Muu/ Другое/ Other

Kui vastasite eelmisele küsimusele "Muu", siis palun selgitage seda siin. Если вы ответили на предыдущий вопрос «Другое», объясните это здесь. If you answered "other" to the previous question, then please explain it here.

[ ]

Appendix 6 continued

Palun hinnake järgmisi küsimusi skaalal 1 kuni 7 (1-ei nõustu üldse; 2-ei nõustu; 3-peaaegu ei nõustu; 4-neutraalne; 5-peaaegu nõustun; 6- nõustun; 7- nõustun täielikult)

Пожалуйста, прочитайте следующие утверждения и оцените по семибалльной шкале на сколько Вы с ними согласны: 1- совершенно не согласен, 2 - не согласен, 3 - скорее не согласен, 4 - отчасти согласен, отчасти не согласен, 5 - скорее согласен, 6 - согласен, 7 - полностью согласен.Please, assess the following questions on the scale 1 to 7 (1- strongly disagree; 2-disagree; 3- more or less disagree; 4-neutral; 5- more or less agree; 6-agree; 7- strongly agree).

1. Ma saan enamasti hästi aru, miks mul on mõningad tunded. Я хорошо понимаю, почему испытываю какие-либо чувства в большинстве случаев. I have good sense of why I have certain feelings most of the time.

ei nõustu üldse/ совершенно не согласен/ strongly disagree	1	2	3	4	5	6	7	nõustun täielikult/ полностью согласен/ strongly agree
	☐	☐	☐	☐	☐	☐	☐	

2. Ma mõistan hästi iseenda emotsioone. Я хорошо понимаю собственные эмоции. I have good understanding of my own emotions.

ei nõustu üldse/ совершенно не согласен/ strongly disagree	1	2	3	4	5	6	7	nõustun täielikult/ полностью согласен/ strongly agree
	☐	☐	☐	☐	☐	☐	☐	

3. Ma saan tõepoolest aru, mida tunnen. Я действительно понимаю, что чувствую. I really understand what I feel.

ei nõustu üldse/ совершенно не согласен/ strongly disagree	1	2	3	4	5	6	7	nõustun täielikult/ полностью согласен/ strongly agree
	☐	☐	☐	☐	☐	☐	☐	

4. Ma saan alati aru, kas olen või ei ole õnnelik. Я всегда знаю, счастлив я или нет. I always know whether or not I am happy.

ei nõustu üldse/ совершенно не согласен/ strongly disagree	1	2	3	4	5	6	7	nõustun täielikult/ полностью согласен/ strongly agree
	☐	☐	☐	☐	☐	☐	☐	

5. Ma tean alati oma meeskonna liimete emotsioone nende käitumise järgi. Я всегда понимаю по поведению сотрудников, какие эмоции они испытывают. I always know my team-members' emotions from their behaviour.

ei nõustu üldse/   1   2   3   4   5   6   7   nõustun täielikult/
совершенно не согласен/   полностью согласен/
strongly disagree   strongly agree

☐   ☐   ☐   ☐   ☐   ☐   ☐

6. Ma olen hea teiste emotsioonide hindaja. Я хорошо умею оценить эмоции других. I am a good observer of others' emotions.

ei nõustu üldse/   1   2   3   4   5   6   7   nõustun täielikult/
совершенно не согласен/   полностью согласен/
strongly disagree   strongly agree

☐   ☐   ☐   ☐   ☐   ☐   ☐

7. Ma olen tundlik teiste emotsioonide ja tunnete suhtes. Я чутко отношусь к чувствам и эмоциям других людей. I am sensitive to the feelings and emotions of others.

ei nõustu üldse/   1   2   3   4   5   6   7   nõustun täielikult/
совершенно не согласен/   полностью согласен/
strongly disagree   strongly agree

☐   ☐   ☐   ☐   ☐   ☐   ☐

8. Ma mõistan hästi mind ümbritsevate inimeste emotsioone. Я хорошо понимаю эмоции людей, которые меня окружают. I have good understanding of the emotions of people around me.

ei nõustu üldse/   1   2   3   4   5   6   7   nõustun täielikult/
совершенно не согласен/   полностью согласен/
strongly disagree   strongly agree

☐   ☐   ☐   ☐   ☐   ☐   ☐

9. Ma püstitan alati endale eesmärgid ja annan endast parima, et neid saavutada. Я всегда ставлю перед собой цели и делаю все возможное для их достижения. I always set goals for myself and then try my best to achieve them.

ei nõustu üldse/   1   2   3   4   5   6   7   nõustun täielikult/
совершенно не согласен/   полностью согласен/
strongly disagree   strongly agree

☐   ☐   ☐   ☐   ☐   ☐   ☐

10. Ma ütlen endale alati, et olen pädev inimene. Я всегда говорю себе, что я компетентный человек. I always tell myself I am a competent person.

ei nõustu üldse/   1   2   3   4   5   6   7   nõustun täielikult/
совершенно не согласен/   полностью согласен/
strongly disagree   strongly agree

☐   ☐   ☐   ☐   ☐   ☐   ☐

11. Ma olen iseennast motiveeriv inimene. Я человек, который умеет сам себя мотивировать. I am self-motivated person.

ei nõustu üldse/   1   2   3   4   5   6   7   nõustun täielikult/
совершенно не согласен/ полностью согласен/
strongly disagree strongly agree

☐   ☐   ☐   ☐   ☐   ☐   ☐

12. Ma julgustan alati iseennast endast parimat andma. Я всегда мотивирую себя работать с максимальной отдачей. I would always encourage myself to try my best.

ei nõustu üldse/   1   2   3   4   5   6   7   nõustun täielikult/
совершенно не согласен/ полностью согласен/
strongly disagree strongly agree

☐   ☐   ☐   ☐   ☐   ☐   ☐

13. Ma suudan oma tujusid kontrollida ja sellepärast saan keerulisi olukorda ratsionaalselt käsitleda. Я способен контролировать свои эмоции, и поэтому могу рационально урегулировать сложные ситуации. I am able to control my temper so that I can handle difficulties rationally.

ei nõustu üldse/   1   2   3   4   5   6   7   nõustun täielikult/
совершенно не согласен/ полностью согласен/
strongly disagree strongly agree

☐   ☐   ☐   ☐   ☐   ☐   ☐

14. Ma suudan üsna hästi oma emotsioone kontrollida. Я достаточно хорошо способен контролировать свои эмоции. I am quite capable of controlling my own emotions.

ei nõustu üldse/   1   2   3   4   5   6   7   nõustun täielikult/
совершенно не согласен/ полностью согласен/
strongly disagree strongly agree

☐   ☐   ☐   ☐   ☐   ☐   ☐

15. Kui olen väga vihane, siis suudan alati kiiresti rahuneda. Я всегда быстро успокаиваюсь, когда я очень рассержен. I can always calm down quickly when I am angry.

ei nõustu üldse/ совершенно не согласен/ strongly disagree	1	2	3	4	5	6	7	nõustun täielikult/ полностью согласен/ strongly agree
	☐	☐	☐	☐	☐	☐	☐	

16. Mul on hea kontroll oma emotsioonide üle. Я всегда хорошо владею своими эмоциями. I have good control of my own emotions.

ei nõustu üldse/ совершенно не согласен/ strongly disagree	1	2	3	4	5	6	7	nõustun täielikult/ полностью согласен/ strongly agree
	☐	☐	☐	☐	☐	☐	☐	

Palun jätke siia kommentaarid. Пожалуйста, прокомментируйте здесь. Please leave the comments here.

Source: composed by the author, questions 1-16 are from WLEIS (Law, *et al.* 2004, 496; Wong, Law, 2002, 270-271)

Appendix 7. Questionnaire for employees

Lugupeetud vastaja,
Käesoleva uuringu eesmärgiks on Tallinna Tehnikaülikooli magistritöö raames välja selgitada juhtide emotsionaalse intelligentsuse mõjust töötajate rahuloluga töö juhendamisel Eestis. Teie poolt antud vastused jäävad ainult küsimustiku autori teada ning need avaldatakse peale andmetöötlust üldistatud kujul. Soovi korral saadan tulemused Teile e-postiga. Küsitlus on konfidentsiaalne ja selleks palun Teil esimesena kirjutada oma meeksonna kuuekohaline kood selleks, et saaksin meeskondade vastused kokku viia.
Ette tänades
Ingrid Indria Kirss

Уважаемый респондент!
Данный опрос проводится в рамках магистерской работы Таллинского Технического университета с целью выяснить влияние эмоциональной отзывчивости начальников на удовлетворенность работников руководством в Эстонии. Ваши ответы будут известны только автору анкеты и будут опубликованы после обработки данных только в обобщенном виде. При желании вышлю Вам результаты опроса по электронной почте. Опрос проводится конфиденциально, поэтому первым делом отметьте, пожалуйста, шестизначный код своей команды, чтобы можно было свести воедино ответы команды.
Заранее благодарю,
Ингрид Индрия Кирсс

Dear respondent,
The purpose of this study is to determine, as part of a Master's thesis being completed at Tallinn University of Technology, the impact of managers' emotional intelligence on employees' satisfaction with supervision in Estonia. The answers you give are solely known to the author of the questionnaire and will be published after general processing of the data. If you wish, I will send you results by email. Because the questionnaire is confidential, I ask you first write your team's six-digit code then I can bring together team's responses.
Thank you in advance,
Ingrid Indria Kirss

Palun kirjutage siia teie meeskonnale valitud kuuekohaline kood. Пожалуйста, напишите сюда шестизначный код своей команды. Please, enter the six-digit code selected for your team here.

Rahvus/ Национальность/ Nationality

Vanus/ Возраст/Age

Appendix 7 continued

Sugu/ Пол/ Gender

☐ mees/мужчина/male
☐ naine/женский пол/female

Kui kaua olete organisatsioonis töötanud? Как долго Вы работаете в организации? How long have you worked for the organization?

☐ <4 kuud /месяцы/months… >1 aasta/ год/ year
☐ 1-5 aastat/ лет/ years
☐ 6-10 aastat/ лет/ years
☐ 11-15 aastat/ лет/ years
☐ 16-20 aastat/ лет/ years
☐ 21-25 aastat/ лет/ years
☐ < 26 aastat/ лет/ years

Valdkond, millega tegelete selles organisatsioonis. Отдел или отрасль, в которой работаете в этой организации. The area you are engaged with in the organization.

☐ Müük/ Продажа/Sales
☐ Finants/ Финансы /Finance
☐ Personal/ Персонал/Human Resource
☐ Haridus/ Образование/ Education
☐ Infotehnoloogia/ информационные технологии/Infotehnology
☐ Tootmine/ производство/Production
☐ Turundus/ Маркетинг/ Marketing
☐ Muu/ Другое/ Other

Kui vastasite eelmisele küsimusele "Muu", siis palun selgitage seda siin. Если вы ответили на предыдущий вопрос «Другое», объясните это здесь. If you answered "other" to the previous question, then please explain it here.

Haridus/ Образование/ Education.

☐ Keskharidus/Среднее образование/ Secondary education
☐ Rakenduslik kõrgharidus/Прикладное высшее образование/Professional higher education
☐ Bakalaureusekraad/Степень бакалавра/Baccalaureate degree
☐ Magistrikraad/Степень магистра/ Master's degree
☐ Doktorikraad/докторская степень/Doctorate
☐ Muu/ Другое/ Other

Kui vastasite eelmisele küsimusele "Muu", siis palun selgitage seda siin. Если вы ответили на предыдущий вопрос «Другое», объясните это здесь. If you answered "other" to the previous question, then please explain it here.

Palun hinnake järgmisi küsimusi skaalal 1 kuni 7 (1-ei nõustu üldse; 2-ei nõustu; 3-peaaegu ei nõustu; 4-neutraalne; 5-peaaegu nõustun; 6- nõustun; 7- nõustun täielikult)
Пожалуйста, прочитайте следующие утверждения и оцените по семибалльной шкале на сколько Вы с ними согласны: 1- совершенно не согласен, 2 - не согласен, 3 - скорее не согласен, 4 - отчасти согласен, отчасти не согласен, 5 - скорее согласен, 6 - согласен, 7 - полностью согласен.Please, assess the following questions on the scale 1 to 7 (1- strongly disagree; 2-disagree; 3- more or less disagree; 4-neutral; 5- more or less agree; 6-agree; 7- strongly agree).

1. Üldiselt olen väga rahul sellega, kuidas mu ülemus mind juhendab ja mu tööd koordineerib. В общем я очень доволен тем, как мною руководит мой начальник. Overall, I am very pleased with the way my manager supervises me.

ei nõustu üldse/	1	2	3	4	5	6	7	nõustun täielikult/
совершенно не согласен/								полностью согласен/
strongly disagree								strongly agree
	☐	☐	☐	☐	☐	☐	☐	

2. Ma oleksin oma tööga rohkem rahul, kui mu ülemus siin ei töötaks. Я был бы больше доволен своей работой, если бы мой начальник здесь не работал. I would be more content with my job if my manager did not work here.

ei nõustu üldse/	1	2	3	4	5	6	7	nõustun täielikult/
совершенно не согласен/								полностью согласен/
strongly disagree								strongly agree
	☐	☐	☐	☐	☐	☐	☐	

3. Ma olen oma ülemusega rohkem rahul, kui mõne teisega, kellega olen koos töötanud. Я доволен своим нынешним начальником больше, чем кем-либо из тех, с кем мне приходилось работать ранее. I am more satisfied with my manager than with almost anyone I have ever worked for.

ei nõustu üldse/	1	2	3	4	5	6	7	nõustun täielikult/
совершенно не согласен/								полностью согласен/
strongly disagree								strongly agree
	☐	☐	☐	☐	☐	☐	☐	

4. Kokkuvõttes olen ma väga rahul selle isikuga, kui oma ülemusega. В общем я очень доволен личностью своего начальника. All in all, I am very satisfied with this person as my manager.

ei nõustu üldse/	1	2	3	4	5	6	7	nõustun täielikult/
совершенно не согласен/								полностью согласен/
strongly disagree								strongly agree
	☐	☐	☐	☐	☐	☐	☐	

5. Ma töötaksin parema meelega mõne teise ülemuse heaks. В общем я предпочел бы работать на какого-нибудь другого начальника. All in all, I would rather work for another manager.

ei nõustu üldse/ совершенно не согласен/ strongly disagree	1	2	3	4	5	6	7	nõustun täielikult/ полностью согласен/ strongly agree
	☐	☐	☐	☐	☐	☐	☐	

Palun jätke siia kommentaarid. Пожалуйста, прокомментируйте здесь. Please leave the comments here.

[   ]

Source: composed by the author, questions one to five are from FSS (Bowling, *et al.* 2017, 385)

Appendix 8. Managers' answers to the questionnaire

Age.
T1- 47
T2- 54
T3- 53
T4- 47
T5- 33
T6- 38
T7- 34

Gender.
T1 Male
T2 Female
T3 Male
T4 Female
T5 Male
T6 Male
T7 Female

How long have you worked for the organization?

Years	Team number						
	T1	T2	T3	T4	T5	T6	T7
<4(months)…>1		✓					
1-5					✓	✓	✓
6-10				✓			
11-15			✓				
16-20	✓						
21-25							
< 26							

The area you are engaged with in the organization. Please choose one.

Department	Team number						
	T1	T2	T3	T4	T5	T6	T7
Sales		✓					
Finance						✓	
HRM				✓			
Education	✓		✓				
IT					✓		
Production							✓
Marketing							
Other							

Appendix 8 continued

Education.

	Team number						
Education	T1	T2	T3	T4	T5	T6	T7
Secondary education							
Professional higher education							
Baccalaureate degree		✓				✓	✓
Master's degree	✓		✓	✓			
Doctorate							
Other					✓		

If you answered "other" to the previous question, then please explain it here:
T5- I am still studying to acquire baccalaureate degree.

1. I have good sense of why I have certain feelings most of the time.

	Team number						
Likert scale	T1	T2	T3	T4	T5	T6	T7
1							
2							
3							
4							
5							
6	✓	✓	✓		✓	✓	✓
7				✓			

2. I have good understanding of my own emotions.

	Team number						
Likert scale	T1	T2	T3	T4	T5	T6	T7
1							
2							
3							
4							
5			✓	✓			
6	✓	✓			✓	✓	✓
7							

Appendix 8 continued

3. I really understand what I feel.

Likert scale	Team number						
	T1	T2	T3	T4	T5	T6	T7
1							
2							
3							
4							
5			✓				
6		✓			✓		✓
7	✓			✓		✓	

4. I always know whether or not I am happy.

Likert scale	Team number						
	T1	T2	T3	T4	T5	T6	T7
1							
2							
3							
4							
5							
6	✓	✓	✓		✓		✓
7				✓		✓	

5. I always know my team-members' emotions from their behaviour.

Likert scale	Team number						
	T1	T2	T3	T4	T5	T6	T7
1							
2							
3							
4			✓				
5	✓	✓		✓	✓	✓	✓
6							
7							

6. I am a good observer of others' emotions.

Likert scale	Team number						
	T1	T2	T3	T4	T5	T6	T7
1							
2							
3							
4			✓				
5	✓	✓		✓		✓	
6					✓		✓
7							

Appendix 8 continued

7. I am sensitive to the feelings and emotions of others.

Likert scale	Team number						
	T1	T2	T3	T4	T5	T6	T7
1							
2							
3						✓	
4			✓		✓		✓
5	✓						
6		✓		✓			
7							

8. I have good understanding of the emotions of people around me.

Likert scale	Team number						
	T1	T2	T3	T4	T5	T6	T7
1							
2							
3							
4			✓				
5	✓	✓			✓		✓
6				✓		✓	
7							

9. I always set goals for myself and then try my best to achieve them.

Likert scale	Team number						
	T1	T2	T3	T4	T5	T6	T7
1							
2							
3							
4							
5							
6	✓	✓		✓	✓		
7			✓			✓	✓

10. I always tell myself I am a competent person.

Likert scale	Team number						
	T1	T2	T3	T4	T5	T6	T7
1							
2							
3							
4							
5	✓				✓		
6		✓	✓				
7				✓		✓	✓

Appendix 8 continued

11. I am self-motivated person.

Likert scale	Team number						
	T1	T2	T3	T4	T5	T6	T7
1							
2							
3							
4							
5							
6	✓	✓		✓			
7			✓		✓	✓	✓

12. I would always encourage myself to try my best.

Likert scale	Team number						
	T1	T2	T3	T4	T5	T6	T7
1							
2							
3							
4							
5							
6	✓			✓	✓		
7		✓	✓			✓	✓

13. I am able to control my temper so that I can handle difficulties rationally.

Likert scale	Team number						
	T1	T2	T3	T4	T5	T6	T7
1							
2							
3							
4						✓	
5	✓			✓			
6		✓	✓				✓
7					✓		

14. I am quite capable of controlling my own emotions.

Likert scale	Team number						
	T1	T2	T3	T4	T5	T6	T7
1							
2							
3							
4							
5	✓		✓	✓			
6		✓					✓
7					✓	✓	

Appendix 8 continued

15. I can always calm down quickly when I am angry.

	Team number						
Likert scale	T1	T2	T3	T4	T5	T6	T7
1							
2							
3							
4							
5	✓						
6		✓	✓	✓			
7					✓	✓	✓

16. I have good control of my own emotions.

	Team number						
Likert scale	T1	T2	T3	T4	T5	T6	T7
1							
2							
3							
4							
5	✓						
6		✓	✓	✓	✓	✓	
7							✓

Source: composed by the author

Appendix 9. Employees' answers to the questionnaire

Age.
T1- 32; 61; 65; 49; 45; 41; 57
T2- 50; 38; 36; 33; 38
T3- 36; 41; 29; 34; 47; 39; 46
T4- 28; 34; 53; 60; 35
T5- 32; 34; 29; 25; 34
T6- 35; 28; 30; 32; 25
T7-25; 28; 45; 39; 33; 34

Gender.
T1 Female (7 employees)
T2 Female (5 employees)
T3 Male (1 employee) + Female (6 employees)
T4 Female (5 employees)
T5 Female (1 employee) + Male (4 employees)
T6 Female (5 employees)
T7 Female (1 employee) + Male (5 employees)

How long have you worked for the organization?

Years	Team number						
	T1	T2	T3	T4	T5	T6	T7
<4(months) …>1		✓ 1					
1-5	✓ 1	✓ 2	✓ 1	✓ 3	✓ 3	✓ 4	✓ 5
6-10		✓ 1	✓ 1		✓ 2	✓ 1	✓ 1
11-15	✓ 1	✓ 1	✓ 3	✓ 1			
16-20	✓ 1		✓ 2				
21-25							
< 26	✓ 4			✓ 1			

The area you are engaged with in the organization. Please choose one.

Department	Team number						
	T1	T2	T3	T4	T5	T6	T7
Sales		✓ 5					
Finance						✓ 5	
HRM				✓ 5			
Education	✓ 7		✓ 7				
IT					✓ 5		
Production							✓ 6
Marketing							
Other							

Appendix 9 continued

Education.

	Team number						
Education	T1	T2	T3	T4	T5	T6	T7
Secondary education		✓ 4					✓ 1
Professional higher education				✓ 1			✓ 3
Baccalaureate degree	✓ 1		✓ 2		✓ 4	✓ 5	✓ 2
Master's degree	✓ 5		✓ 4	✓ 2			
Doctorate			✓ 1				
Other	✓ 1	✓ 1		✓ 2	✓ 1		

If you answered "other" to the previous question, then please explain it here:
T1- I am still studying to acquire baccalaureate degree.
T2- I am still studying.
T4- Higher education on another field and another is still studying.
T5- I am still studying to acquire baccalaureate degree.

1. Overall, I am very pleased with the way my manager supervises me.

	Team number						
Likert scale	T1	T2	T3	T4	T5	T6	T7
1							
2							
3							
4			✓ 1			✓ 3	✓ 1
5	✓ 2	✓ 1	✓ 3	✓ 1		✓ 2	✓ 2
6	✓ 4		✓ 3	✓ 3	✓ 2		✓ 2
7	✓ 1	✓ 4		✓ 1	✓ 3		✓ 1

2. I would be more content with my job if my manager did not work here.

	Team number						
Likert scale	T1	T2	T3	T4	T5	T6	T7
1	✓ 4	✓ 4		✓ 4	✓ 4	✓ 1	✓ 2
2	✓ 2	✓ 1	✓ 2		✓ 1	✓ 2	✓ 2
3	✓ 1		✓ 2			✓ 1	✓ 1
4			✓ 1			✓ 1	✓ 1
5			✓ 2				
6				✓ 1			
7							

Appendix 9 continued

3. I am more satisfied with my manager than with almost anyone I have ever worked for.

Likert scale	Team number						
	T1	T2	T3	T4	T5	T6	T7
1							
2							
3	✓ 1		✓ 1			✓ 2	
4	✓ 2	✓ 1	✓ 3				
5	✓ 1	✓ 1	✓ 1	✓ 2		✓ 1	✓ 1
6	✓ 1	✓ 1	✓ 2	✓ 2	✓ 2	✓ 2	✓ 4
7	✓ 2	✓ 2		✓ 1	✓ 3		✓ 1

4. All in all, I am very satisfied with this person as my manager.

Likert scale	Team number						
	T1	T2	T3	T4	T5	T6	T7
1				✓ 1			
2			✓ 1			✓ 2	
3	✓ 1					✓ 1	
4	✓ 2				✓ 1		
5			✓ 1				✓ 1
6	✓ 2	✓ 4	✓ 5	✓ 3	✓ 2	✓ 1	✓ 2
7	✓ 2	✓ 1		✓ 1	✓ 2	✓ 1	✓ 3

5. All in all, I would rather work for another manager.

Likert scale	Team number						
	T1	T2	T3	T4	T5	T6	T7
1	✓ 3	✓ 3	✓ 1	✓ 3	✓ 4	✓ 1	✓ 1
2	✓ 2	✓ 2	✓ 1	✓ 1	✓ 1	✓ 2	✓ 2
3	✓ 2		✓ 1	✓ 1			✓ 1
4			✓ 3			✓ 2	✓ 2
5							
6			✓ 1				
7							

Source: composed by the author

Please leave the comments here.
1. The manager should notice the risk factors faster and react fairly.
2. The manager should not use his power unfairly, but he or she should be respected and his or her team should be respected by him or her.

Appendix 10. Age of managers of each team
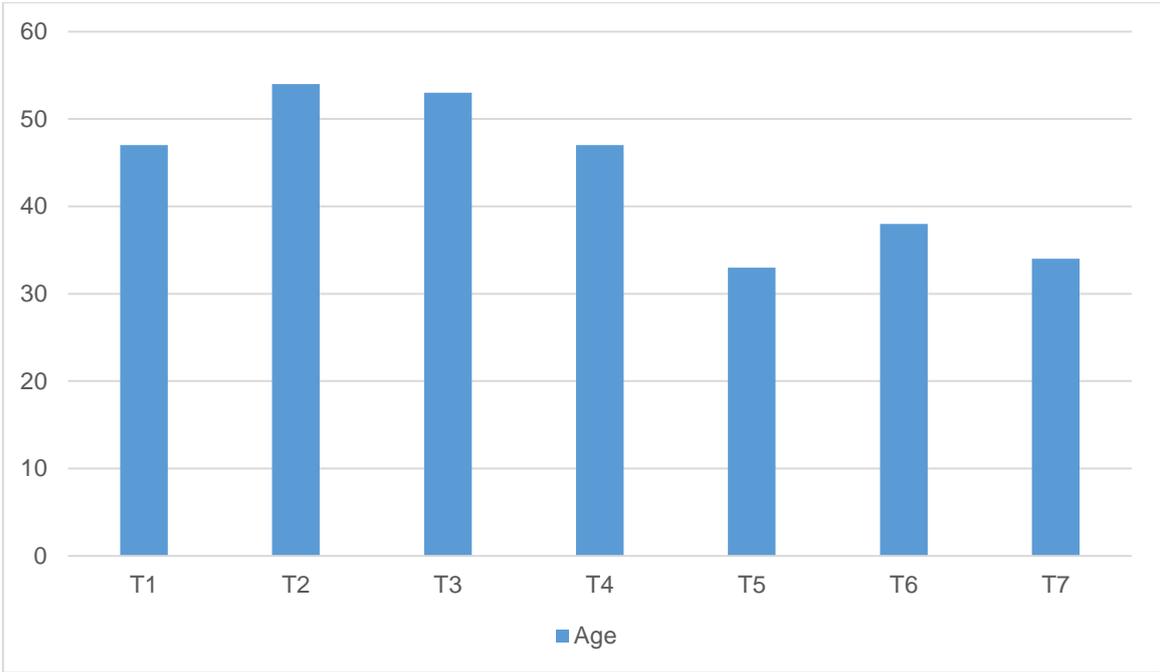
Source: composed by the author, author's collected data from the survey

Appendix 11. Average age of employees of each team
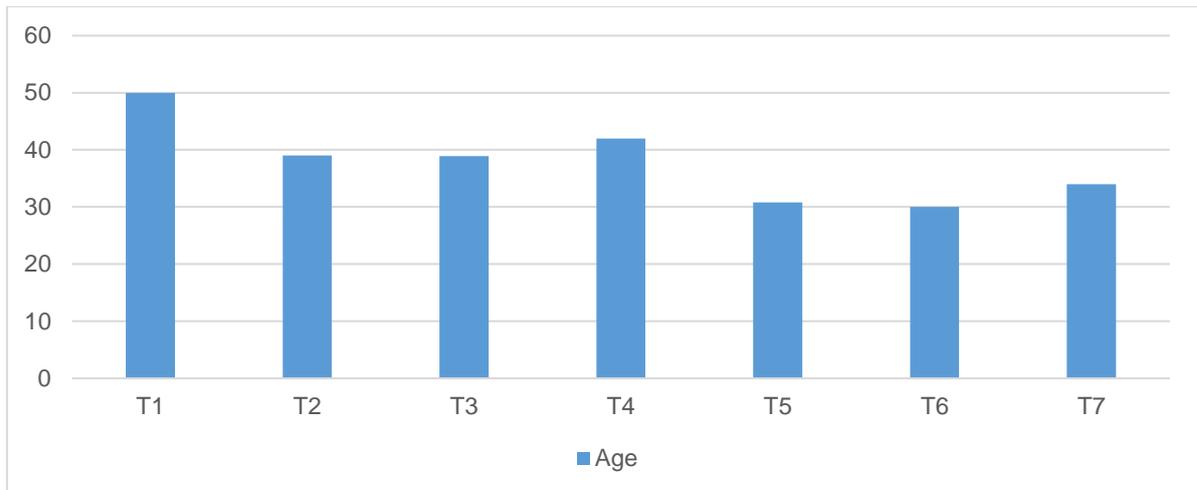
Source: composed by the author, author's calculations

Appendix 12. Employee education level of each team
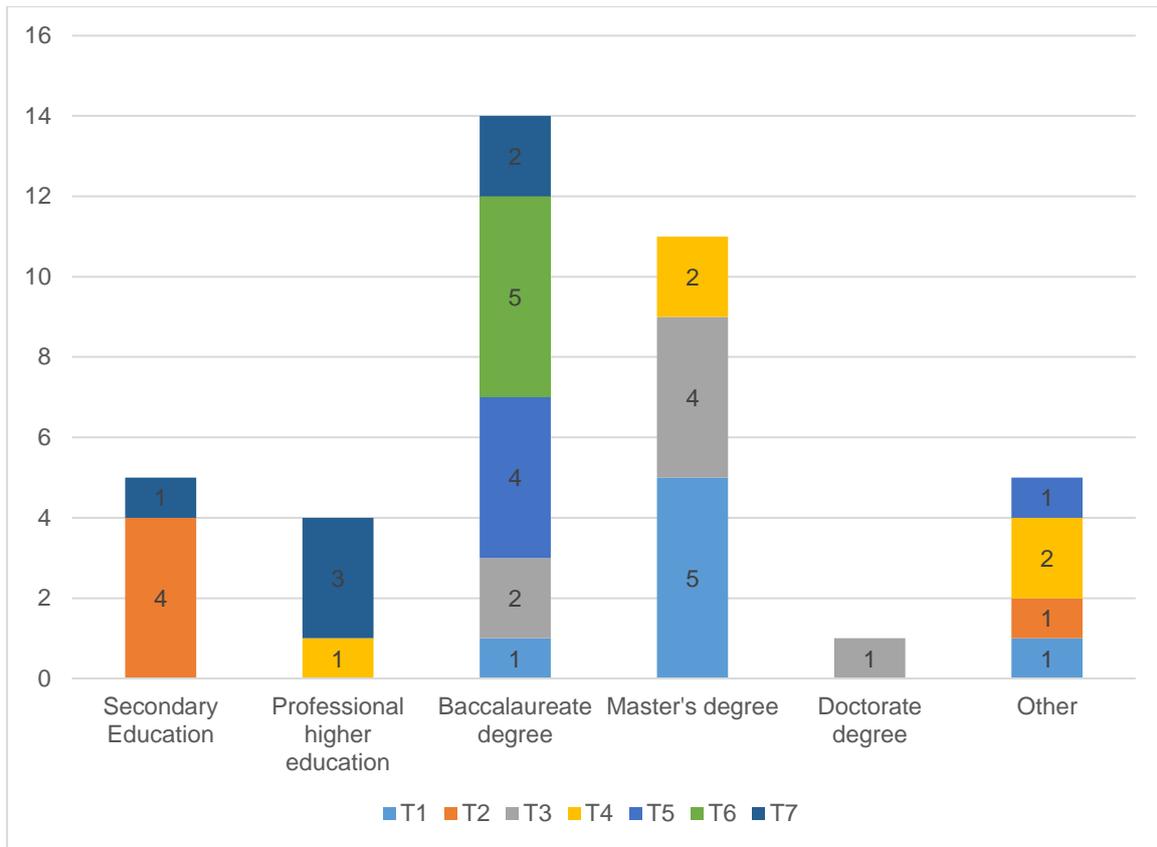
Figure: Employees education of each team. Managers are not included
Source: composed by the author, author's calculations

Appendix 13. Descriptive statistics on team-level satisfaction with supervision

| Team	variable	Coefficients of descriptive statistics							
		mean	median	mode	skewness	kurtosis	range	min.	max.
T1	EQ	5,50	5	5	0,819	-0,326	2	5	7
	Supervision	5,77	6	7	-0,754	-0,395	4	3	7
T2	EQ	5,88	6	6	-0,311	0,852	2	5	7
	Supervision	6,40	7	7	-1,317	1,218	3	4	7
T3	EQ	5,56	6	6	-0,173	-1,026	3	4	7
	Supervision	4,86	5	6	-0,617	-0,421	5	2	7
T4	EQ	6,00	6	6	0	-1,403	2	5	7
	Supervision	5,88	6	7	-2,029	3,862	6	1	7
T5	EQ	5,94	6	6	-0,549	-0,110	3	4	7
	Supervision	6,56	7	7	-1,991	4,568	3	4	7
T6	EQ	6,06	6,5	7	-1,217	0,512	4	3	7
	Supervision	4,80	5	6	-0,258	-0,925	5	2	7
T7	EQ	6,13	6	6	-0,841	0,156	3	4	7
	Supervision	5,80	6	6	-0,444	-0,787	3	4	7

Source: composed by the author, author's calculations

Appendix 14. Means of the manager's EQ and team-level satisfaction with supervision
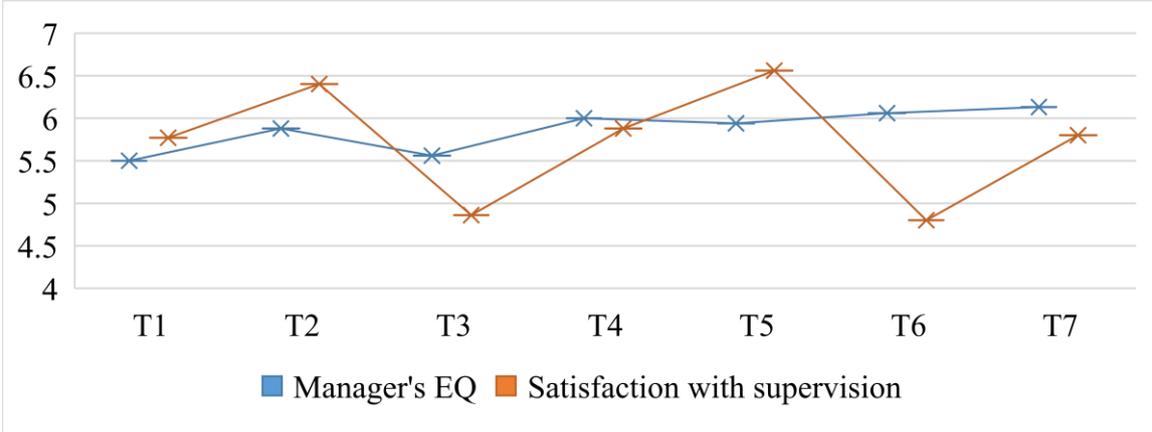
Source: composed by the author, author's calculations

Appendix 15. Results of ANOVA on EQ skills and team-level satisfaction with supervision

EQ dimensions	team	Results on ANOVA		
		p-value	f-critical	f-calculated
SEA	T1	0,23	1,661	1,242
	T2	0,47	1,692	1,003
	T3	0,94	1,661	0,539
	T4	1	1,692	0,358
	T5	0,69	1,692	0,812
	T6	0,81	1,692	0,698
	T7	0,70	1,674	0,8
OEA	T1	0,27	1,661	1,202
	T2	0,75	1,692	0,757
	T3	0,94	1,661	0,538
	T4	1	1,692	0,338
	T5	0,95	1,692	0,517
	T6	0,60	1,692	0,888
	T7	0,76	1,674	0,750
UOE	T1	0,21	1,661	1,271
	T2	0,42	1,692	1,046
	T3	0,98	1,661	0,425
	T4	1	1,692	0,332
	T5	0,65	1,692	0,848
	T6	0,89	1,692	0,607
	T7	0,86	1,674	0,649
ROE	T1	0,27	1,661	1,202
	T2	0,47	1,692	1,003
	T3	0,95	1,661	0,520
	T4	1	1,692	0,338
	T5	0,57	1,692	0,912
	T6	0,70	1,692	0,801
	T7	0,75	1,674	0,756

Source: composed by the author, author's calculations

Appendix 16. Descriptive statistics on EQ skills and team-level satisfaction with supervision

EQ dimensions	team	variable	Coefficients of descriptive statistics						
			mean	median	mode	skewness	range	min.	max.
SEA	T1	EQ	6,25	6	6	1,167	1	6	7
		supervision	5,77	6	7	-0,76	4	3	7
	T2	EQ	6	6	6	-	0	6	6
		supervision	6,4	7	7	-1,33	3	4	7
	T3	EQ	5,5	5,5	6	0	1	5	6
		supervision	4,86	5	6	-0,622	5	2	7
	T4	EQ	6,5	7	7	-1,172	2	5	7
		supervision	5,88	6	7	-2,052	6	1	7
	T5	EQ	6	6	6	-	0	6	6
		supervision	6,44	7	7	-3,709	6	1	7
	T6	EQ	6,5	6,5	6	0	1	6	7
		supervision	4,8	5	6	-0,261	5	2	7
	T7	EQ	6	6	6	-	0	6	6
		supervision	5,8	6	6	-0,448	3	4	7
OEA	T1	EQ	5	5	5	-	0	5	5
		supervision	5,77	6	7	-0,760	4	3	7
	T2	EQ	5,25	5	5	1,172	1	5	6
		supervision	6,4	7	7	-1,333	3	4	7
	T3	EQ	4,25	4	4	1,167	1	4	5
		supervision	4,86	5	6	-0,622	5	2	7
	T4	EQ	5,5	5,5	5	0	1	5	6
		supervision	5,88	6	7	-2,052	6	1	7
	T5	EQ	5	5	5	0	2	4	6
		supervision	6,44	7	7	-3,709	6	1	7
	T6	EQ	4,75	5	5	-0,662	3	3	6
		supervision	4,8	5	6	-0,261	5	2	7
	T7	EQ	5	5	5	0	2	4	6
		supervision	5,8	6	6	-0,448	3	4	7

Appendix 16 continued

| EQ dimensions	team	variable	Coefficients of descriptive statistics						
			mean	median	mode	skewness	range	min.	max.
UOE	T1	EQ	5,75	6	6	-1,167	1	5	6
		supervision	5,77	6	7	-0,760	4	3	7
	T2	EQ	6,25	6	6	1,172	1	6	7
		supervision	6,4	7	7	-1,333	3	4	7
	T3	EQ	6,75	7	7	-1,167	1	6	7
		supervision	4,86	5	6	-0,622	5	2	7
	T4	EQ	6,5	6,5	6	0	1	6	7
		supervision	5,88	6	7	-2,052	6	1	7
	T5	EQ	6	6	6	0	2	5	7
		supervision	6,44	7	7	-3,709	6	1	7
	T6	EQ	7	7	7	0	0	7	7
		supervision	4,8	5	6	-0,261	5	2	7
	T7	EQ	7	7	7	0	0	7	7
		supervision	5,8	6	6	-0,448	3	4	7
ROE	T1	EQ	5	5	5	0	0	5	5
		supervision	5,77	6	7	-0,760	4	3	7
	T2	EQ	6	6	6	0	0	6	6
		supervision	6,4	7	7	-1,333	3	4	7
	T3	EQ	5,75	6	6	-1,167	1	5	6
		supervision	4,86	5	6	-0,622	5	2	7
	T4	EQ	5,5	5,5	5	0	1	5	6
		supervision	5,88	6	7	-2,052	6	1	7
	T5	EQ	6,75	7	7	-1,172	1	6	7
		supervision	6,44	7	7	-3,709	6	1	7
	T6	EQ	6	6,5	7	-0,829	3	4	7
		supervision	4,8	5	6	-0,261	5	2	7
	T7	EQ	6,5	6,5	6	0	1	6	7
		supervision	5,8	6	6	-0,448	3	4	7

Source: composed by the author, author's calculations

Appendix 17. Means of the dimension SEA and satisfaction with supervision
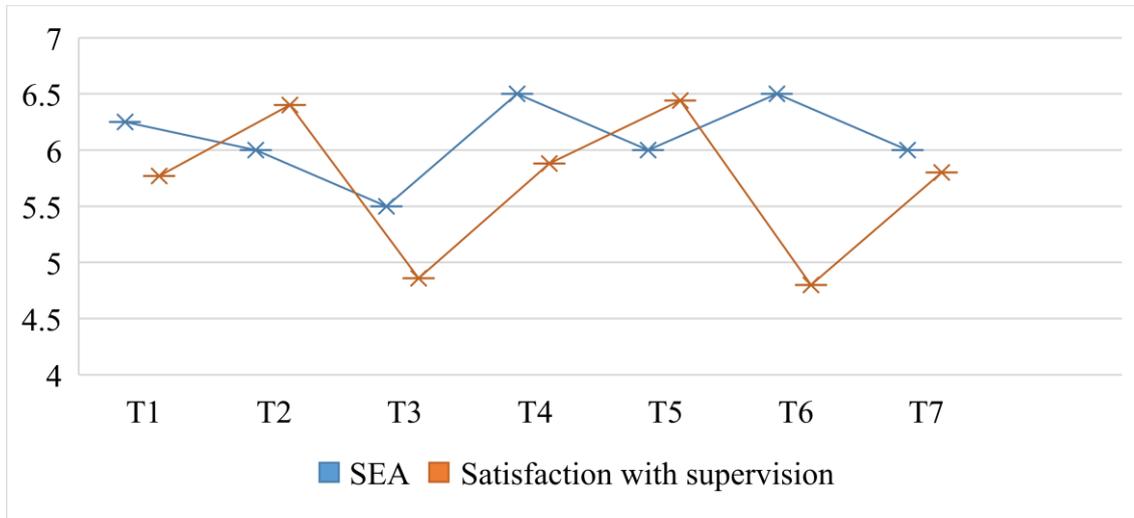

Source: composed by the author, author's calculations

**Appendix 18. Means of the dimension OEA and satisfaction with supervision**
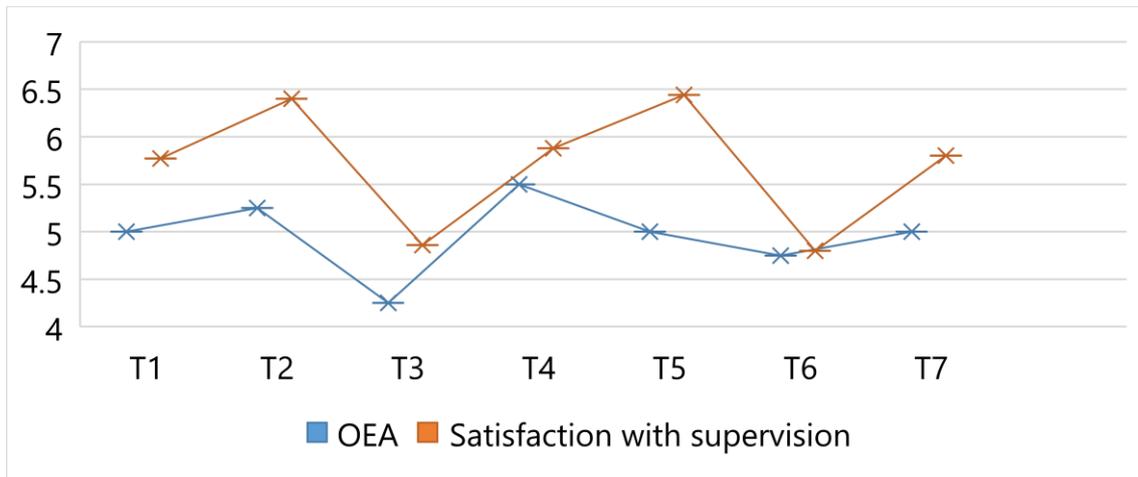
Source: composed by the author, author's calculations

Appendix 19. Means of the dimension UOE and satisfaction with supervision
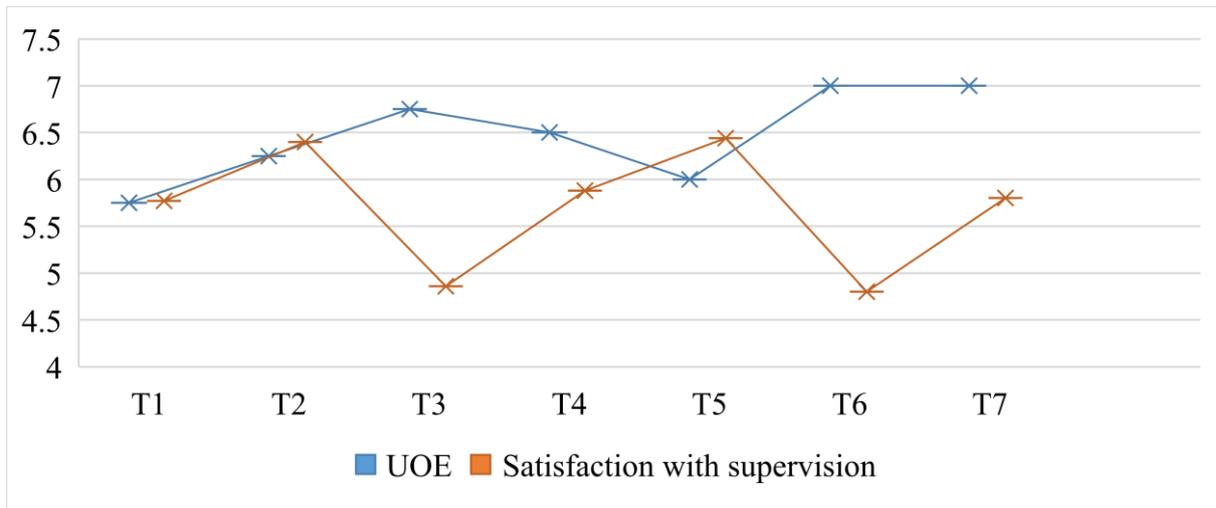
Source: composed by the author, author's calculations

Appendix 20. Means of the dimension ROE and satisfaction with supervision

Source: composed by the author, author's calculations