

EMOTIONAL INTELLIGENCE AMONG BUSINESS CONSULTANTS
OF A CONSULTING FIRM IN BANGKOK



Presented in Partial Fulfillment of the Requirements for the
Master of Arts Degree in Business English for International Communication
at Srinakharinwirot University

June 2012

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Fonthip Sarinnapakorn. (2012). *Emotional Intelligence among Business Consultants of a Consulting Firm in Bangkok*. Master's Project, M.A. (Business English for International Communication). Bangkok: Graduate School, Srinakharinwirot University. Project Advisor: Dr. Usaporn Sucaromana.

This study aimed to investigate the levels of emotional intelligence (EI) of business consultants who work for a consulting firm in Bangkok, and to compare the EI levels of these consultants based on gender and years in the industry. A questionnaire adapted from the theoretical framework of Goleman (1995) was completed by 80 business consultants. This instrument comprised of 45 items that can be grouped into five EI competencies referred to as: (a) self-awareness, (b) self-regulation, (c) motivation, (d) empathy, and (e) social skills. The results were calculated in terms of percentages, mean scores, and standard deviations. T-test was also employed to determine the differences between levels of EI based on the independent variables which are gender and years in the industry.

The results revealed that the EI level of the business consultants was at a high level. Based on the Goleman's framework, it was found that the business consultants had high EI levels in all five competencies. In addition, there was no significant difference between levels of EI based on gender and years in the industry.

ความฉลาดทางอารมณ์ของผู้ให้คำปรึกษาทางธุรกิจในบริษัทที่ให้คำปรึกษาในกรุงเทพมหานคร



บทคัดย่อ
ของ
พนทิพย์ ศรีนภากร

เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒเพื่อเป็นส่วนหนึ่งของการศึกษา
ตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษธุรกิจเพื่อการสื่อสารนานาชาติ
มิถุนายน 2555

ฝนทิพย์ ศรีนนท์ภากร. (2555). ความฉลาดทางอารมณ์ของผู้ให้คำปรึกษาทางธุรกิจในบริษัทที่ให้คำปรึกษาในกรุงเทพมหานคร. สารนิพนธ์ ศศ.ม. (ภาษาอังกฤษธุรกิจเพื่อการสื่อสารนานาชาติ). กรุงเทพฯ: บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ. อาจารย์ที่ปรึกษา สารนิพนธ์: ดร. อุส่าห์ภรณ์ สุขารมณ

การวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาระดับความฉลาดทางอารมณ์ของผู้ให้คำปรึกษาทางธุรกิจในบริษัทที่ให้คำปรึกษาในกรุงเทพมหานครและเปรียบเทียบระดับของความฉลาดทางอารมณ์โดยจำแนกตามเพศ และประสบการณ์ทำงานในสาขาอาชีพ เครื่องมือที่ใช้ในการวิจัยคือแบบสอบถามอ้างอิงตามทฤษฎีของโกลแมน โดยมีกลุ่มประชากรในการวิจัย คือผู้ให้คำปรึกษาทางธุรกิจจำนวน 80 คน แบบสอบถามมี 45 คำถาม ตามองค์ประกอบของความฉลาดทางอารมณ์เป็น 5 ด้าน คือ (1) การตระหนักรู้ในตนเอง (2) การจัดการกับอารมณ์ของตนเอง (3) การจูงใจตนเอง (4) การเข้าใจความรู้สึกของผู้อื่น และ (5) การมีทักษะทางสังคม การวิจัยครั้งนี้ประมวลผลโดยใช้สถิติ ได้แก่ ค่าร้อยละ ค่าเฉลี่ย ค่าความเบี่ยงเบนมาตรฐาน และการทดสอบค่าที (t-test) เพื่อศึกษาความแตกต่างระหว่างระดับความฉลาดทางอารมณ์ จากตัวแปรอิสระที่กำหนด คือ เพศและระยะเวลาการทำงานในสาขาอาชีพ

ผลของการวิจัยพบว่าผู้ให้คำปรึกษาทางธุรกิจมีระดับความฉลาดทางอารมณ์โดยรวมอยู่ในเกณฑ์สูง และมีระดับความฉลาดทางอารมณ์เฉพาะด้านอยู่ในระดับสูงทั้ง 5 ด้าน ส่วนผลการศึกษาเปรียบเทียบความฉลาดทางอารมณ์ระหว่างเพศชายและเพศหญิงและระยะเวลาการทำงานในสาขาอาชีพพบว่าความฉลาดทางอารมณ์ของผู้ให้คำปรึกษาทางธุรกิจเพศชายกับเพศหญิงและความฉลาดทางอารมณ์ของผู้ให้คำปรึกษาทางธุรกิจที่มีระยะเวลาการทำงานในสาขาอาชีพน้อยกว่า 3 ปี และ 3 ปีขึ้นไปไม่มีความแตกต่างกัน

The Master's project advisor, Chair of Business English for International Communication Program, and Oral Defense Committee has approved this Master's project, *Emotional Intelligence among Business Consultants of a Consulting Firm in Bangkok*, by Fonthip Sarinnapakorn as partial fulfillment of the requirements of the Master of Arts Degree in Business English for International Communication of Srinakharinwirot University.

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This Master's project has been approved as partial fulfillment of the requirements for the Master of Arts Degree in Business English for International Communication of Srinakharinwirot University.

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(Dr. Wanee Aujsatid)

June....., 2012

ACKNOWLEDGEMENTS

A Master project is a collaborative effort. This content took shape with the significant and kind support of my respected advisor. I would like to express my deepest appreciation to Dr. Usaporn Sucaromana, my Master's project advisor, for her valuable guidance, enthusiasm, and counsel and making it all happen. She always tried to find ways to improve my work. I really appreciate her kind assistance and continual support throughout my study. Consequently, I do not hesitate to say that without her, this research project would not have been achieved.

I would also like to thank Ms. Sopin Chantakloi and Ms. Aranya Srijongjai, the project committees, for their valuable comments and recommendations. Last but not least, I owe thanks to my parents and my friends for their unwavering support.

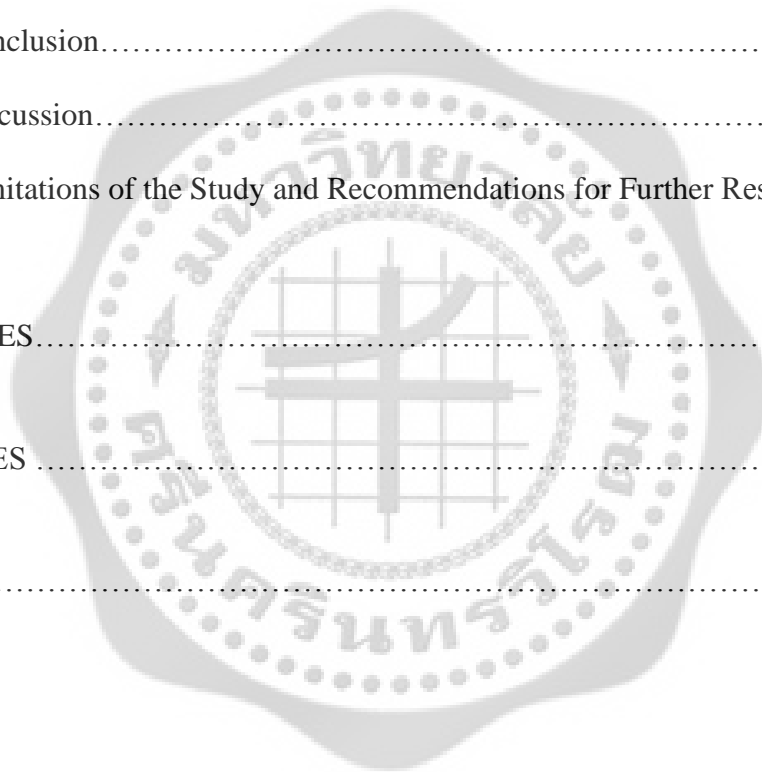
Fonthip Sarinnapakorn

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CHAPTER ONE

INTRODUCTION

“If your emotional abilities aren’t in hand, if you don’t have self – awareness, if you are not able to manage your distressing emotions, if you can’t have empathy and have effective relationships, then no matter how smart you are, you are not going to get very far”.

Danial Goleman, 1995 (as cited in Treher, Piltz, and Jacob, 2010, p. 283)

Background of the Study

The term *Emotional Intelligence* or EI is now a well-researched topic since Goleman (1995) argued in his book that EI is the most important factor in personal adjustment, success in relationships, and in job performance. Whereas Intelligent Quotient or IQ, contributes about 20 percent of success in any given job, EI and other factors have been shown to account for the other 80 percent (Singh, 2001). Goleman surmised other factors were directly related to emotions. Similarly, Bar-On (2000) found that although IQ is an important aspect of life success, having a high IQ does not guarantee a successful life. He argued that EI is more important for life achievement than IQ alone.

According to Dejkong (2002), most people believe that the more intelligent an individual is, the more likely they will achieve success in life. However, Dejkong claimed that a high IQ does not guarantee a person success in whatever they do, whether it is academic, career, or overall success. This idea is relevant to a study by the Department of Mental Health (2000) in Thailand which found that a large number of intelligent people failed in their academic endeavours and careers, and had a low overall quality of life. This was due to the fact that intelligence does not necessarily prove one’s ability and capacity to handle and appropriately manage all the various influences and

external factors in life. In other words, a person may know how to get high scores in exams, or know how to produce outstanding work and performance, but they might not know how to get along with other people. Therefore, it was concluded by the Department of Mental Health (2000) that IQ is only one of several elements responsible for achievement and success in a person's life. However, if a person has both IQ and EI, they are more likely to become successful in all aspects of their life and become a productive member of society.

Several academics have defined the term EI. For example, Mayer and Salovey (1990) defined EI as “the ability to monitor one's own and other's feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions” (p.189). Later in 1997, Mayer and Salovey reconstructed the term EI as the ability to (a) perceive emotions, (b) access and generate emotions, (c) assist thought, and understand emotions and emotional knowledge, and (d) reflectively regulate emotions in order to promote emotional and intellectual growth (Baumeister & Bushman, 2008). Similarly, Goleman (1995) and Bar-On (2000) described EI as the ability to recognize which feelings are appropriate in which situations, and communicate those feelings effectively.

Numerous researchers have studied EI and the significance it has played in academic and work achievement in a person's life. Goleman (1995) stated that since EI is not what people are born with, several researchers attempted to discover if the competencies of EI could be developed. Goleman explained that EI can be learned and developed through training and guidance, while IQ is relatively fixed. This statement is relevant to the study of Serrat (2009) who stated that people can learn EI through self-motivation, practicing what they have already learned, getting feedback, and reinforcing new skills. Serrat also pointed out that if a person can enhance their EI, they can become

more productive and successful. Similarly, previous research from Feldman and Mulle (2007) showed that EI competencies may result from behaviours that are scaled in development. They stated that EI competencies can be developed through training and practice so that a person with EI would become more competent. This is similar to Bar-On (2000), who found that a person can develop their EI levels through life experience.

Several Thai researchers have also been interested in research on this topic. Most of them studied the concept of EI in terms of academic achievement among students and the career accomplishments of individuals, teams, and organizations in the workplace. According to the results of research conducted by Intarakamhang and Sucaromana (2005) in *Synthesis of Research Studies in Thailand related to Emotional Intelligence*, only a limited number of research studies have concentrated on EI related to work environments. The samples of the studies were students, ranging from pre-school to university undergraduate level, and working people, ranging from government officers, general public employees, and service employees in the private sector.

According to Shipley, Jackson, and Sergrest (2010), several studies found that EI is a strong predictor of job performance. Likewise, Serrat (2009) stated that outcomes, such as individual performance, organizational productivity, and personal development, are directly affected by EI. This is because EI principles can provide new ways of monitoring behaviors, management styles, attitudes, interpersonal skills, and the potential of people. As a result, organizations are increasingly using EI tests in the recruitment process, and to evaluate work performance and promotion of personnel (“Developing Strong”, n.d.).

At present, most organizations especially those in the service industry; for example, consulting business services use EI tests in the recruitment process (Hudak,

2000). Macalam (2009) states that a business consultant's role is to help form solutions for businesses and to solve organizational problems by working closely with clients. The steps that have to be gone through include identifying what the company wants by collecting data, then analyzing where the problems may lie and formulating a plan proposal to rectify these issues. This proposal should be accompanied by an outline of tasks, the personnel needed to carry out the tasks, a time frame for the results to be gained, and the necessary budget. Both the plan and the outline will then be tailor made to client requests through a process of seeing what the best parts of the solutions are for them and taking on board any feedback they give during a presentation. The main responsibility of a business consultant is to successfully advise clients how they can achieve business growth. Many organizations therefore now feel compelled to reconsider their business strategies due to the high level of competition in some sectors.

Biech (2007) defines the word *consulting* as the process by which a desirable outcome is achieved by observing problems in the organization and assisting in rectifying them. This can simply involve giving information or advice or actually helping with hands on work. Macalam (2009) also outlined the benefits of employing a business consultant, claiming that they are able to help identify the problem areas of their client's business in a relatively short period of time. Besides this, the business consultant also provides suitable suggestions and recommendations in order to help the client's business run efficiently. Similarly, Sandher (n.d.) stated that the landscape of the business world is continuously moving, and business need to keep up and change with the times or face the threat of losing their customers, and that even the strongest businesses can be affected by this. He further explained that consulting firms could help organizations identify their target market and improve the organization's acceptance among their pool of potential customers.

Due to the responsibilities of business consulting services, most consulting firms prefer to hire highly qualified business consultants who have good educational background and qualifications, as well as years of experience to ensure that they will be able to serve client needs. Bulik (2005) stated that to be successful in the human services industry, a person requires certain skill-sets and competencies. They need to possess sufficient knowledge and skills to complete a task, be able to motivate employees, improve working conditions, and be able to identify customer behavior and expectations. These skills are similar to EI competencies, since EI is deemed to be a major contributor to overall work performance (Mishra & Mohapatra, 2010). In other words, it has been claimed that people with high EI level experience more career success, build stronger personal relationships, supervise their subordinates more effectively, and have more healthy working conditions than people with low EI (Cooper, 1997). With the skills listed above, it is therefore useful to measure EI levels among business consultants by using the EI framework.

Statement of the Problem

There are several published research studies that investigate the levels of EI among working people in Bangkok, even though EI has been mainly studied in the area of job performance. However, there are no specific studies that investigate EI levels among business consultants. Therefore, the specific problem addressed in this study is to examine the levels of EI among business consultants who work for a consulting firm in Bangkok. In addition, there are also only limited studies that identified if there are any significant differences in the EI levels of the business consultants based on gender and years in the industry.

Objectives of the Study

The objectives of the study are as follows:

- 1) To investigate the levels of EI of business consultants who work for a consulting firm in Bangkok, and
- 2) To compare the EI levels of these business consultants based on gender and years in the industry.

Research Questions

In response to the objectives of the study, two research questions are proposed:

- 1) What are the levels of EI among business consultants who work for a consulting firm in Bangkok?
- 2) Are there any significant differences in the EI of these business consultants based on gender and years in the industry?

Significance of the Study

This study can provide useful information for consulting firms and business consultants themselves. Since the purpose of this study aims to investigate the levels of EI of business consultants, and compare the EI levels of the individuals with different variables, the results should prove to be valuable for business consultants. By allowing them to know their EI levels, they can recognize the areas that need improvement. As mentioned earlier, the EI skills of an individual can be developed, learned, and improved. In doing so, business consultants can perform their professional duties with greater efficiency and effectiveness.

This study not only benefits individual business consultants, but the objectives are also designed to provide useful information for business consulting firms in general. This

is to say, the results of the study will be beneficial to organizations in assessing their employee's EI levels so that they are able to take specific action for improvement. Also, organizations can develop training programs to further enhance the EI level of their staff. Studying the EI of business consultants has significant value for both enhancing the lives of individuals and their professional development as well as contributing to organizational effectiveness.

Scope of the Study

The study examines the levels of EI among business consultants working in a consulting firm in Bangkok. This study uses a questionnaire adapted from the study of Pipitpattana (2000). The questionnaire was developed in accordance with Goleman's theory. A total of 90 questionnaires were distributed, and 80 questionnaires were returned. The variables investigated through this study are (a) the independent variables (gender, and years in the industry), and (b) the dependent variables (the EI levels of the business consultants working for a consulting firm in Bangkok).

Definition of Terms

The following definitions apply to the terms used in this study:

Emotional Intelligence or EI is the ability of a person to recognize and understand their and others' emotions, thoughts, and perceptions. This also includes the ability to manage their own emotions and to motivate themselves in order to develop their personal and interpersonal relationships.

Business consultant is an individual who provides professional, or expert advice in a particular area, such as management, accountancy, entertainment, technology, law, human resources, marketing, finance, and economics.

Self-awareness refers to the ability to identify one's own feelings, thoughts, and needs.

Self-regulation refers to the ability to control and manage one's emotions and feelings.

Motivation refers to the ability to drive self or others to achieve certain goals.

Empathy refers to the ability of a person to recognize other's feelings and needs.

Social skills refer to the ability of a person to interact and get along well with other people.

Organization of the Study

This study is divided into five chapters, including the introductory chapter, which introduces the background of the study, statement of the problems, the objectives of the study, the research questions, the significance of the study, the scope of the study, and definition of terms. Chapter Two provides a detailed review of literature. It begins with the definition of EI, and then it examines the theories associated with EI, describes EI in the workplaces and presents related research. Chapter Three describes the methodology of the study. Chapter Four presents the results of the study, and Chapter Five contains the conclusion, discussion, limitations and recommendations for further research.

CHAPTER TWO

REVIEW OF LITERATURE

This chapter is divided into four parts. The first part presents a general definition of Emotional Intelligence (EI). The second part discusses the theories associated with EI, the third part describes EI in the workplaces, and the fourth part identifies related research.

Definition of Emotional Intelligence

Numerous influential researchers have defined the term *Emotional Intelligence*. Goleman (1998) defined EI as “the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationships” (p. 317). Besides, Cooper and Sawaf (1997) stated that if people are able to identify emotions of their own and those of other people, then they are socially intelligent. EI actually allows people to separate these emotions and target them with whatever is needed to satisfy that emotion. According to Mayer and Salovey (1990), the definition of EI includes “the ability to monitor’s one own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions” (p.189). This is similar to the definition by Schutte, Malouff, Hall, Haggerty, Cooper, Golden, and Dornhein (1998), who stated that people who have EI are able to identify feelings, show feelings, manage feelings, and use them in a productive way.

In brief, Goleman (1998) talked about EI as a person's ability to be aware of their own emotions and feelings, and those of others. He mentioned that a person with EI should be able to recognize their own emotions, and are able to manage their emotions appropriately. Similarly, Mayer and Salovey (1990) and Schutte, et al. (1998) also argued that EI is the ability of a person to realize their own emotions, and those of others so that they are able to manage their own emotions and that this enables them to express their emotions in a positive way.

In this study, EI referred to the ability of a person to recognize and understand their and others' emotions, thoughts, and perceptions. This also includes the ability to manage their own emotions and to motivate them in order to develop their personal and interpersonal relationships. People with high levels of EI should not only be aware of their own feelings and emotions, they also should be able to control them and respond to others appropriately, depending on different situations.

Theories Associated with Emotional Intelligence

Several theories related to EI have been proposed, but the most well – known theories in Thailand are from Mayer and Salovey (1990, 1997), Goleman (1995), and the Department of Mental Health and the Ministry of Public Health, Thailand (2000).

Mayer and Salovey's emotional intelligence theory

Mayer and Salovey (1990) defined the term EI as “the subset of social intelligence that involves the ability to monitor one's own and other feelings, and emotions, to discriminate among them, and to use this information to guide one's thinking and actions” (p.189). Later on, they reconstructed the term as “the ability to perceive emotions, to access, and generate emotions so as to assist thoughts, to understand emotions, and

emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth” (Mayer & Salovey, 1997, p. 5). They explained that this ability could be measured, and argued that EI can be categorized into four types of abilities which are (a) perceiving emotions, (b) using emotions, (c) understanding emotions, and (d) managing emotions. Firstly, *perceiving emotion* refers to the ability of a person to realize the true feelings behind their own emotion in any situation. It is a basic aspect of EI, as it makes all other processing of emotional information possible. Secondly, *using emotion* is the ability of a person to manage and control his or her own feelings. People who have this ability are able to respond and express their feelings reasonably, depending on the situation. Thirdly, Mayer and Salovey explained that *understanding emotions* is the ability of a person to be aware of their own feelings. Finally, *managing an emotion* is the ability of a person to regulate emotions in both themselves and others.

In brief, Mayer and Salovey (1997) mainly focused EI on the ability of a person to be able to recognize the emotions or feelings of themselves, so that they can use this as information to guide their behaviour. In addition, they considered EI as a kind of social intelligence.

Goleman’s emotional intelligence theory

Another well-known EI theory is that of Goleman in 1995. He developed the EI framework based on the belief that an individual could reach their highest potential by developing skills in five competencies including (a) self-awareness, (b) self-regulation, (c) motivation, (d) empathy, and (e) social skills. *Self-awareness* is considered an important element of EI since it refers to the ability of a person to be able to identify and control his or her own feelings, thoughts and needs. In terms of work or business,

self-awareness may also be significant because most employees may need to work with others, or have the desire to do so. They are often required to work as a member of a team, and may need to interact directly with clients. Therefore, this ability is necessary as it allows an individual to act, or behave appropriately with others.

Another important EI model of Goleman's framework is *self-regulation*. This is the ability to control personal emotions and impulses. A person with high levels of EI is able to control their emotions. In situations in which an individual has different ideas or opinions to their clients, negative feelings might arise. However, with the ability to self-regulate, they are able to respond appropriately, regardless of their personal feelings.

Assanova and McGuire (2009) identified self-regulation as being able to adapt to change with ease, dealing with things with integrity, thoughtfulness and the ability to say 'no' when needed.

Motivation is another main element of the EI framework. A person with motivational elements is the kind of individual who always sets high goals, and then sets out to achieve them. A person with a high level of EI always initiates new ideas, and tries to find better ways of achieving outcomes in their work. Motivation is beneficial in a person's life as it makes a person feel that their life is meaningful. In turn, they will try their best to achieve their personal goals.

Empathy is the ability of a person to understand the feelings of others. Sometimes, a person is not always able to put their needs and wants first. Often, it is necessary to consider the feelings and needs of others. This is especially true in the workplace where a person with high EI levels should be able to recognize the feeling of others and identify problems. For example, a person who is not recognized or appreciates other people's efforts in the workplace is a result of a lack of empathy (Johnson & Erb, 2003).

The last element of Goleman's theory is *social skills*. A person who has these skills is expected to have reasonably good communication skills. In a working environment, effective communication between superiors and their subordinates is vital. Without communication, they are unable to work together to reach their goals.

In conclusion, Goleman mainly focused on people skills. He believed that there are five main skills of a person including (a) self-awareness, (b) self-regulation, (c) motivation, (d) empathy, and (e) social skills. To sum up, people with EI are able to recognize their feelings, thoughts and needs. Then, they are able to control those wants and needs, and always motivate themselves to behave in a positive way. That is to say, a person with EI will always set their personal goals, and then try to achieve them. Moreover, they should not only recognize their own feelings, but understand others' feelings, so that they can maintain good relationships.

The Department of Mental Health and the Ministry of Public Health, Thailand

In Thailand, many researchers have raised the topic of EI as an important factor in people's lives. The Department of Mental Health defined the term EI as an individual's ability to have a creative and happy life. In order to survey EI levels among Thais, the Department of Mental Health developed a tool to explore what they perceived as the three main emotional elements of Thais, which are virtue, competence, and happiness. The first element, *Virtue*, is regarded as the ability of a person to regulate his or her own emotions as well as to control their needs. They should also be concerned with the feelings of others and always consider the needs of others before their own. The second element is *Competence*, which is a person's ability to know about themselves. In other words, a person should be able to understand what personality type they have. They should always be motivated in several areas of their life, such as educational

accomplishments and professional achievements. Lastly, *Happiness* is the ability of a person to live in society and maintain a positive outlook. A happy life may not always be possible, so an individual should be satisfied with what they have even if they strive to achieve more. In other words, they should be grateful and happy for what they have, enjoying a warm family life, and a good career. This can be described as having a good work and life balance (Emotional intelligence and work environment, n.d.)

Considering these three theories, the framework of EI theorized by Goleman was selected for constructing the questionnaire since the theory focused on achieving success in many areas of life including their personal goals, education, and career. The other two theories, by Mayer and Salovey, and the Department of Mental Health, mainly focused on general circumstances in an individual's life, and do not specifically focus on the workplace. Therefore, Goleman's theory is considered to be best suited for this study. In addition, the theory consisted of five competencies, which include (a) self-awareness, (b) self-regulation, (c) motivation, (d) empathy, and (e) social skills. These competencies are relevant to the responsibilities required of a business consultant. As mentioned previously, a business consultant job requires not only the requisite educational qualifications, but also several other intangible talents. As business consultants work in the service industry, they should be able to handle business relationships. If a person is able to achieve a high score on all five models of Goleman's theory, they will be more likely to be a very effective business consultant.

Emotional Intelligence in Workplaces

There has been interest in enhancing EI in the workplace with several researchers arguing that EI is one of the key elements in an organization. Cherniss and Goleman (2001) pointed out that EI is an essential part of most organizations as it is used as a tool

in the recruitment process, as well as in practical training for individuals and groups. Similarly, according to the study of Zeidner, Matthews, and Roberts (2004), EI skills may be a vital component of any organization's management. They further stated that EI is considered to be useful in selection, training, placement, and promotion.

Several researchers have pointed out that EI competency has positive effects on an organization. First, Goleman (1995) introduced the importance of EI in the workplace. He mentioned that IQ is a less important predictor of outstanding leadership than EI. This implies that IQ gets people hired, but EI gets people promoted. Goleman (1998) stated that people who have high EI levels are more able to connect with people in a way that gains the person's interest. This means they have a greater chance of successfully achieving their goals. Mayer and Salovey (1997), and Sjöberg (2001) explained that EI helps with the social skills that are needed to perform alongside others in a team environment. Managers with high EI levels are also thought to be able to manage their workforce more effectively while achieving more employee loyalty resulting in more commitment to the firm from their subordinates (Cherniss, 2001).

Zeidner, et al. (2004) also stated that EI affects a wide array of work behaviour, including employee commitment, teamwork, development of talent, innovation, quality of service, and customer loyalty. Cooper (1997, cited in Mulder, 2009) asserted that people with high levels of EI experienced more career success, built stronger personal relationships, led more effectively, and enjoyed better health than those with low EI levels. Likewise, Cherniss and Goleman (2001) stated that EI is linked to the ability to manage emotion in oneself and others that are predictive of good performance in work roles. It can therefore be concluded that EI plays an important roles in contemporary workplaces, since it has positive effects on organizations, such as cultivating better work performance, employee commitment, and effective management among leaders.

Related Research

Some researchers have studied EI in the workplace. Most of them have revealed that EI levels are directly related to an employee's work performance.

Viriyaividhayavongs and Jiamsuchon (2001) studied the relationship between EI and leadership effectiveness in life insurance business organizations. The study was conducted using Weisinger's EI instrument, leadership effectiveness test questionnaires, the Myer-Briggs Types indicators, and the FIRO-B questionnaire as research instruments. The factors of Goleman's theory were used to investigate the level of EI among managers. The results of the study revealed that level of EI and their various factors including (a) self-awareness, (b) self – regulation, (c) self – motivation, (d) empathy, and (e) social skills are related to effective leadership. A manager who is placed in a higher managerial level also has a higher level of EI.

Lopes, Grewal, Kadis, Gall, and Salovey (2006) studied EI competencies and their relationship to job performance. They examined the EI level using the MSCEIT (Mayer-Salovey-Caruso-Emotional-Intelligence-Test) among 44 analysts and clerical employees working in the finance department of a Fortune 400 insurance company. The results revealed that EI was connected to several indicators of work performance since it enables people to regulate their emotions by handling the work stress effectively, working well under pressure, and adaptability to organizational change. The results also indicated that overall EI was significantly related to the percentage of merit increase, and company rank except for salary.

Scott-Halsell, Blum, and Huffman (2008) conducted research of EI levels in hospitality professionals. The respondents are required to complete the EI test in order to determine their EI level, since the researchers believed that the hospitality industry professionals should have high EI level since they are working in the service-based

industry that required them to interact with customers. The result revealed that their EI consequently above average level. On the other hand, Mulder (2009) investigated the EI levels of managers in an investment management firm. The purpose of the study was to find out whether employing EI among individuals could improve their working performance. Mulder believed that the result measured by Bar-On Emotional Quotient-Inventory (EQ-i) would be useful for the investment management firm to seek ways to develop better work performance. However, the result indicated that the average level of EI among individuals is below a standard level, only a few were found to have EI level which is above the target.

Another study on EI relating to the workplace was conducted by Mishra and Mohapatra (2010). They explored the relationship between EI and work performance among corporate executives using different demographic variables such as gender, academic qualifications, and years in the industry. They employed the EI test developed by Chadha & Singh in 2001. This EI test consisted of three psychological dimensions: (a) emotional competency, (b) emotional maturity, and (c) emotional sensitivity. It was found that there was a positive relationship between EI scores and work performance scales. In other words, corporate executives who have a high EI level score also performed effectively in various areas of their work. Regarding the different demographic variables, years in the industry was the only factor that was found to positively affect EI scores. The corporate executives who had more years in the industry were found to have higher EI scores than those who had less experience. Therefore, they concluded that organizations should consider the person who has some years in the industry in recruitment and selection process so that it can be guaranteed that that person might have a standard EI level.

Similarly, Shipley, Jackson, and Segrest (2010) studied the effects of EI, age, work experience, and academic performance. In this study they examined the relationship of EI and academic performance since they believed that EI predicts an academic achievement at school. The participants of this study were undergraduate business students including 51% males and 48% females. Sixty nine percent of the participants had full time work experience, while another 31% had part time work experience. The instrument was the Trait EI Questionnaire Short Form (TEIQSF). The results revealed that work experience had significant difference to EI level, but not associated with the different ranges of age.

Katyal and Awasthi (2005) studied gender differences in relation to EI among adolescents in Chandigarh. The participants of the study were 150 students including 75 boys and 75 girls. The t - test method was used to find out whether there are any significant difference between EI levels based on gender. The result revealed that girls had significantly higher EI levels than boys.

Cavallo and Brienza (2002) investigated emotional competence and leadership excellence at Johnson & Johnson Company. The research instruments used in the study were the J&J leadership competency model, the standards of leadership (SOL), and the emotional competency inventory that are based on Boyatzis and Goleman. The participants of the study were 358 managers who worked in different areas of the *Johnson Consumer and Personal Care Group*. The purpose of the study was to find out whether there were specific leadership competencies especially EI level that distinguish high performers from average performers. The participants who had different performance ratings, potential codes, genders, functional group and regional group were randomly selected. Results showed that the manager with the best work performance had higher EI levels. Female managers were found to have a higher score on emotional self -

awareness, adaptability, service orientation, consciousness, and developing others, while males were found to have higher competencies in change catalyst.

In contrast, previous research by Bar-On (2000) found that gender is not related to EI levels. Bar-On analyzed the scores among the seventy – seven hundred administrations of the Emotional Quotient Inventory or EQ-i and found that men and women did not differ in overall EI levels. However, women were found to have higher scores on empathy, interpersonal relationships, and social responsibility, while men scored higher in self - actualization, assertiveness, stress tolerance, impulse control, and adaptability.

In conclusion, according to the study of Viriyavidhayavongs and Jiamsuchon (2001), it was found that the levels of EI of managers are related to their leadership effectiveness. Mishra and Mohapatra (2010) revealed that there was a positive relationship between EI scores for corporate executives and their work performance. Likewise, Shipley, et al. (2010) also found that EI levels of undergraduate business students were related to work experience, but not related to age. However, the study by Katyal and Awasthi (2005) revealed that gender is related to EI levels among adolescents. Similarly, Cavallo and Brienza (n.d.) also found that gender was related to EI levels among managers at Johnson & Johnson. In contrast, Bar-On found that gender does not have any significant difference to EI levels.

There are limited studies that have specifically investigated EI level in business consultant, and there remains controversy as to whether gender and years in the industry have any significant difference to EI level among business consultant. Thus, this will be explored through this study.

Summary

In this chapter, the definition of EI, the theories associated with EI, EI in the workplaces, and the related research have been presented. In previous studies, only a few researchers have focused on the study of the EI in the workplace. Therefore, the researcher would like to focus on the study of EI level in the consulting industry, and attempted to investigate if there is any significant difference of business consultants' EI level based on gender and years in the industry.



CHAPTER THREE

RESEARCH METHODOLOGY

A quantitative research design was deemed suitable for this study. This chapter began with a description of participants of the study. Following this explanation, the research instrument used to obtain the data was described, and data collection was outlined. Finally, the methods of data analysis were explained.

Participants of the Study

The participants consisted of 80 business consultants who currently work for a consulting firm in Bangkok. The purposive random sampling method was used to select the participants. The researcher chose the target participants in this firm because of its well – known reputation, and this firm was ranked in one of the big four consulting firms of the world. In addition, the researcher observed that the business consultants had worked in the consulting industry for approximately 1 to 5 years. Therefore, the researcher chose the average of years in the industry from less than 3 years to 3 years and more. All business consultants were Thai natives. Participation was voluntary and all participants were informed that their identity would be kept anonymous. There were no incentives offered for participation.

Research Instrument

To investigate the level of EI among the business consultants, this study used the questionnaire that was adapted from Pipitpattana (2000). His questionnaire was developed in accordance with Goleman’s theory focusing on five competencies: (a) self–awareness, (b) self–regulation, (c) motivation, (d) empathy, and (e) social skills. The

questions allowed participants to share their thoughts and feeling based on their perceived level of EI. The self – report instrument consisted of 45 items (See Appendix A). In addition, the questionnaire was translated into English (See Appendix B).

To standardize the questionnaire, three experts included Dr. Pinyapan Roamchart, a senior manager, and Human Resource manager in the consulting firm were asked to examine the face and content validity. Their feedback and suggestions were used to revise for a better version. The questionnaire was divided into two parts. The first part included general information of the participants which consisted of the gender and years in the industry. The second part included an EI test. There are 45 questions which aimed to measure the EI levels of the business consultants in five competencies: (a) self–awareness, (b) self–regulation, (c) motivation, (d) empathy, and (e) social skills. Table 1 lists the variables extracted from the questionnaire, and shows which items have been included for analysis.

Table 1
Questionnaire Descriptions

Emotional Intelligence	Item Number
A) Self–awareness	1 - 12
B) Self–regulation	13 - 20
C) Motivation	21 - 28
D) Empathy	29 – 37
E) Social skills	38 - 45

A five-point Likert scale were used in the 45 questions. It ranged from (1) strongly disagree to (5) strongly agree. Thirty-seven items were positive statements, while the other eight items (3, 11, 12, 17, 18, 19, 20, and 28) were negative. For the positive statements, the respondents received the score of 1 if they chose *strongly*

disagree, 2 for *disagree*, 3 for *neither agree nor disagree*, 4 for *agree*, and 5 for *strongly agree*. The reversed score was applied to the 8 negatively worded items.

The interpretation of mean score was analyzed by following the criteria introduced by Pisarnbut (2007) as follows:

A score between 1.00-1.80 indicates that the EI level is very low

A score between 1.81-2.60 indicates that the EI level is low

A score between 2.61-3.00 indicates that the EI level is moderate

A score between 3.41-4.20 indicates that the EI level is high

A score between 4.21-5.00 indicates that the EI level is very high

Data Collection

The study was conducted in January 2012. The researcher distributed the 45-item questionnaires to the team assistant of three business units and asked for their cooperation in distributing the questionnaire to the business consultants. The voluntary nature of this study was emphasized. Through a written explanation, the participants were informed of the purpose of the research and that their participation had to be voluntary. The questionnaires were sent to 90 business consultants, a total of 80 business consultants responded to the questionnaire. After the questionnaires were completed, the raw data was entered into the Statistical Package for the Social Sciences computer program, known as SPSS (version 10.5). Checks for basic descriptive statistics were conducted to ensure the accuracy of data entry.

Data Analysis

In order to describe the respondents' background information, descriptive statistical techniques, including frequency and percentage were used. To describe the EI levels of the business consultants, mean (M), and standard deviation (SD) were used. The data of each EI factor was identified as dependent variables, while the gender and years in the industry were categorized as independent variables. The t-test was employed to determine the differences between EI based on the independent variables (gender and years in the industry).



CHAPTER FOUR

FINDINGS

The objectives of this study were to investigate the levels of emotional intelligence (EI) of the business consultants who work for a consulting firm in Bangkok, and to compare the EI levels of these consultants by gender and years in the industry. As indicated in Chapter Three, this study utilized quantitative collection and analyses of data. The questionnaire employed the theoretical framework of Goleman (1995), which included (a) self-awareness, (b) self-regulation, (c) motivation, (d) empathy, and (e) social skills.

To describe the EI levels of the business consultants, mean (M), and standard deviation (SD) were used. Scores on each competency were identified as dependent variables, while gender and years in the industry were categorized as independent variables. To compare the EI levels of the business consultants who work for a consulting firm in Bangkok by gender and years in the industry, T-test was employed to determine the differences between EI level and the selected independent variables. In this chapter, the findings are presented.

Results

The data obtained from the participants provided a set of demographic features as presented in Table 2.

Table 2
Gender and Years in the industry of the Business Consultants

Independent Variables	N	Percentage
Gender:		
Male	39	48.75
Female	41	51.25
Total	80	100.00
Years in the Industry:		
Less than 3 years	28	35.00
3 years and more	52	65.00
Total	80	100.00

From Table 2, the participants consisted of 39 (48.75%) males, and 41 (51.25%) females. Of the total participants, 28 (35%) had worked in the industry for less than 3 years, and 52 (65%) had worked in the industry for three years and more.

To investigate the level of EI among the business consultants working at a consulting firm in Bangkok, Table 3 presented the level of EI among the business consultants of a consulting firm in Bangkok.

Table 3
Level of EI among the Business Consultants of a Consulting Firm in Bangkok

Emotional Intelligence	Mean	SD	Level
Motivation	3.84	.47	High
Self-Awareness	3.81	.43	High
Empathy	3.74	.47	High
Social Skill	3.70	.41	High
Self-Regulation	3.60	.57	High
Overall EI level score	3.74	.35	High

As presented in Table 3, the results indicate that the overall EI level of these group of business consultants were in the high level ($M = 3.74$, $SD = .35$). In terms of the five EI competencies, motivation was ranked as the highest level ($M = 3.84$, $SD = .47$),

followed by self - awareness ($M = 3.81$, $SD = .43$), empathy ($M = 3.74$, $SD = .47$), social skills ($M = 3.70$, $SD = .41$), and self – regulation ($M = 3.60$, $SD = .57$).

In order to determine the differences between EI levels of the business consultants with gender and years in the industry. The mean score, standard deviation, and t-test values were used as indicated in the table 4, and table 5.

Table 4
Comparison of EI among Business Consultants of a Consulting Firm in Bangkok by Gender

Emotional Intelligence	Gender	N	<i>M</i>	<i>SD</i>	t
Self-Awareness	male	39	3.80	.45	-.12
	female	41	3.81	.42	
Self-Regulation	male	39	3.62	.50	.31
	female	41	3.58	.63	
Motivation	male	39	3.87	.46	.52
	female	41	3.81	.48	
Empathy	male	39	3.71	.46	-.55
	female	41	3.76	.49	
Social Skill	male	39	3.75	.46	.90
	female	41	3.66	.35	
Overall mean score	male	39	3.75	.37	.21
	female	41	3.74	.33	

Note: * = $p < .05$

From Table 4, it indicated that there was no significant difference between EI level based on gender. That means the average score of the EI level between male and female participants are not significantly different. The average score of male participants was 3.75 ($SD = .37$), and that of female participants was 3.74 ($SD = .33$). With regard to the five EI competencies scored by the male participants, motivation were rated at the highest level ($M = 3.87$, $SD = .46$), followed by self-awareness ($M = 3.80$, $SD = .45$), social skills ($M = 3.75$, $SD = .46$), empathy ($M = 3.71$, $SD = .46$), and self-regulation

($M = 3.62$, $SD = .50$) respectively. For the female participants, it appeared among the five EI competencies that the mean score of motivation ($M = 3.81$, $SD = .48$) and self-awareness ($M = 3.81$, $SD = .42$) were the same. These competencies were rated at the highest level, followed by empathy ($M = 3.76$, $SD = .49$), social skill ($M = 3.66$, $SD = .35$), and self-regulation ($M = 3.58$, $SD = .63$) respectively.

Table 5
Comparison of EI among Business Consultants of a Consulting Firm in Bangkok by Years in the Industry

Emotional Intelligence	Years in the Industry	N	M	SD	t
Self-Awareness	less than 3 years	28	3.72	.39	-1.37
	3 years and more	52	3.86	.45	
Self-Regulation	less than 3 years	28	3.67	.49	.77
	3 years and more	52	3.56	.61	
Motivation	less than 3 years	28	3.80	.43	-.52
	3 years and more	52	3.86	.49	
Empathy	less than 3 years	28	3.64	.53	-1.36
	3 years and more	52	3.79	.43	
Social Skill	less than 3 years	28	3.61	.35	-1.43
	3 years and more	52	3.75	.43	
Total	less than 3 years	28	3.69	.30	-1.02
	3 years and more	52	3.77	.37	

Note: * = $p < .05$

From Table 5, the results indicated that years in the industry does not have any significant difference with EI level. The result showed that the EI level of the business consultants who worked in the industry for less than 3 years, and 3 years and more are not significantly different. The overall mean score of the business consultants who have

worked in the firm for less than 3 years was 3.69 ($SD = .30$), while those of the business consultants who have worked in the firm for 3 years and more was 3.77 ($SD = .37$).

According to the five EI competencies, the business consultants who worked in the industry for 3 years and more scored the highest in self – awareness ($M = 3.86$, $SD = .45$), and motivation ($M = 3.86$, $SD = .49$), followed by empathy ($M = 3.79$, $SD = .43$), social skill ($M = 3.75$, $SD = .43$), and self – regulation ($M = 3.56$, $SD = .61$). For the business consultants who worked in the industry of less than 3 years, motivation is at the highest level ($M = 3.80$, $SD = .43$), followed by self-awareness ($M = 3.72$, $SD = .39$), self-regulation ($M = 3.67$, $SD = .49$), empathy ($M = 3.64$, $SD = .53$), and social skill ($M = 3.61$, $SD = .75$).

Summary

The purposes of this study were to investigate the EI level of the business consultants who were working for a consulting firm in Bangkok, and to explore if gender and years in the industry have any significant difference with EI level. The findings showed that the EI level of the business consultants were at a high level. Regarding the five EI competencies, motivation was ranked as the highest level, followed by self - awareness, empathy, social skills, and self – regulation. Despite the findings, the results revealed that there was no significant difference between EI level based on gender and years in the industry.

CHAPTER FIVE

CONCLUSION AND DISCUSSION

In this chapter, the conclusion was presented, and the results of the study were discussed in relation to the research questions. Besides, the limitations of the study and recommendations for further research were also suggested.

Conclusion

This study aimed to investigate the EI levels of business consultants who work in a consulting firm in Bangkok, and to compare EI level with the demographic differences including gender and years in the industry. The research instrument used in the study is the questionnaire adapted from the study of Pipitpattana (2000). The questionnaire was developed in accordance with Goleman's theory which categorized EI into five competencies including self-awareness, self-regulation, motivation, empathy, and social skill. To standardize the questionnaire, the researcher asked three experts who are a senior manager and HR manager at the consulting firm, and Dr. Pinyapan Roamchart to review the questionnaire, and give suggestions in order to develop a better version.

The result revealed that the overall EI levels of the business consultants were high. The mean score of each EI competencies including self – awareness, self – regulation, motivation, empathy, and social skill were also at the high level. However, the result revealed that there were no significant difference between EI level of this group of business consultants based on gender and years in the industry.

Discussion

The findings of this study are presented in relation to the research questions as follows:

Research Question 1:

What are the levels of emotional intelligence among business consultants who work for a consulting firm in Bangkok?

According to the results of the study, the overall EI levels of the business consultants were at the high level. It is likely that the company considers hiring the person who has high EI level, since the position, according to Macalam (2009), requires a person who has a great deal of communications and negotiation skills. Besides, the findings were also relevant to Scott-Halsell, Blum, and Huffman's (2008) study. They investigated EI level among the hospitality industry professionals and found that their EI level of this group is above average. They asserted that the person who works in the hospitality are required to interact with both colleague and clients. They explained that the person who gets higher EI level is having a better work performance, and also their customers are satisfied with their service quality.

The characteristics of the business consultants are similar to the hospitality industry professionals in terms of the requirement to interact with both colleague and clients. Working in this role requires a person to have EI competencies in order to perform their job effectively. For the hospitality industry professionals, if they have EI skills, their working performance, service quality, customer's perspective toward their service and their revenue are expected to be better. Likewise, if the business consultants have high EI, they will eventually have a better work productivity, better relationship with both colleague and clients. As a result, they will sustain their levels of performance and achievement at work.

Regarding the EI competencies proposed by Goleman (1995), the findings showed that the business consultants scored highest in the motivation, followed by self-awareness, empathy, social skills, and self-regulation competencies. Due to economic crisis, the high competition in the industry and the working environment of the business consultants, clients need to hire the consulting professional who can help them solve their operation issues. Therefore, they are looking for consulting firms that match their needs. They preferred not to only use the service from the reliable company; they are also requiring having the services from the most outstanding person. Thus, most business consultants are required to set the goal in their career paths, and tried to achieve it. This might be the reason why this group of business consultants scored highest in motivation competency.

Research Question 2:

Are there any significant differences in the EI of business consultants based on gender and years in the industry?

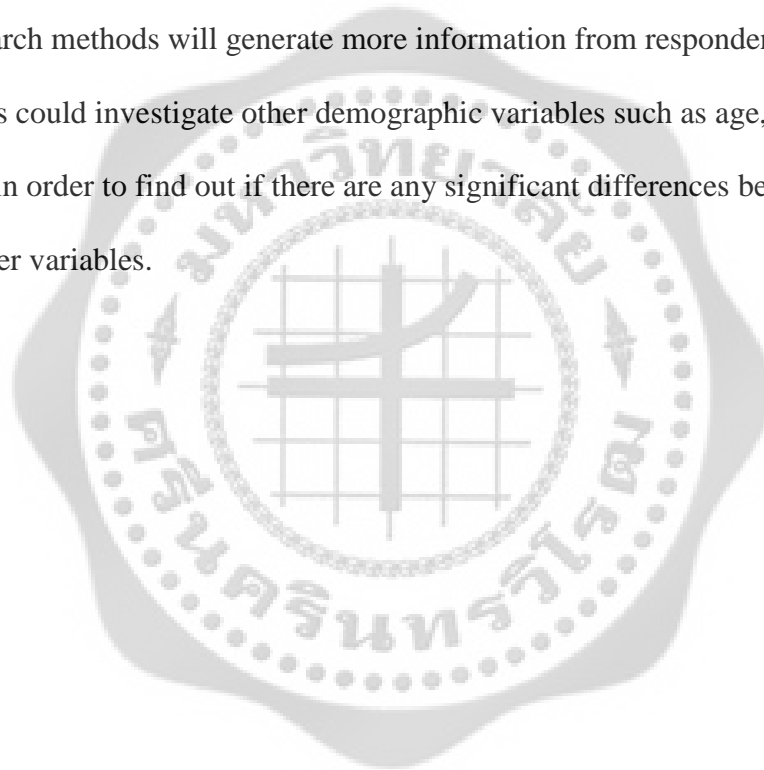
The findings showed there was no significant difference between EI level based on gender. Having the same jobs' responsibility, and working on the same scope of works for some times, it is possible that gender might not be the factor that leads to the differences in EI level. The findings were inconsistent with Sanchez, Fernandez, Montanes, and Latorre (2008), who asserted that gender differences in emotional competencies are related to the socialization and emotional teachings of girls and boys in childhood. They explained that girls receive wider spectrum of emotions from parents than boys do which make the former more adept at recognizing and expressing emotions. However, the findings were consistent with Bar – On (2000) who claimed that the EI level between men and women does not differ. However, their EI level may differ on

some specific competencies. Bar – On (2000) investigated EI level of 77,000 administrations of the Emotional Quotient Inventory (EQ-i) and found that the overall EI level between men and women are not different. His study revealed that women have higher scores in empathy, interpersonal relationships and social responsibility, while men scored higher in self-actualization, assertiveness, stress tolerance, impulse control and adaptability. Similarly, this can be ascertained by Nasir and Iqbal (n.d.)'s study. They studied the relationship of demographic factors including gender, age, and location of residence, household income and parent's education with EI level of university students. The results revealed that there is no significant relationship of EI level with gender.

In terms of years in the industry, this study revealed that there is no significant difference between EI level based on years in the industry. Since the business consultants had worked in the same working environment, and had gained some knowledge of being the business consultants, it is plausible that their EI level does not differ. Likewise, Kumar and Muniandy (2012) investigated the EI level among the lecturers in Malaysia, and explored whether EI level was associated with the demographic data included gender, age, occupational grade, and work experience. They mentioned that the lecturer was considered as the service based professional. The results revealed that EI levels among the lecturers were at the average level. Moreover, there was not significantly different between the EI levels based on prior work experience. However, the findings of this study were inconsistent with the research of Mishra and Mohapatra (2010). They studied the relationship between EI and work performance among corporate executives in terms of different demographic variables such as gender, academic qualifications and years in the industry. They found that years in the industry was the only factor that was positively related to the EI scores.

Limitations of the Study and Recommendations for Further Research

This study has some limitations. Firstly, it was conducted only with eighty respondents who work in a consulting firm in Bangkok. Therefore, the findings did not investigate the EI levels of business consultants in general. Future studies should select respondents from different consulting firms, and increase the number of respondents. Secondly, this study used only a questionnaire to collect data. In order to gain more accuracy, future research could include interviews with business consultants. Using various research methods will generate more information from respondents. Besides, future studies could investigate other demographic variables such as age, and educational background in order to find out if there are any significant differences between EI levels based on other variables.



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Appendix A

Questionnaire (Thai Version)

แบบสอบถาม

ความฉลาดทางอารมณ์ของผู้ให้คำปรึกษาทางธุรกิจ ในบริษัทที่ให้คำปรึกษาในกรุงเทพมหานคร

คำชี้แจง

แบบสอบถามฉบับนี้เป็นส่วนหนึ่งของการวิจัยเรื่อง “ความฉลาดทางอารมณ์ของผู้ให้คำปรึกษาทางธุรกิจในบริษัทที่ให้คำปรึกษาในกรุงเทพมหานคร” ซึ่งอยู่ในหลักสูตรศิลปศาสตรมหาบัณฑิต (ศศ.ม.) สาขาวิชาภาษาอังกฤษธุรกิจเพื่อการสื่อสารนานาชาติ มหาวิทยาลัยศรีนครินทรวิโรฒ

แบบสอบถามนี้ประกอบไปด้วยข้อคำถามจำนวน 2 ส่วน คือ

ส่วนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

ส่วนที่ 2 ความฉลาดทางอารมณ์ของผู้ให้คำปรึกษาทางธุรกิจในบริษัทที่ให้คำปรึกษา

ผู้วิจัยใคร่ขอให้ท่านตอบแบบสอบถามให้ครบทั้งสองส่วนเพื่อนำข้อมูลที่ได้ไปใช้ประโยชน์ในการวิจัยต่อไปโดยข้อมูลจะถูกนำเสนอในภาพรวมของกลุ่มตัวอย่างที่ศึกษามีได้เฉพาะเจาะจงไปที่บุคคลใดบุคคลหนึ่งและเมื่อการวิจัยได้เสร็จสิ้นแล้วแบบสอบถามนี้จะถูกทำลาย

ผู้วิจัยขอขอบพระคุณทุกท่านที่ได้สละเวลาอันมีค่าในการตอบแบบสอบถามครั้งนี้

ฝนทิพย์ ศรีนภการ

ผู้ดำเนินงานวิจัย

ส่วนที่ 1: ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

คำชี้แจง โปรดทำเครื่องหมาย ✓ ลงใน หน้าข้อความที่ตรงกับความเป็นจริงของท่าน

1. เพศ ชาย หญิง
2. ประสบการณ์ทำงานในสายอาชีพ น้อยกว่า 3 ปี 3 ปี หรือมากกว่า

ส่วนที่ 2: แบบสอบถาม

คำชี้แจง แบบสอบถามนี้มีทั้งหมด 45 คำถาม ซึ่งวัดระดับความฉลาดทางอารมณ์แบ่งออกเป็น 5 ด้าน คือ (1) การตระหนักรู้ในตนเอง (2) การจัดการกับอารมณ์ของตนเอง (3) การจูงใจตนเอง (4) การเข้าใจความรู้สึกของผู้อื่น และ (5) การมีทักษะทางสังคม ให้ผู้ตอบแบบสอบถามพิจารณาข้อความดังต่อไปนี้ว่าตรงกับความเป็นจริงของท่านเพียงใดโปรดทำเครื่องหมาย ✓ ในช่องหมายเลขที่ตรงกับความเป็นจริงเพียงช่องเดียวในแต่ละข้อ

ข้อที่	ข้อความ	ไม่เห็นด้วยอย่างยิ่ง	ไม่เห็นด้วย	ไม่แน่ใจ	เห็นด้วย	เห็นด้วยอย่างยิ่ง
1	ฉันบอกได้ว่าขณะนี้ฉันมีสภาวะอารมณ์เป็นอย่างไร					
2	เมื่อฉันรู้สึกไม่พอใจหัวหน้าหรือเพื่อนร่วมงานฉันก็รู้สึกได้ว่าฉันกำลังไม่พอใจอยู่					
3	ฉันมักอารมณ์เสียโดยไม่มีเหตุผล					
4	ฉันบอกได้ว่าใครเป็นต้นเหตุที่ทำให้ฉันรู้สึกหงุดหงิดใจ					
5	ฉันบอกได้ว่าเหตุการณ์ลักษณะใดที่จะทำให้ฉันรู้สึกไม่พึงพอใจหรือโกรธ					

6	ฉันรู้ดีว่าควรปรับปรุงตนเองในเรื่องใดบ้าง					
ข้อที่	ข้อความ	ไม่เห็นด้วยอย่างยิ่ง	ไม่เห็นด้วย	ไม่แน่ใจ	เห็นด้วย	เห็นด้วยอย่างยิ่ง
7	ฉันคาดเดาถึงผลเสียที่จะตามมาได้หากฉันแสดงอารมณ์ หงุดหงิดกับหัวหน้าของฉัน					
8	ฉันรู้ว่าตนเองมีข้อดีอะไรบ้าง					
9	ไม่ว่าฉันจะทำอะไรฉันมั่นใจว่าฉันสามารถทำสิ่งนั้นได้					
10	ฉันเชื่อว่าฉันเป็นคนที่สามารถทำประโยชน์กับใครๆได้					
11	ขณะที่ฉันแสดงอารมณ์ไม่ดีกับคนอื่นฉันไม่ทันนึกถึง ผลเสียที่จะตามมา					
12	ฉันไม่ทันที่จะคิดถึงผลเสียอะไรทั้งนั้นหากฉันมีอารมณ์ โกรธขึ้นมา					
13	เมื่อฉันรู้สึกเครียดฉันรู้ว่าจะหาวิธีผ่อนคลายความเครียด ได้อย่างไรโดยไม่เดือดร้อนผู้อื่น					
14	ฉันรับฟังคำวิจารณ์จากหัวหน้า/เพื่อนร่วมงานได้โดยไม่ แสดงความโกรธ					
15	แม้ว่าอารมณ์ไม่ดีฉันก็ยังสามารถพูดคุยได้เป็นปกติ					
16	แม้ว่าจะไม่เห็นด้วยกับเพื่อนร่วมงานฉันก็จะฟังคำ อธิบายจนจบ					

17	ฉันจะแสดงอาการหงุดหงิดไม่พอใจถ้าต้องไปทำงานกับคนที่ไม่ชอบ					
ข้อที่	ข้อความ	ไม่เห็นด้วยอย่างยิ่ง	ไม่เห็นด้วย	ไม่แน่ใจ	เห็นด้วย	เห็นด้วยอย่างยิ่ง
18	ฉันใช้เวลาในการชมอารมณ์เมื่อไม่พอใจใครสักคน					
19	ฉันไม่ชอบให้ใครมีความเห็นขัดแย้งกับฉัน					
20	เมื่อถูกหัวหน้าตำหนิฉันจะเก็บมากังวลเป็นเวลานาน					
21	เมื่อต้องทำงานที่ยากฉันพยายามหาข้อดีของงานนั้นที่ฉันได้รับ					
22	ฉันให้กำลังใจตนเองด้วยการมองโลกในแง่ดีเมื่อพบว่างานที่ฉันทำมีปัญหาและอุปสรรคเกิดขึ้น					
23	เมื่องานที่ฉันทำมีปัญหาและอุปสรรคเกิดขึ้นฉันจะพยายามหาวิธีการแก้ปัญหาในงานแม้ว่าโอกาสที่จะสำเร็จเป็นไปได้ยาก					
24	ฉันพยายามที่จะปรับปรุงงานของตนเองเพื่อให้ได้รับความสำเร็จตามที่มุ่งหวัง					
25	ฉันรู้สึกว่าการงานยากเป็นงานที่ทำทลายความสามารถ					
26	เมื่อมีอุปสรรคในการทำงานฉันจะหาทางเอาชนะอุปสรรคนั้นให้ได้					
27	เมื่อฉันวางแผนการทำงานไว้ฉันต้องทำตามแผนให้ได้					

28	ฉันมักจะคิดแต่เรื่องร้ายๆเมื่อรู้ว่าตนเองต้องทำงานที่ยาก					
ข้อที่	ข้อความ	ไม่เห็นด้วยอย่างยิ่ง	ไม่เห็นด้วย	ไม่แน่ใจ	เห็นด้วย	เห็นด้วยอย่างยิ่ง
29	เมื่อมีเพื่อนมาปรับทุกข์ฉันเข้าใจถึงความคิดความรู้สึกของเขาได้เป็นอย่างดี					
30	ฉันสามารถที่จะเข้าใจความคิดหรือมุมมองของผู้อื่นได้					
31	ฉันสามารถที่จะคาดเดาถึงความต้องการของหัวหน้าและตอบสนองความต้องการนั้นได้อย่างตรงจุด					
32	ในการทำงานร่วมกันฉันจะนึกถึงความต้องการของทุกฝ่ายและพยายามตอบสนองความต้องการนั้นให้เร็วที่สุด					
33	ฉันรับรู้ความรู้สึกของผู้อื่นได้ด้วยการสังเกตสีหน้าและแววตาของเขา					
34	ในการพูดคุยกับผู้อื่นฉันสามารถรับรู้ได้ว่าเขากำลังอยู่ในอารมณ์เช่นใด					
35	ฉันสามารถรับรู้อารมณ์ของผู้อื่นได้ด้วยการฟังน้ำเสียง					
36	ฉันบอกได้ว่าคนที่ฉันกำลังคุยด้วยรู้สึกอย่างไรกับตัวฉัน					
37	ฉันสามารถบอกได้ว่าผู้อื่นกำลังไม่พอใจโดยดูจากสีหน้าและท่าทางของเขา					
38	ฉันสามารถพูดจนหัวหน้าหรือเพื่อนร่วมงานเห็นด้วยกับฉัน					

ข้อที่	ข้อความ	ไม่เห็นด้วยอย่างยิ่ง	ไม่เห็นด้วย	ไม่แน่ใจ	เห็นด้วย	เห็นด้วยอย่างยิ่ง
39	ฉันสามารถทำให้เพื่อนร่วมงานคล้อยตามความคิดเห็นของฉันได้					
40	เมื่อฉันไม่เห็นด้วยกับความคิดเห็นของผู้อื่นฉันสามารถที่จะอธิบายความคิดเห็นของตนเองที่มีจนสามารถโน้มน้าวใจให้คนอื่น ๆ ยอมรับได้					
41	ฉันยินดีที่จะรับฟังผู้อื่นแม้ว่าคนที่พูดนั้นฉันจะมีคติที่ไม่ดีกับเขา					
42	ฉันสามารถที่จะริเริ่มทำสิ่งใหม่ๆ ที่ให้ผลดีแก่กลุ่มหรือองค์กรได้					
43	ฉันสามารถเป็นตัวกลางในการประสานความร่วมมือในการทำงานร่วมกันของกลุ่มได้					
44	ในการทำงานเป็นทีมฉันให้โอกาสทุกคนในการแสดงความสามารถ					
45	ฉันพร้อมที่จะทำงานร่วมกับผู้อื่น					

Appendix B

Questionnaire (English Version)

Emotional Intelligence Test

The purpose of this test aims to measure emotional intelligence. The researcher hereby asks for the cooperation of all participants to answer the questions based on your true feelings. There is no right or wrong answers, just the feelings and opinions of the participants. The answers to this questionnaire will be kept confidential and used only for the purposes of this study.

This test is divided into two parts; the first part is a questionnaire concerning the personal data of respondents, and the second part consists of forty – five questions which aim to measure emotional intelligence in five areas.

Part 1: Personal Data

Explanation: Please mark ✓ in the

1. Gender Male Female

2. Years in the Industry

Less than 3 years 3 years and more

Part 2: Emotional Intelligence Test

Explanation: The test includes forty five questions that measure emotional intelligence in five areas: self - awareness, self-regulation, motivation, empathy, and social skills.

Please consider the message that best describes your behaviour, and mark ✓ in the space provided



No.	Statement	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
1	I know my feeling.					
2	I know my feeling when I was not satisfied with boss or colleagues.					
3	I always feel upset with no reason.					
4	I know who makes me feel upset.					
5	I can explain the situations that would make me feel unhappy or not satisfied.					
6	I know what I should improve.					
7	I can guess the result that will come after I acted upset with my boss.					
8	I know my strength.					
9	I can do anything.					
10	I am confident that I am helpful to my colleague.					
11	I didn't think about the outcome after I acted badly with my colleague.					
12	I won't think about the outcome if I feel upset with anyone.					
13	When I feel stressed, I know how to find a way to relieve stress without disturbing others.					
14	I can listen to my boss and colleagues' comments without expressing any feeling.					
15	Even I am in a bad mood, I can still talk to others normally.					

No.	Statement	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
16	Even I disagree with my colleagues' opinions; I will listen to them until they finish explaining.					
17	I will be nervous when I need to work with someone I don't like.					
18	It takes long time to control my feeling when I feel upset with someone.					
19	I don't like when other people have different opinions from mine.					
20	When I was criticized by my boss, I feel anxious for a long time.					
21	When I was assigned to be responsible for difficult works, I will think about the advantages of it.					
22	I encouraged myself in a positive way when I find difficulties at work.					
23	When I have problems at work, I will try to find ways to solve the problems even there might not be a chance to achieve it.					
24	I am trying to improve my own work in order to achieve my plan.					
25	I feel that the difficult work is challenging.					
26	When there are obstacles in the work, I can find a ways to solve the problem.					
27	When I set a plan to my work, I will achieve it.					
28	I always think about the bad things when I was assigned to be responsible for a difficult work.					
29	When my friend tells me about their problems, I understand their thought and feeling very well.					
30	I am able to understand the ideas of others.					
31	I am able to predict the needs of my boss, and able to fulfill their requirements.					

No.	Statement	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
32	Working as a team, I consider the needs of everyone and attempt to meet those requirements as soon as possible.					
33	I can recognize the emotion of my colleagues by observing their facial expressions and looking through their eyes.					
34	I can recognize the mood of the person whom I am talking to.					
35	I can recognize the emotions of others by listening to the tone of their voice.					
36	I can tell what others feel about myself while they are talking to me.					
37	I can tell that someone is not satisfied by their facial expressions and gestures.					
38	I can talk until my colleagues and my boss agree with me.					
39	I am able to make my colleagues agree with my ideas.					
40	When I do not agree with the ideas of others, I am able to explain my opinions so that it convinces others to agree with me.					
41	I am pleased to listen to others who I might have a bad attitude with.					
42	I am able to take the initiative to do new things that benefit the group or organization.					
43	I can be a good coordinator in a group.					
44	Working as a team, I give the opportunity to everyone to show their talents.					
45	I can work with others.					



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