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DISCOVERING THE POWER OF EMOTIONAL INTELLIGENCE AND ORGANIZATIONAL IDENTIFICATION IN CREATING INTERNAL MARKET-ORIENTED SUPERVISION

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ABSTRACT

Employees are better equipped to provide exceptional service when they are appropriately provided for and understand the company’s value proposition (Berry and Parasuraman, 1991). Internal market-orientation (IMO) pertains to a specific workplace environment that fosters employees who are trained and believe in the value offered by the company. Such support and development translates into higher quality service employees interacting with customers and their products (Lings, 2004). Linkages between IMO, emotional intelligence (EI) and organizational identification (OI) are evaluated within a supply chain and logistics context. Results indicate the direct influence of OI on IMO, and a supervisor’s ability to help employees manage emotions mediates the relationship between the ability of a supervisor to self-manage emotions and his or her propensity to create an internal market-orientation. An internal market-orientation is beneficial to the customer experience, and ultimately benefits the firm.

INTRODUCTION

Research has discovered critical connections between supervisor behaviors when interacting with frontline service personnel and the ability of the firm to carry out its marketing strategy (Sasser and Arbeit, 1976; Berry, 1984; Berry and Parasuraman, 1991). In retail banking, hospitality, and other service industries it is difficult for customers to separate perceptions of the service provided from the service provider. The underlying premise is that a supervisor should interact with and treat subordinates in the manner that the company desires employees treat external customers. In managing the supply chain, logistics, transportation and package handling personnel are the final representatives to touch and inspect products, verify accuracy of documentation, and ensure timely delivery of customer orders. Essentially, achieving the “perfect order” for the customer ultimately is entrusted to frontline logistics service personnel.

Interactions with products during each activity within the various supply chain logistics processes provide employees with opportunities to influence customer perceptions of the service provided and the firm. Workforce supervision can facilitate frontline service employee success by developing a market-orientation *within* the organization.

Internal market orientation (IMO) is a workplace environment dynamic that instills care and concern through manager-to-subordinate interactions similar to that expected of all service employees when interacting with external customers and their products (Lings, 2004). Research has discovered multiple critical components of IMO (Tansuhaj, Wong, and McCullough, 1987). It seems reasonable to suggest that all managers could develop an internal market-orientation within the workplace by treating their immediate subordinates in this prescribed manner. To the contrary, however, research suggests that not all logistics

supervisors are equally equipped to demonstrate and instill IMO tendencies (Keller, Voss and Ozment, 2010).

Variations exist when it comes to individual capabilities to create an IMO environment for employees. An area of research stemming from psychology offers a potential explanation for such variations. Managers possessing characteristics of high emotional intelligence (EI) are said to be better equipped to manage workplace situations involving employees with varying emotional status, as well as, manage their own emotional state while interacting with subordinates (Salovey and Mayer, 1990; Mayer and Salovey, 1997; Mayer et al., 2003; Salovey and Grewal, 2011). Perhaps supervisors with greater EI may also be better at creating a workplace that is focused on achieving the very best in employee treatment and success that transfers into quality marketing and service delivery to customers.

Social identity theory may offer another potential influence. Organizational identification (OI) pertains to a person feeling strongly toward a company to the extent that the person begins to view themselves as an extension of the company, and in turn, acts in the best interest of the firm (Ashforth and Mael, 1989; Pratt, 1998; Ashforth et al., 2008). That is, they believe that their own reputation is a reflection of the reputation of the company. They want to help the company succeed, because, they see the company's success as their own success, as well.

The current study sets-forth to discover the linkages between three critical areas important for developing successful supervision of frontline employees within logistics operations. The underlying research questions are: What is the value of a supervisor's ability to manage emotions and his or her propensity to create an internal market-oriented workplace? And secondly, whether supervisors who strongly identify with their companies are more likely to create an internal market-oriented workplace?

LITERATURE REVIEW

Internal Market Orientation

Theoretical and practical roots of internal market-orientation emerged from research pertaining to the concept of internal marketing (Berry 1980; Berry 1981; Berry 1983; Grnroos 1981; Grnroos 1983; and George 1990). Particularly within service industries, research suggests that employees are better equipped to provide exceptional service to external customers when employees are appropriately provided for and understand the company's value proposition marketed to customers. Scholars have compared company exchanges with customers to company exchanges with employees. Both customers and employees provide resources to the company in exchange for something of value, such as, services, products, or paychecks. Frontline employees trained in and believing in the value offered by the company will be better positioned to communicate and demonstrate the value to end customers upon delivery. Piercy and Morgan (1991) conceived an internal marketing framework that included providing employees, especially frontline employees, with the knowledge, skills and support needed to be successful and satisfied on the job and to carry-out the marketing strategy of the organization. Providing meaningful training to employees, appropriate workplace environment, tools for the trade, pertinent communication and information exchange were identified as critical for developing a workplace conducive for generating the highest customer value. Rafique and Ahmed (1993) extended the framework and suggested management focus on developing employee values and attitudes that parallel the company's values.

Empirical research by Tansuhaj, Wong, and McCullough (1987) resulted in a scale to measure internal marketing and included training, information sharing, open communication and praising employees. Other research followed by extending the multi-dimensional nature of the concept to include managers and employees following formal and informal processes for sharing highly accurate information, demonstrating respect for employees, and training supervisors to be proactive to identify

potential employee issues before they escalate (Conduit and Mavondo 2001; Quester and Kelly 1999; Finn et al. 1996).

Logistics processes are composed of activities performed sequentially or in parallel that require employees performing activities earlier in the process (internal service providers) to transmit important physical, service and informational outputs to their next-in-line co-workers (internal customers). Ultimately, the goal is to perform activities with the same care and produce the same level of output quality that the company markets and expects to provide to external customers.

One obvious external customer touch-point occurs when field personnel deliver products to customers in exchange for payment or proof-of-delivery signatures. While the delivery driver ultimately is the final logistics person to handle products prior to exchange with customers, delivery personnel are reliant on warehouse and distribution center personnel to assure the perfect order is provided to customers. Inventory control personnel, order pickers, checkers and loaders directly influence the accuracy of the documentation and product shipped, condition of the product loaded for delivery, timeliness of shipment, and cost for customers.

Lings (2004) distinguishes between internal customer-orientation (ICO) and internal market-orientation (IMO). While overlapping in concept, ICO focuses on a company developing quality internal transactions with and between employees so that employees will help to improve transactions with customers. In essence, each organizational member is an internal customer (receiving work output from a co-worker) and internal supplier (providing work output to a co-worker) (Kennedy, Lassk, Goolsby, 2002; and Chebat and Kollias, 2000). IMO pertains to the human resources dimension of internal marketing, whereby, the creation of satisfied and motivated employees will provide exceptional services to external customers. Achieving such success with employees requires that supervisors provide subordinates with critical job inputs, such as, providing a positive working environment, enabling knowledge development,

supplying quality job information, and being a facilitator of employee success (Foreman and Money, 1995; Piercy and Morgan, 1991; and Rafiq and Ahmed, 1993). The present study applies the concept of IMO.

Keller et al. (2006) and Keller, Voss, and Ozment (2010) demonstrated that product distribution operations provide exceptional work environments for creating an internal market-orientation to benefit the logistics associates involved in the processes and activities integral to customer order fulfillment. Leveraging the three-factor model of Foreman and Money (1995), employee development, rewards, and instilling employee understanding for the organization's vision, Keller and his colleagues empirically established a six-dimensional internal market orientation construct. Supervisors of frontline logistics personnel may adopt an internal customer orientation by providing frontline employees:

1. A positive and non-threatening workplace.
2. Formal and informal opportunities for employee knowledge development.
3. Timely and accurate information in an efficient form.
4. Specific and timely feedback pertaining to employee issues.
5. Methods for driving employee success.
6. A customer orientation toward other organizational departments.

Emotional Intelligence

Supervisors interact with subordinates under varying environmental dynamics. Emotions displayed between supervisors and employees while facing differing situations can influence the value and outcome of the interaction. Research indicates the need for managers to possess a high caliber of emotional intelligence when discoursing with employees during highly emotionally charged circumstances (Salovey and Grewal, 2011; Mayer, Roberts, and Barsade, 2008; Salovey and Mayer, 1990).

Managerial intellect with respect to emotions in the workplace has been theorized to consist of multiple

dimensions (Salovey and Mayer 1990; Mayer and Salovey 1997). A person must be able to perceive or be aware of the existence of an emotion (Salovey and Grewal 2005). Without perceiving that an employee is experiencing an emotional state, a supervisor would not be well-equipped to productively manage the emotion any further. Emotions must also be understood. A manager is deemed to have a higher level of emotional intelligence to the extent that a manager can recognize the type of emotion displayed by an employee or differentiate between emotions when they change. Leveraging emotions to gain advantages in problem solving, overcoming obstacles, or generating new ideas is a third dimension of emotional intelligence. For example, tapping into the memory of a time when a manager successfully accomplished a similar goal could generate the confidence the manager needs to forge ahead through obstacles (Salovey and Grewal 2005).

A fourth component of emotional intelligence pertains to the managing of emotions (Salovey and Grewal 2005). It is perhaps the more complex aspect of the concept and consists of managing emotions of self and others. During exchanges with employees a supervisor will be a more effective leader if he or she can control the emotions they may feel and help employees do the same. For example, a manager skilled in managing emotions will remain calm when facing adversity in the workplace. Moreover, supervisors capable of helping a subordinate move from being in a bad mood to feeling better about things is deemed to have the intellect for managing emotions. Being able to understand, handle, and attune employees' emotions in the workplace towards better decision making reflects the success of a manager as an influential leader within the organization. Managing the emotions of one's self and of others are the two dimensions proposed to directly link together the emotional and physical interactions that allow a supervisor to conduct successful interpersonal exchanges (Mayer, Caruso, and Salovey 1999).

Organizational Identification

Mael and Ashforth (1992) define organizational identification as "the perception of oneness with or belongingness to an organization, where the individual *defines* his or herself in terms of the organization(s) in

which he or she is a member." By identifying with the organization, a manager's self-concept is affected and, in turn, his or her commitment to work for that company reflects characteristics that make up the core elements of the organization. In essence, identifying with an organization becomes a catalyst to enable a manager's achievement of personal career goals. Moreover, individuals identifying with the organization engage in behaviors beneficial to the company while on and off the workday clock (Mael and Ashforth, 1989). As the company and job become increasingly significant dimensions of the manager's personal identity, the motivation of the individual to adopt the role as corporate ambassador toward external constituents is enhanced.

Managerial perceptions can have both positive and negative effects as managers identify public impressions as defining characteristics of the organization and as defining characteristics of themselves (Dutton et al., 1994). Organizational failures are perceived as the manager's own failures.

Lichtensein, Netemeyer, and Maxham III (2010, p. 85) explain that "one person's level of identification with a company may serve as an influence for that of another's." Corporate employees adopt critical roles as communicators of a company's identity. The "chain of influence" phenomenon applies to manager-subordinate relationships, as well. Supervisors who identify with the organization will adopt internal market-oriented behaviors toward subordinates, because, such actions will provide for a positive and productive workplace. Customer-contact employees, acting as ambassadors for the company and with a market-oriented focus, communicate positive organizational values to external customers with a market-oriented focus. Most importantly, customers attracted by the true values of the organization perceive a certain level of distinctiveness established through the transparency of the organization's members and become loyal to the experience associated with the company's products, services and people

(Fombelle et al., 2012). Loyalty is strengthened as customers perceive their social identities are manifested and reinforced with each experience.

HYPOTHESIS DEVELOPMENT

By nature business operations pertaining to logistics and supply chain management are labor intensive and require skillful supervision (Myers et al., 2004). Of course not all managers will possess equivalent levels of skill when it comes to managing their own emotions while on the job. Likewise, helping others manage emotions may be equally, if not more difficult.

George (2000) theorized a causal relationship, but did not offer empirical evidence, between the level of a manager's emotions and leadership character. Attributes of leadership discussed by George (2000) possess some similarity to the six attributes of IMO. Logistics and supply chain service-type companies will find it beneficial to have a workforce driven by managers equipped to create customer-focused employees. It is not enough to charge service employees to "be customer-focused." Managers successful at creating such positive environments must deliberately engage employees in the work planning process and illustrate how employee success leads to company success. They must help employees obtain information most useful in performing the job well and must be proactive and responsive when it comes to employee needs. These along with creating an affirming culture within and across departments are known to be associated with improved customer service and employee performance (s.f. Andraski and Novak, 1996; LeMay et al., 1999; Voss et al., 2004; Keller et al., 2006; and Ellinger et al., 2005).

A manager possessing the ability to manage their own emotions, regardless of the workplace situation, will be better equipped at producing a customer-focused workgroup of employees through his or her supervisory abilities. Hypothesis 1 is designed to test this proposition.

Hypothesis 1: A higher level of emotional intelligence, with respect to a supervisor's ability to *manage his or her emotions* in

the workplace, is significantly related to a supervisor's ability to *create an internal market-oriented workplace*.

Perhaps to a greater extent, a manager possessing the ability to help his or her employees manage their emotions will be better equipped at producing a customer-focused workgroup of employees through his or her supervisory abilities (George 2000). Hypothesis 2 is designed to test this theory.

Hypothesis 2: A higher level of emotional intelligence, with respect to a supervisor's ability to *help his or her employees manage their emotions* in the workplace, is significantly related to a supervisor's ability to *create an internal market-oriented workplace*.

Another critical distinction yet to be tested in the literature is the potential *mediating role* of a supervisor's ability to help others manage their emotions. It is important to discover the degree to which the relationship between a supervisor's ability to self-manage his or her emotions and the skill level of a supervisor to facilitate an internal market-oriented workplace is facilitated by (*mediated*) his or her ability to help subordinates manage their emotions while on the job?

Hypothesis 3: A supervisor's ability to *help his or her employees manage their emotions* in the workplace mediates the relationship between a supervisor's ability to *manage his or her own emotions* and a supervisor's ability to *create an internal market-oriented workplace*.

The major focus of the research is to evaluate the antecedents to creating a customer-focused workplace. Toward this end, managers who relate well to the organization and view themselves as a virtual extension of the organization will act and manage with the best interest of the organization at the forefront. (Ashforth and Mael, 2011). For a service organization the path to success requires customers being satisfied with the services rendered by the personnel of the service company. Research demonstrates the need for service employees to be managed in ways consistent with the expectations

that the company has for employees who engage external customers. For these reasons, Hypothesis 4 is offered.

Hypothesis Four: Higher levels of organizational identification are significantly related to higher levels of internal market-orientation.

The measures and their psychometric properties, and the methodology to examine the direct and mediating effects of antecedents on internal customer orientation are presented in the following section.

METHODOLOGY

There is no disputing the importance of personnel in achieving company initiatives entailing logistics and managing the various facets of the supply chain (c.f. Autry and Daugherty, 2003; Peraitt, Chakrabarty and LeMay, 2007; Gibson and Cook, 2001; Myers et al., 2004; Gowen III and Tallon, 2003; Harvey and Richey, 2001; Keller, Voss and Ozment, 2010; and Ellinger et al., 2002). All of the marketing strategizing, planning, and execution will have substantially less value to a customer if the business fails to satisfy the customer in quality service and cost.

In order to test the hypotheses electronic questionnaires were distributed to logistics managers. One hundred and fifty-five out of 500 managers responded with completed questionnaires (31% participation rate). Managers were in charge of warehousing and distribution center operations (19%), transportation (26%), customer service (3%), inventory control (3%), administration (10%), and in other areas of logistics planning, strategy, and freight sales (38%). Managers reported an average of 6 years in their current job and 13 years with their current employer. Direct reports averaged 13, and the facilities averaged a total of 683 employees.

Definition of Measures

The following sub-sections define each of the constructs further in terms of their various dimensions, and explain how each dimension is measured.

Conceptualization and Measurement of Internal Marketing-Orientation

Pioneers of internal marketing recognized the impact that service personnel can have on the value delivered. Without supervision equipped to provide a marketing-like environment, whereby employees feel supported and valued similar to that shown to external customers, the service value delivered by the frontline is left to chance (c.f. George, 1990; Grnroos, 1985; Piercy and Morgan, 1991). Measures of internal market-orientation have been developed throughout the years. Six components of the concept have emerged and are utilized in this study. Collectively, the dimensions represent the breadth of the IMO concept from the perspective of the supervisor in providing for the needs of subordinates. Items representing each dimension appear in the Appendix.

Dimension 1: Creating a positive working environment for employees.
(Measures based on Finn et al., 1996; Tansuhaj, Randall, and McCullough, 1991; Tansuhaj, Wong, and McCullough, 1987).

Positive workplaces encompass fairness, praise, approachability, assurance, and appreciation. Supervisors trained and motivated to act deliberately in assuring subordinates that decisions affecting them are made with an eye toward fairness create positivity among the workforce. Moreover, supervisors contribute to a positive environment by ensuring that the workplace is a safe place to discuss issues, approach management, and celebrate successes of all individuals.

Dimension 2: Facilitating employee knowledge development.
(Measures based on Ballantyne, 2000; Berry, Conant, Parasuraman, 1991; Foreman and Money 1995; Grnroos, 1994; and Rafiq and Ahmed 1993).

Knowledge development encompasses understanding, preparedness, training, and education beyond the basics. Oftentimes, employees are hired, trained, and expected to perform without fully understanding their role within the organization. Taking training a step further,

progressive supervisors' assist subordinates in understanding how their roles affect and are affected by the responsibilities of their direct supervision. Higher-level knowledge development beyond the specifics of job tasks is of equal importance in developing motivated and customer-focused employees. One author is reminded of a time when a warehouse employee consistently performed tasks according to how the employee *felt* the tasks should be accomplished. Every instance the employee diverted from performing the task, as stated in the manual, resulted in a service failure in the form of a late shipment and delayed payment by the customer. Simply telling the employee *how* to do the task was not enough. A resolution to the situation came when the supervisor realized the employee wasn't deliberately sabotaging the process. The employee simply needed an explanation as to *why* the task must be performed in a specific manner.

Dimension 3: Managing the productive flow and quality of information.

(Measures based on Ballantyne, 2000; Finn et al., 1996; Grnroos, 1994; Rafiq and Ahmed 1993; Tansuhaj, Randall, and McCullough, 1991; Tansuhaj, Wong, and McCullough, 1987).

Internal marketing-oriented supervisors ensure that their employees receive accurate and timely information that is in a ready and easy to utilize form. Supervisors leverage their skills in record-keeping and scheduling of information dissemination on regular time schedules.

Dimension 4: Fostering employee success. (Measures based on Ballantyne, 1997; Hartline and Ferrell, 1996; Hartline, Maxham, and McKee, 2000; Hauser, Simester, and Wernerfelt, 1996; Kennedy, Lassk, and Goolsby, 2002; Pitt and Foreman, 1999; Singh, 2000; and Tansuhaj, Randall, and McCullough, 1991).

Successful management stands on the shoulders of successful employees. Understanding and perpetuating employee success is the job of the IMO manager. It is accomplished through helping employees set goals toward achieving advancement, and by setting joint goals to improve co-working

relationships. Sharing rewards of the job with subordinates is another aspect of fostering success among employees.

Dimension 5: Responding to the needs of employees.

(Measures based on Brooks, Lings, and Botschen, 1999; Finn et al., 1996; Grnroos, 1994; Hirshman, 1970; Tansuhaj, Randall, and McCullough, 1991; Tansuhaj, Wong, and McCullough, 1987).

Supervisory responsiveness entails the provision of prompt feedback to all employee concerns and needs. The key to successful supervisory responsiveness is not contingent on the outcome of the response being in favor of the employee, rather, it is the act of responding to employee inquiries with a sense of urgency and care.

Dimension 6: Demonstrating to employees an interdepartmental customer-orientation. (Measures based on Conduit and Mavondo, 2001).

The sixth dimension of internal market-orientation pertains to a supervisor assuring that his or her department demonstrates internal service-like behaviors toward employees within other departments. In doing so, the supervisor instills in his or her subordinates the behaviors most productive in creating successful internal-customer exchanges throughout the organization. This, too, will ensure the success of employees when conducting service exchanges with each other. As a result, they will treat others who receive their work-output like internal customers as they perceive themselves as internal suppliers. They will be conditioned to measure and improve the value of output they provide to their co-departments, as well as, to seek understanding of the on-going requirements of other departments.

Conceptualization and Measurement of Emotional Intelligence

Perhaps some managers believe that personal emotions play no productive role in supervising subordinates within daily operations of a company. To the contrary, however, modern-day scholars

have identified the importance of leaders being able to reason about their emotions and to help followers to do the same. In turn, they find emotions valuable in the development of cognitive reasoning ability (Mayer, Roberts, and Barsade, 2008). Considering the theoretical and practical importance of EI, researchers have worked to operationalize the construct and its multiple dimensions. Measurement approaches stem from task-based to self-reported. Debate is ongoing as to the most successful method of measuring EI (Salovey, Woolery, and Mayer, 2001, pp. 289-294; and Mayer, Roberts, and Barsade, 2008).

Two critical dimensions of EI are employed in the current research pertaining to a supervisor's ability to manage their own emotions and to help subordinates manage their emotions. The abilities are of particular interest because of their proposed linkages to *managing* emotions with IMO. Salovey and Mayer's (1990) model of emotional intelligence provides for the conceptualization of the dimensions, and Schutte et al. (1998) provided a foundational study that developed and utilized self-reported measures for the dimensions. The current study measures are based on these works and include:

Dimension 1: Perceived ability to self-manage emotions.

Dimension 2: Perceived ability to help others manage emotions.

Conceptualization and Measurement of Organizational Identification

Organizational identification (OI) as operationalized in the current study is based on the scale developed by Mael and Ashworth (1992) and a subset of the items by Mael and Teitrick (1992). OI, derived from social identity theory, pertains to an individual's perception of themselves in terms of the character of the organization to which they belong. It is that portion of personal identity derived from a feeling of "belongingness" to a specific organization that is psychologically void in the absence of membership (Mael and Ashforth, 1992). The scale (see Appendix) has widely been utilized as a means to measure OI. Riketta's (2005) meta-analysis of research on OI concluded the Mael and Ashworth

scale appears to be the best method to measure OI available. According to Riketta (2005), specific benefits of the scale include, (1) the fact that it is superior than other scales in predicting extra role behaviors, and (2) represents a more narrowly and defined construct, (3) and is easy to administer and superior in terms of demonstrating reliability and validity when compared to other scales (Riketta, 2005).

RESULTS

Measurement descriptives, scale reliabilities, and coefficients utilized to evaluate the internal consistency of the scales are provided in Table 1.

Scale reliabilities all exceeded the baseline of .60 (Cronbach's Alpha > .60). Confirmatory factor analysis was conducted to evaluate the unidimensional nature of the six IMO dimensions (25 items) that ultimately make up the higher-order factor. Each of the measurement scales resulted in statistically significant factor loadings above .60 with the exception of 6 items resulting in loadings above .52 (retained for face validity). Ranges of item-to-total correlations were narrowly consistent within individual scales. Table 2 provides the results pertaining to the constructs evaluated in the final model. All measurement loadings were statistically significant and exceeded .60 with the exception of one at .56 (SME1). The item was retained to maintain the face validity of the construct. Further examination of the results in Table 2 indicates that discriminant validity exists between all constructs, whereas, the average variance extracted per construct exceeded the shared variance between all construct pairs. In total, the construct measures demonstrate unidimensionality, reliability, internal consistency, and validity.

Table 3 contains the results of multiple regression analyses for multiple models. The models allow for the testing of the direct relationships hypothesized, but when considered in total, the nature of the hypothesized mediating relationship is revealed.

A three-step analysis was performed to evaluate the potential mediating role of a supervisor's ability to

TABLE 1
DESCRIPTIVES, RELIABILITIES, AND INTERNAL CONSISTENCY

Construct/ Items	Mean	Standard Deviation	Item-To- Total Correlations	Cronbach Alpha for Scale
INTERNAL MARKET- ORIENTATION <i>(Higher-Order Construct)</i>				.87
Positive Environment	6.13	0.70	.74	
Knowledge Development	5.81	0.77	.69	
Information Flow & Quality	5.66	0.76	.68	
Employee Success	5.43	1.06	.66	
Employee Needs	5.99	0.79	.67	
Inter-Dept. Customer- Orientation	5.94	0.85	.60	
(Range of Correlations .46-61)				
Positive Environment				.77
PE1	5.86	1.05	.53	
PE2	5.97	1.09	.57	
PE3	6.37	0.85	.51	
PE4	6.14	0.93	.61	
PE5	6.30	0.85	.53	
(Range of Correlations .33-57)				
Knowledge Development				.73
KD1	5.79	1.03	.45	
KD2	5.79	0.94	.64	
KD3	5.52	1.24	.43	
KD4	6.16	0.96	.55	
(Range of Correlations .29-.59)				
Information Flow & Quality				.75
IFQ1	5.48	1.18	.51	
IFQ2	5.83	1.04	.45	
IFQ3	6.06	0.82	.63	
IFQ4	5.74	1.06	.60	
IFQ5	5.20	1.23	.45	
(Range of Correlations .18-.55)				
Employee Success				.81
ES1	5.47	1.35	.64	
ES2	5.41	1.30	.72	
ES3	5.55	1.30	.54	
ES4	5.27	1.34	.62	
(Range of Correlations .40-.62)				
				.77

Employee Needs				
EN1	5.80	1.03	.48	
EN2	6.00	1.13	.56	
EN3	6.10	1.03	.71	
EN4	6.06	0.92	.57	
(Range of Correlations .35-.60)				
Inter-departmental Customer-Orientation				.62
IDCO1	6.12	1.08	.48	
IDCO2	6.03	1.11	.47	
IDCO3	5.66	1.19	.35	
(Range of Correlations .29-.47)				
Self-Manage Emotions				.84
SME1	5.91	0.92	.53	
SME2	5.85	1.02	.79	
SME3	5.79	0.99	.81	
(Range of Correlations .50-.86)				
Help Others Manage Emotions				.81
HME1	5.01	0.93	.57	
HME2	5.60	1.07	.66	
HME3	4.85	0.89	.66	
HME4	5.53	1.04	.63	
(Range of Correlations .52-.60)				
Organizational Identification				.82
OI1	6.04	1.09	.66	
OI2	6.54	1.02	.53	
OI3	6.39	0.86	.71	
OI4	6.18	1.08	.70	
(Range of Correlations .29-.47)				

help others to manage emotions (HME) (Baron and Kenny, 1986). Table 2 illustrates the first regression model whereby the independent factor used to predict HME was the supervisor's ability to manage their own emotions (Self-Manage Emotions SME). It turns out that SME (as the independent variable) is a rather strong statistically significant predictor of HME (the mediator) as supported by an R^2 of .37. Condition 1 to test for mediation is satisfied. Model 2 results support condition 2 of a mediation test, in that, when SME is the sole predictor variable of IMO, the relationship is statistically significant ($R^2=.24$). Taken alone, this result would seem to support Hypothesis 1: *A higher level of emotional intelligence, with respect to a supervisor's ability to manage his or her emotions in the workplace, is significantly related to a supervisor's ability to*

create an internal market-oriented workplace. However, a third condition must be tested to fully evaluate the potential independent role of SME, as well as the hypothesized mediating role of HME. Multiple-regression model 3 provides the results of the final condition. When HME and SME are included as independent variables predicting Internal Market-Orientation (IMO), then the previously established relationship between SME and IMO becomes statistically *insignificant* at the .12 level. Assessing models 1, 2, and 3 in progression illustrates the pure mediating role of HME on the relationship of SME and IMO. Specifically, a manager must be able to help his or her subordinates manage their emotions. This is a necessary ability that connects a supervisor's self-management of emotions with his or her capability

TABLE 2
MEASUREMENT MODELS AND CONSTRUCT UNIDIMENSIONALITY

Construct/ Items	λ	T Value	St. Error	Correlations\Shared Var.				Avg. Var. Extracted
				IMO OI	SME	HME		
INTERNAL MARKET- ORIENTATION <i>(IMO: Higher-Order Construct)</i>				1.00	.06	.13	.18	.82
Positive Environment	.82	7.95	.13					
Knowledge Development	.73	9.55	.10					
Information Flow & Quality	.70	9.02	.10					
Employee Success	.73	9.49	.14					
Employee Needs	.73	9.62	.11					
Inter-Dept. Customer- Orientation	.63	7.95	.12					
Self-Manage Emotions				.24	1.00	.14	.03	.90
SME1	.56	7.52	.07					
SME2	.92	13.13	.08					
SME3	.94	13.25	.07					
Help Others Manage Emotions				.36	.37	1.00	.05	.80
HME1	.67	7.18	.12					
HME2	.76	7.94	.14					
HME3	.74	7.81	.11					
HME4	.72	7.18	.17					
Organizational Identification				.42	.16	.23	1.00	.83
OI1	.72	8.82	.13					
OI2	.60	7.22	.09					

OI3	.80	9.67	.13	
OI4	.82	8.82	.10	
Model Fit	CFI	IFI	TLI	
Chi. Sq. 202.69; df 116; p .00	.93	.93	.92	

Construct correlation coefficients below diagonal are significant at the $p < 0.01$ level. Shared variance for pairwise summated scales above diagonal. Variance extracted = $[\sum(\lambda)^2] / [\sum(\lambda)^2 + \sum \text{var}(\epsilon)]$ Fornell and Larcker 1981, pp. 45, 46).

TABLE 3
RESULTS OF MEDIATOR MULTIPLE REGRESSION ANALYSES

Models:	1	2	3	4
	Dependent Variable	Dependent Variable	Dependent Variable	Dependent Variable
Independent Variable	Help Others Manage Emotions (HME)	INTERNAL MARKET-ORIENTATION (IMO)	INTERNAL MARKET-ORIENTATION (IMO)	INTERNAL MARKET-ORIENTATION (IMO)
Self-Manage Emotions (SME) (p-value)	.37 (.00)	.24 (.00)	.13 (.12)	.10 (.20)
Help Others Manage Emotions (HME) (p-value)	--	--	.32 (.00)	.25 (.00)
Organizational Identification (OI) (p-value)	--	--	--	.35 (.00)
Model F (p-value)	23.48 (.00)	9.46 (.00)	12.95 (.00)	17.67 (.00)
R ²	.37	.24	.15	.26

Standardized beta coefficients are reported with p-values in parentheses.

to generate an effective internal market-orientation among subordinates.

Taken in total, the results fail to support Hypothesis 1. Apparently, it is not enough for supervisors to possess the abilities to self-manage their own emotions (SME) if they in-turn wish to create an internal market-oriented (IMO) workplace. By definition, the self-management of emotions is focused on the manager. Whereas, the creation of an IMO workplace requires managers to focus on the needs of subordinates.

However, Hypothesis 2 is supported. HME (beta coefficient .32) is a significant predictor of IMO ($R^2=.15$). Table 3 results for models 3 and 4 support the mediating nature of HME and Hypothesis 3. In both models HME is a significant predictor of IMO (beta coefficients .32 and .25, respectively), while SME fails to have a direct impact on IMO. Moreover, when organizational identification (OI) is entered into the multiple-regression model 4, HME retains its predictive statistical significance (beta coefficient .25) while OI (beta coefficient .35) is also a statistically significant predictor of IMO ($R^2=.26$).

DISCUSSION

Logistics personnel operate in positions that are critical to providing customers with products in the right condition, time, and place, and impact the customer service, documentation accuracy and the overall cost of moving, holding and securing the product. Positions on the front line of logistics many times pay just above minimum wage and include fulltime, part time, and temporary unskilled labor. To enhance the workplace and better retain satisfied productive employees, managers must create working environments that appeal to employees in multi-dimensional ways.

This study has brought together three concepts of internal market-orientation, emotional intelligence, and organizational identification to analyze the nature of their relationships to one another. A better understanding will assist management in leveraging the practical power of emotions in the workplace

and feelings toward the organization. The results suggest the need for hiring and developing supervisors that possess the skills to manage their own emotions and those of others which will generate beneficial outcomes for individuals and the company, overall. Managers skillful in emotional intelligence and who view themselves as extensions of the organization, as a whole, are best positioned to create working environments focused highly on providing for the customer within and, ultimately, external the organization. Such a customer-focus is especially important for logistics operations that are heavily process-oriented, and require many activities within each process often performed by multiple employees and multiple functions within the firm.

Perceiving “oneness” with the organization essentially means that a supervisor will consider that a win for the company is a win for themselves (Mael and Ashforth, 1992). A common saying in a stevedoring operation is “you’re only as good as your last ship.” For example, a dock or ship supervisor feels a sense of pride when the last container is loaded, all scheduled exports make it on the ship, no accidents or injuries occurred, and the liner ship sails as scheduled. The stronger the positive feeling the greater the supervisor identifies with the success of the company and considers it to be a position of honor having overseen the operation. Likewise, however, if the sailing schedule approached rapidly causing the supervisor to prematurely cutoff the loading of exports in order to make the sailing schedule, the stevedoring company would lose revenue associated with the containers left behind. Alternatively, delaying the ships departure to finish container loading would equate to cost increases as linemen, tugboat operators, and the pilot standby for the permission to sail. Supervisors that take such operational failures as their own, too, *identify* with the organization they represent.

The magnitude of emotional intelligence across supervisors, likely moves up and down a continuum. This research supports the need for companies to invest in the development of supervisory emotional intelligence. Education and experience creates intellect. Personnel that oversee others should

receive training and development designed to target their abilities to manage emotions. Ability-based learning could be achieved through supervisory-subordinate “practice” scenarios. A supervisor could be presented with varying employee exchange opportunities and under multiple emotional conditions. The supervisor’s response to the situation could be evaluated by a panel of peers who demonstrate high levels of emotional intelligence tendencies. A discussion could encompass a critique of the supervisor’s ability to leverage emotions for the betterment of the scenario outcome. Moreover, peer judges could offer alternative approaches to resolving the scenario through the power of emotional intelligence.

In conclusion, what we have learned from the results is that emotional intelligence and organizational identification directly influence a manager’s ability to create a workplace that is internally market-oriented. Supervisors who possess the skills to recognize and deliberately manage their own emotions while on the job are also more skillful in helping subordinates work through and manage their emotions. Combined, the two skills of managing emotions provide the foundation for a supervisor to develop a market-oriented work environment for his or her employees. We have also discovered that managers are more likely to develop a market-oriented workplace when they are deeply emotionally connected to the firm and view the firm’s wins and losses as their own.

What we have yet to discover is the impact that an employee’s actual emotions and abilities to manage them have on the workplace environment. It isn’t enough that a manager possesses the ability to help an employee manage emotions. The employee’s capability upon receiving help is another factor that could influence the adoption and effectiveness of pursuing an internal market-orientation.

LIMITATIONS AND FUTURE RESEARCH

Measures within this study are perception-based questionnaire items. Studies have shown such measures to have reliability and validity in tapping into the constructs employed in the study (c.f.

Riketta, 2004; Mael and Ashforth, 1992; and Schutte et al., 1998). However, literature exists that supports the utility of ability-based measures over perception-based, self-reported measures (Mayer, Roberts, and Barsade, 2008). While the authors generally agree with the argument, the utilization of perception-based questionnaires has been widely deployed across years of research to validly and reliably evaluate countless concepts and empirical models.

Future research could evaluate supervisor-subordinate dyadic data to evaluate differences, if any, that exist between the perceptions held by each party. Exposing potential gaps between, for example, how a supervisor perceives, compared to subordinates, how he or she handles difficult situations with a balanced level of emotional status. While a manager believes he or she is easy to talk to, an employee may not find the manager to be easily approachable. It is logical to expect that some open-door policies are ineffective because of such a gap in perceptions.

Supply chains are ever-changing in complexity. Change may be accompanied by emotional and identifying alterations in managers and employees. Managers must adequately be equipped to face such changes and to generate competitive advantages through internal market-orientation.

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APPENDIX QUESTIONNAIRE SCALES AND ITEMS

INTERNAL MARKET-ORIENTATION (IMO)

Survey instructions: Please think about how you interact with your employees. Over the past month how frequently have you done the following?

Infrequently (1) to Frequently (7) Likert-type scale.

Creating a positive working environment for employees.

PE1: Thought through every decision that affected my employees to make sure that it was fair.

PE2: Praised my employees in front of others.

PE3: Let my employees know that I was always available to help them.

PE4: Showed appreciation to my employees.

PE5: Promoted fairness in the workplace.

Facilitating employee knowledge development.

KD1: Worked with my employees to provide them with a better understanding of how our responsibilities affect each other.

KD2: Prepared my employees to perform well.

KD3: Went beyond training and educated my employees as well.

KD4: Taught my employees “why they should do things” and not just “how they should do things.”

Managing the productive flow and quality of information.

IFQ1: Maintained good records for sharing information with my employees.

IFQ2: Made certain the information I gave my employees was in a form that was easy to use.

IFQ3: Made certain the information I gave my employees was provided on time.

IFQ4: Utilized well established procedures to make sure the information I provided to my employees was accurate.

IFQ5: Utilized an established schedule to get my employees the information that they needed.

Fostering employee success.

ES1: Routinely shared rewards of the job with my employees.

ES2: Helped my employees define goals that will lead to their advancement in the firm.

ES3: Set joint goals with my employees to improve our working relationship.

ES4: Provided a work environment that made it easy for my employees to advance.

Responding to the needs of employees.

EN1: Provided my employees with prompt feedback at all times.

EN2: Felt it was very important to respond to all of my employees' issues.

EN3: Always made time to get back with my employees about their concerns.

EN4: Responded to the needs of my employees.

Demonstrating to employees an interdepartmental customer-orientation.

- IDCO1: Ensured that my department treated other departments as internal customers.
IDCO2: Consistently tried to increase the value of the output my department provided to other departments.
IDCO3: Collaborated with other departments to ensure that my department understood their on-going requirements.

EMOTIONAL INTELLIGENCE

Ability to self-manage emotions.

SME1: I know how to keep calm in difficult situations.

SME2: I am able to control my temper and handle difficulties rationally.

SME3: I am capable of keeping my emotions in check.

Ability to help others manage emotions.

HME1: I know how to help my employees get over feeling angry.

HME2: Other people find it easy to confide in me.

HME3: When an employee is in a bad mood, I can help them feel better quickly.

HME4: I am the type of person to whom employees go when they need help with a difficult situation.

ORGANIZATIONAL IDENTIFICATION

OI1: I am very interested in what others think about my company.

OI2: When I talk about my company, I usually say “we” rather than “they.”

OI3: This organization’s successes are my successes.

OI4: When someone praises this organization, it feels like a personal compliment.

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