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DISSERTATION DEFENSE

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Linking Kindness to Emotional Intelligence for Employee Satisfaction & Retention
through Professional Development Training

By
Constance Lawrence

Dissertation Defense Paper Submitted to the
Donald E. and Helen L. Ross College of Education
in Fulfillment of the Requirements
for the Degree of Doctor of Educational Leadership
March 20, 2020

Lynn University

Executive Summary

Employees at the researched site - a non-profit organization (NPO) - located in a suburban city in South Florida, are required to apply kindness and emotional intelligence (EI) skills in their daily interactions, but lack knowledge of appropriate kindness and emotional intelligence behaviors for effective interactions in the workplace.

Human resources data at the research site indicated that 65% of involuntary and voluntary terminations for the last five years (2013 to 2018) could have been attributed to issues related to kindness and EI, while a smaller percentage was attributed to poor job performance (YMCASPBC Human Resource records, 2018).

Performance reviews, counseling forms, and exit interviews indicated that these employees did not possess the four core components of EI, which are (1) self-awareness, (2) self-management, (3) empathy and social awareness, and (4) relationship management, as per Bradberry and Greaves (2009)

Although there are still few interventions on kindness and emotional intelligence, this present study aims to examine the effects of linking kindness to emotional intelligence (EI) for employee satisfaction and retention through professional development training. The researcher's goal was to build a Training Guide for bringing awareness to employees on the topics of kindness and emotional intelligence.

Introduction

Research has shown few interventions on kindness and emotional intelligence. In fact, Daniel Goleman (1995) writes in his book, *Emotional Intelligence*, that there are over 700 dissertations written on the topic of EI; however, significant and purposeful progress is needed regarding workplace training and application.

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In addition, in their book *Emotional Intelligence 2.0*, Bradberry and Greaves (2009) reveal that since co-founding their organization, TalentSmart, in 2005, the world's leading provider of EI tests, training, and consulting has trained over 500,000 employees in most Fortune 500 organizations in the United States of America, focusing on EI. The Bureau of Labor Statistics (2018) indicates that there are close to 128 million full-time employees in the United States of America, which would signal to the researcher that there is tremendous room for kindness and EI professional development training at the workplace.

In an effort to fill the gap in the scholarly literature regarding employee knowledge and abilities for behaving and interacting in effective ways in the work environment, the purpose of this quasi-experimental study was to determine if kindness and EI professional development training, independent variable, would increase part-time, full time and middle-management employees' level of kindness and EI, dependent variable.

The author developed and implemented a Training Guide to train employees at this non-profit organization. The guide includes PowerPoint slides, facilitator and participant guides along with handouts, YouTube videos, and course evaluation forms.

The goal is to replicate this training at other similar non-profit organizations across the nation to ensure that current employees are exposed to essential environmental experiences or learning situations and practices which are necessary to acquire specific emotional competencies, thus impacting employees' knowledge about kindness and EI resulting in increasing overall positive professional relationships, employee satisfaction, and retention.

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Kindness

The VIA Institute has pointed out the three altruistic personality traits of kindness to help us understand why individuals are kind without a sense of duty.

1. **Empathy/sympathy:** The ability to understand another person's circumstances and to have the capacity to see beyond others' needs and comfort.
2. **Moral reasoning:** The ability to be objective in determining what is right from wrong. Having moral reasoning is an integral part of human nature and helps one understand what it means to be kind.
3. **Social responsibility:** The ability to understand the ethical framework of society and the role one plays. Understanding how much you affect society can help you understand how important it is to be kind to those around you.

Emotional Intelligence

Edward Lee Thorndike first discovered what we have come to refer to as emotional intelligence in his work on social intelligence, in 1920, defining social intelligence as “the ability to understand and manage men and women, boys and girls—to act wisely in human relations” (DTS International, 2020).

Since 1920, psychologists have continued to explore the area of EI and have grouped EI into three major categories: (1) abstract intelligence, (2) concrete intelligence, and (3) social intelligence (the ability to understand and relate to people) (Ruisel, 1992).

Mayer and Salovey (1993) brought the concept of EI to the forefront and into the mainstream. According to Mayer and Salovey (1993), EI is a form of social intelligence since it involves the ability to monitor one's own emotions and that of others, to

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discriminate among them, and to use the information to guide one's own thinking and actions.

More recently, the work of Dan Goleman (1995) has expanded the thinking of how to define the various leadership skills needed by today's successful leaders. Competency in the skill area of EI (how we conduct ourselves and how we build relationships) is receiving greater attention as organizations and experts begin to realize that a successful financial bottom line is driven not only by dollars but also through building effective relationships at the workplace (Goleman, 1995).

Goleman's definition of EI closely mirrors the definition of social intelligence, as defined by Thorndike and Mayer and Salovey (1993).

Goleman's definition includes (1) self-awareness: knowing what we are feeling and using those preferences to guide our decision-making and actions; (2) self-regulation: handling our emotions so that they facilitate rather than interfere with the tasks we encounter; (3) motivation: using our deepest preferences to move and guide us toward our goals; (4) empathy: sensing what people are feeling, being able to take their perspective and cultivate rapport; and (5) social skills: handling emotions in relationships well and accurately reading social situations and networks (Goleman, 1995).

Significance of the Study

Despite numerous articles having been authored on kindness and EI, there seems to be very little done when it comes to kindness and EI training and its application at the workplace. Goleman (1995) writes in his book, *Emotional Intelligence*, that there are over 700 dissertations written on the topic of EI; however, significant and purposeful progress is needed regarding workplace training and application.

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In addition, in their book *Emotional Intelligence 2.0*, Bradberry and Greaves (2009) reveal that since co-founding their organization, TalentSmart, in 2005, the world's leading provider of EI tests, training, and consulting has trained over 500,000 employees in most Fortune 500 organizations, in the United States of America, focusing on EI. The Bureau of Labor Statistics (2018) indicates that there are close to 128 million full-time employees in the United States of America, which would signal to the researcher that there is tremendous room for kindness and EI professional development training at the workplace.

Research Design

The author utilized a Quasi-experimental design to determine if the proposed kindness and EI professional development training, independent variable, would increase part-time employees', full-time employees', and middle management's level of kindness and EI, dependent variable, and in turn increase the level of employee satisfaction at this non-profit organization. Pre-and-post-test surveys were conducted along with a training intervention in the form of a workshop.

Two Hundred and Forty participants from two separate research sites from Associations (Corporate Offices) of the leading non-profit organization in the United States of America were asked to participate in pre-test and post-test surveys on kindness administered through Survey Monkey and on emotional intelligence administered through MHS Assessments of the EI Consortium.

Data Collection

Data collected from both the Kindness Scale (a.k.a. the VIA classification of character strengths and virtues) and the MSCEIT (Mayer, Salovey, Caruso Intelligence

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Test) were obtained from Survey Monkey and the MHS platform's assessment responses, respectively. The data was collected on June 1, 2019, and January 23, 2020, for pre-test and post-test respectively.

Data Analysis

The presentation of the findings and meanings of the data collected includes an outline of the research questions and qualitative descriptive analysis of the responses addressing the research questions. There is also a summary of the quantitative findings using SPSS.

Workshop Design

The author developed and implemented a Training Guide to train employees at this non-profit organization taking, into consideration the non-profit's Leadership Competency Model: Leaders, which includes employees without supervision responsibilities; Team Leaders made up of directors with responsibility for staff and programs; Multi-Team Leaders which includes directors with oversight for Association-wide disciplines such as Marketing and Human Resources Management; and Organizational Leaders made up of C-Suite leaders such as CEO and CFO.

The author utilized PowerPoint Presentation, YouTube videos along with handouts, facilitator and participant guides and course evaluation forms and implemented training for twenty-nine employees on October 23, 2019, for approximately two hours. The training was interactive and fast-paced, and according to information from course evaluation forms, it was well received with the only complaints being that the time was too short. Training feedback was as follows:

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Table: 1 – Training Feedback

<i>I thought I was emotionally intelligent until I completed the training. I realize I have more practice to do...IP</i>
<i>The training was excellent, but I am still wondering why we have to train people to be kind at the workplace...RN</i>
<i>I never thought of kindness as being respectful and holding staff accountable. Now I know...JW</i>
<i>This is great training. We should train everyone in the organization...BB</i>
<i>Please let me know when you can come to our Y to complete this training for us. This would really help our employees...CH</i>

Following the pre-test survey conducted in June 2019, the training workshop intervention was held on October 23, 2019, with 29 employees across the leadership spectrum in attendance. On January 23, 2020, the post-test survey emails were sent to the same number of participants i.e. 240 participants.

The author utilized the same pre-test and the post-test questionnaire using the VIA-72 scale, which measures twenty-four character strengths, including kindness. This scale was developed by Peterson and Seligman and has been tested and proven for reliability and validity with a consistency rate of 0.68. The Value In Action (VIA) group provided the author with the 76 questions along with the scoring table, free of cost. This survey was administered through Survey Monkey.

Mayer et al. (1993) developed a 16-step developmental model of EI spanning childhood through adulthood. The model incorporates four branches: 1) the ability to

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perceive emotions in oneself and others accurately; (2) the ability to use emotions to facilitate thinking; (3) the ability to understand emotions, emotional language, and the signals conveyed by emotions; and (4) the ability to manage emotions in order to attain specific goals. This model is referred to as the MSCEIT, or the Mayer, Salovey, Caruso Intelligence Test and is used to measure emotional intelligence.

The author paid for the questionnaire at the cost of \$6.00 per participant. There were 141 questions with sub-questions and pictures.

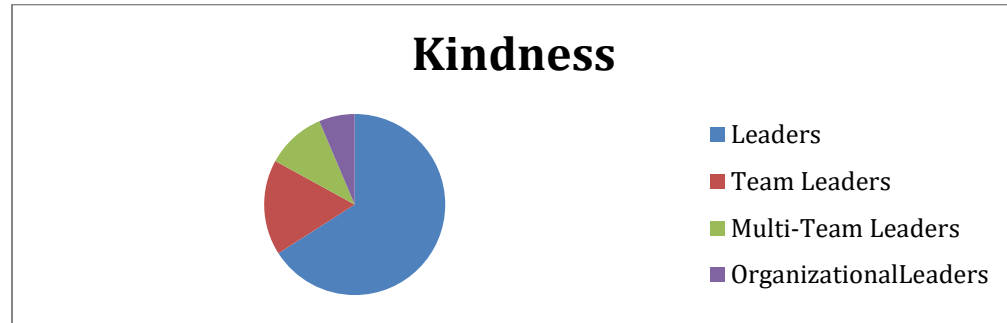
Results

The results showed that there was minimal significance in the kindness survey from pre-test to post-test, and no indication of significance from pre-test to post-test for emotional intelligence.

The lack of significance in many of these statistical tests suggests that these results may not replicate. Therefore, these are preliminary findings. Much of this is due to the small sample size. In fact, more data is needed to determine whether this program will be effective in enhancing EI and Kindness.

Kindness Pre-Test Survey

For the pre-test, 47 employees took the kindness survey through Survey Monkey. Employees were drawn from the various leadership groups, namely, Leaders, Team Leaders, Multi-Team Leaders, and organizational Leaders broken down as 31 Leaders, 8 Team Leaders, 5 Multi-Team Leaders, and 3 Organizational Leaders, as seen in the figure below.



Research Questions

The researcher intended for conclusions from this study to add to the growing body of knowledge in the area of kindness and EI at the workplace. After reviewing the literature and analyzing various instruments that measure kindness and EI, this research explored four questions answered as follows:

Research Question 1

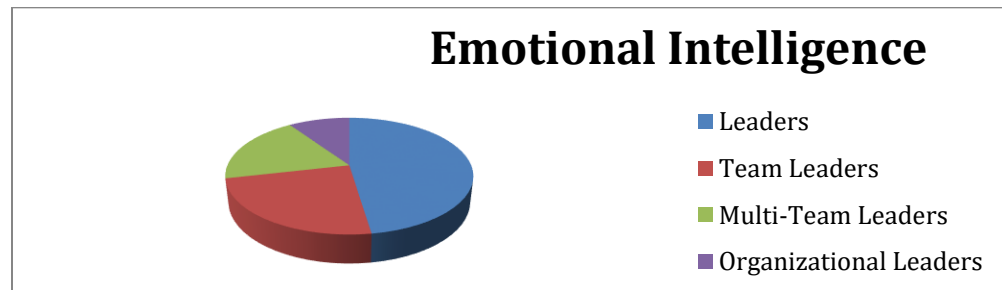
What impact does EI and kindness training have on all employees' level of EI?

A paired-samples t-test was conducted to examine whether there are differences in total Emotional Intelligence (EI) scores before and after the training session. Only 8 participants completed both the pre-test and post-test for EI, therefore, findings are preliminary, and no major generalizations can be made to the larger population. The results of the t-test demonstrate that there is a significant difference between pre- and post-test EI scores ($p = .004$). However, the differences in the means suggest that overall, participants scored lower in the post-test ($M = .475, SD = .082$) than they did in the pre-test ($M = .519, SD = .088$).

Emotional Intelligence Pre-Test Survey

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21 participants took the emotional intelligence survey through the MHS Assessment website of the EI Consortium. Employees were drawn from the various leadership groups, namely, Leaders, Team Leaders, Multi-Team Leaders, and organizational Leaders broken down as 10 Leaders, 5 Team Leaders, 4 Multi-Team Leaders, and 2 Organizational Leaders (as seen in the figure below).



Research Question 2

How does EI and kindness differ for differing levels of leadership? (leaders vs. team leaders/multi-team leaders)

21 participants completed the MSCEIT prior to the EI and kindness training. Of those, 10 identified as Leaders, 4 identified as Multi-team Leaders, 2 identified as Organizational Leaders, and 5 identified as Team Leaders. A one-way ANOVA was conducted to examine whether there were differences in EI between types of leadership positions. The sample size within groups is small, and therefore, findings are preliminary. The results of the ANOVA indicated that there is no difference in EI between leadership types ($F(3,17) = .088, p = .966$).

There was no significant difference in EI between leadership roles. “ $p = .966$ ” is an indication of significance. It is a very large p-value, nearly 1, meaning that there is a 96.6% chance that these results are due to chance/randomness.

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47 participants completed the VIA Kindness scale prior to EI and kindness training. Of those, 31 identified as Leaders, 5 identified as Multi-team Leaders, 3 identified as Organizational Leaders, and 8 identified as Team Leaders. A one-way ANOVA was conducted to examine whether there are differences in kindness between types of leadership positions. The sample size within groups is small, and therefore, findings are preliminary. The results of the ANOVA indicated that there is no difference in kindness between leadership types ($F(3,47) = .464, p = .709$). “ $p = .709$ ” here is also an indication of significance. You can interpret it the same way as the one above. It is a very large p-value, meaning that there is a 70.9% chance that these results are due to chance/randomness.

Research Question 3

How does EI and kindness differ in males and females in the workplace?

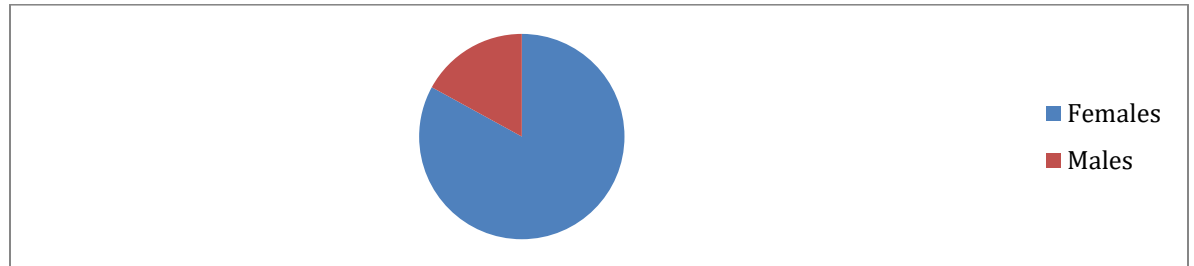
47 participants completed the VIA Kindness scale prior to EI and kindness training. Of those, 39 identified as Female, 8 identified as Male. An independent samples t-test was conducted to examine whether there are gender differences in kindness. The sample size for the Male group is small, and therefore, findings are preliminary.

The results of the t-test ($p = .250$) indicate that there is no difference in Kindness between Males ($M = 4.33, SD = .436$) and Females ($M = 4.453, SD = .468$).

The “ $p = .250$ ” is the significance value, or p-value. This is an indication of the likelihood that the results are due to chance. If the p-value is less than .05, which is the standard for the established alpha value, then it is saying that there is less than a 5% chance that the results of this test are due to random chance. However, this one way is greater than .05, so there is a 25% chance that it is due to chance, and therefore, it is not

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likely to be a reliable effect, and there are probably no real differences in kindness between genders, as seen in the figure below.

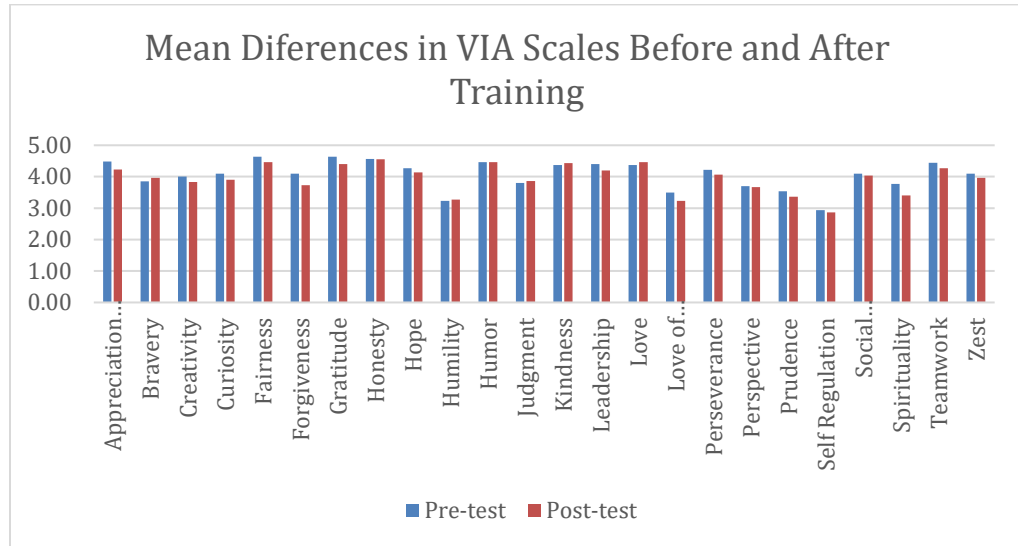


Research Question 4

What impact does EI and kindness training have on all employees' level of each VIA scale?

A paired-samples t-test was conducted for each VIA scale to examine whether there is a difference in each scale before and after the training session. Only 10 participants completed both the pre-test and post-test for the VIA, therefore, findings are preliminary, and no major generalizations can be made to the larger population.

Significant differences were found between pre-test and post-test scales of Forgiveness, Gratitude, Love of Learning, and Spirituality. In each of these scales, participants scored lower in the post-test than they did in the pre-test.



It was interesting to note, however, that there was a Mean difference in VIA scales before and after the training that indicated a slight change in kindness and love in pre-test over post-test. In fact, participants improved their scores from pre-test to post-test in five scales. They were character strengths, Bravery, Humility, Judgment, Kindness, and Love.

There were no survey questions in either constructs that included employee satisfaction and/or employee retention. There was also insufficient time to observe any noticeable effects on employee satisfaction and or employee retention.

Limitations

The small sample size, due to lack of participants, created a lack of significance in many of these statistical tests and suggests that these results may not replicate. Therefore, these are preliminary findings. More data is needed to determine whether this program will be effective in enhancing EI and Kindness.

Limitations were attributable to a number of factors including **History** i.e., the specific events which occurred between the first and the second

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measurement; **Experimental Morality** which is the loss of participants throughout the process, for example, the author started out with 240 participants and ended up with 69; Regarding External Validity, generalizability of the treatment/condition outcomes was also affected, negatively, as one of the research sites failed to participate in the surveys and the training intervention, in the manner they had planned to, due to downsizing and office mergers. **Maturation**, another limitation, is the process within subjects, which act as a function of the passage of time i.e., if the project lasts a few years, most participants may improve their performance regardless of treatment. This is true of this particular study since the author had less than six months in which participants were able to improve their performance from pre-test to post-test.

Reactive or Interaction Effect of Testing is another possible factor. In this case, a pre-test might increase or decrease a subject's sensitivity or responsiveness to the experimental variable; **Pre-Test/Post-Test Design**, where the effect of giving the pre-test, itself, may affect the outcomes of the second test i.e., the post-test.

Another limitation is the fact that the MSCEIT is a proprietary tool which proved challenging to use both by the author and participants, who complained of being kicked out several times before they were able to complete the survey. This caused a number of the participants to exit the site prior to completion of the survey and engendered frustration in participants who really had an interest in completing the survey. By the time emails went out regarding the post-test survey, employees who had agreed to participate, initially, failed to show interest, which might have negatively affected the results.

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Conclusion

The overall results showed that there was no major significance in the kindness survey from pre-test to post-test, and neither was there major significance from pre-test to post-test for emotional intelligence, in order for the evidence to be more meaningful.

There were also no survey questions in either constructs that included employee satisfaction and/or employee retention with insufficient time to observe any noticeable effects on employee satisfaction and or employee retention.

However, the Means of the VIA kindness scale indicated a slight change in kindness and love in pre-test over post-test. There were five scales in which the participants improved their scores from pre-test to post-test. They were character strengths, Bravery, Humility, Judgment, Kindness, and Love.

Although there was no hypothesis that the scores for kindness and emotional intelligence would have been significant, following the training intervention, and although the research questions were not answered in the manner expected, the non-profit organization can feel satisfied that the results, from the VIA scale, indicated an improvement in the area of kindness and love from pre-test to post-test. When one takes into consideration that this non-profit is known globally as a kind organization, this is certainly affirmation.

The organization is encouraged to continue conversations with its staff around the areas of kindness and emotional intelligence and to use the Training Guide, developed by the author, to continue to train and develop its staff in the areas of kindness and emotional intelligence.

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According to Robert Zeigler (2015), emotional intelligence emanates from kindness. If this is true, and with the results indicating that the participants' kindness levels grew from pre-test to post-test on the VIA scales, the non-profit organizations might just be on their way towards practicing and growing in the area of emotional intelligence and thus achieving employee satisfaction and employee retention.

Can this training be replicated?

The goal is to replicate this training at other similar non-profit organizations across the nation to ensure that current employees are exposed to essential environmental experiences or learning situations and practices which are necessary to acquire specific emotional competencies, thus impacting employees' knowledge about kindness and EI resulting in increasing overall positive professional relationships, employee satisfaction, and retention.

However, the lack of significance in many of these statistical tests suggests that these results may not replicate. Therefore, these are preliminary findings. Much of this is due to the small sample size. More data is needed to determine whether this program would be effective in enhancing EI and Kindness.

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Approval of Dissertation in Practice form (placeholder page)

ABSTRACT

CONSTANCE YVON LAWRENCE: Linking Kindness to Emotional Intelligence for
Employee Satisfaction & Retention through Professional Development Training

The present study aimed to examine the effects of linking kindness to emotional intelligence (EI) for employee satisfaction and retention through professional development training. 240 participants from two separate research sites from Associations (Corporate Offices) of the leading non-profit organization in the United States of America were asked to participate in a pre-test survey on kindness, administered through Survey Monkey, and another survey on emotional intelligence administered through MHS Assessments of the EI Consortium. The author took into consideration the non-profit's Leadership Competency Model broken down into Leaders, which includes employees without supervision responsibilities; Team Leaders, made up of directors with responsibility for staff and programs; Multi-Team Leaders, which includes directors with oversight for Association-wide disciplines such as Marketing and Human Resources Management; and Organizational Leaders, made up of C-Suite leaders such as CEO and CFO. Following the pre-test survey conducted in June 2019 a training workshop intervention was held on October 23, 2019, with 29 employees across the leadership spectrum, in attendance. On January 23, 2020, the post-test survey was held with the same number of participants requested to participate. It is important to note that for the kindness survey, twenty-four character strengths, including kindness, and developed by Peterson and Seligman, were used and the MSCEIT developed by Mayer, Salovey,

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Caruso was used for emotional intelligence. The results showed minor differences in both the kindness and EI surveys from pre-test to post-test in all the areas studied. It was interesting to note, however, that there was a slight change in the Means of the VIA kindness scale, in kindness and love in pre-test over post-test.

The author wishes to indicate that there were no survey questions in either constructs that included employee satisfaction and/or employee retention and even if there were, there was not sufficient time to observe any noticeable effects on employee satisfaction and or employee retention since the time between pre-test, training intervention and post-test was limited to less than six months.

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Special acknowledgement to my family and friends especially my mother for passing on her love of books and reading to me; without the love of books and reading I would not have made it so far. To my sisters Lorna and Anji for telling me I could do it; to David Callender and Janice HoSang who were constantly there to walk me off the ledge. I would like to acknowledge the President/CEO and the Vice-President/CFO of the YMCA of South Palm Beach County, located in Boca Raton Florida and the President/CEO and HR Director of the Manatee YMCA, located in Bradenton, Florida for permission to use their Associations as research sites. A big thank you goes out to Jackie Riordan who conducted the training intervention workshop and helped to build the PowerPoint for the Training Guide; to Brenda Barrivaldi for keeping the author grounded, and also for assisting with editing; to the entire Association staff of the YMCA of South Palm Beach County for their support throughout the entire doctoral journey. And lastly, to my Committee including my Chair, Dr. Nancy Kline, Dr. Jennifer Lesh and Dr. Susan King and to Dr. Bell Cooper, my statistician and Dr. Jean Alger, my editor. I am truly appreciative and grateful for everyone's support.

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DEDICATIONS

Dedicated to all the kind and emotionally intelligent people in workplaces all over this nation. You make coming to work that much easier.

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CHAPTER I

INTRODUCTION

Employees at the researched site, namely a non-profit organization (NPO), located in a metropolitan city in South Florida, are required to apply kindness and emotional intelligence (EI) skills in their daily interactions but lack knowledge of appropriate kindness and emotional intelligence behaviors for effective interactions in the workplace.

Human resources data at the research site has shown that 65% of involuntary and voluntary terminations for the last five years could have been attributed by issues related to kindness and EI, while a smaller percentage was attributed to poor job performance (YMCA of South Palm Beach, 2018).

Performance reviews, counseling forms, and exit interviews indicated that these employees did not possess the four core components of EI, which are (1) self-awareness, (2) self-management, (3) empathy and social awareness, and (4) relationship management, as per Bradberry and Greaves (2009).

Experiences and opportunities to practice appropriate control of emotions, empathy, and kindness at the workplace are not only essential to employee's success, but they are also associated with the success of organizations (Goleman, 1995; Carmeli, 2003; Zeidner et al., 2004).

The author's goal is to utilize a Quasi-experimental design to determine if the proposed kindness and EI professional development training, independent variable, will increase part-time employees', full-time employees', and middle-management's level of kindness and EI, dependent variable, and in turn, will increase level of employee

satisfaction at this non-profit organization. Pre-and-post-test surveys will be conducted along with a training intervention in the form of a workshop.

Kindness

In his book, *The Kindness Revolution: The Company-Wide Culture Shift That Inspires Phenomenal Customer Service*, Ed Horrell (2006) explains that providing exceptional, compassionate customer service can only happen when an organization builds a deep and lasting relationship with its employees, and that it is kindness that most characterizes that relationship.

Robert Zeigler (2015) argues that the strength of emotional intelligence (EI) emanates from kindness, believing that the more leaders invest in their employees, the more they get in return. A good portion of this investment starts with kindness, which is one of the most influential characteristics. He adds that the most powerful types of influences are those that are not likely to make headlines and that kindness and EI are part of those powerful influences.

Mark C. Crowley (2011), author of *Lead from the Heart: Transformational Leadership for the 21st Century*, contends that when human beings experiencing a steady flow of positive feelings and emotions including appreciation, inspiration and happiness, the heart flips into what he calls “coherence,” and when people feel appreciated and supported by their bosses and are healthily connected to the people they work with, they begin to grow and develop and are able to live meaningful lives both in the workplace and beyond. Crowley postulates that the communication going on between the heart and mind is so ideal that it places people at their optimal level of performance resulting in a productive workplace and society.

Key Concepts of Kindness

The VIA institute has pointed out the three altruistic personality traits of kindness. These personality traits help us understand why individuals are kind without the sense of duty.

1. **Empathy/sympathy:** The ability to understand another person's circumstances and to have the capacity to see beyond others' needs and comfort.
2. **Moral reasoning:** The ability to be objective in determining what is right from wrong. Having moral reasoning is an important part of human nature and helps one understand what it means to be kind.
3. **Social responsibility:** The ability to understand the ethical framework of society and the role you play and the effect you have. Understanding how much you affect society can help you understand how important it is to be kind to those around you.

Emotional Intelligence

Edward Lee Thorndike first discovered what we have come to refer to as emotional intelligence in his work on social intelligence in 1920, defining social intelligence as “the ability to understand and manage men and women, boys and girls—to act wisely in human relations” (DTS International, 2020).

Since 1920, psychologists have continued to explore the area of EI and have grouped EI into three major categories: (1) abstract intelligence, (2) concrete intelligence, and (3) social intelligence (the ability to understand and relate to people) (Ruisel, 1992).

Mayer and Salovey (1993) brought the concept of EI to the forefront and into the mainstream. According to Mayer and Salovey (1993), EI is a form of social intelligence since it involves the ability to monitor one's own emotions and that of others, to

discriminate among them, and to use the information to guide one's own thinking and actions.

Mayer et al. (1993) developed a 16-step developmental model of EI spanning childhood through adulthood. The model incorporates four branches: (1) the ability to perceive emotions in oneself and others accurately; (2) the ability to use emotions to facilitate thinking; (3) the ability to understand emotions, emotional language, and the signals conveyed by emotions; and (4) the ability to manage emotions in order to attain specific goals.

More recently, the work of Dan Goleman (1995) has expanded the thinking of how to define the various leadership skills needed by today's successful leaders. Competency in the skill area of EI (how we conduct ourselves and how we build relationships) is receiving greater attention as organizations and experts begin to realize that a successful financial bottom line is driven not only by dollars but also through building effective relationships at the workplace (Goleman, 1995).

Goleman's definition of EI closely mirrors the definition of social intelligence as defined by Mayer and Salovey (1993). His definition includes:

1. self-awareness: knowing what we are feeling and using those preferences to guide our decision-making and actions.
2. self-regulation: handling our emotions so that they facilitate rather than interfere with the tasks we encounter.
3. motivation: using our deepest preferences to move and guide us toward our goals.

4. empathy: sensing what people are feeling, being able to take their perspective and cultivate rapport.
5. social skills: handling emotions in relationships well and accurately reading social situations and networks (Goleman, 1995).

In their book, *Behavior in Organizations*, Jerald Greenberg and Robert Baron (2002) state “in the work world people with highly developed emotional intelligence have an edge in many different ways” (p. 60). Goleman (1995) defines this concept of having an edge even further, arguing that emotional competence is central to leadership and that the role of leadership is getting others to do their jobs effectively. According to Goleman “a company’s bottom line follows its emotional climate, which in turn flows from its leaders” (p. 80). Goleman also references the spiritual aspect of leadership and draws a relationship between faith on the inside and positive emotions on the outside.

Bradberry and Greaves (2009), proponents of EI developed four core components of EI: (1) self-awareness, (2) self-management, (3) empathy and social awareness, and (4) relationship management. According to Bradberry and Greaves (2009), EI is that “something” in each of us that is intangible, and which affects the way people manage behavior, navigate social complexities, and make personal decisions leading to the achievement of positive results.

Theoretical Framework

The Emotional Intelligence (EI) theoretical framework based on the model of Mayer and, Salovey, (1997), outlines the four dimensions of EI: perception, facilitation, comprehension, and emotion regulation.

Perceiving emotions refers to the ability to be aware of one's emotions and the emotions of others. Facilitation is the ability to generate, use, and feel emotion as necessary to communicate feelings or employ them in other cognitive processes. Understanding emotions consists of the ability to understand emotional information, how emotions combine and progress through relationship transitions, and to appreciate such emotional meanings. Emotion regulation is the ability to be open to feelings and to modulate them in ones self and others to promote personal understanding and growth. EI is understood as a set of cognitive-emotional skills, as well as a personality trait (Mayer & Salovey, 1997).

The kindness theoretical framework is based on the work of Peterson and Seligman (2004), whose research results indicate that kindness increases happiness and life satisfaction impacting productivity at the workplace.

Statement of the Problem

The author, who has accrued approximately 30 years of human resources experience, a Bachelor's Degree in Economics, a Master's Degree in Human Resources Management, and numerous human resources certifications, found that employees at the researched site are required to apply kindness and EI skills in their daily interactions but lack knowledge of appropriate kindness and emotional intelligence behaviors for effective interactions in the workplace.

Human resources data at the research site has shown that issues related to EI, with a smaller percentage attributed to poor job performance caused 65% of involuntary and voluntary terminations for the last five years (YMCASPBC Human Resource records, 2018). This is consistent with research done by Zeidner et al. (2004) that found that in

order to be able to empathize with others, employees need to be exposed to essential environmental experiences or learning situations and practices that are necessary to acquire specific emotional competencies.

Rationale

Experiences and opportunities to practice appropriate control of emotions, empathy, and kindness at the workplace are not only essential to employee success, but they are also associated with the success of organizations (Goleman, 1995; Carmeli, 2003; Zeidner et al., 2004).

Cherniss and Caplan (2001), in building a case for how EI contributes to the bottom line of an organization, reported on a case associated with training at American Express:

Financial advisors at American Express whose managers completed an emotional competence-training program were compared to an equal number whose managers had not. During the year following the training, the advisors of trained managers grew their business by 18.1% compared to 16.2% for those whose managers were untrained.

In his 2003 journal article, "The Relationship Between Emotional Intelligence and Work Attitudes, Behavior and Outcomes: An Examination Among Senior Managers," Abraham Carmeli indicates that leaders with high EI develop positive work attitudes, behavior, and outcomes, and as a general consideration, EI creates positive work attitudes, altruistic behaviors, and work performance outcomes, all of which can moderate and even reduce the effect of work conflict and ultimately job terminations (Carmeli, 2003).

Similarly, employees with higher EI are found to have increased peer and supervisor ratings of interpersonal facilitation and stress tolerance than those with lower EI (Lopes, Grewal, Kadis, Gall, & Salovey, 2006).

Researchers, including Ioannidou and Konstantikaki (2008), believe that EI is teachable and learnable. Leadership, EI, and professional developments are inextricably interwoven (Grant, 2007). Inasmuch, effective EI training may be a useful way for organizations to improve the EI of employees, thereby enhancing well-being, job performance, and personal and organizational success.

In their book *Leading with Kindness: How Good People Consistently Get Superior Results*, Baker and O'Malley (2008) discuss the fact that "kind" leaders understand that people are individuals and therefore should be treated as such, detailing how and why the truth matters. They believe that kind leaders are good at listening to the truth, and that the long-term viability of any organization might rely on leaders who understand what being kind means.

In his book, *It Worked for Me* (2012), Colin Powell writes that when leaders develop a reputation for kindness, even the most unpleasant decisions are more easily accepted and people will realize that a leader's decision must be necessary and not arbitrarily made or made without empathy.

Purpose of the Study

The purpose of this Quasi-experimental design is to determine if the proposed kindness and EI professional development training, independent variable, will increase part-time employees', full-time employees', and middle management's level of kindness

and EI, dependent variable, and in turn, will increase level of employee satisfaction at this non-profit organization.

Performance reviews, counseling forms, and exit interviews would indicate that these employees did not possess the four core components of EI. Bradberry & Greaves (2009) outline those four core components in their book *Emotional Intelligence 2.0*. The four components entail (1) self-awareness, (2) self-management, (3) empathy and social awareness, and (4) relationship management. The absence of those four factors along with kindness, which has the characteristics of empathy, respect, forgiveness, and accountability, resulted in high incidences of behavioral problems including punctuality and attendance, productivity, inability to meet deadlines, inability to work with co-workers, gossip, disrespect, lack of accountability, and time wasting (YMCASPBC Human Resource records, 2018).

The author will develop a kindness and EI professional development-training workshop. Part-time, full-time, and middle management staff will be trained in the two constructs with the goal to replicate this training at other similar non-profit organizations across the nation. The author also has the goal to ensure that current employees are exposed to essential environmental experiences or learning situations and practices that are necessary to acquire specific emotional competencies, thus impacting employees' knowledge about EI resulting in increasing overall positive professional relationships, employee satisfaction, and retention.

Robert Zeigler (2015) argues that turnover rates can significantly impact an organizations' bottom line, and that leaders with higher EI tend to retain staff longer, resulting in low turnover costs and the ability to train new talent faster. The findings from

this research may add to the body of knowledge in the field of kindness and EI and may determine whether and to what extent kindness and EI training will be perceived as contributing to increasing kindness and EI at the non-profit organization resulting in increasing positive professional relationships and employee satisfaction.

Research Questions

The conclusions developed from this study may add to the growing body of knowledge in the area of kindness and EI at the workplace. After reviewing the literature and analyzing various instruments that measure kindness and EI, this research will explore four questions:

1. What impact does EI and kindness training have on ALL employees' level of EI and kindness?
2. How does EI and kindness differ for differing levels of leadership? (leaders vs. team leaders/multi-team leaders/organizational leaders)
3. How does EI and kindness differ in males and females in the workplace?
4. What impact does EI and kindness training have on all employees' levels of each VIA scale?

Significance of Study

Despite numerous articles having been authored on kindness and EI there seems to be very little done when it comes to kindness and EI training and its application at the workplace. David Goleman (1995) writes that there are over 700 dissertations written on the topic of EI; however, significant and purposeful progress is needed regarding workplace training and application.

In addition, in their book *Emotional Intelligence 2.0*, Bradberry and Greaves (2009) reveal that since co-founding their organization, TalentSmart, in 2005, the world's leading provider of EI tests, training, and consulting has trained over 500,000 employees in most Fortune 500 organizations focusing on EI. The Bureau of Labor Statistics (2018) indicates that there are close to 128 million full-time employees in the United States of America, which would signal to the author that there is tremendous room for kindness and EI professional development training at the workplace.

Aubrey K. Wiete (2013) studied over 100 organizations. Wiete's study revealed that more than 75% of respondents surveyed used at least one type of leadership development method in their organization; 41% of organizations reported that EI is a topic of training and development courses, as well as an objective for leadership coaching; however, 29%—one in three surveyed—reported that EI training is not a focus for their organizations due to budgetary or time constraints along with organizations' views that EI does not add value. When it comes to the concept of kindness, many organizations view it as a warm and abstruse concept that should not be encouraged at the workplace since oftentimes kindness is seen as weakness (Wiete, 2013).

Wiete found that organizations often focus on what they consider pressing hard skills when considering development of a change strategy, tending to consider items like budget, staffing requirements, and technical skills rather than professional development, which includes kindness or EI. However, 75% of change efforts fail, as training staff to see another's perspective is lacking.

Dinah Wisenberg Brin (2013) states in her article "What Is Emotional Intelligence?" that organizations still view EI as a "touchy-feely" topic without value and an investment

they are not willing to make. Brin argues that EI training delivers results adding to an organization's bottom line; she cites the case of a Motorola manufacturing plant where 93% of employees became more productive after the plant adopted stress-reduction and EI programs, and another factory saw a reduction in "lost-time" accidents, boosted productivity, and sharply lowered formal grievances after supervisors only received training in "emotional competencies."

Jaclyn Lindsey (2017) states in "Why Kindness Is the Answer to Workplace Woes," that kindness is provable and that when the act of kindness is applied, including the act of listening to others outside of one's own circle, it increases diversity in hiring, combats sexism, racism, and homophobia. Additionally, when people at the workplace treat each other with respect, even when separation is necessary, individuals are left with a sense of operational integrity and efficiency. Most importantly, Lindsey (2017) argues that in a kinder workplace, employee well-being (both mentally and physically) are taken into account and become key components of an organization's productivity and sustainability, postulating that there is no place for sexual harassment and bullying in a workplace that is grounded in kind words and kind acts.

The author's goal is to develop a workshop-training module to link kindness to EI to result in a knowledgeable and practiced culture of kindness and EI, increased positive professional relationships, improved employee satisfaction and retention at a non-profit organization, with the ability to replicate the training module at other similar non-profit organizations and potentially for-profit organizations throughout the nation.

At the researched site, a non-profit organization (NPO) located in a suburban area in South Florida, although EI is included in one of their core training modules—

Introduction to Leading Others—there is no core EI professional development course module currently offered.

This study intends to benefit part-time, full-time, and middle management level employees at the proposed research site by providing knowledge on the topic of kindness and EI, as well as ideas and strategies for effective implementation of social and interpersonal skills. The study may also serve as a guide for administrators and leaders to promote professional kindness and EI professional development programs. Ultimately, it may benefit the NPO as an organization through the development of human potential and talent retention.

Deficiencies in the Evidence

A substantial body of research indicates a gap between organizational expectations regarding employees' EI and what employees know about it (Ioannidou and Konstantikaki, 2008; Grant, 2007; Lopes et al, 2006; Slaski and Cartwright, 2003).

Mattingly and Kraiger (2019) reported that workplace EI training supports the malleability of this construct, which confirms EI trainability, as their research addressed this question by conducting a meta-analysis to assess the effect of EI training and whether effects are moderated by substantive and methodological moderators. Mattingly and Kraiger identified a total of 58 published and unpublished studies that included an EI training program using either a pre-post or treatment-control design.

Limitations and Assumptions

The study will be limited to two business areas within a non-profit organization, namely its corporate and branch administrative offices, which could provide limitations for generalizing the findings of the study to a larger population with the ability to be

replicable at other NPOs throughout the nation. The study based on theoretical assumptions related to the belief that EI is teachable and learnable and thus a valuable investment for organizations to make in their employees.

A study completed by Aubrey K. Wiete (2013) of Human Capital Associates found that, although organizations recognize EI as a legitimate part of the leadership development toolbox, many organizations fail to offer workplace training on this topic. Wiete (2013) argues that most of the corporate world has long recognized that the greatest and most effective leaders offer more than traditional intelligence, and that when it comes to building strong leaders, organizations are now turning to the concept of EI to help give leaders a new type of intelligence edge above and beyond technical aptitudes.

Although numerous articles written about kindness in the workplace and its plentiful benefits, including more engaged employees, lower employee absenteeism rates, and enhanced productivity, the author has not been able to locate organizations with a kindness-training program designed for their employees. The author has been unable to locate literature reviews, materials, or trainings that have been developed directly linking kindness to EI in an organizational or workplace setting, which is the overall purpose of this study. Zeigler (2015) who in his article, "*The Importance of Emotional Intelligence and the Power of Kindness*," attempted to link the two constructs but failed to discuss professional development training at the workplace linking kindness EI.

Definitions of Terms

Contextual Performance: considers behaviors that contribute to overall effectiveness through supporting the social and psychological climate. Examples include

cooperating with teammates, diffusing conflict, cleaning up the conference room (Borman & Motowidlo, 1993).

Customer Satisfaction: the measure of how the needs and responses are collaborated and delivered to excel customer expectation attained if the customer has an overall good relationship with the supplier. High customer satisfaction translates to customer loyalty, and loyalty is one of the biggest drivers of corporate growth (Pacelli, M. 2011).

Employee: an individual who works part-time or full-time under a contract of employment, whether oral or written, express or implied, and has recognized rights and duties (Department of Labor, 2018).

Employee Engagement: refers to the connection and commitment that employees exhibit toward an organization, leading to higher levels of productive work behaviors (SHRM, 2017).

Hiring Costs: Cost per hire is the average amount of money an organization spends on making a hire. SHRM in a survey conducted in 2016, found that the average cost per hire is \$4,129.00 (SHRM, 2017)

Job Performance: the overall expected value from employees' behaviors carried out over the course of a set period of time (Motowidlo et al., 1997). This definition, although technical, includes specific ideas that are worth breaking down. Performance is a property of behavior or what people do at work. An employee's behavior has expected value to the organization, that is, an employee's behaviors may be distinguished in the extent to which they help or hinder the organization, and the outcomes of unique behaviors are rarely measured so their value is expected.

Kindness: a virtue and a moral and ethical consideration (Caldwell, 2017). In the context of this study, the author has defined kindness as a characteristic that is effective in optimizing organizational performance and success; building high performance teams; reducing turnover rates; reducing hiring costs; and increasing positive, professional relationships at the workplace.

Leadership: “the process of social influence that maximizes efforts of others towards achievement of a goal” (Kruse, 2013).

Middle Management: the intermediate management of a hierarchical organization that is subordinate to executive management and responsible for at least two lower levels of junior staff (Harding et al., 2014). Unlike line management, middle management is considered to be a senior (or semi-executive) management position, with respective salary and a package of benefits.

Organizational Success: an organization must have a statement, a philosophy, and a series of programs and goals that focus on the skills and talents of its employees. All of this must be managed with care and guidance so that the organization’s mission is successfully accomplished. Successful organizations need authentic, inspirational leaders along with sound managers. In order to achieve increased and sustainable results, organizations need to execute strategies and engage employees.

Training: the methods used to give new or present employees the skills they need to perform their jobs (Dessler, 2007). Training and development are processes that attempt to provide employees with information, skills, and an understanding of the organization and its goals.

Turnover: a permanent withdrawal often related to job satisfaction and organizational commitment and occurs when employees leave an organization and have to be replaced. Mathis and Jackson (2008) describe two types of turnover: involuntary turnover, where employees are terminated for poor performance or work rule violations, and voluntary turnover, where employees leave by choice.

Turnover Rates: the formula used by the U.S. Department of Labor to calculate turnover rates is:

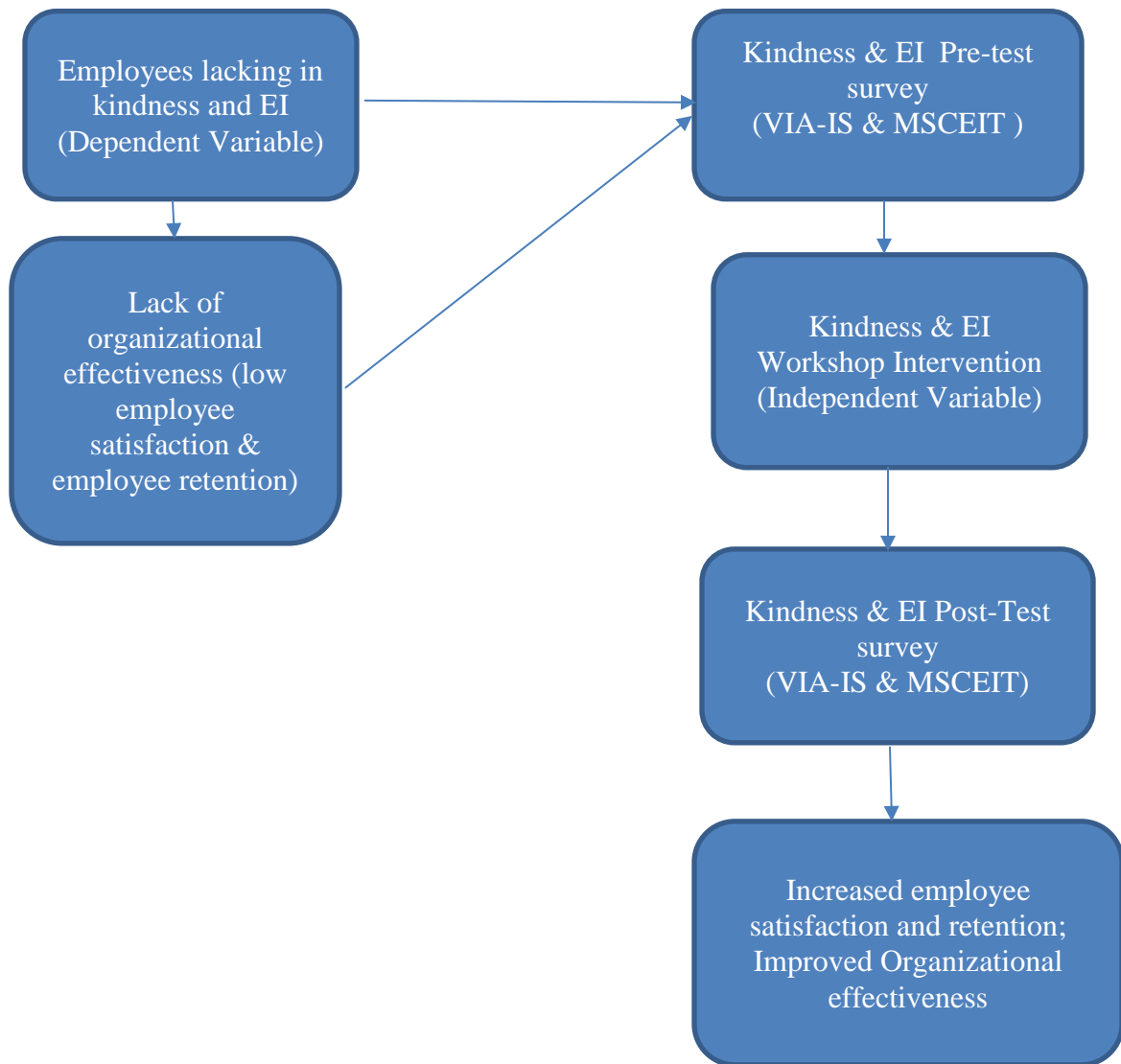
$$\frac{\text{Number of employee separations during the month} \times 100}{\text{Total number of employees at midmonth}}$$

According to Mathis and Jackson (2008), common turnover rates can range from almost 0% per year to more than 100% per year depending on the industry.

Qualitative Data: data concerned with descriptions, which can be observed but cannot be computed.

Quantitative Data: data that expresses a certain quantity, amount, or range. Usually, there are measurement units associated with the data, e.g., meters in the case of the height of a person. It makes sense to set boundary limits to such data, and it is also meaningful to apply arithmetic operations to the data.

Figure 1: Conceptual Framework



Chapter II

Literature Review

The key objective of this chapter is to review relevant literature and existing research studies on kindness and emotional intelligence (EI). Specifically, this chapter will seek to review, develop, and link the two constructs whose dimensions and competencies are close in characteristics and their impact on organizational factors such as employee satisfaction and positive professional relationships at a non-profit organization (NPO).

Different people define kindness differently. There are biblical, religious, philosophical, and psychological definitions, as well as numerous interpretations of kindness. Many young children, regardless of their religious or spiritual affiliations, are taught from very early that God is kind, and if God is kind then it behooves human beings to be kind. There are also selfish definitions and interpretations.

Gülcan (2019) contends that ethics or moral philosophy is a branch of philosophy that systematically defends commending concepts of right and wrong conduct. Ethics, he argues, seek to resolve questions of human morality by defining concepts such as good and evil, right and wrong, virtue and vice, justice and crime. It is a field of intellectual inquiry, a moral philosophy related to the areas of moral psychology, descriptive ethics, and value theory. Most often, kindness is referred to as a virtue and a value, and it is a pre-supposition that people with pleasant dispositions are kind.

Philosophical Perspective

Friedrich Nietzsche (1978/2016) made a point that love and kindness are two of the most “healing herbs” that play an uncanny role in encouraging human intercourse. Nietzsche, without using the word ‘kindness,’ indicated that it is one of the knightly virtues, and that kindness as per the Bible is considered one of the seven virtues and more specifically the opposite of envy, one of the seven deadly sins.

Psychological Perspective

From a psychological point of view, Glen and Castle (DOI) examined a study that included more than 37 cultures of the world with over 16,000 subjects who were asked to share the most desirable trait in their mate. Regardless of gender and any other cultural differences, the first trait mentioned was kindness, and the second preference was intelligence (Glen & Castle, DOI).

Peterson and Seligman (2004) described kindness as the ability to place the needs of others in front of your own; it is selfless, having the ability to empathize with the people around you. Peterson and Seligman argue that kindness is one of 24 character strengths and virtues identified in their Value in Action (VIA) Inventory of Strengths scale. They say that, because kindness is a strength, it is a vital part of being human in a compassionate society; it is a virtue of humanity that represents a fundamental aspect of humans being social creatures with kindness manifesting itself in caring and in healthy relationships (Peterson & Seligman, 2004).

Rashid and Anjum’s (2005) describe kindness as doing favors and performing good deeds for others without expecting anything in return. This strength of kindness means respecting others but also includes emotional affection towards other people. Kind

people, according to Rashid and Anjum, find joy in the simple acts of giving and helping other people, whether they are related or not or possess similarities.

Nansook Park and Christopher Peterson (2009), in their article “Character Strengths: Research and Practice,” state, “character strengths are the foundation of optimal life-long development and thriving. Good character is not a singular thing, but rather plural—a family of positive traits shown in one’s thoughts, feelings, and behaviors” (p.1).

Park and Peterson’s 2009 paper provides an overview of the VIA project, which classifies and measures 24 widely recognized and valued strengths including kindness. They write that research shows that character strengths are linked to important aspects of individual and social well-being, although different strengths predict different outcomes.

Their paper also discusses ways to recognize and cultivate character strengths within the context of a strengths-based approach to education and personal development, arguing that character matters, and developing its components should be an essential goal for everyone (Park & Peterson, 2009).

Decades of research have found that regular participation in acts of kindness can increase life satisfaction (Buchanan & Bardi, 2010), and prosocial spending that benefits others leads to high levels of happiness (Aknin et al., 2011). In 2010, Buchanan and Bardi completed a study to ascertain if acts of kindness created a substantial increase in a person’s life satisfaction. Based on the results, participants who were instructed to complete an act of kindness every day, for 10 days, showed a significant difference compared to those who did not. The experiment was designed to establish the effects of acts of kindness and acts of novelty on life satisfaction. Participants aged 18-60 took part

voluntarily, and were randomly assigned to perform either acts of kindness, acts of novelty, or no acts daily for 10 days. Their life satisfaction was measured before and after the 10-day experiment, and as the researchers expected, performing acts of kindness or acts of novelty increased happiness and life satisfaction (Buchanan & Bardi, 2010).

In another study, conducted by Aknin et al. (2011), participants reported that they felt happier spending on others rather than on themselves. The studies conducted demonstrate how happiness and life satisfaction can be increased through the practice of kindness. Their experiment was designed to establish the effects of acts of kindness and acts of novelty on life satisfaction.

According to Aknin et al. (2011), performing acts of kindness or acts of novelty increases life satisfaction. To test if novelty can promote happiness, they added an experimental condition in which participants performed new acts every day for 10 days. Aknin et al. predicted that participants performing new acts would report a greater improvement in happiness than the control group, and they recruited 86 participants (38 males and 48 females, aged 18–60, $M = 26$, $SD = 6$) via opportunity sampling to complete the study in 2008. Participants were randomly assigned to perform either kind acts, new acts, or no acts at all; they performed acts of kindness every day for 10 days and received daily email reminders containing a web-link used to record the acts they performed. A 5-item Satisfaction with Life scale was used (Diener et al., 1985) to measure each participant's life satisfaction before and following intervention. Utilizing a one-way ANOVA, the researchers established that:

Life satisfaction increase ($T2-T1$) differed across the activity conditions (kind, new, or none), $F(2, 83) = 4.13$, $p < .05$, partial $\eta^2 = .09$. Life satisfaction

increased in the experimental conditions (kind condition: $M = .54$, $SD = .86$; new condition: $M = .35$, $SD = .73$) but not in the control condition ($M = -.04$, $SD = .74$). Planned comparisons revealed that the increase in life satisfaction was significantly higher in the experimental conditions compared with the control condition (kind condition: $t(83) = 2.84$, $p \leq .01$, $d = .62$; new condition: $t(83) = 1.86$, $p \leq .05$, $d = .41$); the experimental groups did not differ in life satisfaction increase ($t(83) = .94$, NS, $d = .21$), indicating that kind and new acts, performed daily over as little as 10 days, can result in increasing life satisfaction. The results, also, highlight novelty as an integral feature of happiness-enhancing interventions (Deiner et al., 1985).

Religious Perspective

Glen and Castle (DOI) also wrote in their blog about the Talmud, a sacred Jewish scripture that places immense significance on kindness by advocating that kind deeds are equal to all the commandments in weight. In Buddhism, Metta (loving-kindness) is one of the Paramitas (Ten Perfections) and the 14th Dalai Lama declared his religion to be kind in his book, *Kindness, Clarity and Insight*, (Glen & Castle, DOI).

To Glen and Castle (DOI), kindness represents a form of worship. Kindness is not just an attribute, it is a state of constant behavior among those people whose goal it is to spread joy among others. It is happiness that knows no boundaries; it is limitless, it is universal, it is displayed in the form of small acts of everyday life. It is this kindness, they say, that makes anyone who is human feel human and which sets them apart from the rest of the animal species, and kindness is the compassion one feels for the troubled, the love

one has for humanity, the concern for those in need and sympathy for those experiencing hard times (Glen & Castle, DOI).

Kindness Ethics

Kuangfei Xie (2015) explains that kindness ethics focuses on the specific virtue of kindness, which means a person's moral capacity to be kind to all life and not just one's own life.

Understanding Kindness

Cam Caldwell (2017), in his article, "Understanding Kindness—A Moral Duty of Human Resource Leaders," published in *The Journal of Values-Based Leadership*, outlines six elements of kindness:

Kindness and Authenticity. Caldwell (2017) states that this is the degree that one will perform kind acts without the desire of being liked, admired, or rewarded, believing that when leaders are authentically kind, they are true to themselves and to others.

Kindness and Humanity. Caldwell (2017) states that this is the ability to see one's self and others as participants in a common experience, arguing that humanity is a moral concept that acknowledges that interconnectedness creates obligation to others; humanity reflects the duty to avoid harming others and creates value for society and the organization; and that humanity and kindness are implicitly related.

Kindness and Respect. Caldwell (2017) states that this is a fundamental element of justice and a foundation of trustworthiness, arguing that interactional justice is high when all employees are treated as valued partners and are treated with courtesy and respect.

Kindness and Perspective. Caldwell (2017) states that this requires the ability to understand the context of situations and to respond appropriately, and that skills related to perspectives are developed because of life's experiences measured on a continuum.

Kindness and Integrity. Caldwell (2017) states that this should be a requirement of every leader and should be critical in confronting moral and ethical issues including telling the truth and honoring commitments and promises. Caldwell quotes Senge (2006), stating that employees' commitment to an organization is directly related to the integrity of organizational leaders.

Kindness and Competence. Caldwell (2017) states that this involves technical proficiency, interpersonal skills, and the ability to achieve desired outcomes. When kindness is integrated with competency, an additive effect is created on an organization and ultimately its performance (Casciaro & Lobo, 2008; Levin & Cross, 2004).

Emotional Intelligence

A few years ago, Elon Musk, CEO of Tesla and SpaceX, disclosed in an interview for Vanity Fair (Schwantes, 2018) that his biggest mistake was to place too much emphasis on a job candidate's technical skills during the interview process rather than on their personality. Musk went on to say that he believes that it matters whether somebody has a good heart and that, to him, it really does matter, indicating that over the years he made the mistake of thinking that it is just about the brain, but that he has been wrong to think that way. Schwantes postulates that leaders continue to hire for the wrong reasons by focusing on hiring knowledge workers without thought for those intangibles beyond talent and brain such as kindness and EI

Elon Musk is not alone. In fact, billionaire Warren Buffet, with an ingenious mind, recently mentioned the fact that he values personality traits over many other markers of a good candidate (Martin, 2017).

Kevin Ciccotti (2019) lists four dimensions of EI as (1) self-awareness, which includes emotional self-awareness, accurate self-assessment, and self-confidence; (2) self-management, which includes emotional self-control, transparency, adaptability, achievement, initiative, and optimism; (3) social-awareness, which includes empathy, organizational awareness, and service; and (4) relationship management, which provides for inspirational leadership, influence, developing others; change catalyst, conflict management, building bonds and teamwork, and collaboration.

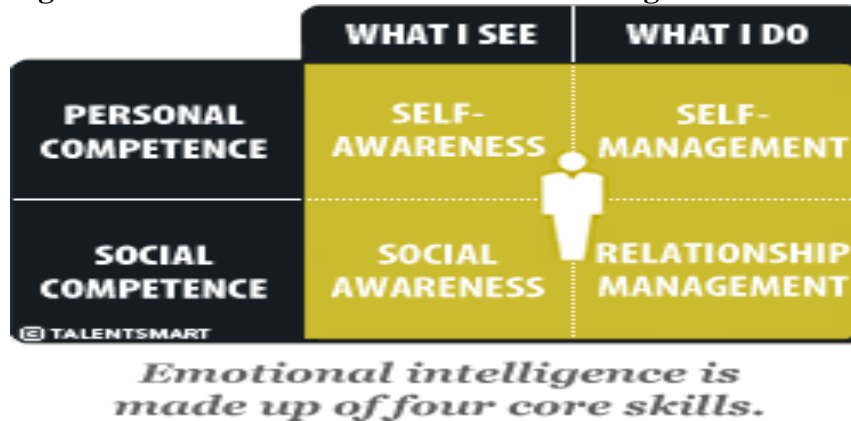
According to the author, if one is to consider that kindness and EI are developed from the same construct, and then it might be easy to understand that in order for a person to be kind, they should possess similar EI characteristics.

Goleman, in his 1995 book, *Emotional Intelligence: Why It Can Matter More Than IQ* defines EI as the ability to recognize, understand, and manage one's emotions and influence the emotions of others.

Bradberry and Greaves (2009), in their book *Emotional Intelligence 2.0*, outline dimensions and competencies of EI and describe people who display empathy in the workplace as being those who are likely to be successful. According to them, EI is the “something” in each of us that is intangible, and they state that it affects the way people manage behavior, navigate social complexities, and make personal decisions achieving positive results.

Bradberry and Greaves (2009) believe that EI is made up of four core skills, as seen in Figure 2.

Figure 2: Four Core Skills of Emotional Intelligence



The four core skills pair up under two primary competencies: personal competence and social competence.

Personal competence. This is made up of one's self-awareness and self-management skills and focuses more on a person individually than on their interactions with other people. Self-awareness describes one's ability to accurately perceive their emotions and stay aware of them as they happen. Self-management describes one's ability to use awareness of their emotions to stay flexible and positively direct their behavior and tendencies (Bradberry & Greaves, 2009).

Social competence. This is made up of one's social awareness and relationship management skills. Social competence is one's ability to understand other people's moods, behavior, and motives to improve the quality of their relationships. Social awareness is one's ability to accurately pick up on emotions in other people and understand what is going on, and relationship management is the ability to use awareness of one's emotions and other people's emotions to manage interactions successfully (Bradberry & Greaves, 2009).

Bradberry and Greaves write that EI, IQ, and personality are different, believing that EI taps into a fundamental element of human behavior, which is distinct from one's intellect, and that there is no known connection between IQ and EI. They argue that one cannot just predict EI based on how smart someone is, and that intelligence is one's ability to learn and is the same at age 15 as it is at age 50.

On the other hand, EI is a flexible set of skills, which can be acquired through training and improved upon with practice. They point out that some people are naturally more emotionally intelligent than others are; however, one can develop high EI even if they were not born with it (Bradberry & Greaves, 2009).

Personality is the final piece of the Bradberry and Greaves puzzle. According to them, it is that constant which defines each of us and like Darwin, they believe that personality is the result of hard-wired preferences, such as the inclination toward introversion or extroversion. However, like IQ, they state that personality cannot be used to predict EI and that also like IQ, personality is consistent over one's lifetime without change, contending that IQ, EI, and personality each cover distinctive ground and these characteristics help to explain what makes each person tick.

Emotional Intelligence and Empathy

Art Janowiak (2017), writing for The Conover Research Company, perceives empathy as the cornerstone of EI. Empathy, he writes, is the ability to communicate i.e. send and receive messages and lead by understanding others' thoughts, views, and feelings.

Janowiak (2017) believes that when empathy is improved, people become better humans and that empathy leads to stronger, more meaningful relationships, success in the

workplace, better health, and quality of life. The research demonstrates that 90% of employees with superior performance in the workplace have high EI and the more people can understand their thoughts, feelings, and emotions, the more they can appreciate someone else's. Also, when people become better listeners, they become better people.

Empathy is the ability to trust others and as trust builds, whether at the workplace or in other relationships, there is more sharing of information, feelings, and thoughts and sharing expands the base upon which people can relate to each other.

Emotional Intelligence & Kindness

Zeigler (2015) defines EI as the capacity to be aware of, control, and express one's emotions, and to "handle interpersonal relationships judiciously and empathetically." He discusses the fact that turnover rates can significantly affect an organization's bottom line, and that leaders with higher EI tend to retain staff longer resulting in low turnover costs and the ability to train new talent faster and argues that the strength of EI emanates from kindness.

Zeigler further believes that kindness is powerful and can lead to individuals and leaders being influential as employees are willing to stay at an organization and work harder for a supervisor that treats them with respect. He believes that kindness is contagious because it leads to an "upward spiral" of good things, and that when leaders set the tone and are kind to all their employees, employees tend to be kind to customers, which in turn produce satisfied customers affecting an organization's bottom line.

Zeigler (2015) sees kindness as part of the culture; when leaders are kind, kindness can change the culture of a business and industry. It makes covering shifts easier, training occurs faster, and customers are more than willing to spend time and

money at a business location because of the positive treatment they received. When managers have a reputation for kindness, it provides comfort for employees' jobs, their training, and their development.

According to Zeigler, the simplest way to explain EI and kindness is by comparing it to a bank account: one needs to make the deposits into the emotional bank account to make withdrawals, and deposits can be by way of checking on employees to see what resources or help they need to complete their tasks—it could be asking employees their interest regarding their career development or merely taking the time to understand that some issues might be skill related while others are not. Ziegler believes that the more leaders invest in their employees the more they get in return, and a good portion of this investment starts with kindness, which is one of the most influential characteristics (Zeigler, 2015).

Emotional Intelligence and Happiness

Joan Moran (2017) lists five reasons that emotionally intelligent people are happier. According to Moran, emotionally intelligent people are more (1) self-aware, and in this regard, they pay closer attention to their surroundings and how they fit into a social circle. Moran discusses the give and take of energy: when people are emotionally intelligent their neurotransmitters are fired up, keeping them mindful of their contextual involvement, and this consciousness leads to a greater public feeling of happiness.

Moran (2017) believes that emotionally intelligent people are (2) able to manage their emotions better by understanding emotions that are being expressed and those emotions that are not, which means that they are fully conscious and aware of what is

happening around them and can stay in the present, therefore being able to experience happiness in the moment.

Emotionally intelligent people can (3) manage their emotions in social situations while at the same time being able to react in a positive way to the emotional needs of others who may require attention and connection; they can cheer up or calm down others regardless of the situation (Moran, 2017).

Moran argues that (4) empathy is vital to the emotionally intelligent, and that they can practice the 'golden rule' and stay emotionally connected to others, placing themselves in their shoes.

Finally, Moran (2017) sees emotionally intelligent people as (5) being more engaged with the ability to connect with others through emotional awareness in order to promote cognitive activity to understand the dynamics of others. They can prioritize what they pay attention and react to, thereby responding with appropriate feedback to the needs of others.

Emotional Intelligence and Job Performance

A study completed by Bakker et al., (2012) shows that when employees feel happy about their work-related tasks, their performance increases and they execute functions in a better and more efficient way. Further, the performance of employees has an enormous impact on the reputation of the organization as a whole; it is not just what employees say, it is what they do that customers remember. Customers are satisfied when they perceive that they have been helped or served by an emotionally intelligent employee who is also knowledgeable and capable of performing their job functions and duties.

An effort to provide superior service can have a significant impact not only on employers but also on the careers of the employees (Bakker et al., 2012).

Mary Pearson (2014) writes in the *Financial Post* that kindness can go a long way in the business world whether it is toward staff, customers, and colleagues or even to one's boss.

Kindness is said to make people more productive in the workplace, less anxious, and more satisfied with their work environment. Pearson (2014) sees kindness as being contagious, fostering cooperation, and going a long way in making people feel valued, respected, and understood in the workplace resulting in increased job performance.

Thomas Bradbury (2014) writes for *Forbes* that EI links to job performance; he asks, "How much of an impact does EI have on your professional success? The short answer is: a lot!" (para. 8). Bradbury describes how TalentSmart tested for EI along with 33 other important workplace skills, and discovered that EI is the strongest predictor of performance and explains a full 58% of success in all types of jobs.

Is Kindness Taking a Back Seat?

In Kimberly Cassady's (2015) article, "Does Kindness have a Front Seat at Your Company" notes that kindness often takes a backseat in the workplace as organizations prioritize the pressure to achieve financial success. She writes, "Yet, the extent to which businesses are ignoring kindness is still surprising." According to Cassady, "an astonishing 98 percent of employees report experiencing uncivil behavior at work ranging from verbal abuse from a manager, managers passing blame on mistakes or talking down to their direct reports" (para. 1). Cassady postulates that even the smallest incivilities can foster a culture of disrespect.

While an unkind workplace can damage an organization internally, it can also take a toll on employee satisfaction, customer relationships, and brand perception. Cassady (2015) believes that, contrary to what many organizations think, “kindness” cannot be implemented with a quick financial investment, and that it is therefore important for organizations to create a positive workplace through implementation of kindness and EI (EI) training and even a change in culture where employers begin to treat employees with respect, courtesy, dignity and kindness.

Ed Horrell (2006), in his book *The Kindness Revolution*, writes about poor customer service in the United States and the high cost to organizations in terms of turnover rates and customer service, stating that a culture of customer service comes from company values and that there is value in dignity, respect, courtesy, and kindness. Horrell believes that the way a company treats its employees is the way they treat their customers, and that there is enormous payback in loyal customers leading to a more prosperous company and a better way of life for employers, employees, and customers. Horrell reiterates that an organization that treats its frontline employees with indifference or disregard can expect them to treat customers with indifference and that indifferent customers ultimately move on to the next organization without regret. Horrell explains that providing exceptional, compassionate customer service can only happen when an organization builds a deep and lasting relationship with its employees and that it is kindness that most characterizes that relationship.

Kindness at ‘Standout’ Organizations

Horrell (2006) traces the culture characteristics of what he labels “standout” companies, including their strong conviction that each employee has an important job to do; the corporate entity has a meaningful purpose which is to serve its customers in such a way that delivers value; each employee should be empowered to make decisions; and organizations attract the best employees and customers by operating on a philosophy based on kindness.

Some of Horrell’s “standout” companies include the Ritz Carlton, renowned for treating their staff with kindness and where delivery of excellent customer service becomes a daily mantra; and Chick-fil-A, a privately held, Georgia-based company and fast food chain with over a billion dollars a year in revenue and a philosophy that includes compassion and kindness, not just for its customers, but for its employees as well.

Horrell (2006) tells stories he learned of Chick-fil-A’s president calling staff at Christmas to wish them and their families a Merry Christmas, or working alongside his staff at a new store opening. More importantly, the president displays understanding that their organization will not be the last job for their young employees, preparing them through training and scholarships to college for future long-term employment at other organizations.

Kindness at the workplace, Horrell believes, is a resounding wake-up call for organizations to change the way they think about their employees, and for them to begin to practice the basic values of dignity, respect, courtesy, and kindness from top to bottom throughout the organization. Without kindness, an organization is bound to fail through turnover rates and loss of customers.

Increasing Productivity through Kindness

Dianne Crampton (2011), in her article “writes that “kindness promotes belonging and that it is constructive as a workforce attribute,” and states that Zappos.com, for example, rewards its employees each month for random acts of kindness with their goal to promote a helpful and responsive workforce (para. 10).

According to Crampton (2011), the absence of kindness is indicative of a highly competitive personality or potentially the absence of empathy and that people who lack empathy can have a devastating impact on team cohesion and they fail to comprehend how their actions can affect others in a negative way. Crampton adds that kindness is a demonstration of empathy and one which workplace bullies and win-at-all-costs individuals find it difficult to demonstrate. Leaders can train on skills, but they cannot train kindness or empathy into an individual who lacks the capacity for it. Inasmuch, once the hiring is done, it is possible that new hires will make the workforce combative, unhappy, and unethical. Crampton writes that in a dog-eat-dog work culture or a work culture with high levels of worker insecurity, kindness is hard to find unless leaders start rewarding it with random acts of appreciation.

Colin Powell (2012) writes in his book, *It Worked for Me*, that while he was Secretary of State, he was told by staff who parked cars for the office workers that they rewarded the staff who were kind to them by moving their cars first when they were ready to leave at the end of the day, and those who ignored or failed to acknowledge their presence with a wave or a smile or even took time to learn their names would be the last to get their vehicles.

Writers like Crampton (2011) believe that when organizations show appreciation to their employees, there is a positive impact to the organizations' bottom line and to customer satisfaction. On the other hand, employees who are not treated with kindness are likely to leave resulting in increased turnover rates, high hiring costs, and negative professional relationships.

Kindness Linked to Emotional Intelligence Equals 'Coherence'

According to Mark C. Crowley (2011), author of *Lead from the Heart*, when human beings experience a steady flow of positive feelings and emotions including appreciation, inspiration and happiness, the heart flips into 'coherence' and when people feel appreciated and supported by their bosses and are healthily connected to the people they work with they begin to grow and are able to live meaningful lives both in the workplace and beyond, positively affecting their personal lives and the greater society at large. Crowley postulates that when heart and mind are communicating and in synchrony, it creates an ideal situation that places people into their best levels of performance, which in turn leads to a productive workplace.

Bringing Sustainability to the Workplace through Kindness

Jaclyn Lindsey (2017), cofounder and CEO of kindness.org, believes that "kindness brings sustainability to workplaces" and that "creating a kinder workplace can include working more efficiently within set hours instead of working long hours" (para. 9). Kindness, according to Lindsey, can increase diversity in hiring and help to combat sexism, racism, and homophobia, ultimately resulting in building operational integrity and efficiency. A kinder workplace means treating the well-being of employees, mental as well as physical, as a key part of productivity and sustainability.

Chapter III

Research Design and Methodology

The purpose of this study is to increase participant's knowledge about appropriate behavioral approaches for effective interactions in the workplace. This chapter will describe the methodology, participants, rationale, and procedures for selecting the sample, as well as the instrument and procedures, which will be used for collecting the data. This chapter will also include a description of the data analyses that will be used in the study as well as possible limitations and constraints that might affect the validity of the study's outcome.

This applied dissertation will “aim at finding a solution for an immediate problem facing a society, or an industrial/business organization, whereas fundamental research is mainly concerned with generalizations and with the formulation of a theory” (Cherry, 2009). It will fill the gap in research in regard to linking the fields of kindness and emotional intelligence, which has not been explored by research.

Purpose of the Study

In an effort to fill the gap in the scholarly literature regarding employees' knowledge and abilities for behaving and interacting in effective ways in the work environment, the purpose of this quasi-experimental study is to determine if the proposed kindness and EI professional development training, independent variable, will increase part-time, full time and middle-management employees' level of kindness and EI, dependent variable.

The intent of this study will be to provide employees at the target organization with a tool to help them create supportive strategies, which, in turn, will help them

increase participants' levels of satisfaction in the workplace. The findings from this study may help fill the scholarly gap regarding employee's abilities for effective interactions in the work environment by providing data as to how professional development support may offer ways for employees to factor kindness and EI into daily interactions at the target organization.

Goals and Justification

Experiences and opportunities to practice appropriate control of emotions, empathy, and kindness at the workplace are not only essential to employee's success, but they are also associated with the success of organizations (Goleman, 1995; Carmeli, 2003; Zeidner et al., 2004). The goal of this study will be to provide employee participants with adequate training in order to increase their knowledge and ability to behave and interact in effective ways at the target organization.

Participants

The participants for this study are 120 employees from a non-profit organization located in the southeastern United States. The sample population was derived using a non-probability, convenience-sampling procedure (Creswell & Plano 2010). The sample group is available and convenient to the author. Permission from upper management was obtained and consent from the participants will be obtained to conduct the study.

Participants include part-time, full-time, and management leadership levels in two similar but separate organizations. The total population of employees at the non-profit organization is 473 and the total population of employees in the business unit under study will be 120, including full-time staff and leadership levels as well as part-time staff regularly scheduled to work 20 hours or more per week. These leadership levels are

broken down according to the organization's Leadership Competency Model where leaders are defined as staff without supervisory responsibilities; team leaders are staff with supervisory responsibilities; multi-team or branch leader with responsibility for multiple locations/branches and organizational leaders—C-suite leaders.

Another similar but separate non-profit organization located in rural North Florida has agreed to be part of the study. The total population of employees at this non-profit organization (NPO) is 333. 240 employees were included in the study. However, employees including full-time staff and leadership levels, and part-time staff regularly scheduled to work 20 hours or more per week, are expected to be included.

Participants included part-time and full-time employees ranging between ages 25 and over 70. Participants are high school and college graduates and include both male and female. One non-profit organization (NPO) is located in a suburban city in South Florida while the other is located in a rural area in North Florida.

Instruments

The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) will be the main instrument, which will be used in this study. It consists of an ability-based test designed to measure the four branches of the EI model of Mayer and Salovey. MSCEIT was developed from an intelligence-testing tradition formed by the emerging scientific understanding of emotions and their function and from the first published ability measure specifically intended to assess emotional intelligence, namely Multifactor Emotional Intelligence Scale (MEIS). MSCEIT consists of 141 items and takes 30-45 minutes to complete. MSCEIT provides 15 main scores: Total EI score, two Area scores, four

Branch scores, and 8 Task scores. In addition to these 15 scores, there are three Supplemental scores (Mayer, Salovey, & Caruso, 2002).

The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) was used to test EI at a cost of \$6.00 per participant and was administered via the EI Consortium website.

The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) V.2 is designed to measure the four branches of Mayer and Salovey's (1993, 1997) emotional intelligence ability model. The MSCEIT V.2 provides a total EI score and four Branch scores: (1) perception of emotion, (2) integration and assimilation of emotion, (3) knowledge about emotions, and (4) management of emotions. The 141 items, the MSCEIT V.2 is short and quick to administer and provides both consensus and expert scores for all Branch scores. The MSCEIT V.2 includes two subtests for each Branch (Salovey, Mayer, Caruso, & Lopes, 2003). In a recent study by Mayer, Salovey, Caruso, and Sitarenios (2003), reliabilities at the total scale and Branch levels were all above 0.75. For all scales in the MSCEIT V.2, the average internal consistency reliability was 0.68 for consensus scoring and 0.71 for expert scoring.

The VIA-72 Scale (Appendix C) from Values in Action Group (VIA) was also used but administered offline via Survey Monkey. The VIA Classification and VIA Inventory of Strength scale is widely used by researchers and practitioners around the world (Peterson & Seligman, 2004).

LaFollette (2010) describes the VIA-IS as a self-report assessment designed to measure the degree to which an individual possesses character strengths. It has 24 scales that measure creativity, curiosity, open-mindedness, love of learning, perspective,

bravery, persistence, integrity, vitality, love, kindness, social intelligence, citizenship, fairness, leadership, forgiveness and mercy, humility and modesty, prudence, self-regulation, strength of appreciation of beauty and excellence, gratitude, hope, humor, and spirituality.

Regarding reliability, as per LaFollette (2010), all the scales show internal consistency with Cronbach's alphas greater than .70; test-retest correlations for all scales over four months are substantial ($> .70$) and approach their internal consistencies.

Workshop Design

A four-hour workshop on kindness and EI was developed and delivered at both research sites to the organizations' part-time and full-time management levels using a PowerPoint Presentation including YouTube videos along with a training guide developed by the author. The workshop is instructional as well as interactive. The author gained authorization from Travis Bradberry, co-researcher of *Emotional Intelligence 2.0* and co-founder of TalentSmart, to use excerpts of his work for this purpose at no cost.

Procedure

Recruiting of employees at both research sites commenced on April 30, 2019. Participants were offered the opportunity to participate in a lottery with a winning prize of \$50.00.

Selection of participants commenced on May 31, 2019. Participants were sent a copy of the Adult Informed Consent form with instructions on how to acknowledge that they read and agreed to the terms of the Adult Informed Consent form (Appendix G). They were encouraged to read the information carefully and to ask any questions of the

author to ensure clear understanding and expectations. It was made clear to them that their participation was voluntary and that they could back out at any time.

A letter from both presidents of the proposed research sites provided the permission needed to use the research sites. In order to make the study more generalizable, permission was sought and granted to include another similar non-profit organization located in North Florida with 333 employees including full-time and part-time:

Appendix A: Request authorization from President/CEO to conduct research at site # 1

Appendix B: Request authorization from President/CEO to conduct research at site #2

A pre-test survey was conducted using the MCSEIT Survey for EI and the kindness subscale scale was administered offline through Survey Monkey beginning June 1, 2019. Participants were expected to complete the survey within 15 business days, after which there was a workshop intervention utilizing a training guide and PowerPoint Presentation developed by the author. The workshop was held on June 30, 2019. Selected trainers to prevent any potential bias led training at both locations.

The goal will be to replicate this training at other similar non-profit organizations across the nation to ensure that current employees are exposed to essential environmental experiences or learning situations and practices which are necessary to acquire specific emotional competencies, thus impacting employees' knowledge about kindness and EI, resulting in increasing overall positive professional relationships, employee satisfaction and retention.

Following the workshop intervention, a post-test survey was administered through the EI Consortium for EI and via Survey Monkey for the Kindness Subscale. The post-test survey was conducted on October 7, 2019.

Data Collection

Data collected from both the Kindness Scale (a.k.a. the VIA classification of character strengths and virtues) and the MSCEIT was obtained from its platform's assessment responses and from Survey Monkey. The data was collected on October 20, 2019.

Data Analysis

The presentation of the findings and meanings of the data collected include an outline of the research question, and a qualitative descriptive analysis of the responses addressing the research questions. There is also a summary of the quantitative findings using SPSS.

Responses were coded to maintain confidentiality. The results of the assessments were reviewed. Once all responses were obtained, the data was inputted into the IBM SPSS utilizing one-way ANOVA.

A statistical significance of .05 (5% of $p < .05$ was used when analyzing data for the research study (Vogt, 2007). Finally, interpretations of the data provide meaning to the data. The Cronbach's *alpha* for both kindness and the EI training survey is expected to result in scores ranging from 0.70 to 0.89, which will suggest a high level of reliability since it is expected to be greater than 0.70 (Tavakol & Dennick, 2011). Cronbach's *alpha* is a measure of internal consistency—that is, how closely related a set of items are as a group. It is considered to be a measure of scale reliability. A “high” value for *alpha* does

not imply that the measure is unidimensional. Technically speaking, Cronbach's alpha is not a statistical test; it is a coefficient of reliability (or consistency).

The final step in the process includes the interpretation of the data and assignment of meaning to the data. The kindness and EI survey results were inputted into IBM SPSS Standard edition utilizing one-way ANOVA. With ANOVA, two sample t-tests were conducted to determine if there is a variance between the aggregate employee kindness and EI score and the EI assessment score (Field, 2009). Interpretations were made from the ANOVA results, providing meaning to the data.

A paired t-test was also used to compare the data. In statistics, t-tests are a type of hypothesis test that allows one to compare means. They are called t-tests because each t-test boils the sample data down to one number, the t-value (Figure 3). The paired sample t-test, sometimes called the dependent sample t-test, is a statistical procedure used to determine whether the mean difference between two sets of observations is zero. In a paired sample t-test, each subject or entity is measured twice, resulting in pairs of observations. Data analysis was completed on November 1, 2019.

Figure 3: Example of a Paired T Test

↓	C1	C2	C3 ✓
	Before	After	Difference
1	-1.43233	1.00369	-2.43602
2	-1.43952	1.62507	-3.06459
3	-0.87813	-0.07925	-0.79888
4	2.04618	0.47962	1.56656
5	-0.06234	1.20517	-1.26751
6	0.83785	1.33710	-0.49925
7	0.60482	2.55502	-1.95020
8	1.64802	1.22170	0.42632

Figure 4: Procedural Timeline

Items	Timeline	Cost
1. Recruiting	04/30/2019	\$0.00
2. Participants Incentive Lottery	10/23/2019	\$50.00
3. Selecting	05/20/2019	\$0.00
4. Informed Consent Form	05/31/2019	\$0.00
5. Pre-Test Surveys – Survey Monkey and EI Consortium	06/01/2019	\$1514.00
6. Intervention Workshop	10/23/2019	\$600.00
7. Post-test Survey – Survey Monkey and EI Consortium	01/23/2020	\$1514.00
8. Data Collection	06/01/2019 01/23/2020	\$250.00
9. Data Analysis	02/24/2020	\$250.00
10. Total		\$4178.00

Research Design

The author used a quasi-experimental design to test the hypothesis that kindness linked to EI for professional development training will result in improving part-time employees', full-time employees', and middle management's awareness of kindness and EI impacting positive professional relationships and employee satisfaction.

According to Creswell and Plano Clark (2010), this would be the best design for this study. A quasi-experiment is an empirical interventional study used to estimate the

causal impact of an intervention on its target population without random assignment. Quasi-experiments are subject to concerns regarding internal validity, because the treatment and control groups may not be comparable at baseline.

Quasi-experimental **research** involves the manipulation of an independent variable without the random assignment of participants to conditions or orders of conditions. Among the important types are nonequivalent groups' designs, pretest-post-test, and interrupted time-series designs. A quasi-experiment is a form of both quantitative and qualitative designs.

The author utilized the MSCEIT, at a cost of \$6.00 per participant to test EI. The test was administered via the EI Consortium MHS Assessments website.

The VIA-72 scale from the Values in Action Group (VIA) was utilized. Permission was granted by the VIA to utilize this scale at no cost.

Ethical Considerations

Data collected on the employees was coded to ensure respect for persons including privacy and confidentiality. Beneficence was shown to participants of the study and every effort was made to secure participants well-being by doing no harm and maximizing the benefits of the study while minimizing any possible harm. As an incentive, participating employees' names were included in a draw for a prize.

Justice was adhered to in that no single individual or population was exposed to undue risk or harm while others received benefits. The autonomy of those participating in the research was honored through consent by disclosing to participants the information required to make an informed choice to consent to participate in the research. The

participants' best interests were kept in mind, protecting them from all risks, harm, or adverse consequences.

The presidents' offices of both researched sites prepared a consent form that the employees signed and that the author maintained. The consent form included a statement promoting the employees' voluntary participation in the survey. The consent form indicated that participation in the research was 100% voluntary and that none of the employees was coerced into participating. In addition, non-participation did not negatively affect their employment.

The author acknowledges that it is possible that individuals felt awkward saying "no" since their individual presidents asked them to participate in the study. All participating employees were provided with total anonymity. Information and documentation for this study were collected and kept in a locked drawer, and there will be computer password protection for a period of seven years. Finally, this study does not include board members, referred to as policy volunteers, program volunteers, and teenagers involved in various programs.

Data will be protected with a password and any hard copies will be destroyed within seven years following the publication of the dissertation. Employees participating in the survey were informed of the confidentiality of all information including documentation. Notes, interview transcriptions, and any other identifying participant information will be kept in a locked file cabinet in the personal possession of the author. Participant data will be kept confidential except in cases where the author is legally obligated to report specific incidents. These incidents include, but may not be limited to, incidents of abuse and suicide risk.

Summary

Employees at the researched site, namely a non-profit (NPO) organization, located in a metropolitan city in South Florida, are required to apply kindness and EI skills in their daily interactions but lack the knowledge about appropriate behavioral approaches for effective interactions in the workplace.

Human resources data at the research site has shown that 65% of involuntary and voluntary terminations for the last five years was caused by issues related to EI, while a smaller percentage was attributed to poor job performance (YMCA of South Palm Beach, 2018). Performance reviews, counseling forms, and exit interviews indicated that these employees did not possess the four core components of EI which are which are (1) self-awareness, (2) self-management, (3) empathy and social awareness, and (4) relationship management, as per Bradberry and Greaves (2009).

Experiences and opportunities to practice appropriate control of emotions, empathy, and kindness at the workplace are not only essential to employees' success, but they are also associated with the success of organizations (Goleman, 1995; Carmeli, 2003; Zeidner et al., 2004).

The author's goal is to utilize a Quasi-experimental design to determine if the proposed kindness and EI professional development training, independent variable, will increase part-time employees', full-time employees', and middle management's level of kindness and EI, dependent variable, and in turn, will increase level of employee satisfaction at this non-profit organization. Pre-and-post-test surveys were conducted along with a training intervention in the form of a kindness and EI workshop.

A two-hour workshop on kindness and EI was developed and implemented at both researched sites to the organizations' part-time and full-time management levels using a PowerPoint Presentation, including YouTube videos, along with a training guide developed by the author. The workshop was instructional as well as interactive.

The author, previously, gained authorization from Travis Bradberry, co-researcher of *Emotional Intelligence 2.0* and co-founder of TalentSmart, to use excerpts of his work for this purpose at no cost.

This applied dissertation is “aimed at finding a solution for an immediate problem facing a society, or an industrial/business organization, whereas fundamental research is mainly concerned with generalizations and with the formulation of a theory (Cherryholmes, 1992). It is expected to fill the gap in research as it affects linking the fields of kindness and emotional intelligence, which has, so far, not been explored by research.

CHAPTER IV

RESULTS

The Present Study

Although there are still few interventions on kindness and emotional intelligence, this present study aims to examine the effects of linking kindness to emotional intelligence (EI) for employee satisfaction and retention through professional development training.

240 participants from two separate research sites from Associations, (or Corporate Headquarters) of the leading non-profit organization in the United States of America, were asked to participate in a pre-test survey on kindness administered through Survey Monkey and on emotional intelligence administered through MHS Assessments of the EI Consortium.

Research Questions

1. What impact does EI and kindness training have on all employees' level of EI and kindness?
2. How does EI and kindness differ for differing levels of leadership? (leaders vs. team leaders/multi-team leaders)
3. How does EI and kindness differ in males and females in the workplace?
4. What impact does EI and kindness training have on all employees' levels of each VIA scale?

Methodology

This chapter describes the methodology used, participants, rationale, and procedures for selecting the sample, as well as the instruments and procedures used for

collecting the data. This chapter will also include a description of the data analyses used in the study as well as possible limitations and constraints that affected the validity of the study's outcome.

This applied dissertation's goal aims to find a solution for an immediate problem facing a society, or an industrial/business organization, whereas fundamental research is mainly concerned with generalizations and with the formulation of a theory (Cherryholmes, 1992). This dissertation's goal was to fill the gap in research in regard to linking the fields of kindness and emotional intelligence, which has not been explored by research.

Purpose of the Study

In an effort to fill the gap in the scholarly literature in regard to employee knowledge and abilities for behaving and interacting in effective ways in the work environment, the purpose of this quasi-experimental study was to determine if the proposed kindness and EI professional development training, independent variable, would increase part-time, full time, and middle-management employees' level of kindness and EI, dependent variable.

The intent of this study is to provide employees at the target organization with a tool to help them create supportive strategies, which, in turn, would help them increase participants' levels of satisfaction in the workplace. The findings from this study may help fill the scholarly gap regarding employee's abilities for effective interactions in the work environment by providing data as to how professional development support may offer ways for employees to factor kindness and EI into daily interactions at the target organization.

Goals and Justification

Experiences and opportunities to practice appropriate control of emotions, empathy, and kindness at the workplace are not only essential to employee's success, but they are also associated with the success of organizations (Goleman, 1995; Carmeli, 2003; Zeidner et al., 2004). The goal of this study is to provide employee participants with adequate training in order to increase their knowledge and ability to behave and interact in effective ways at the target organization.

Participants

The participants for this study included 120 employees each from two separate charters associated with a national non-profit organization (NPO) for a total of 240 participants. The sample population was derived using a non-probability, convenience-sampling procedure (Creswell, 2014). The sample group was available and convenient to the author. Permission from upper management was obtained with consent from the participants to conduct the study.

Participants included part-time, full-time, and management leadership levels drawn from two separate locations, one in a suburban city in South Florida and the other in a rural area in North Florida.

Participants included part-time and full-time employees ranging between ages 18 and 70. Employees were high school and college graduates and included both males and females.

The total population of employees at the suburban NPO is 473 and the total population of employees in the business unit under study were 120, including full-time staff and leadership levels as well as part-time staff regularly scheduled to work 20 hours

or more per week. These leadership levels are broken down according to the organization's Leadership Competency Model where leaders are defined as staff without supervisory responsibilities; team leaders are staff with supervisory responsibilities; multi-team or branch leader with responsibility for multiple locations/branches and organizational leaders—C-suite leaders.

The NPO located in rural North Florida also agreed to be part of the study. The total population of employees at this NPO is 333, including full-time staff and leadership levels, and part-time staff regularly scheduled to work 20 hours or more per week. 120 employees from this organization were participants in the study.

Research Design

The author used a quasi-experimental design to test the hypothesis that kindness linked to EI for professional development training will result in improving part-time employees', full-time employees', and middle management's awareness of kindness and EI impacting positive professional relationships and employee satisfaction.

According to Creswell and Plano Clark (2010), this would be the best design for this study. A quasi-experiment is an empirical interventional study used to estimate the causal impact of an intervention on its target population without random assignment.

Quasi-experiments are subject to concerns regarding internal validity, because the treatment and control groups may not be comparable at baseline. Quasi-experimental research involves the manipulation of an independent variable without the random assignment of participants to conditions or orders of conditions. Among the important types are nonequivalent groups' designs, pretest-post-test, and interrupted

time-series designs. A quasi-experiment is a form of both quantitative and qualitative designs.

Instruments

Emotional Intelligence Scale. The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) was the main instrument used in this study and consists of an ability-based test designed to measure the four branches of the EI model of Mayer and Salovey. The MSCEIT was developed from an intelligence-testing tradition formed by the emerging scientific understanding of emotions and their function and from the first published ability measure specifically intended to assess emotional intelligence, namely Multifactor Emotional Intelligence Scale (MEIS).

The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) was used to test EI at a cost of \$6.00 per participant and was administered via the MHS Assessment website of the EI Consortium.

The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) V.2 is designed to measure the four branches of Mayer and Salovey's (1993, 1997) emotional intelligence ability model. The MSCEIT V.2 provides a total EI score and four Branch scores: (1) perception of emotion, (2) integration and assimilation of emotion, (3) knowledge about emotions, and (4) management of emotions. The 141 items, the MSCEIT V.2 is short and quick to administer and provides both consensus and expert scores for all Branch scores. The MSCEIT V.2 includes two subtests for each Branch (Salovey, Mayer, Caruso, & Lopes, 2003). In a recent study by Mayer, Salovey, Caruso, and Sitarenios (2003), reliabilities at the total scale and Branch levels were all above

0.75. For all scales in the MSCEIT V.2, the average internal consistency reliability was 0.68 for consensus scoring and 0.71 for expert scoring.

Kindness Scale. The VIA-72 Scale from Values in Action Group (VIA) was used but administered offline via Survey Monkey. The VIA Classification and VIA Inventory of Strength scale is widely used by researchers and practitioners around the world (Peterson & Seligman, 2004).

LaFollette (2010) describes the VIA-IS as a self-report assessment designed to measure the degree to which an individual possesses character strengths. It has 24 scales that measure creativity, curiosity, open-mindedness, love of learning, perspective, bravery, persistence, integrity, vitality, love, kindness, social intelligence, citizenship, fairness, leadership, forgiveness and mercy, humility and modesty, prudence, self-regulation, strength of appreciation of beauty and excellence, gratitude, hope, humor, and spirituality.

Regarding reliability, as per LaFollette (2010), all of the scales show internal consistency with Cronbach's alphas greater than .70; test-retest correlations for all scales over four months are substantial ($> .70$) and approach their internal consistencies.

Workshop Design

A four-hour workshop on kindness and EI was developed and implemented at both researched sites to the organizations' part-time and full-time management levels using a PowerPoint Presentation that included YouTube videos, along with a training guide developed by the author. The workshop was held on October 23 and was instructional as well as interactive. The author gained authorization from Travis

Bradberry, co-researcher of *Emotional Intelligence 2.0* and co-founder of TalentSmart, to use excerpts of his work for this purpose, at no cost, so long as his work was cited.

Table 1 contains feedback from the training workshop, and Figures 6, 7, and 8 display answers to the post-test survey taken after the workshop. The feedback and survey answers suggest an overall positive experience at the workshop, and a belief that the workshop was effective.

Table 1: Feedback from the training Workshop

I thought I was emotionally intelligent until I completed the training. I realize I have more practice to do...IP
The training was great but I am still wondering why we have to train people to be kind at the workplace...RN
I never thought of kindness as being respectful and being accountable. Now I know...CL
This is great training. We should train everyone in the organization...BB
Please let me know when you can come to our Y to complete this training for us. This would really help our employees...CH

Procedure

Recruiting of employees at both research sites commenced on April 30, 2019 with participants offered the opportunity to participate in a lottery with a winning prize of \$50.00.

Selection of participants commenced on May 31, 2019. Participants received a copy of the Adult Informed Consent form with instructions on how to acknowledge that

they read and agreed to the terms of the Adult Informed Consent form (Appendix G). They were encouraged to read the information carefully and to ask any questions of the author to ensure clear understanding and expectations. It was made clear to them that their participation was voluntary and that they could back out at any time. Permission was sought and granted from the president of each research site.

A pre-test survey was conducted using the MCSEIT Survey for EI and the kindness subscale scale was administered, offline, through Survey Monkey beginning June 2019. Participants completed the survey within 15 business days.

Can this training be replicated?

The goal is to replicate this training at other similar non-profit organizations across the nation to ensure that current employees are exposed to essential environmental experiences or learning situations and practices which are necessary to acquire specific emotional competencies, thus impacting employees' knowledge about kindness and EI resulting in increasing overall positive professional relationships, employee satisfaction, and retention. Survey completed by training participants through Survey Monkey would indicate that this training is replicable.

Following the workshop intervention, a post-test survey was administered through MHS Assessments of the EI Consortium for EI and via Survey Monkey for the Kindness subscale. Post-test survey was conducted on January 23, 2019.

Event Feedback Survey on Kindness & Emotional Intelligence Training was done via Survey Monkey on October 23, 2019, following the training intervention. 60% of participants rated the event as excellent; 35% as very good and 10% as good. 55% of participants thought the event was extremely well organized; 25% thought it was very

organized while 10% thought it was somewhat organized. 56% of staff thought the training event was too short; for 33% it was about right and for 11% it was too long.

When asked if training could be replicated at other organizations 100% responded “yes.”

However, the lack of significance in many of these statistical tests suggests that these results may not replicate. Therefore, these are preliminary findings. Much of this is due to the small sample size. More data is needed to determine whether this program will be effective in enhancing EI and Kindness.

Data Collection

Data collected from both the Kindness Scale (a.k.a. the VIA classification of character strengths and virtues) and the MSCEIT were obtained from its platform’s assessment responses and from Survey Monkey. Data was collected June 1, 2019 and January 23, 2020, respectively.

Data Analysis

The presentation of the findings and meanings of the data collected includes an outline of the research questions, and a qualitative descriptive analysis of the responses addressing the research questions. There is also a summary of the quantitative findings using SPSS, below.

Kindness Pre-Test Survey

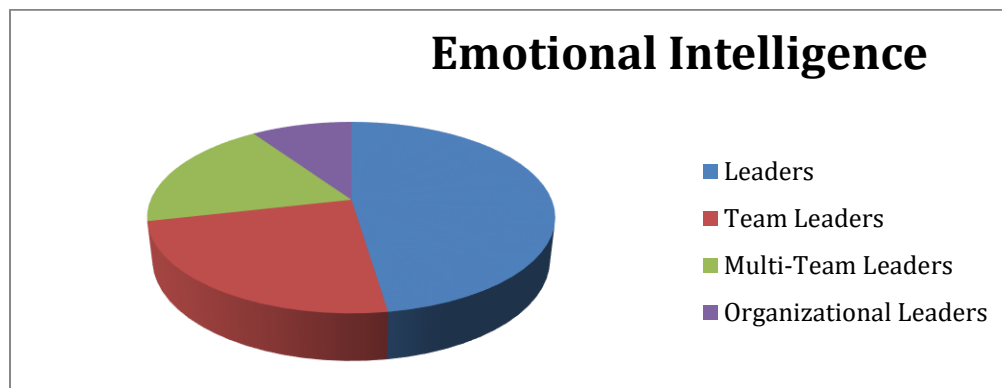
Figure 5: Kindness among Leadership



For the pre-test 47 employees took the kindness survey through Survey Monkey. Employees were drawn from the various leadership groups namely, Leaders, Team Leaders, Multi-Team Leaders and organizational Leaders broken down as 31 Leaders, 8 Team Leaders, 5 Multi-Team Leaders and 3 Organizational Leaders (Figure 5).

Emotional Intelligence Pre-Test Survey

Figure 6: Emotional Intelligence among Leaders



Twenty-one took the emotional intelligence survey through the MHS Assessment website of the EI Consortium. Employees were drawn from the various leadership groups namely, Leaders, Team Leaders, Multi-Team Leaders and organizational Leaders broken down as 10 Leaders, 5 Team Leaders, 4 Multi-Team Leaders and 2 Organizational Leaders (Figure 6).

Research Question 1: What impact does EI and kindness training have on all employees' level of EI?

A paired samples t-test was conducted to examine whether there is a difference in total Emotional Intelligence (EI) scores before and after the training session. Only 8 participants completed both the pre-test and post-test for EI, therefore, findings are preliminary and no major generalizations can be made to the larger population. The results of the t-test demonstrate that there is a significant difference between pre- and

post-test EI scores ($p = .004$). However, the differences in the means suggest that overall, participants scored lower in the post-test ($M = .475$, $SD = .082$) than they did in the pre-test ($M = .519$, $SD = .088$) (Figure 7).

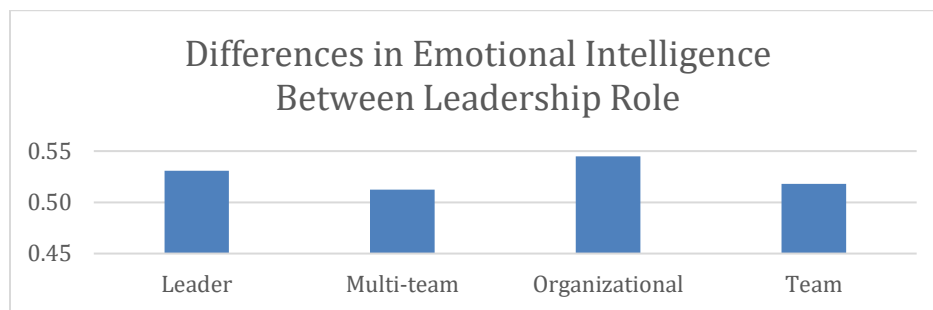
Figure 7: Differences in EI Before and After Training



Research Question 2: How does EI and kindness differ for differing levels of leadership? (leaders vs. team leaders/multi-team leaders)

21 participants completed the MSCEIT before EI and kindness training. Of those, 10 identified as Leaders, 4 identified as Multi-team Leaders, 2 identified as Organizational Leaders, and 5 identified as Team Leaders. A one-way ANOVA was conducted to examine whether there were differences in EI between types of leadership positions. The sample size within groups is small, and therefore, findings are preliminary. The results of the ANOVA indicate that there is no difference in EI between leadership types ($F(3,17) = .088$, $p = .966$) (Figure 8).

Figure 8: Differences in EI between Leadership Roles

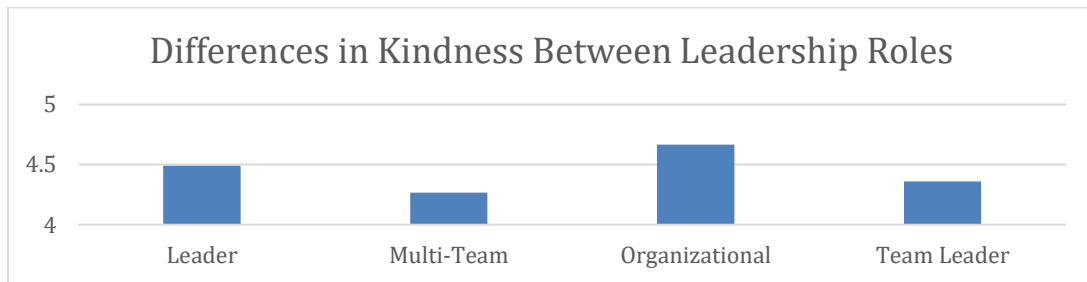


Note: There was no significant difference in EI between leadership roles.

“ $p = .966$ ” is an indication of significance. It is a very large p-value, nearly 1, meaning that there is a 96.6% chance that these results are due to chance or randomness. Once again, it is important to bear in mind that the sample size is small for each group with the inability to make any grand conclusions about the differences in EI between

47 participants completed the VIA Kindness scale before EI and kindness training. Of those, 31 identified as Leaders, 5 identified as Multi-team Leaders, 3 identified as Organizational Leaders, and 8 identified as Team Leaders. A one-way ANOVA was conducted to examine whether there are differences in Kindness between types of leadership positions. The sample size within groups is small, and therefore, findings are preliminary. The results of the ANOVA indicate that there is no difference in Kindness between leadership types ($F(3,47) = .464, p = .709$) (Figure 9).

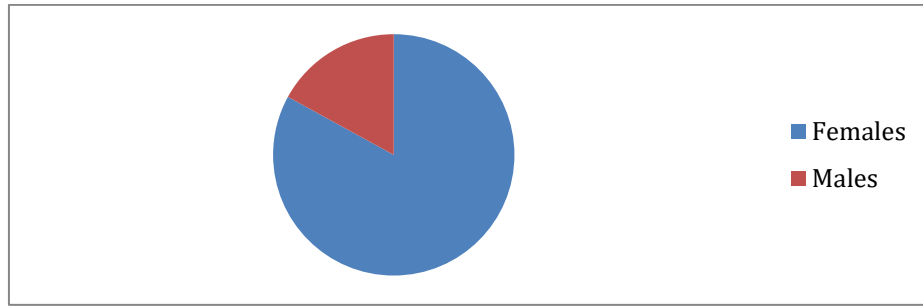
Figure 9: Differences in Kindness Between Leadership Roles



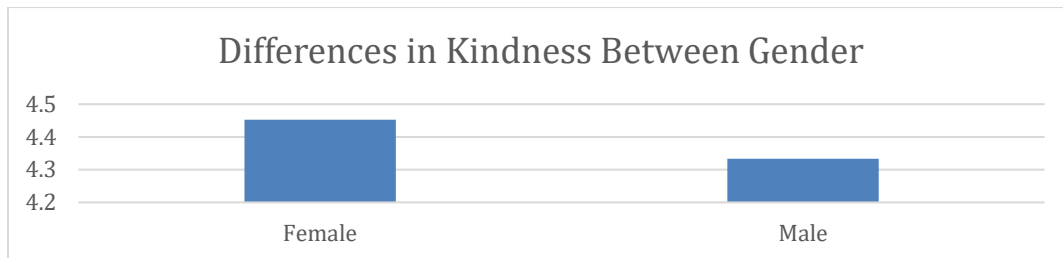
“ $p = .709$ ” here is also an indication of significance. You can interpret it the same way as the one above. It is a very large p-value, meaning that there is a 70.9% chance that these results are due to chance/randomness.

Research Question 3: Do males and females display differing levels of Kindness before training?

47 participants completed the VIA Kindness scale before EI and kindness training. Of those, 39 identified as Female, 8 identified as Male (Figure 10).

Figure 10: Female and Male Employees

An independent samples t-test was conducted to examine whether there are gender differences in Kindness. The sample size for the Male group is small, and therefore, findings are preliminary. The results of the t-test ($p = .250$) indicate that there is minimal difference in Kindness between Males ($M = 4.33$, $SD = .436$) and Females ($M = 4.453$, $SD = .468$).

Figure 11: Differences in Kindness Between Gender

The “ $p = .250$ ” is the significance value, or p-value. This is an indication of the likelihood that the results are due to chance. If the p-value is less than .05, which is the standard for the established alpha value, then it is saying that there is less than a 5% chance that the results of this test are due to random chance. However, this one way greater than .05, so there is a 25% chance that it is due to chance and therefore, it is not likely to be a reliable effect, and there are probably no real differences in Kindness between genders (Figure 11).

Research Question 4: What impact does EI and kindness training have on all employees' level of each VIA scale?

VIA Character Strengths. Character strengths are measured with the Values in Action (VIA) Classification of Strengths developed by Peterson and Seligman (2004). In the VIA there are 24 character strengths, including kindness.

A paired samples t-test was conducted for each VIA scale to examine whether there is a difference in each scale before and after the training session. Only 10 participants completed both the pre-test and post-test for the VIA; therefore, findings are preliminary and no major generalizations can be made to the larger population.

The results of each t-test are reported in Table 2 and visible in a graph in Figure 12. Significant differences were found between pre-test and post-Test scales of Forgiveness, Gratitude, Love of Learning, and Spirituality. In each of these scales participants scored lower in the post-test than they did in the pre-test.

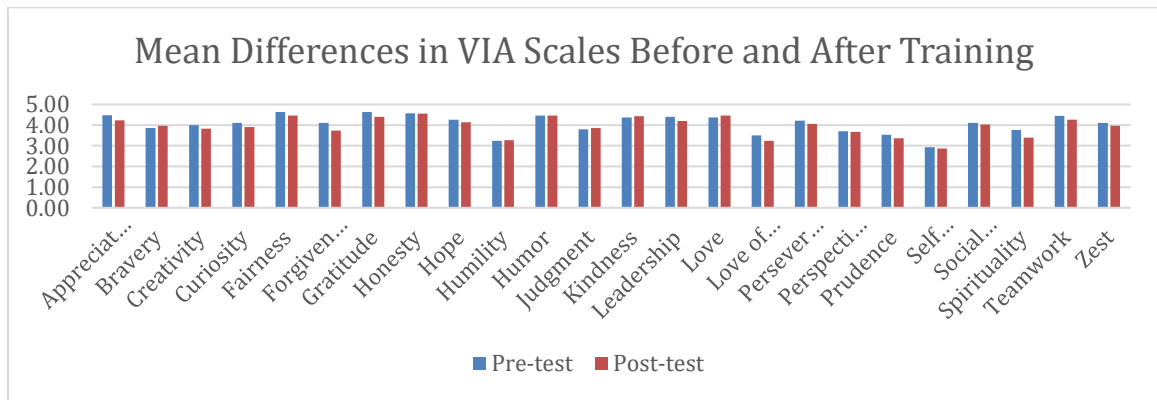
However, there were three scales in which the participants improved their scores from pre-test to post test. They were character strengths Bravery, Humility, Judgment, Kindness, and Love. They demonstrated an average improvement in scores of .08 (Table 2, Figure 12).

	Pre-test		Post-Test		T-test
	Mean	SD	Mean	SD	P value
Appreciation of Beauty and Excellence	4.48	0.44	4.23	0.65	0.08
Bravery	3.85	0.85	3.97	0.88	0.34
Creativity	4.00	0.65	3.83	0.36	0.19
Curiosity	4.10	0.57	3.90	0.46	0.11
Fairness	4.63	0.33	4.47	0.50	0.07
Forgiveness	4.10	0.88	3.73	0.72	0.00
Gratitude	4.63	0.37	4.40	0.38	0.04
Honesty	4.57	0.39	4.56	0.47	0.39
Hope	4.27	0.58	4.13	0.63	0.20
Humility	3.23	0.98	3.27	0.75	0.42
Humor	4.47	0.42	4.47	0.42	0.50
Judgment	3.80	0.74	3.87	0.71	0.17
Kindness	4.37	0.51	4.43	0.52	0.35
Leadership	4.40	0.54	4.20	0.59	0.11
Love	4.37	0.46	4.47	0.48	0.22
Love of Learning	3.50	0.57	3.23	0.80	0.03
Perseverance	4.22	0.47	4.07	0.81	0.10
Perspective	3.70	0.81	3.67	0.67	0.38
Prudence	3.53	0.80	3.37	0.78	0.25
Self Regulation	2.93	0.80	2.87	0.72	0.30
Social Intelligence	4.10	0.61	4.03	0.62	0.32

Spirituality	3.77	0.85	3.40	0.75	0.02
Teamwork	4.44	0.53	4.27	0.47	0.08
Zest	4.10	0.67	3.97	0.53	0.15

Table 2. Means, SDs, and P-values for T-tests between Pre-Test and Post-Test.
 Note: significant values are highlighted in red

Figure 12: Mean Differences in VIA Scales Before and After Training



Random Acts of Kindness

Employees who participated in the training workshop were asked to carry out random acts of kindness with 24% of employees participating. The comments from conducting these random acts of kindness ranged from “increase in life happiness;” “feeling good about oneself;” “feeling happy;” “feeling appreciated,” “feeling loved and supported;” and feeling great. The results indicate that they experienced “life satisfaction” after completing these acts of kindness.

CHAPTER V

CONCLUSIONS

It is important to acknowledge that the **non-profit organization** is known, globally, as a kind organization and so it was significant to the author that the strength of the results of this study indicated five scales in which participants improved their scores from pre-test to post test. These were character strengths Bravery, Humility, Judgment, Kindness, and Love. When one takes into consideration the perception of this non-profit as being a kind organization, globally, the results lend credence to that perception.

Additionally, the results also indicate very little Mean differences in the VIA's character strengths from pre-test to post-test, again which could be in line with the perception of the organization being a kind one, globally and informs the author that the non-profit is on a good path.

According to Robert Zeigler (2015) emotional intelligence emanates from kindness. If this is the case and with the results indicating that the participants' kindness levels grew from pre-test to post-test, this non-profit organization might be on their way towards achieving employee satisfaction and employee retention.

Discussion

Major Findings of the Study

The results from both the pre-test and post-test surveys would indicate that:

- a) There was no indication of major significance on the impact of EI and kindness training on all employees' level of EI
- b) There was no indication of major significance in the different levels of leadership of EI before training

- c) There was no indication of major significance in the different levels of leadership of Kindness before training
- d) There was no indication of major significance in Kindness, before the training, between Males and females

However, when one considers the research question “what impact does EI and kindness training have on all employees’ level of each VIA scale”; there is definitely an indication of significance in the Mean score in kindness pre-test over post-test on character strengths bravery, kindness, love, humility and judgment. In this regard the author believes that the YMCA is in a good place in terms of its Mean kindness scores and therefore in a position to practice emotional intelligence at all its leadership levels.

The Meaning of these Findings

The purpose of this study was to examine whether or not a kindness and EI training intervention would increase the level of kindness and emotional intelligence of employees in these two non-profit organization ultimately positively influencing employee satisfaction and employee retention.

Although the results would prove that there was little indication of significance in the scores, from pre-test to post-test, it suggests the telling of a different story about the organization. While 65% of employees who were terminated between 2013 and 2018 were dismissed because of issues related to kindness and EI, it appears that these numbers might not have been significant in order to negatively affect the culture of kindness and the EI of the employees in this organization.

The author suspects that maturation was a limitation of this study, and that six months from pre-test through intervention to post-test was insufficient time for there to be any real improvement in the levels of kindness and emotional intelligence.

Consideration must also be given to the fact that the author began with 240 participants and ended up with 69 participants due to extenuating circumstances, including one research site not being able to participate as initially agreed, due to office downsizing and the merging of office space.

The MSCEIT, a proprietary software, could not be changed and/or adapted to the needs of the author and in this regard provided a challenge. An additional challenge was the embedding of the link to the MSCEIT questions in the emails sent to the participants, which many participants failed to notice. Participants also complained that they were frequently 'kicked' out of the site without completing the survey, leading to frustration and incompleteness.

While the author was hopeful for indication of significance in the overall results from pre-test to post-test, there were factors that prevented more indications of significance. For example, the author now believes that different questionnaires should have been used for the pre-test and the post-test surveys which could have led to participants being more excited regarding new and different questions and being more careful regarding their responses.

The author wonders whether or not the responses would have been different with more cognizance regarding internal and external validity including history, maturation, and testing. It is possible that duration of a year with most of the participants might have improved their kindness and emotional intelligence from pre-test to post-test.

Implications for Practice and Limitations

There were no indication of significance from the intervention from pre-test to post-test in all the various areas which could be attributable to a number of factors including both internal and external validity, experimental mortality, maturation, reactive or interaction effects of testing, and pre-and-post-test design.

Internal Validity. Internal validity refers specifically to whether an experimental treatment or condition makes a difference or not and whether there is sufficient evidence to support the claim.

In terms of internal validity, it is clear from the results that the training intervention failed to make any significant change from the pre-test results, especially in the area of emotional intelligence. This could be attributable to history, i.e. the specific events that occurred between the first and the second measurement.

External Validity. External validity refers to the generalizability of the treatment or condition outcomes. Regarding external validity, generalizability of the treatment or conditions outcomes was also affected, negatively, as one of the research sites failed to participate in the surveys and the training intervention in the manner they had planned to, because downsizing and office mergers affected them.

Experimental Mortality. The loss of participants is called experimental mortality. For example, the author started out with 240 participants; only 47 completed the kindness pre-test, 22 completed the emotional intelligence pre-test, and only 69 participants completed the entire module. The participants who stayed throughout the project, to the end, might have been more motivated to learn or perhaps just to be a part of the project.

Maturation. Another limitation had to do with Maturation. Maturation is the process within subjects that acts as a function of the passage of time, i.e., if the project lasts a few years, most participants may improve their performance regardless of treatment. This is not true of this particular study since the author only had three months in which participants were able to improve their performance from pre-test to post-test.

Reactive or Interaction Effect of Testing. It should be noted that a pre-test might increase or decrease a subject's sensitivity or responsiveness to the experimental variable. According to Chong-ho Yu and Barbara Ohlund (2012), as they summarize scholarship on the subject, "the effect of pre-test to subsequent tests has been empirically substantiated (Wilson & Putnam, 1982; Lana, 1959)."

Pre-Test/Post-Test Design. Yu and Ohlund argue that the effect of giving the pre-test, itself, may affect the outcomes of the second test, i.e., the post-test. They believe that an IQ test taken a second time results in 3-5 point increase from the first time taking the test. According to them, in social sciences, it has been known that the process of measuring may change that which is being measured; the reactive effective occurs when the testing process itself leads to the change in behavior rather than it being a passive record of behavior. This could have been a possibility in this particular study taking, into consideration that the same questions were used for both the pre-test and the post-test, resulting in a passive record of behavior from one test to the next.

Allison M. LaFollette (2010) writes in "The Values in Action Inventory of Strengths: Summary and Critique" that although the VIA-IS shows good reliability on measures of internal consistency and test-re-test correlations, and also correlates substantially with self-nominations of strengths, it does have limits. One such limit is the

number of questions—in this case, there were 76 questions—and also the length of time it takes to complete. When one takes into consideration that the majority of staff at this non-profit are between the ages of 18 and 24, with low attention spans, the effort required to complete the test could be the reason why staff, even after agreeing to participate, failed to do so.

The other major limitations had to do with the MSCEIT. The MSCEIT is said to be the scale with the longest tenure, tested and re-tested with the highest reliability, validity, and consistency, throughout the world, but still has numerous flaws. Some of these flaws include the number of questions with sub questions and pictures and the length of time it took participants to review and to relate each picture to the questions.

According to ThinkTalent (2019), one of the major strengths of the MSCEIT is that unlike most personality tests, it is an ability-based instrument. This means that the candidate has to answer questions correctly in order to get a high score. The test does not rely on candidates' self-awareness and opinion about themselves but on an objective scoring of right or wrong answers, very much like an IQ test. However, based on the circumstances at the YMCA, the major strengths could also be viewed as weaknesses based on time and interpretation of the questions, especially when related to pictures.

Recommendations

The author recommends that the non-profit organization continue to consistently talk about kindness and emotional intelligence, continue to use the author's Training Guide to train employees throughout their respective organizations as this could positively impact employee satisfaction and employee retention, and thus create their respective organizations as 'employer of choice' for the future.

Other recommendations include the author providing training in EI and kindness at this particular nonprofit and also other non-profit organizations.

It is also recommended that the author develop her own kindness and emotional intelligence scales that are in line with current workplace environments in order to fill an obvious gap, both nationally and internationally.

It is clear that while the VIA-IS and VIA-72 are among the very few available scales being used to test for kindness, one of 24 character strengths, the VIA-IS and the VIA-72 have flaws that need to be worked through.

There is also a scarcity of tests measuring EI as a form of intelligence. The MSCEIT is among the few available tests and the most well-known and accepted measure of EI as an ability. It makes sense that conclusions regarding EI as a meaningful construct and of its utility to predict various outcomes relies mostly on the properties of this test. Therefore, whether a test of EI can be trusted, and to what extent, is of primary importance for advancing research in this domain.

Conclusions

In his book, *The Kindness Revolution: The Company-Wide Culture Shift That Inspires Phenomenal Customer Service*, Ed Horrell (2006) explains that providing exceptional, compassionate customer service can only happen when an organization builds a deep and lasting relationship with its employees, and that it is kindness that most characterizes that relationship.

The work of Dan Goleman (1995) has expanded the thinking of how to define the various leadership skills needed by today's successful leaders. Competency in the skill area of EI (how we conduct ourselves and how we build relationships) is receiving

greater attention as organizations and experts begin to realize that a successful financial bottom line is driven not only by dollars, but also through building effective relationships at the workplace (Goleman, 1995).

Dan Goleman (1995) also writes that there are over 700 dissertations written on the topic of EI; however, significant and purposeful progress is needed regarding workplace training and application.

In order to fill the gap in this literature and in research, this author was able to develop and implement a professional development training guide to link kindness to emotional intelligence for employee satisfaction and retention.

While there was insufficient time to see indications of significance from the training or to observe any change in employee satisfaction and retention, it is true that the training intervention, held on October 23, 2019, reaped some rewards based on feedback received from the twenty-nine participants.

However, the lack of significance in many of these statistical tests suggests that these results may not replicate. Therefore, these are preliminary findings. Much of this is due to the small sample size. More data are needed to determine whether this program will be effective in enhancing EI and Kindness.

Perhaps further research and more data regarding the use of this training tool by these particular non-profit and other non-profit organizations could result in significant improvement in the future, in the areas of kindness and emotional intelligence, and for-profit organizations throughout the nation. In addition, Dan Goleman's statement that "significant and purposeful progress is needed regarding workplace training and application" could become moot.

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Appendix A



**FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY**

September 12, 2018

To whom it may concern,

I give permission for Constance Lawrence to use our organization as the research site for her dissertation study.

Sincerely,

A black rectangular redaction box covering the signature of Jason Jagensick.

Jason Jagensick
President/CEO

Appendix B



**FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY**

November 26, 2018

This letter shall serve as written authorization for Constance Lawrence to use The facilities at the Manatee County YMCA for her dissertation study group. Please contact me should you require additional information or have any questions.

Best Regards,



Sean Allison
President/CEO
Manatee County YMCA

Appendix C

VIA Survey-72

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#	Item	Strength
1	I have taken frequent stands in the face of strong opposition.	Bravery
2	I never quit a task before it is done.	Perseverance
3	I always keep my promises.	Honesty
4	I always look on the bright side.	Hope
5	I am a spiritual person.	Spirituality
6	I know how to handle myself in different social situations.	Social Intelligence
7	I always finish what I start.	Perseverance
8	I really enjoy doing small favors for friends.	Kindness
9	As a leader, I treat everyone equally well regardless of his or her experience.	Leadership
10	Even when candy or cookies are under my nose, I never overeat.	Self-Regulation
11	I practice my religion.	Spirituality
12	I rarely hold a grudge.	Forgiveness
13	I am always busy with something interesting.	Curiosity
14	No matter what the situation, I am able to fit in.	Social Intelligence
15	I go out of my way to cheer up people who appear down.	Kindness
16	One of my strengths is helping a group of people work well together even when they have their differences.	Leadership
17	I am a highly disciplined person.	Self-Regulation
18	I experience deep emotions when I see beautiful things.	Appreciation of Beauty & Excellence
19	Despite challenges, I always remain hopeful about the future.	Hope
20	I must stand up for what I believe even if there are negative results.	Bravery
21	I finish things despite obstacles in the way.	Perseverance
22	Everyone's rights are equally important to me.	Fairness
23	I see beauty that other people pass by without noticing.	Appreciation of Beauty & Excellence
24	I never brag about my accomplishments.	Humility
25	I am excited by many different activities.	Curiosity
26	I am a true life-long learner.	Love of Learning
27	I am always coming up with new ways to do things.	Creativity
28	People describe me as "wise beyond my years."	Perspective
29	My promises can be trusted.	Honesty
30	I give everyone a chance.	Fairness
31	To be an effective leader, I treat everyone the same.	Leadership
32	I am an extremely grateful person.	Gratitude
33	I try to add some humor to whatever I do.	Humor
34	I look forward to each new day.	Zest

35	I believe it is best to forgive and forget.	Forgiveness
36	My friends say that I have lots of new and different ideas.	Creativity
37	I always stand up for my beliefs.	Bravery
38	I am true to my own values.	Honesty
39	I always feel the presence of love in my life.	Love
40	I can always stay on a diet.	Self-Regulation
41	I think through the consequences every time before I act.	Prudence
42	I am always aware of the natural beauty in the environment.	Appreciation of Beauty & Excellence
43	My faith makes me who I am.	Spirituality
44	I have lots of energy.	Zest
45	I can find something of interest in any situation.	Curiosity
46	I read all of the time.	Love of Learning
47	Thinking things through is part of who I am.	Judgment
48	I am an original thinker.	Creativity
49	I have a mature view on life.	Perspective
50	I can express love to someone else.	Love
51	Without exception, I support my teammates or fellow group members.	Teamwork
52	I feel thankful for what I have received in life.	Gratitude
53	I know that I will succeed with the goals I set for myself.	Hope
54	I rarely call attention to myself.	Humility
55	I have a great sense of humor.	Humor
56	I always weigh the pro's and con's.	Judgment
57	I enjoy being kind to others.	Kindness
58	I can accept love from others.	Love
59	Even if I disagree with them, I always respect the leaders of my group.	Teamwork
60	I am a very careful person.	Prudence
61	I have been told that modesty is one of my most notable characteristics.	Humility
62	I am usually willing to give someone another chance.	Forgiveness
63	I read a huge variety of books.	Love of Learning
64	I try to have good reasons for my important decisions.	Judgment
65	I always know what to say to make people feel good.	Social Intelligence
66	It is important to me to respect decisions made by my group.	Teamwork
67	I always make careful choices.	Prudence
68	I feel a profound sense of appreciation every day.	Gratitude
69	I awaken with a sense of excitement about the day's possibilities.	Zest
70	Others consider me to be a wise person.	Perspective
71	I believe that it is worth listening to everyone's opinions.	Fairness
72	I am known for my good sense of humor.	Humor

Appendix D

Characteristics of each of the 24 IPIP-VIA Scales
 Before and after scale refinements
 (Values in Action [VIA]: Peterson & Seligman, 2004)

<u>IPIP-VIA Scale Label</u>	<u>P+N/Items</u>	<u>Alpha/1</u>	<u>Omitted</u>	<u>Added</u>	<u>P+N/2</u>	<u>Alpha/2</u>
Appreciation of Beauty	7+3=10	.65	0+2=2		7+1= 8	.77
Capacity for Love	7+3=10	.69	1+0=1		6+3= 9	.70
Citizenship/Teamwork	7+3=10	.66	3+1=4	0+3=3	4+5= 9	.78
Curiosity	7+3=10	.78			7+3=10	.78
Equity/Fairness	7+3=10	.62	1+2=3	1+1=2	7+2= 9	.70
Forgiveness	7+3=10	.75	0+1=1		7+2= 9	.76
Gratitude	7+3=10	.77	1+1=2		6+2= 8	.79
Hope/Optimism	6+3= 9	.72	1+0=1		5+3= 8	.73
Humor/Playfulness	7+3=10	.83	1+0=1		6+3= 9	.84
Industry/Perseverance	7+3=10	.80	2+0=2		5+3= 8	.81
Integrity/Honesty	7+3=10	.64	2+1=3	0+2=2	5+4= 9	.72
Judgment/Open-mindedness	7+3=10	.79	0+1=1		7+2= 9	.80
Kindness/Generosity	7+3=10	.72			7+3=10	.72
Leadership	7+3=10	.72	3+0=3		4+3= 7	.78
Love of Learning	7+3=10	.77			7+3=10	.77
Modesty/Humility	7+3=10	.70	0+1=1		7+2= 9	.70
Originality/Creativity	7+3=10	.84	2+0=2		5+3= 8	.85
Perspective/Wisdom	7+3=10	.72	1+0=1		6+3= 9	.75
Prudence	7+3=10	.67	0+3=3	1+1=2	8+1= 9	.73
Self-regulation/Self-control	7+3=10	.66	2+0=2	0+3=3	5+6=11	.75
Social/Personal Intelligence	7+3=10	.70	1+2=3		6+1= 7	.76
Spirituality/Religiousness	7+3=10	.91	0+1=1		7+2= 9	.91
Valor/Bravery/Courage	7+4=11	.75	1+0=1		6+4=10	.75
Zest/Enthusiasm	7+3=10	.77	0+1=1		7+2= 9	.78
Mean	7+3=10	.73			6+3= 9	.77

Appendix E

VIA-72 Likert Scale

Directions:

Please choose one option in response to each statement. All of the questions reflect statements that many people would find desirable, but we want you to answer only in terms of whether the statement describes what you are like. Please be honest and accurate!

Adult Survey Scale:

- 1- Very Much Unlike Me
- 2- Unlike Me
- 3- Neutral
- 4- Like Me
- 5- Very Much Like Me

Appendix F

From: Constance Lawrence
Sent: Wednesday, September 12, 2018 9:50 AM
To: Jackie Riordan <[REDACTED]>
Subject: Permission to use organization

Hi Jackie, can you please do a letter for me signed by the President/CEO giving me permission to use the organization as the research site for my dissertation study.

Thanks.

Constance Lawrence, BSc. Econ., MS, HRM
Director, Human Resources/Payroll
YMCA of South Palm Beach County
6631 Palmetto Circle South | Boca Raton, FL 33433



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Appendix G

Informed Consent Form

TITLE OF STUDY

Linking Kindness to Emotional Intelligence for Employee Satisfaction and through Professional Development Training

PRINCIPAL INVESTIGATOR

Constance Yvon Lawrence
Doctoral Student
Department of Education
Lynn University
[REDACTED]

PURPOSE OF STUDY

You are being asked to take part in a research study. Before you decide to participate in this study, it is important that you understand why the research is being done and what it will involve. Please read the following information carefully. Please ask the researcher if there is anything that is not clear or if you need more information.

The purpose of this quasi-experimental study is to determine if the purposed emotional intelligence (EI) professional development training, independent variable will increase part-time employees', full-time employees', and middle management's level of kindness and EI, dependent variable, increase level of job satisfaction, and increase client level of satisfaction at this non-profit organization.

STUDY PROCEDURES

- a. Pre-test survey utilizing Survey Monkey for VIA-72 and the MSCEIT platform**
- b. Workshop Intervention**
- c. Surveys will last approximately 15 minutes each**
- d. Workshop intervention will last approximately four hours**
- e. Post-test survey utilizing Survey Monkey for VIA-72 and the MSCEIT platform**

RISKS

There are no foreseeable risks involved. However, you may decline to answer any or all questions and you may terminate your involvement at any time if you choose. Non participation in this study will not affect your employment.

BENEFITS

Participants may enjoy participating in this study and may benefit from this body of knowledge which will result in a knowledgeable and practiced culture of kindness and EI, and increasing positive professional relationships at this researched site.

CONFIDENTIALITY

Your responses to this [survey] will be anonymous. Please do not write any identifying information on your [survey]. Every effort will be made by the researcher to preserve your confidentiality including the following:

- Notes, interview transcriptions, and any other identifying participant information will be kept in a locked file cabinet in the personal possession of the researcher.
- Participant data will be kept confidential except in cases where the researcher is legally obligated to report specific incidents. These incidents include, but may not be limited to, incidents of abuse and suicide risk.

COMPENSATION

All participants names will be included in a lottery with one person awarded a \$50.00 gift card. The lottery will be drawn at the end of November, 2019.

CONTACT INFORMATION

If you have questions at any time about this study, or you experience adverse effects as the result of participating in this study, you may contact the researcher whose contact information is provided on the first page. If you have questions regarding your rights as a research participant, or if problems arise which you do not feel you can discuss with the primary investigator, please contact the Institutional Review Board at (865) 354-3000, ext. 4822.

VOLUNTARY PARTICIPATION

Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign a consent form. After you sign the consent form, you are still free to withdraw at any time and without giving a reason. Withdrawing from this study will not affect the relationship you have, if any, with the researcher. If you withdraw from the study before data collection is completed, your data will be returned to you or destroyed.

CONSENT

I have read and I understand the provided information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form. I voluntarily agree to take part in this study.

Participant's signature _____ Date _____

Investigator's signature _____ Date _____

