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END OF STUDY THESIS

Master in Organizations' Management

The impact of the emotional intelligence on stress at work and the job satisfaction in an Algerian company.

Study case: ATM Mobilis

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ABSTRACT.

The objective of our research is about understanding the impact of the emotional intelligence on stress at the workplace and the job satisfaction in an Algerian company. Emotional intelligence is based on the understanding, expressing and managing the one's emotions and the others'. While stress and satisfaction are ones of the most important occupations of the organizations. That's why we initiated this work in ATM Mobilis, to see if the emotional intelligence does really influence stress and satisfaction. Our data collected from the staff of ATM Mobilis; collected by a questionnaire and the test of emotional intelligence; has proved for us that the emotional intelligence; with its three dimensions (emotional attention, emotional clarity and emotional repair); does really reduce stress at work at the ATM Mobilis, and arise satisfaction. In other words, as much as an employee is more emotionally intelligent as much as he is less stressed or more satisfied.

RESUME

L'objectif de notre recherche est de comprendre l'impact de l'intelligence émotionnelle sur le stress au travail et la satisfaction au travail dans une entreprise algérienne. L'intelligence émotionnelle repose sur la compréhension, l'expression et la gestion de ses émotions et de celles des autres. Bien que le stress et la satisfaction soient l'une des occupations les plus importantes des organisations. C'est la raison pour laquelle nous avons lancé ce travail chez ATM Mobilis afin de déterminer si l'intelligence émotionnelle influe réellement sur le stress et la satisfaction. Nos données recueillies auprès du personnel de ATM Mobilis; recueillies par un questionnaire et le test d'intelligence émotionnelle; a prouvé pour nous que l'intelligence émotionnelle; avec ses trois dimensions (attention émotionnelle, clarté émotionnelle et réparation émotionnelle); réduis vraiment le stress au travail chez ATM Mobilis, et suscite la satisfaction. En d'autres termes, un employé est plus intelligent sur le plan émotionnel qu'il est moins stressé ou plus satisfait.

ملخص

الهدف من بحثنا هو فهم تأثير الذكاء العاطفي على الإجهاد والتوتر في مكان العمل والرضا الوظيفي في شركة جزائرية. يعتمد الذكاء العاطفي على فهم عواطف الفرد والآخرين والتعبير عنها وإدارتها. في حين أن التوتر والرضا هي واحدة من المشاغل الأكثر أهمية في المنظمات. لهذا السبب بدأنا هذا العمل في شركة موبيليس، لمعرفة ما إذا كان الذكاء العاطفي يؤثر حقاً على التوتر والرضا. بياناتنا التي تم جمعها من موظفي شركة موبيليس؛ تم جمعها عن طريق استبيان واختبار الذكاء العاطفي؛ لقد أثبت لنا أن الذكاء العاطفي؛ بأبعاده الثلاثة (الاهتمام العاطفي والوضوح العاطفي والإصلاح العاطفي)؛ حقا يقلل من التوتر في العمل في شركة موبيليس، ويقوي من مستوى الرضا الوظيفي. بمعنى آخر، بقدر ما يكون الموظف أكثر ذكاءً من الناحية العاطفية بقدر ما هو أقل توتراً أو أكثر رضاء.

الكلمات المفتاحية : الذكاء العاطفي, التوتر, الرضا الوظيفي, معدل الذكاء العاطفي

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ABBREVIATION LIST.

E.I	Emotional Intelligence
IQ	Intelligence Quotient
EQ	Emotional Quotient
MSCEIT	Mayer-Salovey-Caruso Emotional Intelligence
PEC	Profile Emotional Competences
S-PEC	Short-Profile Emotional Competences

INTRODUCTION

An enterprise, an organization, or a company is above all a human community. And this organism belongs by itself to another system “the market.” So, the market is the environments where these organisms make deals together while each one tries to be the market leader. This makes that market as a complex system. Hard to be managed. That’s why we have to work on the micro system to develop the macro system. The ones who are responsible for the development of the companies are generally the managers. But because these managers worry the most of their achievement to their goals, they actually neglect the interest of their employees, which is one of the most important capitals in any organization, the Human Resources.

In the heart of all of this development and dynamic environment, a lot of pressure is created. In consequence, the productivity, the behavior and even the performance of the employees may be influenced. Many organizational phenomena have been studied by several authors, in order to understand the workplace’s environment. One of the most interesting and existing phenomena is the stress at work. Stress at work nowadays has become a non-avoidable fact in the organizations in consequence of the pressure at work and the different changes happening in the last decade.(For example downsizing, the extensive use of IT technologies....) Stress may be useful in some cases when it is at its optimum level. But the real problem is when it is in its negative form, while it starts affecting the job’s goals to achieve. Many authors talked about stress, its definition, its causes, but generally they don’t present solutions for it. On the other hand, one of the most important factors of a good job, and a good team working is the job satisfaction. This important factor that in the beginning of the 1960s was not considered as one of the needs of any employee, the employee was considered as a machine in the Taylor’s period. Then, in 1960 authors developed the theories and started to look to the employee as a human. In the 21st century, more techniques were developed to make the employee more satisfied.

But actually, stress or satisfaction, are a set of emotions. Emotions are generally denied at work, treated as an extern of humans while it is a part of the human. One of the most important parts of emotions is the concept “emotional intelligence “that was mentioned for the first time in 1990 in a Salovey and Mayer’s article. Then, Goleman the first who published a book on the subject and that it made the buzzword. He defines the emotional intelligence as a set of skills

and competences that allow for an individual to understand and manage his emotions and those of others. (KOTSOU, 2016.) After having developed the emotional intelligence as a concept, Goleman tried to integrate the E.I. at work; in consequence he published “the emotional intelligence at work.” Different works were published after that. A lot of authors did some research on its impact on different factors and variables. (For example, the article: *Emotional intelligence, is it a figurative asset for the commercial negotiation*, by Ilios Bobot in 2012.) Hence, there was some research on its impact on the stress (for example: *Emotional intelligence moderates the relationship between stress and mental health*, by J. Ciarrochi, F.P. Diane and S. Anderson in 2002), and some on the jobsatisfaction (for example: *Relation of employee and manager emotional intelligence to job satisfaction and performance*, by T. Sy, S. Tram and LA O’Hara on 2006). All of these works are published in the extern countries. That’s why we want to study this impact in an Algerian organization, where the stress and the job satisfaction are two great and important phenomena or factors. Trying to find out the reality, and if it has a good impact, we will need to develop more this variable in our country.

Problematic:

The time has come methodically to apprehend the potentialities of intelligence. It is singular to observe that the studies devoted to it are recent. Whether they are of economic intelligence, emotional intelligence, human intelligence or artificial intelligence, each of these definitions aims to serve a strategic vision and decision-making that optimizes satisfaction of an objective.

In this context and in order to be able to understand one of these types of intelligence, which is emotional intelligence, knowing that emotions were always emigrated at moments workplace, we asked the following problematic:

What is the impact of the emotional intelligence on the stress at work and the job satisfaction at an Algerian company?

To answer on this problematic, we have chosen to follow the next plan:

We divided our work to four chapters. Starting from an introduction, where we presented our subjects and thematic. In the first chapter we developed our theoretical part, where we developed the different concepts according to some authors. In the second chapter, we presented the methodological research and the host organization. Then, in the third one, we made our results analysis of the

quantitative research, starting by a descriptive analysis, testing the reliability and the inferential analysis to test the relationship and correlation between the variables. While the fourth chapter, it was decomposed to a discussion of the results in addition to the conclusion, limits recommendations and the future researches.

CHAPTER ONE :
THEORITICAL CHAPTER

Section one: Emotional Intelligence.

1) Definition.

1.1) Intelligence.

The intelligence according to Larousse: “*the set of mental functions having for object rational and conceptual knowledge*”, and also “*the ability of a human being to get adapted to a situation, to choose a means of action according to the circumstances.*”

There is a reference to both skills of acquiring knowledge, reasoning and abstraction but also of environmental adaptation. It is therefore a matter of treating information in order to know, reason, understand, adapt to the purpose of choosing and decide on the most appropriate actions. The intelligence was long considered an overall capacity. Currently, we are talking about a set of cognitive capabilities and cognitive processes. We could consider that the intelligence manifests itself by several stages participating in an iterative, adaptive and evolutionary continuum: the first stage is made of “input” acquisition of various data received, encoded and stored more or less conscious. It is then, the handling stage or a mental operation that involves treating information in order to understand, conduct abstract reasoning, and solve concrete problems. This is the organizational and teleological aspect. (Coulou & Lafitte, 2016, P115;116.)

Finally, the last step is the application, use and adjustment of processed data, knowledge, in situations of varied interactions with the environment (physical, social...), in a suitable way. It’s the functional aspect and adaptive. (Coulou & Lafitte, 2016, P115;116.)

1.2) Emotions.

Affect, mood, feeling and emotion are frequently assorted; it is not easy to make a distinction between them, even in the professional literature. The especial definition of emotion is still debated. (Coulou&Lafitte,2016, P117.)

There is a wide variety of definitions about emotions; Kleinginna and Kleinginna (1981) distinguish 92 different ones. For Klaus Scherer (2001), “*An emotion is a sequence of changes of state intervening in five organic systems (cognitive, psycho-physiological, motivational, motor, subjective feeling) interdependently and synchronously in response the evaluation of a stimulus (external or internal), in relation to a central interest in the individual*”

Recent theories prevent a multi-component definition of emotion counting stimulus, it provokes a physiological reaction (modification of the cardiac rhythm, respiratory, contractions of certain facial muscles ...). It gives rise to a clarification, an interpretation and motivates an action, a behavior, a decision. Emotions are the foundation of all our moods, feelings. They are the first reactions of the body to a stress event. They color the perception and interpretation of the situations to which we are exposed; they orient therefore our reactions, behaviors, judgments and decision. Emotions are neither good nor bad, that's what we do or not who can be problematic. (Coulou&Lafitte, 2016, P117.)

1.3) The brain and emotion.

1.3.1) Construction and mental perception.

The reptilian brain is the brain of sensations of social bonds, of the unconscious. It transmits information from our 5 senses (hearing, smell, touch, taste, sight) to the second brain, the limbic. The limbic system is the brain of the subconscious, emotional bonds, emotional management and memory formation. He transmits his information to the big brain, the cerebral neocortex. The cerebral neocortex occupies 9 / 10th of the total encephalic mass. It is considered the command center of all conscious functions. (KOTSOU, 2016.)

1.3.2) The emotional brain.

The involvement of the nervous system is central in emotions. It is the brain that will control the release of hormones that invade the body in emotional situations. If this fact is commonly accepted today, this has not always been the case. (Goleman, 1995.)

In the 16th century, it was thought that emotions were only secretions of organs: one was nervous, angry and melancholy depending on the moods that circulated in the body. Over the centuries, the theory that emotions are controlled by the brain will take shape. (Goleman, 1995.)

In 1937, Papez, an American neuroanatomist, proposed that emotions be determined by a nerve circuit connecting several brain structures. His theory has been developed to integrate other structures and will lead to the definition of the

"limbic system." The latter is a group of brain structures that play a very important role in behavior and especially in various emotions, such as aggression, fear, pleasure. Knowledge about the role of the limbic system in emotions comes from work done on epileptic or brain-damaged subjects, and experimental work on animals.

The main elements that make up the limbic system are

- The hypothalamus: one of the areas of the hypothalamus is responsible for aggressive behavior; another triggers sensation of pleasure.
- The amygdala: it receives many sensory inputs of visual, auditory, taste, olfactory origin, and associates them with their affective value (for example, the evocation of a memory linked to an odor, the fear that arouses the afraid of a snake ...). The amygdala also helps differentiate the new to the familiar.
- The hippocampus: this element makes possible the mental representation of the surrounding space, this allows us to orient ourselves in space. The hippocampus is also involved in the formation of a long-term memory, and in the ability to adapt to the situations we encounter. (KOTSOU, 2016.)

Each emotion (anger, joy, sadness ...) plays a role and prepares the body for a particular type of reactions thanks to the secretions of different hormones. For example, anger releases catecholamines ("whiplash" reaction of the limbic system) which causes an immediate and vigorous action but the amygdala sends by the adrenocortical branch a wave that predisposes to a more durable background tonic. The emotional brain is in a state of alert, this excitation thus lowers the threshold of tolerance; it is thus that the tensions of daily life find a favorable ground for triggering anger. (Idem.)

When the emotions take the power that they lead to unthinking acts (violence, laughter ...) the limbic center takes the general control of the brain to the detriment of the neocortex (the thinking brain). The origin of this neurological phenomenon is found in the amygdala, seat of affective memory. She controls all emotions. (idem)

LeDoux was the first to highlight how the amygdala determines our reactions before the neocortex has made a decision, making us sink into the irrational. Its wide network of neural connections allows in case of emergency, to take the direction of most of the brain, including the rational mind. The raw emotions are aroused even before the thought is manifested. (idem)

The amygdala stores a whole repertoire of memories without our being aware of it. If the amygdala retains the emotional flavor, the hippocampus; meanwhile, records and finds meaning in perceptions, it is the memory of the context and events, as we explained above, it allows us to adapt situations (for example, it makes the difference between the wild lion and the lion seen at the zoo).

If the amygdala triggers impulsive reactions, the role of the prefrontal cortex is to inhibit the feelings so that we can modify our reaction according to the circumstances.(KOTSOU, 2016.)

Damasio, a Portuguese neurologist, has studied how the behavior of patients whose prefrontal amygdala lobe circuit has been damaged is affected. Although their intellectual and cognitive abilities are not altered, their choices are disastrous because they no longer have access to their emotional knowledge.

Emotions guide us in our choices and work with the rational mind. In the same way, the thinking brain plays an executive role in our emotions except when the emotional brain reigns supreme.(Goleman, 1995.)

"In a sense, we have two brains, two minds and two different forms of intelligence: rational intelligence and emotional intelligence." Davidson, American psychologist. The way we use them determines the course of our lives.

When we manage to harmonize the head and the heart; the complementarity of the limbic system and neocortex, amygdala and prefrontal lobes improves EI and intellectual capacity.

Now that we have seen what the different components of emotional intelligence are, let us now look at this form of intelligence that is growing and becoming more commonplace.

1.4) Emotional intelligence.

Although the concept of emotional intelligence is currently globally connected with the name Daniel Goleman who popularizes it in a book published in 1995, it's actually Peter Salovey and John Mayer, who are the first authors who published the concept for the first time. (Coulou&Lafitte,2016.)

Salovey and Mayer:

American psychologists. Their first research on E.I were published on the 1990s.

In 1990, they published a founding article in which they describe emotional intelligence as a *form of intelligence that assumes the aptitude to control one's feelings and emotions and those of others to do the differentiate between them and employ this information to lead his thoughts and actions.*

In 1997, they proposed a new one, revised: "*The ability to perceive and express emotions, to integrate them to facilitate thinking, to understand and reason with emotions, and to regulate the one's emotions and the others'.*"

Goleman:

Goleman, American psychologist, integrates more particularly the notions of motivation, perseverance or "enlightened awareness."

For him emotional intelligence implies, "self-control, zeal and perseverance, and the ability to motivate oneself." (Goleman, 1995)

He defines emotional intelligence as being composed of five aptitudes: "empathy, the ability to motivate oneself or persevere in adversity, to master one's impulses and to wait patiently for the satisfaction of one's desires, the ability to maintain an equal mood and not to be overpowered by grief to the point of no longer being able to think, and the ability to hope" (Goleman, 1995)

Bar-On:

Bar-On, American israélienpsychologiste. One of the principal pioneers of emotional intelligence: "*Intelligence describes the aggregation of abilities, capacities and skills [...] that represents a collection of knowledge used to effectively cope with life. The emotional adjective is used to emphasize that this specific type of intelligence differs from cognitive intelligence.*"(Bar-On, 1997.)

Clearly, he defines emotional intelligence as a set of non-intellectual capacities, skills, and abilities that influence our ability to successfully cope with the demands and pressures of our environment.

However, this is not to undervalue the importance of cognitive intelligence.

Studies explain that is essential to perform well in different functions management and financial management or planning or to attain a certain level of knowledge and the mastery of the world around us. *In addition, it is not because IQ measurement can only predict 5% to 20% of success that emotional intelligence determines the remaining percentages.* (Golman, 1995)

Conclude simply by saying that emotional intelligence is one of the most important parameters of performance and well-being and that in some cases these emotional parameters explain these parameters better than cognitive skill. (Coulou&Lafitte, 2016).

2) The different models of emotional intelligence

Emotional intelligence does not represent an integrated domain. We will now focus on diverse theoretical paradigms through three models, that of skills, the mixed model, and finally a model that consider emotional intelligence solely as a set of personality traits.

2.1) The model of emotional skills.

In a few words, this model describes emotional intelligence as a different set of competences, composed of five skills which are identifying, understanding, expressing, managing and using emotions, all in interpersonal and interpersonal dimensions. And we can learn these relatively stable competences; therefore, we are able to evolve and improve ourselves even in adulthood. (KOTSOU, 2016, P24.) This is what makes emotional intelligence a very important phenomenon that we must develop it more.

2.2) Models of emotional intelligence as abilities

Peter Salovey and John Mayer were the first who introduced the conceptualization in this model. According to them this phenomenon is considered as a mental skill and that's why it is a pure intelligence. (KOTSOU, 2016,P22)

Then, in the 97's when they developed more the definition of the concept, they actually transformed this concept into a construct of four competences:

According to KOTSOU:

- *Emotional perception or ability to perceive and express emotions;*
- *Emotional assimilation or emotional facilitation of thought;*
- *Emotional understanding or ability to understand and reason about even complex emotions;*
- *Emotion management or empowered to manage one's emotions or those of others.*

So we can conclude that Salovey and Mayer describe emotional intelligence as the ability to perceive, understand, manage and use emotions to facilitate thinking. (KOTSOU, 2016, P22) book

2.3) Mixed models of emotional intelligence

These models were constructed on the basis of a combination of mental abilities and personality traits, that's what the adjective "mixed" does really mean. We will develop these last briefly. (KOTSOU, 2016, P23.)

2.3.1) The model of Bar-On

The psychologist Reuven Bar-On was one of the first researchers who have proposed the expression of emotional quotient to measure the emotional intelligence. According to him, emotional intelligence is at the crossroads of competences and emotional and social skills which promote intelligent behavior. So, we find a five meta-factors of emotional intelligence in his definition of it:

- Intra-personal (self-awareness and self-expression);
- Interpersonal (consciousness of others and interactions);
- Stress management (stress management and control);
- Adaptability (change management);
- General mood (self-motivation).

Each of these meta-factors includes other related skills and abilities.(KOTSOU, 2016, P23.)

2.3.2) Goleman's model.

Daniel Goleman, psychologist and science journalist for the New York Times, has given his books and articles worldwide recognition of the concept of emotional intelligence. His model, which is based on a set of emotional and social skills which contribute to managerial performance, described emotional intelligence originally as a five-dimensional concept: self-awareness, self-control, self-motivation, perception and understanding of others' emotions and relationship management. While the model currently proposed is an 18-competence model that is organized into four branches: self-awareness, self-management, self-motivation, consciousness of others and relationship management. (KOTSOU, 2016, P24.)

2.3.3) *The model of Petrides and Furnham.*

Unlike these last models, this one of Petrides and Furnham describe or considers emotional intelligence as a characteristic of the personality. According to them, it consists of the different provisions to pay attention, treating and use emotional information of an intra- or interpersonal nature. (KOTSOU, 2016, P24).

3) Measurement of emotional intelligence

As we have seen, there is a set of models of the emotional intelligence; hence there is a set of different measuring tools for it. Each author has developed his own tool; because each model has different conceptual basis.

Some of these models seem to us more interesting theoretically while others have developed a more measurement tool applicable. The MSCEIT, Mayer-Salovey-Caruso emotional intelligence test, is the best known test in the emotional intelligence model as a skill. This test includes tasks and exercises to assess the emotion expressed by a face or choose from some of the most effective proposed actions in the management of emotion. (KOTSOU, 2016,)

On the other hand, mixed perspectives or the model based on personality traits use self-reported test (questionnaires) as measurement instruments. These tests vary according to competences or items but they all offer a final global score. (KOTSOU, 2016, P24.)

Table n°1: the different structures of tests

Test	ESCI ^a and ECI ^b	EQ-I ^c	TEIQue	PEC
	Goleman	Reuven Bar-On	Petrides and Furnham	Brasseur and al.
The structure of the test	4 groups	5 dimensions	4 factors	2 dimensions
	18 competences	15 sub dimensions	15 facets	2*5 factors
	72 items	133 items	153 items	50 items

Source:KOTSOU, 2016

- a. Emotional and social competency inventory.

- b. Emotional competence inventory.
- c. Bar-On R. (2000), emotional and social intelligence: insights from the emotional quotient inventory (EQ-I), in Bar-On R. and PARKER J.D.A. (Eds), Handbook of emotional intelligence: theory, development, assessment and application at home, school and in the workplace, San Francisco, Jossey-Bass, p. 363-88.
- d. In the long version.

Conceptually talking, the theoretical model of Salovey and Mayer is one of the most interesting models. Hence, it opened the field to many other research in the field of emotions. It is also applicable in organizations more operationally since it is based on skills because it provides information on the competences to develop. On the other hand, this test is more complex than a questionnaire, and its psychometric properties are weaker or lower. (KOTSOU, 2016, P25.)

The TIQue of Petrides and Furnham, in the meantime, has excellent psychometric properties. But its weakness is that it does not have a theoretical and conceptual model which is coherent and usable on the ground. While there is always a probability that the subject that is going to answer on a questionnaire does not answer honestly, such as for any questionnaire, this is always a major disadvantage. (Idem.)

The profile of an emotional competence (PEC), a test created by Brasseur, Grégoire, Bourdu on the base of the model of emotional skills that we have already mentioned, is a questionnaire composed of fifty questions. It measures the emotional intelligence with a total score too, by differentiating the five intra-personal skills and the five interpersonal skills according to the model. They have also developed a short version of twenty items (the S-PEC) which has also been validated by Mikołajczak, Brasseur and Fantini-Hauwel. (Idem.)

Table n°2:the different characteristics of the most known tests

	Emotional intelligence as a feature :TEIQue	Emotional Intelligence as an ability: MSCEIT	Emotional Intelligence as a competence PEC
form of the test	questionnaire	Test with good responses	questionnaire
conceptual relevance	Weak	Strong	Strong
Psychometric properties	Good	Bad	Good
The relation with the personality	Strong	weak	strong
Measured performance	Usual	Maximum	Usual
Possibility of cheating	Yes	No	Yes

Source: KOTSOU, 2016

Of course each model has its strengths and weaknesses. For us the question arises less at the level of the debate on the presumed nature of emotional intelligence than about the coherence and adequacy between a theoretical model and concrete training intervention.(KOTSOU, 2016, P26.)

4) **Emotional intelligence at work**

Nowadays, to be a productive and contented organizational citizen makes emotional intelligence frequently claimed to be an essential ingredient. As we can notice really, many companies are loyal to the recent idea of Corporate Social Responsibility. Taking for example the leading global car manufacturer –Toyota- is transferring a message in the campaign that implies hiring is not so much cognitive ability, technical expertise, or skills. So in current recruits, good corporate citizenship is sought. Because bravely, companies are looking for people more productive in teamwork, compassionate and reliable on the job. And one of the most points is that they care about their coworkers and their job too. (ZEIDNER and al, 2012) All of these competences and skills are the emotional

intelligence skills, which make it an important phenomenon at work to imply success at work. (ZEIDNER and al, 2012)

Since emotional intelligence has become an essential part of the discussion adjoining effective organizational recruiting and placement, functioning, leadership and training issues, we are going to deal with in.

The information age is always evolving which transform, on the other hand, the wider economic system constantly. (ZEIDNER and al, 2012) While modern organizations are facing a variety of fast changes and transitions, including increased privatization; restructuring and downsizing, worldwide information exchange; proliferation of new technological developments; outsourcing and an increasingly diversified workforce. (e.g., Burke and Cooper 2006). As a result of these worldwide trends, these companies and organizations are innovating new processes at work which make them get adapted to them, by flexible structures, more important emphasis on creativity and new leadership styles which is one of the most important variables that depends on emotional intelligence skills as an important competence to be able to affect the coworkers and do their functions in a good teamwork. ((ZEIDNER and al, 2012)

In the middle of this developing business world, both cognitive and technical skills are important attached to a large arsenal of emotional and social skills, to reach success at work. These socio-emotional competencies demanded in the modern workforce, taking for example, communication and negotiation, passion for working hardly toward achieving the group goals and as always effective leadership skills. Indeed, most of the adults are spending a lot of their ties in their workplace, which is one of the best settings for examining the role of emotional intelligence in real-life settings, as well as for reaching adults and developing their social and emotional competencies. (Cherniss 2000 in ZEIDNER and al, 2012)Table 3presents a number of claims (some exaggerated, some plausible, and some clearly unjustified) about the importance of EI in the workplace.

Table n°3: Number of claims about importance of EI in the workplace.

Claim's	Source(s)
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EI predicts successful behaviors at work, at a level exceeding that of intelligence.	Copper and Sawaf 1997. Goleman 1998. Weisenger 1999.
Emotional competencies are a better predictor of success at the workplace than cognitive abilities or technical skills, recommending that emotional competences be included as a method for improving senior-level hiring practices.	Chemiss and Goleman 2001.
Use of EI for recruitment decisions leads to 90-percentile success rates... which distinguishes top performers in every field, in every industry sector, is not high IQ or technical expertise, it is EI. P91.	Watkin 2000.

Source: (ZEIDNER and al, 2012)

Note: some of these claims have subsequently been retraced by the authors.

The source of the EI in organizations and their functions may be referenced to the classic management theory and practice (Gowing 2001). Because there was always non-cognitive abilities that meant to successful strategies with a successful performance, these abilities must refer to emotional intelligence. (e.g., social awareness). (ZEIDNER and al, 2012) It took three decades of psychological research to vindicate the importance of emotional and social competencies to describe the occupational effectiveness (e.g., Boyatzis 1982; Howard and Bray 1988). So, can we describe the EI as the key that leads us to the job satisfaction and productivity with less stress? Actually, there is already a great group that doesn't agree because they were not convinced. (See Murphy 2006a. in ZEIDNER and al, 2012)

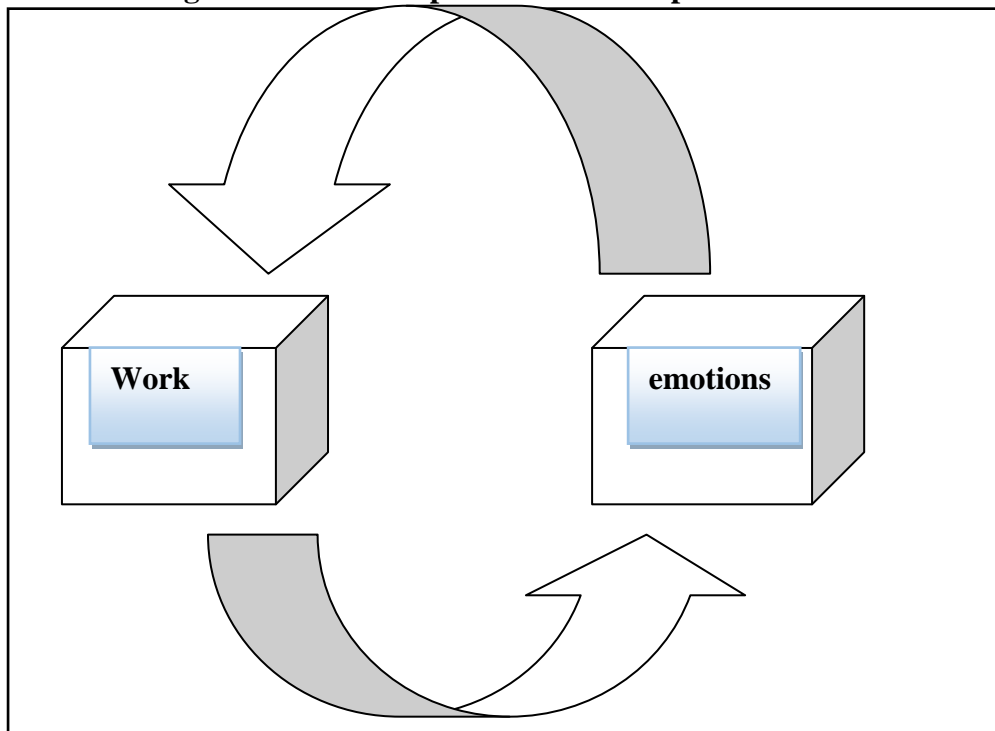
4.1) The Role of Emotions in Organizations

Because emotions were always denied at work, a group of psychologists gave a short shrift in organizational thinking. (ZEIDNER and al, 2012) All of this can be explained by saying that the factors of motivation, performance and cognitive intelligence were viewed as more important at work than emotions. Usually, the workplace is that environment full of logic, rationality, order and where the cognitive intelligence is the most predictor factor of performance. (ZEIDNER and al, 2012). Because emotions were always considered as an adversative to rationality, they were buffed over, disparaged, or relegated to moderately slight status (Ashkanasy et al. 2002). In addition, new research on the cognitive and

affective sciences are suggesting that emotions do actually serve rationality and that they are important and helpful for making decisions. (Damasio 1994.)

According to(ZEIDNER and al, 2012): *Work and emotions are most plausibly construed as being reciprocally determined. On the one hand, an individual's profession is among the primary determinants of emotional life and a sphere of existence that really matters, certainly in Western society (i.e., workplace/emotions). Work, with cea major source of both positive and negative emotions.*

Figure n°01:the reciprocal relationship between work and emotions



Source:(ZEIDNER and al, 2012)

Success or failure at work may influence the individual's affective development and health through the mediation of emotions. On the other hand, emotions are among the primary determinants of behavior and achievement at work, impacting upon individual productivity, well-being, and social climate (i.e., emotions/work).

Hence, emotions can affect work-related cognitive and motivational processes, which on the other hand would influence activity and social behavior, and performance outcomes. (Figure 1)

4.2) Emotional Competencies at Work

A constructive categorization shown in table x is presented at the base of cross-partitioning of a couple of major emotional intelligence's facets, which are

precisely emotional competences (the emotion identification vs. emotion regulation) and the target (self vs. others). This last form a four-category specification of the environment of discussion for emotional intelligence in the organizational settings. (Goleman 2001.)

Table n°4: Two-dimensional conceptualization of emotional intelligence.

	Self	others
Identification of emotions	Self-awareness Identification and differentiation of emotions	Sympathy Empathy
Regulation of emotions	Self-regulation Coping with stressful encounters	Regulation of others' emotions Conflict resolution

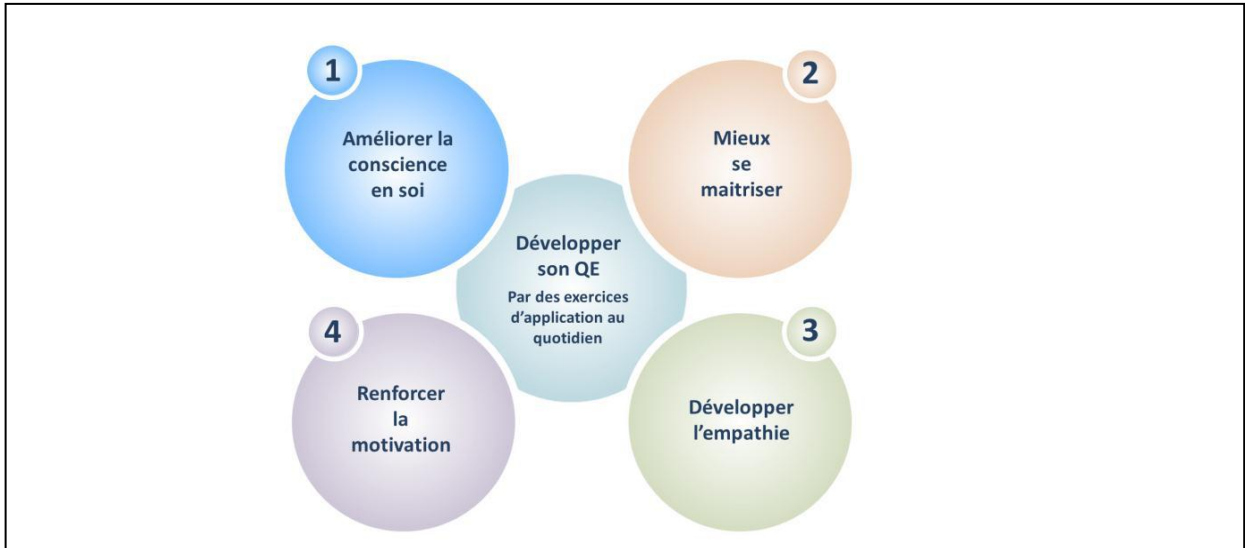
Source: Goleman 2001

4.3) The four great emotional skills to develop

To develop his QE, Goleman offers exercises of daily application, because it is by repeating multiple insights, even tiny, that we can change over time. To improve self-awareness, we need to practice an inner monologue about how we feel. To better control yourself, ask a loved one to help us manage our emotions. To reinforce the motivation, the objectives must be broken down into small, reachable sequences. Goleman, 1995

To develop empathy, we must focus on the tone of the voice of our interlocutor, his face, his gestures...

Figure n°2: The four great emotional skills to develop



source: Goleman,2002

In summary," Goleman, 1995 writes, "*the numbers are telling us some very telling things about the connection between a company's success and the emotional intelligence of its leaders. And research also shows us that people can, if they take the right ways, develop their IE* "

Goleman proposes the list of emotional skills to develop:

Table n°5: Emotional skills to develop

	Self Personal competences Self-awareness	Others Social competences Social-awareness
Recognition	Awareness of emotions Pertinent auto-evaluation Self-confidence Auto-control Confidence Conscientious	Empathy Service orientation Awareness Organizational awareness Development of others Influence Communication
Regulation	Adaptability Initiative Realization	Conflicts management Leadership Relations' creation Team working and collaboration

Source: Coulou&Lafitte, 2016.

As we can see, this diagram shows four great skills: a competence related to the awareness of one's own emotions, a competence related to their regulation, a competence related to the awareness of others and a competence related to the regulation of the emotions of others. Each of these four skills is related to the performance of the company. In other words, if one is aware of one's emotional state, if one is able to regulate it well, if one shows empathy towards the other and if one is able to regulate the emotions of others, personal and organizational performance will be greater or greater (Boyatis 1999, Cherniss and Goleman 2002, Goleman 2002). We can then understand why, for all these American researchers, the development of emotional skills at work is an imperative for organizations, be they private, public or social.

Section two: Stress

1) Stress at work

Some professions are by definition stressful by their very activity or their emotional implications. However, everyone can potentially experience stress at work.

Stress at work is not a new phenomenon, but it has never taken place as big as today in companies. Although technology has simplified many aspects of many trades, it has also brought with it a lot of stress through the abundance of information, the pressure of productivity gains and the impression of being always at his place of work. (KAPENGA YAKAYE, 2010.)

Work stress is usually the result of too much pressure, lack of control in the tasks to be performed, poor organization and communication, and a work environment without a real system of assistance. (KAPENGA YAKAYE, 2010.)

Professor STAVROULA LEKA, adds that work-related stress is a set of reactions that employees may have when faced with professional demands and pressures that do not correspond to their knowledge and abilities and that question their ability to deal with.

Since the health, according to the World Organization of the Health (WHO), is not only the absence of disease or infirmity, but also in a state of complete physical well-being, mental and social. Work stress is recognized around the world as a major health issue for workers and the organization that employs them. Stress workers are more likely to be in poor health, less motivated, less productive and less respectful of workplace safety. Their employers are likely to be less efficient in front of the competition of the market. (KAPENGA YAKAYE, 2010.)

We understand that the psychosomatic disorder a man may experience as a result of his work is the sum of the physical and emotional, negative reactions when work demands do not fit with abilities, means or the needs of the worker.

To summarize very simply, we say that stress at work is what happens when:

- The amount of work becomes too big (in requirements and volume);
- Workplace pressure exceeds the ability of workers to manage it;
- Frustration and fatigue replace the feeling of satisfaction.

This would not spare the workers in MOBILIS Company.

2) Definition

A diversity of definitions is adopted, and the one that is adopted by the Health and Safety Executive (HSE) is:

The adverse reaction people have to excessive pressures or other types of demand placed upon them.

We mention too, the definition that is preferential by the authors:

Stress occurs when there is a perceived imbalance between and coping resources for a particular situation.

Stress can be defined or viewed as a reaction by the individual to a situation of both external and internal pressure which is self-imposed and gives rise to physiological, psychological and behavioral changes. (Cranwell-Ward & Abbey, 2005, P28)

The authors are defining the stress by recognizing the interaction between people weighing up the situation, assessing the demands, their perception of their aptitude to meet these demands on this exacting occasion. While this assessment occurs without being aware consciously of what is happening and then results in different changes. (Cranwell-Ward & Abbey, 2005, P28.)

According to Cranwell-Ward & Abbey (2005): Depending on the level of pressure, stress can be described in different ways:

Hypo-stress – too little pressure or boredom can be a source of stress, often taking the form of pent-up emotion, frustration, or apathy and depression.

Eu stress – at optimum pressure, the individual thrives and maximizes performance. This is the stimulating side of stress, sometimes referred to as “stress arousal”; it enables people to access hidden mental and physical abilities.

Hyper-stress – once pressure becomes excessive, the individual experience hyper-stress. The moment when stimulation becomes hyper-stress will vary from person to person and, even for the same person, from situation to situation. At this stage, the person is likely to feel out of control or in a panic and unable to cope as well.

Distress – after prolonged stress, the individual experience distress. This results in costs to both the individual and the organization. The individual is likely to suffer

from health problems and a desire to escape from the situation and may well be signed off long term with a stress-related illness.

Therefore, it is delicate to manage stress which is a balancing act by keeping pressure at the optimum level to enable personal, professional and organizational goals to be attended. Because when the level is at the optimum, stress is considered as a positive phenomenon to be able to reach the goals; but when it is too high or too low, stress will be a negative phenomenon. (Cranwell-Ward & Abbey, 2005, P29.)

3) The different theories of stress at work:

As we have just seen, stress can be a condition for the continued existence of the individual, as it can be such a dangerous phenomenon. Hence, we are going to study the different theories of stress.

3.1) The Selye model:

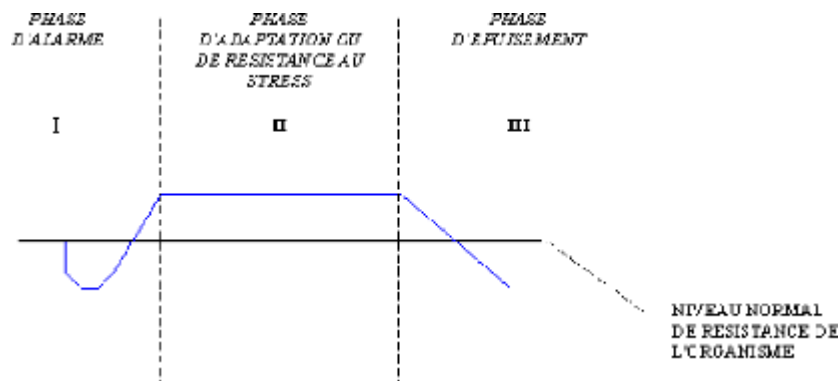
One of the pioneers of the studies of stress is Hans Selye, who has developed a theory on the general syndrome of adaptation.

According to Selye stress, *“is the unspecific response of the body to any request made to it. For this purpose, the physiological responses caused by a demand for the environment are similar, regardless of the nature of the demand, hence the notion of non-specific responses”* (Aubé Caroline, Morin Estelle, p 147).

3.1.1) Description of the model:

Selye’s theory is broken down into three major phases described in this graph:

Three major phases described in this graphic:

Figure n°03: Phases of Selye's model

Source: Chazot, 2012

Phase 1: the alarm phase:

Selye describes this first phase after stress as a phase of “mobilization of hormonal resources.” When the body reacts to the stressor that can be an object, animal, or person..., in this phase the stress is too lower than the normal level. Where the person is supposed to adapt to that event. In this phase the level can be more important which needs some efforts which will take us to the second phase. (Chazot, 2012.)

Phase 2: the phase of adaptation or resistance to stress: during this phase, the individual's resistance is going to be above the normal. He is resistant to the stressor for certain duration of exposure to it, while this phase depends on it and the resistance capacity. The person will master his subject in this duration of this phase, but he will be losing energy, and if this is going to take a lot of time, his biological and physiological resources become insufficient which take us to the last phase. (Idem.)

Phase 3: the phase of exhaustion: this is the moment where the resistance level of the person falls inexorably below the normal threshold. The individual must draw considerable energy from his deep reserves to cope with it and irreparable damage such as depression or various psychosomatic diseases ensues, this step can lead to death from the moment when all the reserves are exhausted. (Idem.)

3.1.2) *Conclusion.*

According to Selye, however, stress is necessary; it is even a vital agent in motivation, development and change. The stress before being a disease is a response to a stimulus that allows the individual to surpass himself.

The theory remains criticized because it supposes a response to a specific stimulus and does not take into account the elements relating to relations between the individuals themselves. This model is more suited to a vision of work in which suffering is primarily physical. Today things have evolved and we are more in physiological suffering than physical suffering.

3.2) *The demand/autonomy model of Karasek:*

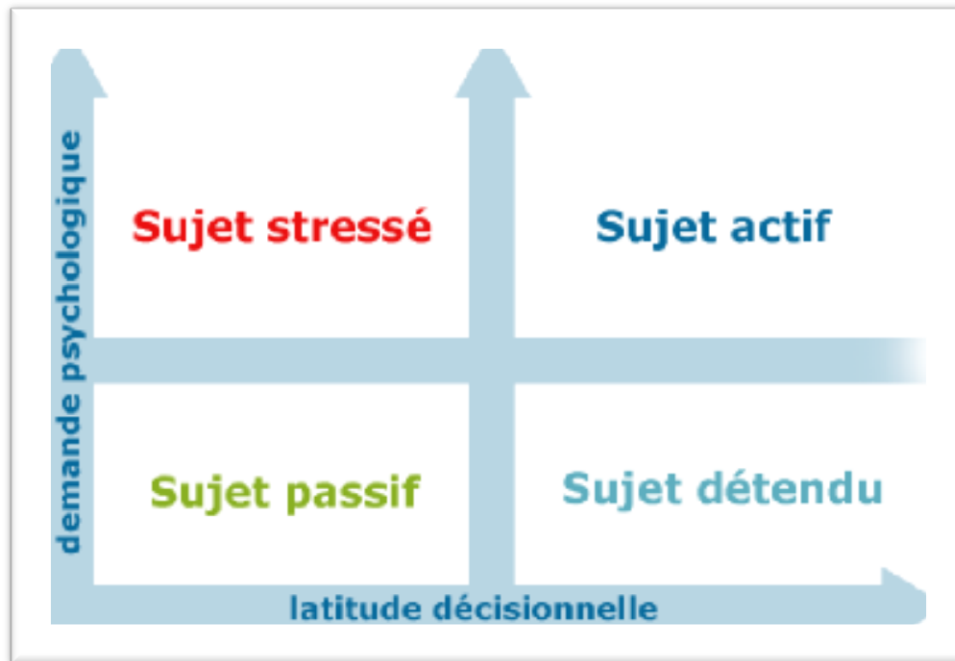
This model focuses on the measurement of work stress and the search for conditions that promote work stress. This model was invented by the sociologist and psychologist Robert Karasek in 1979.

3.2.1) *Description of the model:*

To measure the stress, Karasek will take into account two factors which, according to him, have an impact on the stress:

- The level of demand and psychological demands: the amount of work and the intellectual demands.
- The level of decisional autonomy: the degree of control and the autonomy in terms of decisions. (Chazot, 2012.)

The model can be summarized with the graph below

Figure n°04:The demand/autonomy model of Karasek

Source:Chazot, 2012

Stress is therefore dependent on too much effort; from the moment this balance is not in balance the individual will feel stress.

3.2.2) Conclusion:

This imbalance expressed by Siegrist would be one of the elements that would cause many illnesses as well as absenteeism. Stress related to an imbalance between efforts and rewards would be experienced in an amplified way for what Siegrist calls “*over commitment*,” namely “individuals who tend to underestimate the demand for work and overestimate their personal abilities.” (Aubé Caroline, M. Morin Estelle, p. 159.)

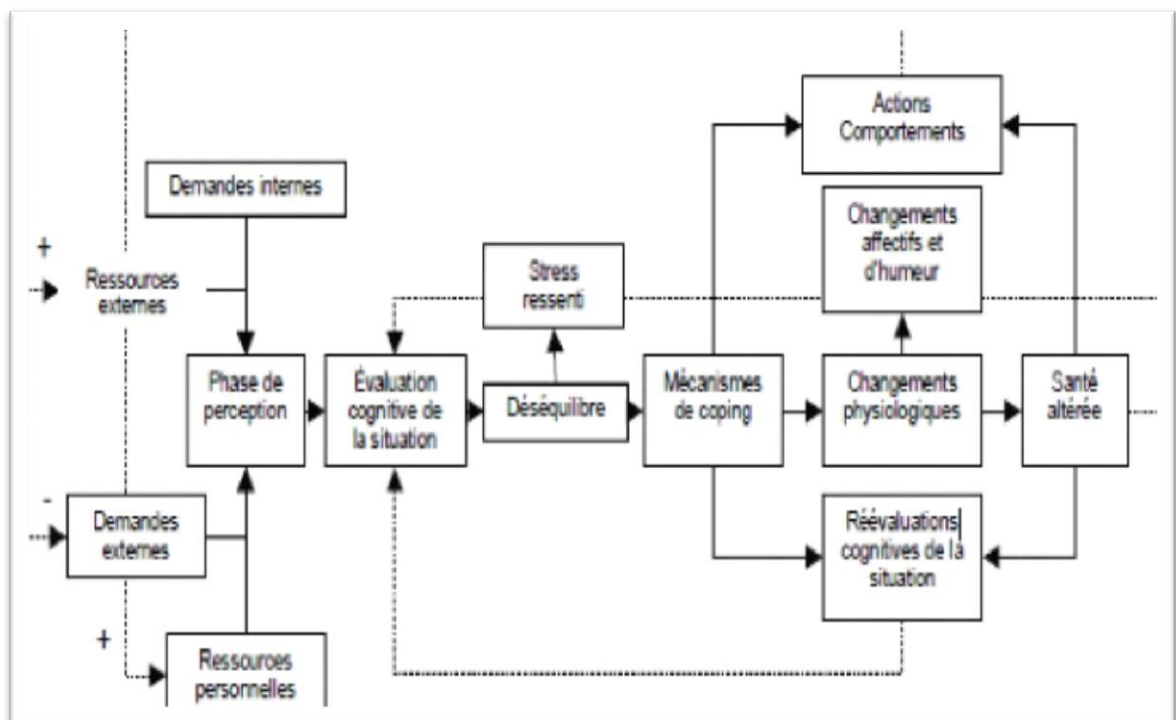
3.3) The transactional approach of Mackay and Cooper:

The model of Mackay and Cooper aims to explain the stress felt according to an imbalance that would exist between the requests and the resources. (Chazot, 2012.)

3.3.1) Description of the model:

The diagram below highlights the crux of the problem:

Figure n°5:The transactional approach of Mackay and Cooper



Source: Chazot, 2012

In this diagram, we notice that cognitive evaluation is at the root of the mechanism since it led to imbalances, stress and the coping mechanism, which is will have an impact on the health of the person. This model is interesting to study insofar as it highlights how resources, demands, stress and health will interact over time.

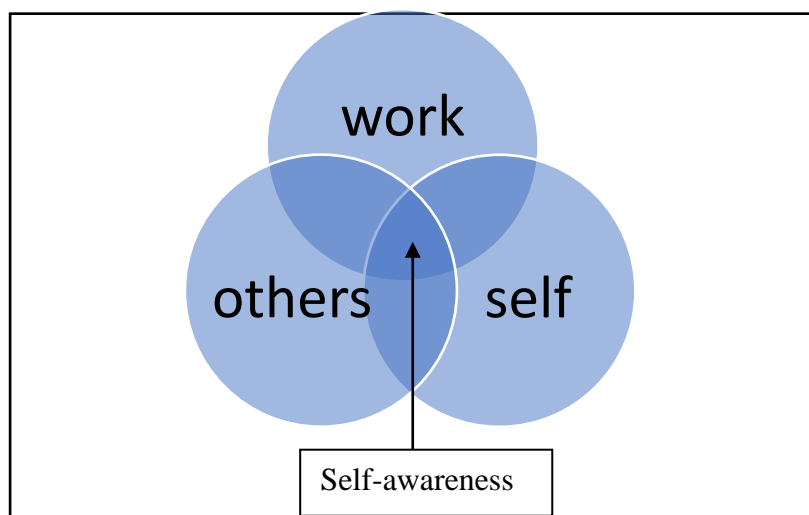
3.3.2) Conclusion:

The ability of the individual (skills and resources), the mismatch between the demands of the work environment, are some of the elements to consider in understanding this model. Because their imbalance goes in the majority of cases to generate stress. In this approach, it is not the stressor that is at the center of the game but the personal assessment of the moment that is going to be a source or not of stress. With this model the same situation will be experienced differently depending on the intrinsic and extrinsic resources available to the individual. (Chazot, 2012.)

4) Causes of stress:

In any given scenario of a stressful situation, no one would react in the same way as another. This model is on the base of this logic or this principle, “person specific” which means that whatever a risk analysis indicates in the workplace and whatever inherent risk each person would react in more resilience and a potential different than another. (Cranwell-Ward & Abbey, 2005, P51.)

Figure n°6: Causes of stress



Source: Cranwell-Ward & Abbey, 2005

The occurrence of negative stress is dependent on a number of factors, as outlined in Figure n°6 and these can be grouped into three categories around the individual's ability to manage:

- Themselves
- Their relationship with others

- Their relationship to work and the workplace.(Cranwell-Ward & Abbey, 2005, P52.)

The model is represented by three circles what recognizes that there are some little single causes that influence on the three categories. So, the key aspect of the person's abilities in coping with stress is self-awareness because all the categories are being considered in it.

In consequence, the factors of "my relationship with myself" is more probable to be the key, because whatever the type of stress or the relationship with others are, it will always largely depend on how an individual would interpret the situation.

Table n°6: causes of stress according to the three dimensions

Self	others	Work
Ways of working	Relationships	Style
Control	Motivation	Mental state
Environment	Flexibility	Attitude
Hours	Style	Personality
Overload	Tone	Preferred style/method
Ethics	Their awareness	Issues e.g., finance worries
Culture	Empathy	Disability
Skill match	Communication	Values
Skill requirements	Stability	Baggage
Politics	Boundaries of relationships	Flexibility
Support	Expectations of others	Locus of control
Remuneration		Motivation
Management style		Confidence
Communication		Self-esteem
Expectations		Tolerance of change
Targets		Health
Stability/change		Cultural background
Organizational values		Expectations of job/life
Bureaucracy		Experience

According to Cranwell-Ward & Abbey (2005): *The authors suggest that factors unique to the individual will always have an impact on the likelihood of stress occurring.* In considering possible causes at an organizational level, it is useful to

group them in categories. Having identified these, the model helps to clarify why tackling the symptoms, rather than the root causes, may not prove to have a sustainable impact. The importance of knowing the individual, and the context in which behaviors indicating stress are exhibiting themselves, now becomes clearer.

Some of the potential causes of stress will now be explored in more detail.

4.1) Individuals' Ability to Manage their Relationship with Work and the Workplace:

4.1.1) Control

Indeed, a lot of people need control; they just cannot do their work correctly without checking their tasks. So, it's the managers' job to control their employees, but sometimes they just over-control and get in some details as simple as making copies of papers, which make their employees, get stressed. (Cranwell-Ward & Abbey, 2005, P54.)

4.1.2) Overload

When work is too demanding or simply too much, it becomes a pressure that causes stress for the individual. Hence, it results in inability to "switch off" from work, even by leaving the workplace; thus the productivity rates are likely to get less, which makes the situation more stressful. (Cranwell-Ward & Abbey, 2005, P55.)

4.1.3) Management style

"People don't leave a company, they leave their boss." This is a well-known truism.

Some managers see stress as a weakness, and they don't try to deal with their employee's stress; while they should adapt their management style to the different situations that their employees face; because in the absence of this kind of matching between the stress situations and the management style creates stress. (Cranwell-Ward & Abbey, 2005, P56.)

4.2) Individuals' Ability to Manage their Relationship with Others:

4.2.1) Motivation

An individual's capability to motivate themselves in a group situation and recognize what motivates will influence the possibility of experiencing stress.(Cranwell-Ward & Abbey, 2005, P56) seek to satisfy a range of needs in a team situation, including the need for achievement, the need for affiliation, and the need for power (McClelland, 1961).

4.2.2) Boundaries of relationships

The person's ability to manage others in terms of the nature of differing relationships is expected to decrease the occurrence of stress-inducing situations. When the individual makes himself clear about the limitations of relationships, stress will probably get less. (Cranwell-Ward & Abbey, 2005, P57.)

4.3) Individuals' Ability to Manage Themselves

4.3.1) Values

Indeed, everyone has his own values, and every organization articulates a set of values to organize work and relationships between its employees. Hence, there might be a kind of mismatch, even that the most values that the organization communicates with its employees are generally accepted and shared. (Cranwell-Ward & Abbey, 2005, P57.)

Individuals may exist happily in the business with this mismatch causing little problem. However, in circumstances where individuals are addressing personal issues that cause them to confront their own behaviors and those of others, this mismatch may be the source of undue pressure and stress. If people are unaware of their own values, there can be a lack of understanding as to why they feel uncomfortable – which, in itself, can further induce stress. If individuals are fully aware of their own values and what these mean in terms of their work life, they are better equipped to deal with the aspects of their work wereconfrontations might occur.(Cranwell-Ward & Abbey, 2005, P58.)

4.3.2) Self-esteem

The authors believe that high self-esteem is likely to lead to a greater resilience to the causes of stress (and even the avoidance of situations that lead to

stress),through assertive behavior and the recognition and understanding of situations that might otherwise be damaging to those with a lower self-esteem.When individuals are exposed to high levels of pressure for prolonged periods, they are likely to experience a loss of self-esteem, which can ultimately lead to high stress levels.(Cranwell-Ward & Abbey, 2005, P58.)

Section three: Satisfaction

1) Definition

Satisfaction, as Maslow describes it considering it as a subjective notion, is remained an active conception that represents the need for personal development, the self-esteem and the self-realization, that Maslow calls *self actualization*.

While, the Canadian Labor Relations Dictionary defines the job satisfaction as an emotional state that results from an imbalance between what a person receives from his work for real, and what he was expecting to receive concerning the work relations, his pay, support, promotions and each other condition of work.

Some authors define satisfaction by referring to its opposite, that's why we are going to develop the definition of the *dissatisfaction* which is considered as an indicator at work that expresses the weight of the difference or the gap between the most wanted situation and the real one, this is how Simard (1999) describes it.

Well, as we said in the last paragraph, quite a lot of authors have discussed the relationship between these concepts: satisfaction and dissatisfaction at work. Near the beginning, it was Herzberg (1966) who has tried to develop that the opposite to feel satisfied is that feeling of dissatisfaction (the non-satisfaction according to him). Moreover, he added the difference between discontent and dissatisfaction and mentioned that the opposite of discontent is obviously not satisfaction but non-discontent, which concludes that the factors that generate the job satisfaction are different and independent from those that cause the discontent. Then, in 1972, according to Tremblay-Barette, Larouche and Delorme concluded that satisfaction is the result of the present gratification of a need previously born, while the dissatisfaction is the result of a need also born previously but not gratified, such as the individual will, would it.

According to Werther (1990, 422): *job satisfaction is defined as the difference between what the individual expects from his work and what he finds there, that is to say, it consists of a favorable or unfavorable attitude of an employee vis-à-vis his work. One of the concerns of human resource management in the organization is staff's satisfaction, as it influences turnover, grievances, absenteeism, and organizational climate, which in turn affect performance in the organization.*

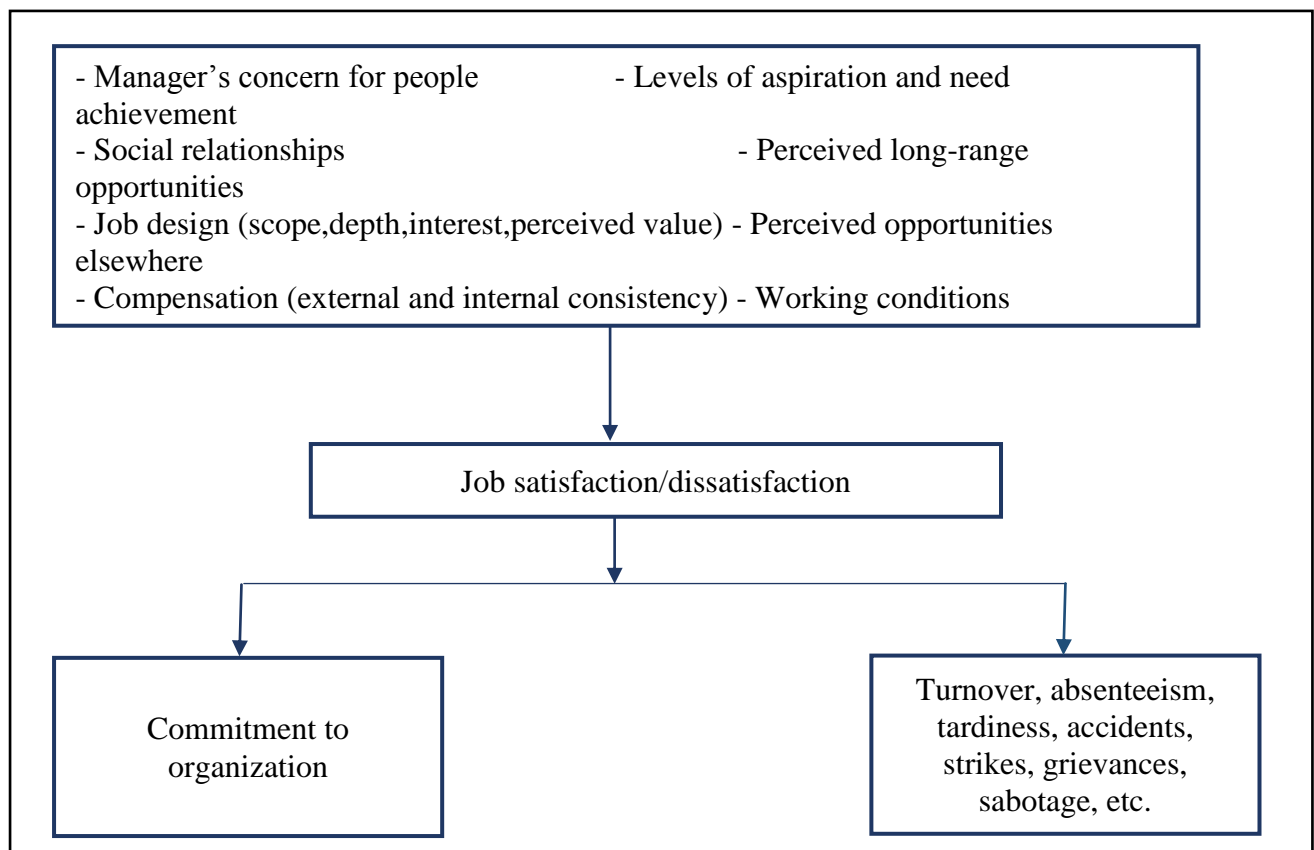
So, the human resources management activities, performed by the human resources specialists', impact satisfaction. Because they are the ones who are concerned about the individuals they serve, so they work hard as a flexible department to create motivation, growth and their employees' satisfaction.

2) The different factors of satisfaction

Job satisfaction is influenced by a chain of factors such as: The nature of work, Salary, Advancement opportunities, Management, Work groups and Work conditions.¹

A fairly diverse approach concerning the factors of job satisfaction is provided by Rue and Byars, Figure 7 ;

Figure n°7: Figure Determinants of Satisfaction and Dissatisfaction



¹<http://mrp.ase.ro/no34/f7.pdf> 27/05/2019

Source:RUE and BYAES, 2003

FIGURE DETERMINANTS OF SATISFACTION AND DISSATISFACTION (RUE AND BYAES, 2003)
Indeed, we must always keep in mind that the job satisfaction's factors can also be the job dissatisfaction's factors. While these two phenomena are two opposites, authors did not treat it. Except Herzberg, whose Two Factor Theory is the most likely that is regarding to this issue by citing point of view the most. Actually, the principal idea of his theory is that the employee in his workplace is under the influence of factors causing the job satisfaction and others causing the job dissatisfaction.²

In the center of this entire attitude, there is a lot of research that has tried to understand, develop and value the different levers that affect the job satisfaction. (RUE and BYEES, 2003).

In the beginning, since 1959, Herzberg was analyzing the job satisfaction. He deduces from his studies and researches on more than a few categories of employees the existence of two groups of factors: the intrinsic factors and extrinsic ones. But later, in 1971, he advances his famous bi-factorial theory. This last is composed of two groups of factors: the factors of motivation that are strongly related to the intrinsic factors to the employees and the nature of the task, and the hygiene factors that are strongly related to his extrinsic factors of the employee and related rather to the work context. (Herzberg, 1971).

The first group of factors, which are presented in the next table, generates the emotion and the feeling of satisfaction and their absence leaves the employees in a neutral state. On the other hand, the second group, presented on the same table, according to Hertzberg always seems to be the most associated with the dissatisfaction of the employees.

Hence, each factor resulting from a great empirical research and separated into motivators; factors causing job satisfaction; and hygiene factors; those causing job dissatisfaction.

²<http://mrp.ase.ro/no34/f7.pdf> 27/05/2019

Table n°7: Job satisfaction factors

Hygiene factors	Motivators
Company policies	Achievement
Supervision	Recognition
Interpersonal relations	Work itself
Work conditions	Responsibility
Salary	Advancement
Statuses	Growth
Job security	

source: HERZBERG, (1976)

Following his research, there were other authors who suggested three broad categories: a) those directly related to the worker and the activity and includes achievement and autonomy. (b) Those related to the material environment with safety and comfort as components. (c) Those that depend on social environment and include expansion and selflessness.(Lofquist and Davis, 1978 quoted by Tremblay-Barette, 1990)

On the other hand, far away from the Herzberg's theory, other studies determined four principal dimensions that determine the job satisfaction: (a) autonomy, (b) variety, (c) the identity of the work, and (d) feedback. (Hackman and Lawler, 1971 quoted by Durrieu, 2000.)

In addition, a study has shown that the weight of the connection with the controller and co-workers on job satisfaction is not stronger than that of (a) achievement, (b) the potential for advancement, (c) task, (d) recognition and (e) the technical appreciation of the superior. (Maimon and Ronen, 1978 cited by Hill, 1986)

A study of executive and union satisfaction figured out that a share of the variance in satisfaction in general is attributed to salary. Though, the impact of the wage on the satisfaction is never very high for any category of worker compared to that caused by the intrinsic aspects of the tasks. (Francés, 1980 cited by Tremblay-Barette, 1990).

It also arises from numerous factors related to the authority and the use of skills and competences, in the middle of others: (1) the degree of perceived control of the work situation, (2) the problem-solving strategies adopted, (3) the feeling of self-efficacy. (Bussing, 1992 cited by Samson, 2010).

3) Measuring job satisfaction³

Generally, we use general scientific methods to measure the job satisfaction, such as the questionnaire. We will now describe the most commonly used techniques to measure the job satisfaction:

3.1) *Minnesota satisfaction questionnaire and job description index*

This tool of measurement is a paper-pencil model of questionnaire that we can implement both for an individual and in a group, except that it does not take in consideration the sex differences. This tool has a short form and a couple of long forms that date from 1967 and 1977. It takes fifteen to twenty minutes to respond to it.

Each version used special response categories, the 1967's one used the next response categories: (not satisfied/ somewhat satisfied/ satisfied/ very satisfied/ extremely satisfied).

On the other hand, the second version of the 1977, uses the next response categories: (very satisfied/satisfied/neither satisfied nor dissatisfied/ dissatisfied/ and very satisfied).

If we compare between both versions, the 1977's one is more balanced than the 1967's version.

And that questionnaire the next different aspects of the job:

Table n°08: the different aspects of a job

Co-worker's	achievement	activity	advancement
Authority	Company policies	compensation	Moral values
Creativity	Independence	Security	Social service
Social status	Recognition	Responsibility	Supervision-Human relations
Supervision-technical	Variety	Working conditions	-

³<http://mrp.ase.ro/no34/f7.pdf> 30/05/2019

3.2) *The Job Description Index*

While for this one, it is considered as one of the most commonly used techniques to measure the job satisfaction, which is an easy and simply applicable technique. This technique opens the doors to acquire information on all most important aspects of work, and contrary to the last technique, the job description index takes in consideration the sex differences. The first time it was presented in 1969 and it was measuring five main aspects of the job satisfaction with a totality of more than 70 potential job descriptions.

So, the considered aspects of the job description index are the next:

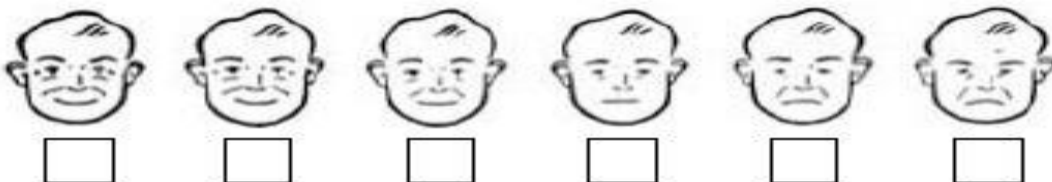
- The nature of work,
- Compensation and benefits,
- Attitudes toward supervisors,
- Relations with co-workers and opportunities for promotion.

Employees use potential options to evaluate the last five aspects according to these three descriptors: 1, which means that the description is relevant; 2, which means that the description is not relevant; and 3, which means that the employees don not have an opinion.

3.3) *The facial expression model*

The degree of facial expressions is an old approach to measure the job satisfaction introduced by Kunin, figure x. it may be the most effortless technique to measure the job satisfaction. This approach is presented in the form of several facial expressions sent to the employee, while he should put a check just right below the expression that describes his emotion, feeling and opinion most correctly.

Figure n°08: Facial expressions presented by Kunin



Source: Kunin

Put a check under the face that expresses how you feel about your job in general, including the work, the pay, the supervision, the opportunities for promotion and the people you work with.

4) Effects of job satisfaction

When the employees find themselves in a satisfying environment of work, their job satisfaction makes in consequence developed other organizational aspects. Some of these aspects are the productivity of the employee himself, his loyalty, absenteeism, good team-working and performance. Two of these aspects that we are going to develop in the next paragraph are the productivity and the loyalty of an employee.

The prevalence of research data indicates that there is no strong relationship between the productivity and the job satisfaction. For example, a comprehensive meta-analysis of the research literature finds merely a .17 as a best estimate correlation between the variables. Yes, the relationship exists; it's too weak which leads as to deduce that the productivity may be influenced by several other factors except the job satisfaction. A satisfied employee is not the best producer necessarily. Actually, there are a lot of variables that moderate it, and the most significant seem to be rewards. Giving rewards to the employees makes them feel satisfied because they feel that they are equitable, so this probable to result in greater performance efforts. Also, recent research evidence proved that job satisfaction can't perhaps guide to the performance improvements on the individual level, but it does on the departmental and organizational level. In the end, there is always a significant and large debate about if it is the satisfaction that leads to performance or the opposite sense. (Luthans, 1998.)

Going now to the loyalty of the employees as an organizational aspect, that may be influenced by the job satisfaction. Human resource managers must actually have this variable in mind particularly because it is one of the most significant and considerable factors. In case of a low level of the employee's loyalty which can be measured by the Loyalty Questionnaire, some serious and negative results may occur. Authors have deduced three types of the employee's loyalty, they are the next: affective loyalty, normative loyalty and continuity loyalty. More detailed, the affective loyalty is when the individual feels an emotional

connection to the company or the organism. Second, the normative loyalty as a sort of loyalty that appears just when an employee feels like that he owes something to his organization. Third, the continuity loyalty appears as a consequence of that the employee figures out that he does not have any other chance to work in another place.⁴

Conceptual model

Now, after having introduced all of our dependent and independent variables theoretically, we are going to develop our conceptual model based on the relationship between them according to what we have seen. Except that we are going to develop our independent variable, emotional intelligence, and give the three dimensions that it is composed of them in our test of measurement.

The Emotional Intelligence Test measures three key dimensions:

Attention: that expresses the ability of feeling and expressing emotions adequately.

Clarity: this one expresses the ability to understand the one's emotional state.

Repair: the last one expresses the ability to regulate the one's emotional states properly.

Using these dimensions with our dependent variables (stress at work, job satisfaction), allows us to create the next conceptual model, by suggesting all the possible relationships between the independent dimensions and the dependent variables.

H1: the emotional attention influences stress in negative by reducing it significantly for the employees.

H2: the emotional attention influences in positive job satisfaction by arising it of the employees.

H3: the emotional clarity attention influences stress in negative by reducing it significantly for the employees.

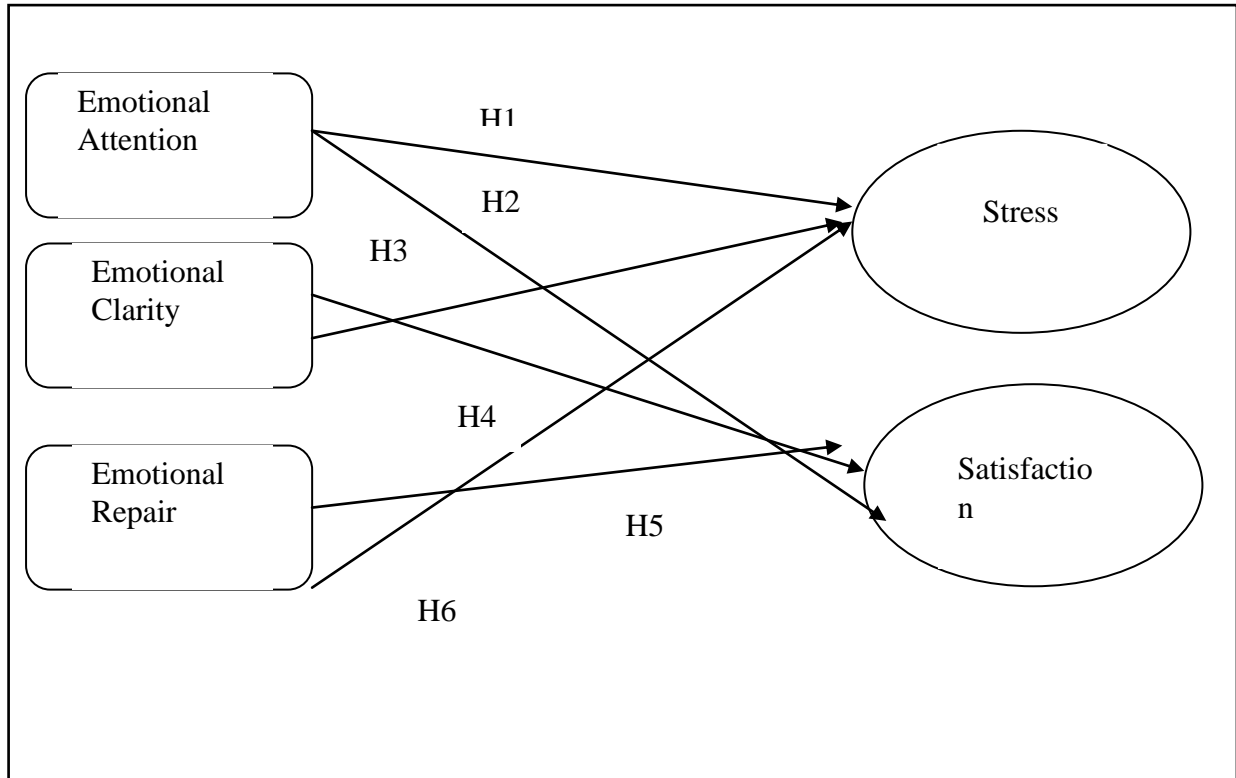
H4: the emotional clarity influences in positive job satisfaction by arising it of the employees.

H5: the emotional repair influences stress in negative by reducing it significantly for the employees.

⁴<http://mrp.ase.ro/no34/f7.pdf> 30/05/2019

H6: The emotional repair influences in positive job satisfaction by arising it of the employeers.

Figure n°9: Conceptual model



CHAPTER TWO :
METHODOLOGY CHAPTER.

After having given the vision of some authors of the emotional intelligence, stress and satisfaction, and explaining the measuring of the three variables through the different reviews of literature and theories, it is a question for us in this second part to make an investigation with regard to evaluation of the impact at the host organization level. In this study, we were able to integrate Algeria Telecom Mobile ATMs for a few months, and our research focused exclusively on the impact of emotional intelligence on the stress and the job satisfaction.

Section 01: Methodological research

This section is reserved for the methodological approach which makes it possible to find the true explanation of the social facts through the observation and the experimentation of the subject of study. It is presented under several points, first, the reasons for choosing the subject and the location of the internship, followed by data collection tools and finally the difficulties encountered and limitations of the survey.

1) The epistemological paradigm:

Positivism is a philosophical system deeply rooted in science and mathematics. It's based on the view that whatever exists can be verified through experiments, observation, and mathematical/logical proof.

Positivists are almost always strong realists – that is, they believe that what we experience as reality is really out there in the world. In other words, they believe in objective truth.

Positivism divides all statements into three categories: true, false, and meaningless (neither true nor false). A meaningless statement is one that isn't clear enough to be tested through positivistic means.⁵

Concerning our study, we adopted the positivism paradigm as we are studying the impact of the emotional intelligence as a theory that already exists together with the job satisfaction and stress. Our objective is to understand the relationship between these variables, in order to develop some new solutions for the last two organizational behavior's phenomena that are stress and job satisfaction. Thus, the results are objective; we are just observing the phenomenon that is already

⁵<https://philosophyterms.com/positivism/07/06/2019>

happening in the ATM Mobilis. All these factors led us to adapt the positivism epistemological paradigm as we have already mentioned.

2) The methodological approach

Quantitative research is defined as a systematic investigation of phenomena by gathering quantifiable data and performing statistical, mathematical or computational techniques. Quantitative research gathers information from existing and potential customers using sampling methods and sending out online surveys, online polls, questionnaires... etc., the results of which can be depicted in the form of numerical. After careful understanding of these numbers to predict the future of a product or service to make changes accordingly. (...) quantitative research templates are objective, elaborate and many times, are investigational in nature. The results achieved by this research method are logical, statistical and unbiased.⁶

With the positivism epistemological paradigm in our research, we choose to adopt in our research a quantitative approach (hypothetical inductive), because to study the impact of emotional intelligence on stress and satisfaction, we are using a test to measure the emotional intelligence, which quantifies this variable to a score that we call the QE; the Emotional Quotient. Our test is based on the short version of the Profile Emotional Competences (S-PEC) that we have already mentioned in the measurement tools of the emotional intelligence. (See annex Z.) This leads us to quantitative data that guides us to adopt the quantitative approach for this variable.

Even for the stress and satisfaction variables, we use questionnaires, on the base of what we have seen in their theories concerning the measurement tools which are composed of quantitative questions, the scales of stress and satisfaction are already developed by some authors that we are going to talk about it in the next part.

The impact on the other hand, which is our result, is going to be a regression between the different variables. This is always a numerical and quantitative method of measurement. All of this to understand how emotional intelligence

⁶<https://www.questionpro.com/blog/quantitative-research> 08/06/2019

may affect the degree of stress and satisfaction of the employees in a telecommunication enterprise.

3) The data collection:

The data of research are all the information, measurements, raw observations ... that the researcher collects before giving them the treatments and the interpretations which will lead to answers to the questions of departure. (AKTOUF, 1985.)

For this purpose, the information analyzed in this work was collected from the combination of three investigative tools: questionnaires and test.

3.1) Questionnaires

The survey was conducted using a primary method that is quantitative using a questionnaire for a sample of trained staff. This last is the most used tool to collect and receive the necessary data for studies such as ours. In fact, the questionnaire makes it possible, on the one hand, to collect data in a systemic manner and, on the other hand, to ensure a certain level of confidentiality (since it is anonymous), which contributes to increasing the response rate. It must also be said that the questionnaire is a very flexible instrument because of the wide range of questions that we encounter. It is essential to pay special attention to it because it encompasses the validity of collected data.

We have decomposed our questionnaire to five phases, to be able to measure the different variables.

Starting by the introduction, where we presented our objective of the case study of the sample and mentioned the conditions of working in addition to our contact in case of questions.

The first phase was composed of 11 items measuring stress. The second one was composed of 11 items too measuring the job satisfaction. The third was composed of 24 items measuring the three dimensions of the emotional intelligence. While, the last phase was composed of four items measuring the demographic variables.

Our items or questions were chosen on the base of other theories and scales already used and proved that they are measuring stress and satisfaction.

The questions of stress and satisfaction are a closed type question, on the base of the Likert scale (from “not agree at all” to “totally agree”). To measure stress we are proposing to the employees a questionnaire composed of ten items which were developed by Emelie Dupret and Chrestine Bocéréan. While the satisfaction one was introduced in the form of ten items to which was developed by Scott Macdonald and Peter Macintyre, when this scale was started with a 44 items and then they conducted a factor analysis to define in the end the ten items.

3.2) *Test*

This tool is used only for the measurement of our independent variable which is the emotional intelligence, because as we have seen in the theories of the measurement, there are two types of tools of measurement, the instrument in the form of a questionnaire; that we have used as a test; and the tasks of facial traits ... etc., while to get our data from the enterprise we used the test.

The test is measuring three dimensions of the emotional intelligence: emotional attention, emotional clarity and the emotional repair. The first 8 items are for the emotional attention. The second 8 items are for the emotional clarity and the last 8 items are for the emotional repair.

4) The choice of the sample:

Our sample at the ATM Mobilis is every employee at any department. Our questionnaire was distributed for them online and on a paper version. The online way was on their professional emails, sent by my responsible for the department. The most answers were received from the online form. We used the paper version to try to reach the number of the sample that we really need to make the results more reliable.

Section 02: Presentation of the host organization ATM MOBILIS

In the following point, we will discuss the presentation of the company Algeria Telecom Mobile "ATM Mobilis" and its organization.

1) History and presentation of the ATM Mobilis.

According to the intern document from the company, we are going to start by history, mission and objectives.

1.1) *History:*

ATM Mobilis is a subsidiary of Algeria Telecom which was created to take charge of the competition of the Algerian telecommunications market which was enshrined in law 2000-03. It became autonomous in August 2003, and underwent a first reorganization in June 2004 and a second one in 2006 where the creation of the divisions was proposed.

In December 2004, Mobilis launched the first Universal Mobile Telecommunication System (UMTS) network in Algeria, thus integrating the club of forty operators worldwide who master this technology. Thus, it becomes a true multimedia operator, which enables it to offer its customers a wide range of innovative products and services of high quality. (intern document o Mobilis, 2019)

1.2) *Missions, objectives and values of ATM Mobilis.*

1.2.1) *Missions:*

The main mission of the ATM is to offer a mobile service of high quality, simple, efficient and accessible to the highest number of people. It operates throughout the national territory to maintain and install mobile telephony equipment and to provide services and make available to its customer's mobile telephony products for the purpose of establishing, operate and manage the interconnections enabling any operator of national or international mobile phone networks.(mobilis' missions)

1.2.2) Objectives:

Mobilis sets itself several goals such as:

Developing turnover by acquiring new customers, increasing the loyalty of existing customers and developing uses (offers and services).

Strengthen the quality of operations between central and regional directorates.

Remain at the technological forefront of competition.

Ensure upgrades, development and enhancement of skills through the development and implementation of staff training and development plans.(intern document o Mobilis, 2019)

1.2.3) The values of Mobilis:

ATM Mobilis is a citizen-based telephone operator, a character that is difficult to acquire, but by adopting such values as Mobilis has done and embodying them in its behavior has made this status evident to the Algerian population and its values are: loyalty, dynamism, transparency, innovation and ethics.(values of mobilis, 2011)

2) The organization of Mobilis

Mobilis is organized according to global management standards, led by a Chief Executive Officer (CEO) and surrounded by Divisional, Central and Regional Managers and Consultants.

Table n°9: The MSDS of the company:

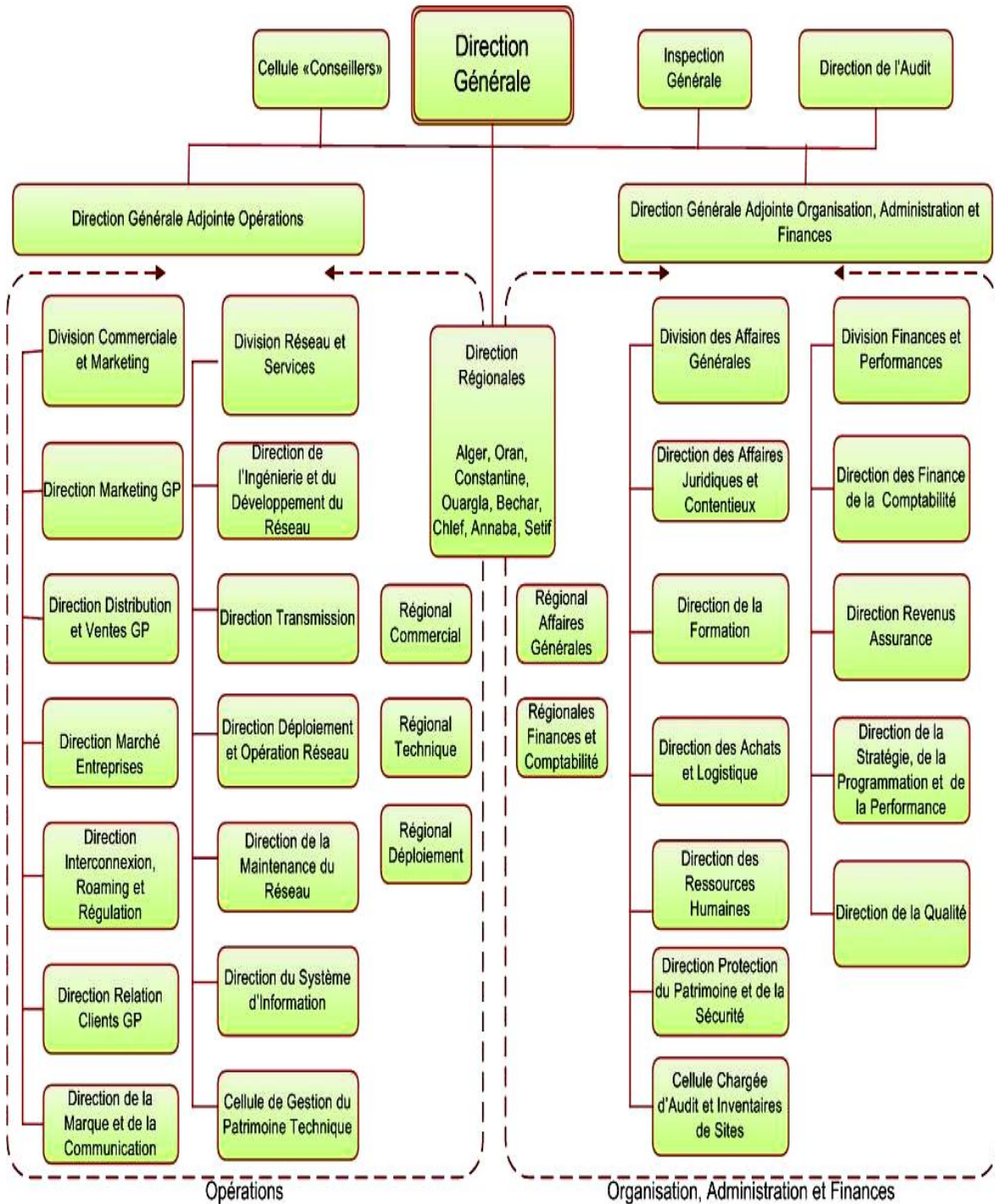
Type of information	Data processing
Company name	Algerie Telecom mobile- Mobilis
Type	Public Economic Enterprise (PEE)
Sector of activity	Mobile telephony
Juridical form	Corporation (SPA)
Share capital	25.000.000.000 Dinars
N° of Trade register	03b 09622287 16/00 29/01/2012
Address	Business district, Bab-Ezzouar, Algiers
Effective	More than 5000 employee
Subscribers	More than 15.2 millions
Turnover (sales)	More than 58 Millions DA

Network coverage	100%
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Source: prepared in Mobilis.

The following figure represents the general organizational chart of the ATM MOBILIS:

Figure n°10: Organigram



CHAPTER THREE : RESULTS ANALYSIS.

In this chapter, we are going to interpret our results according to the impact of emotional intelligence on stress and the job satisfaction in ATM Mobilis.

We distributed our questionnaire on more than two hundred employees, while in the end we got 78 answers only (39%).

Section one: Descriptive analysis

First, we are going to analyze the socio-demographic variables, starting from the description of the different categories of age, the distribution of gender, going to a little description of professions ending with the seniority in the one's job.

Table n°10 :Statistics

		age	Gender
N	Valide	78	78
	Manquant	0	0
	Moyenne	1,78	1,53

1) Age.

As we can see in this table, after gathering all the answers, all the ones who answered on our questionnaire have mentioned the category of their age. That is mentioned in the first table "78," with a mean of 1.78. This means that the answer rate is around 21 years old and 41 years, more precisely to the thirties. (See table statistics).

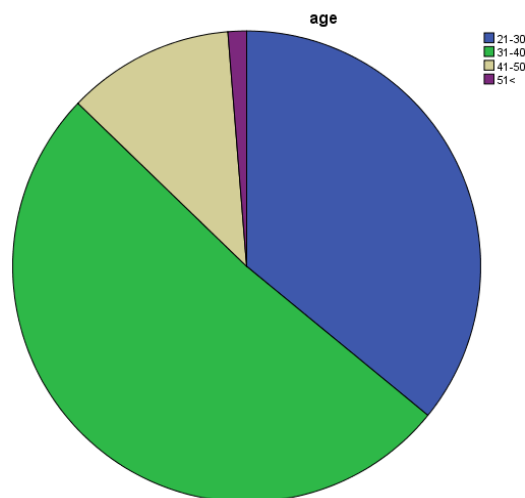
- 28 subjects who answered are between 28 and 30 years.
- 40 subjects, which is the majority, are aged between 31 and 40 years.
- 9 of them aged between 41 and 50 years

While only one of the samples who is aged more than 51 years old. (See table 9.)

Table n°11:table statistiques

		Fréquence	Pourcentage	Pourcentage valide	Pourcentage cumulé
Valide	21-30	28	35,9	35,9	35,9
	31-40	40	51,3	51,3	87,2
	41-50	9	11,5	11,5	98,7
	51<	1	1,3	1,3	100,0
	Total	78	100,0	100,0	

The next circle graph gives the simple description of the age's distribution, so that we can see clearly what is the most employed category, or more exactly the biggest category who answered.

Figure n°11: Age

2) Gender

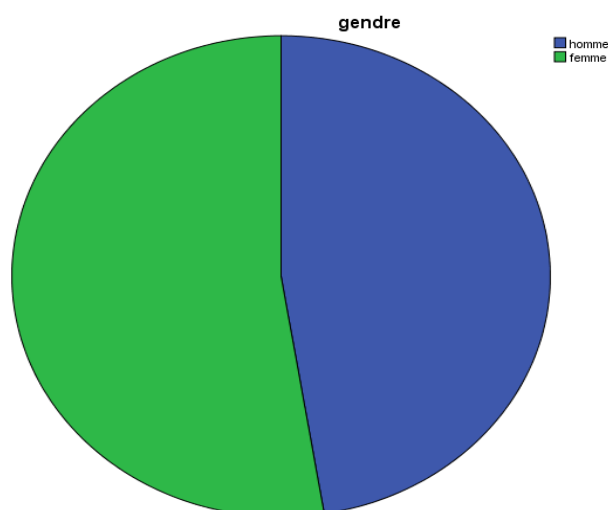
In this table, even in gender variable all the 78 answered. (See table statistics.) While 37 of our sample are men and the other 41 are women. We notice that they are almost equal with a little difference where women exceed men with only around 5%.

Table n°12:Gender

	Fréquence	Pourcentage	Pourcentage valide	Pourcentage cumulé
Valide homme	37	47,4	47,4	47,4
femme	41	52,6	52,6	100,0
Total	78	100,0	100,0	

That tiny variation between the two genders is presented for you on the next circles graphic. This means too that our sample is representative at the gender level.

Figure n°12: Genre

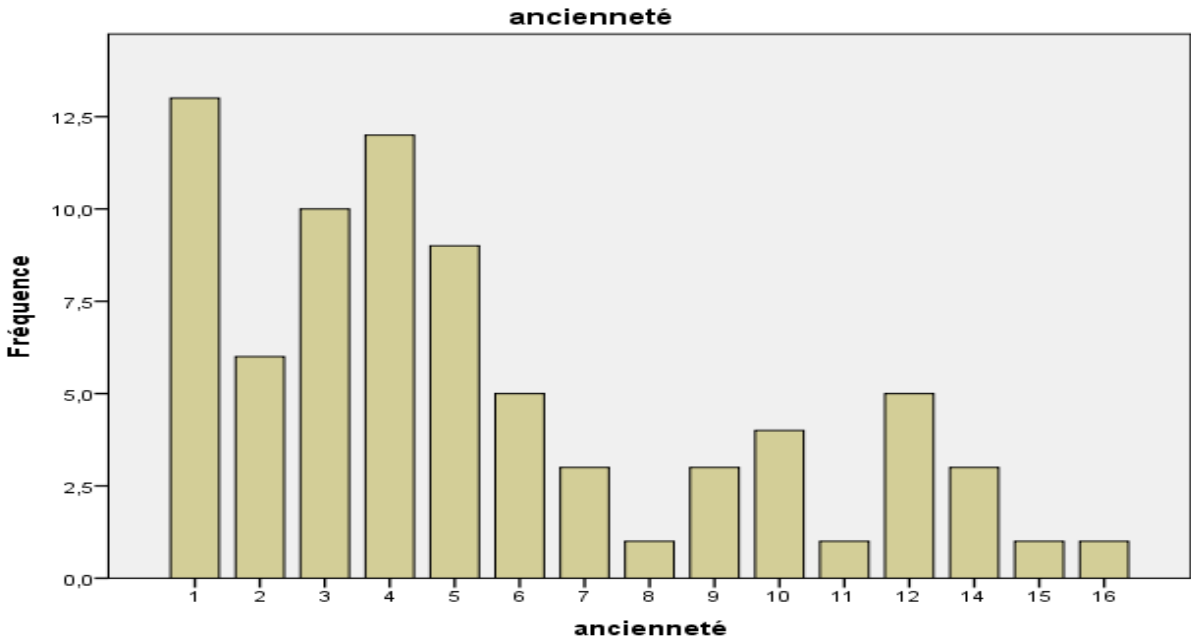


3) Profession

Our sample could touch several rich variety of professions at the ATM Mobilis, which is going to give us a general idea of all the company.

The next graphic represents the effective of each profession in our sample. We notice that the most frequented profession is the commercials with a frequency of 9 individuals (this includes 5 men and 4 women). Then, in the second place we find computer scientists with a frequency of 4 individuals. On the following place, a 3 effective answers of engineers and administrative agents. Then, all the other professions are on a frequency of 2 or 1, and these professions are the next: management assistant, administrative assistants, responsible for study, responsible for customer relationship, operations postpaid/prepaid responsible,

Figure n°14 : Sinority



Section two: Inferential analysis

In this section we are going to test our hypothesis.

1) The reliability tests for the different scales

Before starting our inferential analysis, we have to test the reliability of the used scales for each variable. Hence, we are going to use the *Alpha Cronbach* test that shows us the next results:

Table n° 13: Recapitulative of alpha Cronbach tests.

Scale	Stress	Satisfaction	Emotional attention	Emotional clarity	Emotional repair
Alpha Cronbach	.922	.943	.902	.910	.886
Number of elements	10	10	8	8	8

- First test: the stress's Alpha Cronbach test is equal to (0.922) which is composed of 10 items.
- The second test: the satisfaction's Alpha Cronbach test is equal to (0.943) which is composed of 10 items.
- The third test: the emotional attention's Alpha Cronbach test is equal to (0.902) which is composed of 8 items.
- Fourth test: the emotional clarity's Alpha Cronbach test is equal to (0.910) which is composed of 8 items.
- Fifth test: the emotional repair's Alpha Cronbach test is equal to (0.886) which is also composed of 8 items.

2) The inferential analysis

We are going to test each hypothesis individually next.

2.1) *The impact of emotional attention on stress at work:*

This recapitulated table contains one of the most important values; this value is the R-deux, which represents the strength of the relationship between our dependent and independent variables.

Table n°14 : Récapitulatif des models^b

Modèle	R	R-deux	R-deux ajusté	Erreur standard de l'estimation	Modifier les statistiques				
					Variation de R-deux	Variation de F	ddl1	ddl2	Sig. Variation de F
1	.824 ^a	.679	.675	.49205	.679	160.868	1	76	.000

a. Prédicteurs : (Constante), emotional.attention

b. Variable dépendante : V.stress

In this first case, the R^2 is equal to 0.679; it means that the emotional attention explains 67.9% of the stress variable.

The ANOVA table represents the test of Fisher and the significance of the relation.

Table n°15: ANOVA^a

Modèle	Somme des carrés	ddl	Carré moyen	F	Sig.
1 Régression	38.948	1	38.948	160.868	.000 ^b
Résidu	18.401	76	.242		
Total	57.349	77			

a. Variable dépendante : V.stress

b. Prédicteurs : (Constante), emotional.attention

In our case, the fisher test value is around the 160.868, while the significance value of the test is (.000). (Sig<0.005) which is significant.

Last but not least, in this coefficient table, we need to take a look at the beta (β) coefficient which expresses the nature of the correlation and how strong it is.

Tableau n°16 : Coefficients^a

Modèle	Coefficients non standardisés		Coefficients standardisés	t	Sig.	Corrélations		
	B	Erreur standard	Bêta			Corrélation simple	Partielle	Partielle
1	(Constante)	5.663	.223					
	emotional.attention	-.105	.008	-824	25.406 -12.683	.000 .000	-.824	-.824 -.824

a. Variable dépendante : V.stress

As we can see in this table, β is on a strong value of 0.824 in a negative sense, which is significant with a $p < 0.001$. That means that there is a negative relation between the emotional attention and stress variables.

2.2) Impact of emotional attention on job satisfaction

The same table will be interpreted according to the R^2 .

Tableau n°17 : Récapitulatif des modèles^b

Modèle	R	R-deux	R-deux ajusté	Erreur standard de l'estimation	Modifier les statistiques				
					Variation de R-deux	Variation de F	ddl1	ddl2	Sig. Variation de F
1	.847 ^a	.718	.714	.51699	.718	193.314	1	76	.000

a. Prédicteurs : (Constante), emotional.attention

b. Variable dépendante : V.satisfaction

In this second hypothesis, we have an R^2 equal to 0.718, which means that the emotional attention explains 71.8% of the satisfaction variable.

The ANOVA table indicates always the Fisher test in addition to the significance.

Tableau n°18: ANOVA^a

Modèle	Somme des carrés	ddl	Carré moyen	F	Sig.
1 Régression	51.669	1	51.669	193.314	.000 ^b
Résidu	20.313	76	.267		
Total	71.982	77			

a. Variable dépendante : V.satisfaction

b. Prédicteurs : (Constante), emotional.attention

The Fisher test value is equal to 193.314, in addition to the significant « sig » which is (.000) (sig<0.005).

The coefficient table represents the correlation between our variables. It is mentioned in the β coefficient.

We notice that the β value is positive that is equal to 0.847. So, there is a strong positive correlation between the emotional attention and the satisfaction which is significant with a $p<0.001$.

2.3) *The impact of emotional clarity on stress at work*

The next recapitulated table represents the strength of the relationship between our variables: the emotional clarity and the stress at work.

Table n°19 : Recapitulative of models

Modèle	R	R-deux	R-deux ajusté	Erreur standard de l'estimation	Modifier les statistiques				
					Variation de R-deux	Variation de F	ddl1	ddl2	Sig. Variation de F
1	.699 ^a	.489	.482	.62125	.489	72.589	1	76	.000

a. Prédicteurs : (Constante), emotional.clarity

b. Variable dépendante : V.stress

As we can notice here, in this case, the R^2 is equal to 0.482., which means that the emotional clarity explains 48.2% of the stress variable.

The ANOVA table represents the Fisher test in addition to the significance of the two variables : the emotional clarity and the stress at work.

Table n°20 : ANOVA^a

Modèle	Somme des carrés	ddl	Carré moyen	F	Sig.
1 Régression	28.016	1	28.016	72.589	.000 ^b
Résidu	29.333	76	.386		
Total	57.349	77			

a. Variable dépendante : V.stress

b. Prédicteurs : (Constante), emotional.clarity

We notice that the Fisher test value is equal to 72.589, and the significance is .000 (sig<0.05) which means that the relationship is significant.

The next coefficient table represents the correlation between the emotional clarity and the stress at work.

Table n°21 : Coefficients

Modèle	Coefficients non standardisés		Coefficients standardisés	t	Sig.	Corrélations		
	B	Erreur standard	Bêta			Corrélation simple	Partielle	Partielle
1	(Constante)	5.234	.280					
	emotional clarity	-.086	.010	-.699	18.696	.000	-.699	-.699

a. Variable dépendante : V.stress

We notice that the β value is negative equal to (-0.699), which means that there is a negative correlation between the emotional clarity and the stress variable, which is significant with a $p < 0.001$.

2.4) *The impact of emotional clarity on job satisfaction:*

The next recapitulated table represents the strength of the relationship between the emotional clarity and the job satisfaction.

Table n°22 :Récapitulatif des modèles^b

Modèle	R	R-deux	R-deux ajusté	Erreur standard de l'estimation	Modifier les statistiques				
					Variation de R-deux	Variation de F	ddl1	ddl2	Sig. Variation de F
1	.759 ^a	.576	.571	.63351	.576	103.354	1	76	.000

a. Prédicteurs : (Constante), emotional.clarity

b. Variable dépendante : V.satisfaction

We notice that the R^2 here is equal to 0.576, which means that the emotional clarity explains 57.6% of the job satisfaction variable.

The next ANOVA table represents the Fisher test in addition to the significance of the emotional clarity and the job satisfaction.

Table n°23 : ANOVA^a

Modèle	Somme des carrés	ddl	Carré moyen	F	Sig.
1 Régression	41.480	1	41.480	103.354	.000 ^b
Résidu	30.502	76	.401		
Total	71.982	77			

a. Variable dépendante : V.satisfaction

b. Prédicteurs : (Constante), emotional.clarity

The Fisher test value is equal to F=103.354, while the significant sig=.000 (sig<0.05); which means that the relationship is significant.

The next coefficient table represents the correlation between the emotional clarity and the job satisfaction.

Table n°24 : Coefficients

Modèle	Coefficients non standardisés		Coefficients standardisés	t	Sig.	Corrélations		
	B	Erreur standard	Bêta			Corrélation simple	Partielle	Partielle
1 (Constante)	.428	.285		1.499	.138			
emotional.clarity	.105	.010	.759	10.166	.000	.759	.759	.759

a. Variable dépendante : V.satisfaction

We notice that β value is equal to 0.759 which means that there is a positive correlation and strong one, which is significant with a p<0.001.

2.5) *The impact of emotional repair of stress at work*

The next recapitulated table represents the strength of the relationship between the emotional repair and the stress at work.

Table n°25 : Récapitulatif des modèles^b

Mo dèle	R	R- deux	R-deux ajusté	Erreur standard de l'estimat ion	Modifier les statistiques				
					Variatio n de R- deux	Variatio n de F	ddl1	ddl2	Sig. Variatio n de F
1	.687 ^a	.472	.466	.63093	.472	68.064	1	76	.000

a. Prédicteurs : (Constante), emotional.repair

b. Variable dépendante : V.stress

We notice that the value of R^2 is equal to 0.472, it means that the emotional repair explains 47.2% of the stress variable.

The next ANOVA table represents the fisher test in addition to the significance of the emotional repair and the stress at work.

Table n°26: ANOVA^a

Modèle	Somme des carrés	ddl	Carré moyen	F	Sig.
1 Régression	27.095	1	27.095	68.064	.000 ^b
Résidu	30.254	76	.398		
Total	57.349	77			

a. Variable dépendante : V.stress

b. Prédicteurs : (Constante), emotional.repair

We notice here in this case that the Fisher test value is equal to 68.064 while the sig is always equal to .000 (sig<0.05).

The next coefficient table represents the correlation between the emotional repair and the stress at work.

Table n°27 : Coefficients

Modèle	Coefficients non standardisés		Coefficients standardisés	t	Sig.	Corrélations		
	B	Erreur standard	Bêta			Corrélation simple	Partielle	Partielle
1	(Constante)	5.328	.300					
	emotional repair	-.089	.011	-.687	17.772 -8.250	.000 .000	-.687	-.687 -.687

a. Variable dépendante : V.stress

As we can notice the β value is negative equal to 0.687 that means, there is a reasonable negative correlation between the variables, which is significant with a $p < 0.001$.

2.6) *The impact of emotional repair of job satisfaction*

The next recapitulated table represents the strength of the relationship between the emotional repair and the job satisfaction.

Table n°28 :Recapitulative ofmodels

Modèle	R	R-deux	R-deux ajusté	Erreur standard de l'estimation	Modifier les statistiques				
					Variation de R-deux	Variation de F	ddl1	ddl2	Sig. Variation de F
1	.761 ^a	.579	.574	.63136	.579	104.582	1	76	.000

a. Prédicteurs : (Constante), emotional.repair

b. Variable dépendante : V.satisfaction

The R^2 in this case is equal to 0.579, it means that the emotional repair explains 57.9% of the job satisfaction variable.

The next ANOVA table represents the Fisher test in addition to the significance of the relationship between the emotional repair and the job satisfaction.

Table n°29 : ANOVA^a

Modèle	Somme des carrés	ddl	Carré moyen	F	Sig.
1 Régression	41.688	1	41.688	104.582	.000 ^b
Résidu	30.295	76	.399		
Total	71.982	77			

a. Variable dépendante : V.satisfaction

b. Prédicteurs : (Constante), emotional.repair

We notice that the Fisher test value F is equal to F=104.582, while the sig is equal to .000 (sig<0.05).

The next last coefficient table represents the correlation between the emotional repair and the job satisfaction.

Table n°30 : Coefficients

Modèle	Coefficients non standardisés		Coefficients standardisés	t	Sig.	Corrélations		
	B	Erreur standard				Bêta	Corrélation simple	Partielle
1 (Constante)	.258	.300		.859	.393			
emotional.repair	.110	.011	.761	10.227	.000	.761	.761	.761

a. Variable dépendante : V.satisfaction

We notice that the β value is positive and equal to 0.761, which means that there is an average of a high correlation between the emotional repair and the satisfaction, which is significant with a $p < 0.001$.

CHAPTER FOUR :
DISCUSSION & CONCLUSION.

To realize our research we chose ATM Mobilis as an investigation ground. The necessary data will be collected through a questionnaire and a test for the staff.

The discussion of these results will be in the first section of this chapter, followed by a conclusion of our results for all this research.

Section1: Discussion

To start our discussion of results, we should explain first how the parametric that we have used can be interpreted.

We are going to make our analysis on the base of two important elements: R^2 and the sig.

The quality of the model at the base of the R^2 test, following the next rules:

$0.0 \leq R^2 \leq 0.3$: a bad linear model.

$0.3 \leq R^2 \leq 0.5$: an acceptable linear model.

$0.5 \leq R^2 \leq 0.7$: a good linear model.

$0.7 \leq R^2 \leq 1.0$: very good linear model.

The nature of the relation, using the Fisher test. (A significant relation < 0.05 .)

Test one (hypothesis 01): the emotional attention affects the stress negatively at work by reducing it.

According to the results that we have seen in the last chapter, we have

$R^2=0.679$, this means that we have a good linear model of regression between the emotional attention and the stress at work. In addition, emotional attention contributes by 67.9% in the stress at work in Mobilis. It remains in question to see if this relationship is significant or not, and what is the type of the correlation between them. That's why we used the Fisher test to see if it is significant and the β to see how high is the correlation between them and if it is positive or negative.

So, in the second table of ANOVA, we found the sig < 0.05 , which means that the relation between the emotional attention and the stress at work is significant.

Then, $\beta = -0.824$, the emotional attention is high negatively correlated to the stress at work. It means that, when the emotional attention arises with one unity, the stress must get reduced by 0.824.

In conclusion, this leads us to deduct that emotional attention reduces the stress at work, which means that our first hypothesis is **confirmed**.

Test two (hypothesis 02): the emotional attention affects positively the job satisfaction by augmenting it.

$R^2 = 0.718$ means that we have a very good linear regression model between the emotional attention and the job satisfaction. So, emotional attention contributes by 71.8% in the job satisfaction in Mobilis. Then, it remains in question to know if this relationship is significant, and the nature of their correlation between them.

In the ANOVA table we found the $Sig = .000 < 0.05$, this means that the relation between emotional attention and job satisfaction is significant.

Concerning the correlation, $\beta = 0.847$, it means that emotional attention is high positively correlated to the job satisfaction. And that each one unity of emotional attention arises, we will have an augmentation in the job satisfaction.

In conclusion, this leads us to deduct that emotional attention arises the job satisfaction, which means that our second hypothesis is **confirmed**.

Test three (hypothesis 3): the emotional clarity affects the stress negatively at work by reducing it.

$R^2 = 0.482$, this means that we have an acceptable linear model of regression between the emotional clarity and the stress at work. In addition, emotional clarity contributes by 48.2% of the stress at work in Mobilis. It remains in question to see if this relationship is significant or not, and what is the type of the correlation between them.

So, in the second table of ANOVA, we found the $sig < 0.05$, which means that the relation between the emotional clarity and the stress at work is significant.

Then, $\beta = -0.699$, the emotional clarity is negatively correlated to the stress at work. It means that, when the emotional clarity arises with one unity, the stress must get reduced by 0.699.

In conclusion, this leads us to deduct that emotional clarity reduces the stress at work, which means that our third hypothesis is **confirmed**.

Test four (hypothesis 4): the emotional clarity affects positively the job satisfaction by augmenting it.

$R^2 = 0.576$ means that we have a good linear regression model between the emotional clarity and the job satisfaction. So, emotional attention contributes by 57.6% in the job satisfaction in Mobilis. Then, it remains in question to know if this relationship is significant, and the nature of the correlation between them.

In the ANOVA table we found the $\text{Sig} = 0.000 < 0.05$, this means that the relation between emotional clarity and job satisfaction is significant.

Concerning the correlation, $\beta = 0.759$, it means that emotional clarity is high positively correlated to the job satisfaction. And that each one unity of emotional clarity arises, we will have an augmentation in the job satisfaction.

In conclusion, this leads us to deduct that emotional clarity arises the job satisfaction, which means that our fourth hypothesis is **confirmed**.

Test five (hypothesis 5): the emotional repair affects the stress negatively at work by reducing it.

$R^2 = 0.472$, this means that we have an acceptable linear model of regression between the emotional repair and the stress at work. In addition, emotional repair contributes by 47.2% of the stress at work in Mobilis. It remains in question to see if this relationship is significant or not, and what is the type of the correlation between them.

So, in the second table of ANOVA, we found the $\text{sig} < 0.05$, which means that the relation between the emotional repair and the stress at work is significant.

Then, $\beta = -0.687$, the emotional repair is negatively correlated to the stress at work. It means that, when the emotional repair arises with one unity, the stress must get reduced by 0.687.

In conclusion, this leads us to deduct that emotional repair reduces the stress at work, which means that our fifth hypothesis is **confirmed**.

Test six (hypothesis 6): the emotional repair affects positively the job satisfaction by augmenting it.

$R^2 = 0.579$ means that we have a good linear regression model between the emotional repair and the job satisfaction. So, emotional repair contributes by 57.9% in the job satisfaction in Mobilis. Then, it remains in question to know if this relationship is significant, and the nature of the correlation between them.

In the ANOVA table we found the $\text{Sig} = .000 < 0.05$, this means that the relation between emotional repair and job satisfaction is significant.

Concerning the correlation, $\beta = 0.761$, it means that emotional repair is high positively correlated to the job satisfaction. And that each one unity of emotional clarity arises, we will have an augmentation in the job satisfaction.

In conclusion, this leads us to deduct that emotional clarity arises the job satisfaction, which means that our sixth hypothesis is **confirmed**

Section two: conclusion and limits

1) Conclusion

Our objective for the study was to measure the impact of the new phenomenon “the emotional intelligence” on the two organizational factors, stress and the job satisfaction. For developing that, we adopted a quantitative demarche, by distributing a questionnaire that contains a test and two scales developed by authors on the ATM Mobilis employees. After developing our scales and calculating the impact of each dimension of the emotional intelligence on the means of stress and satisfaction, the results were so confirming our theory and hypothesis. It ends up by finding that the emotional attention, emotional clarity and even the emotional repair reduce stress at the ATM Mobilis, while they arise the job satisfaction, which one of the most important points.

So, in conclusion, we can say that in a general case at ATM Mobilis, the emotional intelligence does reduce stress at work, and arise the job satisfaction. This is actually a very important new phenomenon, because stress was never more solvable than today, thanks to the emotional intelligence, a competency that we can develop even when we are adults.

This means that our conceptual model, may be used in the everyday work, so that the ATM Mobilis look out for the way how to develop this study and make it more useful since that our hypothesis was confirmed.

2) Limits:

During our research and training at ATM Mobilis, we faced many problems that put us in a limit of time, research and gathering data from the company. We will mention some of them:

Our study has been conducted within one company which can affect the generalization of our research in other contexts.

A qualitative research would be enriching for our study. Conduction of some interviews would allow us to get more data for the reliability of our results.

The emotional intelligence is a very recent thematic what limited our documentary research.

Technical problems at ATM Mobilis, like that our link of our research could not be sent because of some security dimensions.

It was not easy at all to convince the employees to answer on the questionnaire, and that took such a long time.

The employees who answered on our questionnaire are less than half of whom we have sent to them. A small sample may have been affected our results.

The recent situation in our country that influenced the whole population.

3) Recommendations and future suggestions for research:

After analyzing our results from ATM Mobilis, and we confirmed that there is a relationship between the phenomena, we suggest for the direction to:

Start getting some formations and conferences about the emotional intelligence and to develop this new culture to our companies since that the emotions are still as a non-wished fact at the workplace.

Organize a lot of teams works to develop that emotional intelligence for them and the employees.

It would be good to hire a coach to coach some of the important employees or managers, of course, to develop the ways of work and to get more chances for success, more than depending on cognitive intelligence only.

We would be very pleased if the directors suggest to their entertainers to study more on this thematic.

Suggestions for future research:

We suggest for the future researchers to study in detail the impact of the emotional intelligence on the stress, in a different demarche that it would be very useful for ATM Mobilis or any other company. It would be more representable if they organize some workshops to develop the emotional intelligence for a certain group and see the difference between the beginning and the end concerning the level of stress or satisfaction.

In large duration, we can study the impact of emotional intelligence on stress but with moderation with the seniority of the employee. Because the mediating and moderators variable allowing for better understanding of the I.E.

The longitudinal studies are also very important for this kind of research. So we can propose measuring E.I. first, after a while we measure stress and satisfaction, then test the causality between them. It will allow a better inference of causality direction.

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ANNEX.

Objet : étude universitaire.**Questionnaire :**

Chers répondants,

Je suis étudiante en master de recherche en : management des organisations à l'Ecole Nationale Supérieure de Management à Kolea, Tipaza. Pour préparer mon mémoire de fin d'études, moi et mon encadreur de recherche Dr. LAHLOUH Khaled, nous nous intéressons à l'impact de l'intelligence émotionnelle sur le stress et la satisfaction au travail aux entreprises de télécommunication. A travers votre participation, nous espérons éventuellement comprendre l'influence de l'intelligence émotionnelle des employés sur leur stress au travail qu'ils trouvent dans leur quotidien, et leur satisfaction au travail à MOBILIS.

Un bref questionnaire qui contient un test standard de l'intelligence émotionnelle vous est joint à la présente lettre, dans lequel vous trouverez des questions qui portent sur vos opinions ou perception par rapports aux différents volets concernés par l'étude.

Par ailleurs, par respect à déontologie scientifique, nous nous engageons envers vous à respecter l'obligation d'anonymat. Aussi, en aucun cas, votre emploi actuel ne peut être influencé de quelque façon par votre participation à la présente étude.

Si vous avez des questions sur la façon de remplir le questionnaire, les finalités de l'étude ou toutes autres questions relatives au présent travail, nous mettons à votre disposition, une adresse mail à laquelle vous pouvez nous envoyer vos mails : mokhtariamel1@gmail.com.

En vous remerciant de votre coopération.

Respectueusement.

MOKHTARI Amel.

Stress :

Le stress correspond à une situation dans laquelle une personne se tendue, agitée, nerveuse ou anxieuse ou est incapable de dormir la nuit tant son esprit est constamment préoccupé.

Vous avez ressenti ce type de symptômes ces derniers jours.

Veillez cocher la case de votre réponse	Fortement en désaccord	En désaccord	Neutre ou indifférent	En accord	Fortement en accord
Fréquence des symptômes cités.	1 :	2 :	3 :	4 :	5 :

Questions	Pas du tout	faible	moyennement	souvent	Excessivement
<p>Au cours du dernier mois, combien de fois...</p> <ol style="list-style-type: none"> 1. ...avez-vous été dérangé(e) par un événement inattendu ? 2. ...vous a-t-il semblé difficile de contrôler les choses importantes de votre vie ? 3. ...vous êtes-vous senti(e) nerveux (se) ou stressé(e) ? 4. ...vous êtes-vous senti(e) confiant(e) dans vos capacités à prendre en main vos problèmes personnels ? 5. ...avez-vous senti que les choses allaient comme vous le vouliez ? 6. ...avez-vous pensé que vous ne pouviez pas assumer toutes les choses que vous deviez faire ? 7. ...avez-vous été capable de maîtriser votre énervement ? 8. ...avez-vous senti que vous dominiez la situation ? 9. ...vous êtes-vous senti(e) irrité(e) parce que les événements échappaient à votre contrôle ? 10. ...avez-vous trouvé que les difficultés s'accumulaient à un tel point que vous ne pouviez les contrôler ? 					

Satisfaction :

questions	Pas du tout d'accord	Pas d'accord	Sans opinion	D'accord	Tout à fait d'accord
<p><i>Dans votre emploi actuel, êtes vous satisfait:</i></p> <p>Je suis reconnu(e) lorsque j'effectue bien mon travail.</p> <p>Je me sens proche de mes collègues au travail</p> <p>Je me sens bien au travail dans cette entreprise</p> <p>Je me sens en sécurité dans mon travail</p> <p>Je crois que la direction est préoccupée de moi.</p> <p>Je crois que le travail est bien et adapté pour ma santé.</p> <p>Mon salaire est bien.</p> <p>Tous mes talents et compétences sont utilisés dans mon travail.</p> <p>Je m'entends bien avec mes superviseurs.</p>					

Sur une échelle de 1 à 100, évaluer votre niveau de satisfaction au travail :

Test d'Intelligence émotionnelle :

Questions	Pas du tout d'accord	Un peu d'accord	Moyenne ment d'accord	Assez d'accord	Tout à fait d'accord
<p>Je prête beaucoup d'attention à mes sentiments.</p> <p>Normalement je me préoccupe pour ce que je ressens.</p> <p>Normalement je dédie du temps pour penser à mes émotions.</p> <p>Je pense que ça vaut la peine de prêter attention à mes émotions</p> <p>Je laisse mes sentiments affectés ma pensée.</p> <p>Je pense constamment à mon moral.</p> <p>Je pense souvent à mes sentiments.</p> <p>Je prête beaucoup d'attention à comment je me sens.</p> <p>Mes sentiments sont clairs pour moi.</p> <p>Je peux définir fréquemment mes sentiments.</p> <p>Je sais presque tout le temps comment je me sens.</p> <p>Normalement je connais mes sentiments sur les autres personnes.</p> <p>Je me rends souvent compte de mes sentiments dans différentes situations.</p> <p>Je peux toujours dire comment je me sens.</p> <p>Parfois je peux quelles sont mes émotions.</p> <p>J'arrive à comprendre mes sentiments.</p> <p>Bien que parfois je me sente triste, j'arrive à avoir une vision positive.</p> <p>Bien que je me sente mal, j'arrive à penser à des choses agréables.</p> <p>Quand je suis triste, je pense à tous les plaisirs de la vie.</p> <p>J'essaye de penser positivement même si je me sens mal.</p> <p>Si je rumine trop quelque chose, et que cela devient compliqué, j'essaye de me calmer.</p> <p>Je me préoccupe d'avoir un bon moral.</p> <p>J'ai beaucoup d'énergie quand je suis heureux.</p> <p>Quand je suis fâché j'essaye de changer mon état d'esprit.</p>					

Caractéristiques individuelles :

Cocher la case appropriée :

Sexe :

- Homme
- Femme

Age :

- (entre 21 et 30)
- (entre 31 et 40)
- (entre 41 et 50)
- (plus que 51)

Profession : (ou poste)

Ancienneté dans le poste actuel :

Short Profile of Emotional Competence

Version Attached: Full Test PsycTESTS Citation: Mikolajczak, M., Brasseur, S., & Fantini-Hauwel, C. (2014). Short Profile of Emotional Competence [Database record]. Retrieved from PsycTESTS. doi: <http://dx.doi.org/10.1037/t34260-000> Instrument Type: Inventory/Questionnaire Source: Mikolajczak, Moïra, Brasseur, Sophie, & Fantini-Hauwel, Carole. (2014). Measuring intrapersonal and interpersonal EQ: The Short Profile of Emotional Competence (S-PEC). *Personality and Individual Differences*, Vol 65, 42-46. doi: 10.1016/j.paid.2014.01.023, © 2014 by Elsevier. Reproduced by Permission of Elsevier. Permissions: Test content may be reproduced and used for non-commercial research and educational purposes without seeking written permission. Distribution must be controlled, meaning only to the participants engaged in the research or enrolled in the educational activity. Any other type of reproduction or distribution of test content is not authorized without written permission from the author and publisher. Always include a credit line that contains the source citation and copyright owner when writing about or using any test.

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Short Profile of Emotional Competence S-PEC

Items

*1.	Identification – self	When I am touched by something, I immediately know what I feel.
*2.	Identification – self	When I feel good, I can easily tell whether it is due to being proud of myself,
happy or relaxed.		
*3.	Understanding – self	I do not always understand why I respond in the way I do. (R)
*4.	Understanding – self	When I am feeling low, I easily make a link between my feelings and a situation
that affected me.		
*5.	Expression – self	I find it difficult to explain my feelings to others even if I want to. (R)
*6.	Expression – self	I am good at describing my feelings.
*7.	Regulation – self	When I am angry, I find it easy to calm myself down.
*8.	Regulation – self	I find it difficult to handle my emotions. (R)
*9.	Use – self	My emotions inform me about changes I should make in my life.
*10.	Use – self	I never base my personal life choices on my emotions. (R)
*11.	Identification – others	I am good at sensing what others are feeling.
*12.	Identification – others	Quite often I am not aware of people's emotional state. (R)
*13.	Understanding – others	I do not understand why the people around me respond the way they do. (R)
*14.	Understanding – others	Most of the time, I understand why the people feel the way they

- | | | |
|------|---------------------|---|
| *15. | Listening – others | do.
Other people tend to confide in me about personal issues. |
| *16. | Listening – others | I find it difficult to listen to people who are complaining. (R) |
| *17. | Regulation – others | When I see someone who is stressed or anxious, I can easily calm them down. |
| *18. | Regulation – others | If someone came to me in tears, I would not know what to do. (R) |
| *19. | Use – others | I can easily get what I want from others. |
| *20. | Use – others | If I wanted, I could easily make someone feel uneasy. |