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# Academic perspectives on the importance of emotional intelligence and organizational citizenship behavior: Insights for IT leadership programs

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## Abstract

The health pandemic has rapidly pushed many organizations to a virtual workplace. Working remotely has triggered an increase in anxiety, emotions, behaviors, and technostress among employees and IT professionals worldwide. Thus, today, change management and communication skills are critical in the new virtual workplace. This study's purpose endeavors to examine whether emotional intelligence is a true indicator of extra-role behaviors measured by employee organizational citizenship behavior. The research methodology uses an online survey. A total of 150 higher education faculty and leaders participated. The results indicate a statistically significant relationship $p < .001$ between the total emotional intelligence and organizational citizenship behaviors scores. The findings support the positive effects of employee emotional intelligence and citizenship behaviors that contribute to individual and organizational performance. This study may assist companies, researchers, and IT Leadership programs in retooling their IT leaders with the communication skills necessary for the new virtual workforce.

**Keywords:** Emotional intelligence, soft skills, organizational citizenship behavior, IT skills, COVID reset, IT leadership

## Introduction

Amidst the health pandemic, organizations are challenged with reevaluating how their managers and staff effectively communicate with each other and with clients while working remotely (National Security Agency, 2021). This is especially true within the organization's information technology (IT) area. As organizations move into the uncharted territory of working remotely, their IT team is presented with challenges of maintaining, securing, and upgrading technical aspects while communicating effectively among the increased volume of help desk tickets from anxiety-ridden users (Electric, n.d.).

COVID-19 has produced a title wave of emotions, in general, let alone the emotions that occur from non-technical employees working remotely (Tasar, 2022). Thus, employees are expected to go beyond the scope of their original job and now work remotely. At times, employees working remotely will not have the ability to quickly interact face-to-face with a colleague to quickly fix a technical software problem or ask an IT member a question. As a result, this often leads to additional frustration and anxiety (Vu et al., 2022). Additionally, a recent survey of 138 IT professionals during COVID-19 found that 72% have increased their job functions with additional tasks from remote working, 62% indicated an increase in helpdesk tickets, 71% indicated working longer hours, and 74% "felt more burnt out in the form of either emotional, physical, or mental exhaustion since the start of the pandemic" (Electric, n.d.).

As an organization's IT department navigates through these challenges, they must lead with purpose to manage the adoption of new working practices and expect to deal with emotions. As a result, IT leadership teams need to be retooled to lead with emotional intelligence (EI) and organizational citizenship behavior (OCB) as they deal with the COVID-19 virtual workplace and work beyond their original job parameters. Thus, change management and communication skills are critical at this time (Ganado & Attard, 2021).

Prior to the health pandemic, the Society for Human Resource Management (SHRM) 2019 Skills Gap Report reported that the U.S. labor force was experiencing a widening gap of soft skills for high-skilled jobs in communication (SHRM, 2019). It is speculated that the global health pandemic has heightened this problem even more.

An IT employee's use of EI and OCB may influence another employee because they are more likely to be motivated, have trust, and share a collective mission and goals (Khalili, 2017). However, the assessment of the relationship between EI and OCB is currently limited if nonexistent among the IT discipline during the health pandemic. This study aims to examine the relationship between EI and OCB. This paper seeks to expand upon previous literature on EI and OCB and IT leadership program trending insights on preparing future IT leaders with the necessary communication skills for today's new virtual workplace. The rest of this paper is as follows. First, relevant literature is discussed, followed by the research methodology and results. The manuscript concludes with a discussion, limitations, and future research.

## Brief Review of Literature

### Emotional Intelligence

EI is not a new topic, but it is an important one. EI is a social intelligence with the mental ability to perceive, appraise, and express emotion to motivate oneself and others (Goleman, 1995; Salovey & Mayer, 1997; Thorndike, 1920). As measured by the intelligence quotient (IQ), cognitive intelligence assesses a person's intellectual capacity (Thorndike, 1920). The study of EI often referred to as 'social intelligence,' is described as a non-cognitive type of intellectual capability, separate from general intelligence (Thorndike, 1920; Salovey & Mayer, 1990). Gardner (1984) expanded on the notion by introducing intrapersonal and interpersonal intelligence. Mayer and Salovey (1997) defined EI as the ability to perceive, appraise accurately, express emotion, connect feelings with thoughts, understand emotion and emotional knowledge, and regulate and promote emotions and intellectual growth. Mayer and Salovey (1997) describe EI as a mental ability summarized by four key elements: identifying, using, understanding, and managing emotions. EI's guiding principles include the foundational thinking that EI is best measured as abilities by solving problems or answering questions correctly (Mayer et al., 2016). Other researchers expanded the EI construct, inclusive of varying definitions and models. Goleman's (1998) EI performance-based model includes four competencies of EI: 1) self-awareness, 2) self-management, 3) social awareness, and 4) relationship management. Self-awareness and self-management are personal competencies, while social awareness and relationship management are social competencies (Cherniss & Goleman, 2001). For this paper, when referring to EI in the context of leadership, EI is defined as the ability to recognize, appraise, and express one's own emotions as well as the emotion of others, including in a group setting.

EI is a widespread psychological construct encompassing personal and social competencies that drive leadership and employee development in any organization (Goleman, 1995, 1998; Petrides & Furnham, 2001; Salovey & Mayer, 1990; Hendon et al., 2017; Maamari & Majdalani, 2016). The importance of emotions in the workplace has become increasingly significant due to COVID -19, remote working, increased job stress, and the human tendency to respond to circumstances emotionally (Tasar, 2022).

Essentially, emotionally intelligent individuals understand how to harness these emotions and use them aptly (Sterret, 2014).

Goleman (1998) popularized the EI construct by developing a model correlating workplace performance with organizational effectiveness. Additionally, research suggests that the employee and leader's EI improves communication, performance, and stability, consequently reducing turnover (Hendon et al., 2017; Maamari & Majdalani, 2016).

Hendon et al. (2017) found that understanding an IT professional's EI level can provide insight into individuals' predisposed ability to regulate emotion and enhance social interaction and relationships. The IT professional's ability to regulate and sustain emotions feeds naturally into work interactions and their organizational social profile, as it has been found that individuals with a higher EI level interact and socialize more positively (Turnipseed, 2018). Hendon et al. (2017) asserted that organizations report a vital need for interpersonal and soft skills in technical positions. They suggest that IT professionals must understand and integrate positive EI to enhance their positions as technical problem solvers.

### *Technostress*

Wang, Shu, and Tu (2008) define technostress as a "reflection of one's discomposure, fear, tenseness, and anxiety when one is learning and using computer technology directly or indirectly. That ultimately ends in psychological and emotional repulsion and prevents one from further learning or using computer technology" (p. 3004). Tarafdar et al. (2007) indicated five techno-stressors as techno-overload, techno-invasion, techno-complexity, techno-insecurity, and techno-uncertainty.

According to De' et al. (2020), technostress still exists today and is increasing due to COVID-19's requirements and demands of the virtual workplace and digital literacy job requirements. Similarly, recent technostress studies by Spagnoli et al. (2020) and Taser et al. (2022) also agree that COVID-19 heightened the awareness of technostress with the sudden and forced virtual working environments.

The impacts of technostress are vast and real. They range from anxiety to behavioral strain, mental exhaustion, mental fatigue, lack of concentration, insomnia, and sickness (Tarafdar et al., 2010; Ayyagari et al., 2011; La Torre et al., 2019; Spagnoli et al., 2020). Technostress often results in diminished job productivity, satisfaction, absenteeism, and organizational commitment (Spagnoli et al., 2020).

IT leaders need to be retooled to deal with personal and user-user technostress as the technostress from working remotely is not going away. Many researchers believe that the virtual workplace is here to stay and is the new norm (Anderson and Kelliher, 2020; Molino et al., 2020; Vu et al., 2022; Taser et al., 2022).

### Organizational Citizenship Behaviors

Like EI, OCB is a psychological construct that refers to an individual's engagement through voluntary contributions not linked to an enforceable reward system (Cheung & Cheung, 2013; Turnipseed, 2018). OCB represents an employees' willingness to perform beyond their job requirements, and an individuals' level of EI has been shown to influence their citizenship behaviors (Organ, 1997; Organ, 1988; Tofighi et al., 2015; Turnipseed, 2018). Moreover, much research defines OCB as a unidimensional construct of which employees' voluntary actions extend beyond the formal job requirements because of their willingness to make their organization strong and resilient (Wittig-Berman and Lang, 1990, Feather and Rauter, 2004; Vu et al., 2022).

A recent study by Vu et al. (2022) explains that COVID-19 may impact or influence an employees' OCB. For example, OCB may occur when an employee works extended hours online to carry out their work, but they are not requested or required to do so. Additionally, OCB may occur when an employee goes out of their way to support a colleague who faces challenging issues in the virtual workplace, but it is not a requirement of their job.

Before COVID-19, research indicated that OCB aids in an organization's overall effectiveness (Psychogios et al., 2019, Podsakoff et al., 2000). Thus, today OCB is vital in an organization because positive behaviors can contribute to an organization's survival as the related market changes and global crisis extend beyond its control (Tambe & Shanker, 2014, Anderson et al., 2020; Vaziri et al., 2020; Yu et al., 2021; Vu et al., 2022). Leaders who can understand and manage their own emotions and others' emotions can lead to employees feeling appreciated and result in increased levels of motivation and job satisfaction (Turnipseed, 2018). Hence, in an era of rapid change in the work environment resulting from COVID-19, organizations must invest in the future of IT leaders and an employee's virtual workforce efficiencies.

### Relationship between EI and OCB

Goleman (1998) popularized the EI construct by developing a model which directly correlates with workplace performance and organizational effectiveness. Yet, research only suggests that the employee and leader's EI results in improved communication, performance, and stability, consequently reducing turnover (Hendon et al., 2017; Maamari & Majdalani, 2016).

Similarly, Reader et al. (2017) and Vu et al. (2022) reported that when an organization is taking care of an employee with COVID-19 safety protocols, the employee is more likely to feel supported, which may lead to OCB. Thus, OCB has been linked with workplace performance and organizational effectiveness.

Additionally, a more recent study by Black et al. (2019) suggested that individuals with high EI levels tend to be self-efficient, self-motivated, and often exhibit OCB that help them excel in their professional roles. Thus, they seemed to have implied that leaders with high EI levels and exhibiting OCB may successfully lead an effective and remote workforce. However, there is little to no research on the relationship between EI and OCB related to IT professionals.

## Purpose of this Research Study

This study aims to expand the understanding of the relationship of EI and OCB to provide helpful insights to academic IT Leadership programs wishing to update coursework to include the necessary communication skills for the new virtual workforce. This study's primary purpose is to understand whether EI is a true indicator of extra-role behaviors measured by employee OCB. Figure 1 provides an illustration of the study.

### Research Question

Is there a relationship between employee emotional intelligence and organizational citizenship behavior?

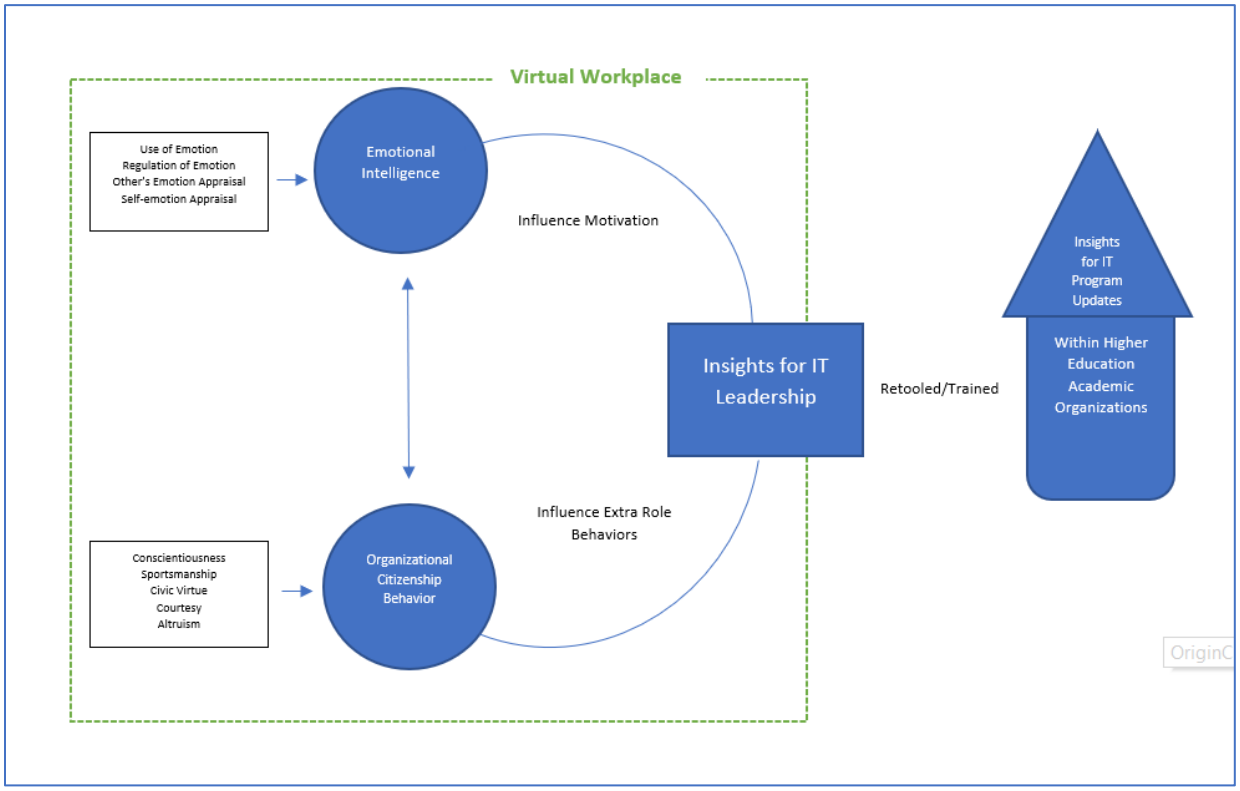


**Figure 1: Diagram of Study**

## Methodology

Due to the excessive workload and changes for IT professionals during COVID-19, this study examined the perspectives of faculty and staff at public universities. This study chooses faculty and staff at public universities because universities are progressive and try to stay aligned with industry through research and professional development. Additionally, the U.S. public higher education industry is experiencing rapid reform due to technological advances, increased global competition, and reduced state funding (Center on Budget and Policy Priorities [CBPP], 2018; State Higher Education Executive Officers Association [SHEEO], 2020). With state funding below pre-recession levels, the higher education landscape requires swift adaptation and an innovative workforce to withstand these ongoing budget restraints (Collins, 2014; SHEEO, 2020). Simultaneously, social media and other technologies continue to transform the higher education landscape, expanding communication lines while constraining human interactions (Collins, 2014; Dugan & Humbles, 2018). The substantial student demographic changes and the increasing expectations of stakeholders are dependent on the effectiveness of academic leaders and their workforce (Mohnot & Shaw, 2017).

This study utilized two Florida public institutions to examine their faculty and staff. Each university was a research school (R1) offering a full range of undergraduate majors, master's, and doctoral degrees. Faculty and staff members of two colleges within the two universities that report to an academic leader or a faculty member holding a leadership position were invited to participate in this study.

This study's appropriate sample size was determined by calculating a power analysis that depicts the probability of statistical significance (Cohen, 1988). The G*Power 3.0.10. calculator determined the power analysis for this study. A total of 134 participants represented the total sample size of the study. The parameters used to retrieve (n = 134) included a power of 95% and a significance level of α .05 for an effect size of 0.3.

***Procedure***

The faculty and staff members were identified using the public institutions' directory and employee listserv in a cluster sampling approach. An email was sent to approximately 1,00 employees. The email provided a brief description of the research and instructions on participating in the study. Two weeks after sending out the initial invitation email, the target population received a second reminder email.

Before the participant can complete the survey, they must first provide their consent. Incomplete surveys were excluded from the data analyzed. The employees were invited to complete the online survey that measured their EI and OCB levels. The online survey was conducted through the Qualtrics platform to collect the data from the respective population. The Qualtrics online survey included the WLEIS self-report (16-items) located in Appendix A, the OCB scale self-report (24-items) located in Appendix B, an adapted MLQ rater report (20-items), as well as a demographic questionnaire (Podsakoff et al., 1990; Wong & Law, 2002; Xirasagar et al., 2005). It is important to note that the survey contained additional content, such as the adapted MLQ rater report, which was not used in this study but used for a much larger study on higher education leadership.

The researchers used WLEIS because it is a reliable and valid short measure for assessing the EI of leaders and followers on job outcomes in the workplace setting (Wong & Law, 2002). While research has often linked EI to leadership performance, there have been limited EI instruments to measure the effects of leader and follower EI and job outcomes (Kumar, 2014; Majeed et al., 2017; Valeriu, 2017; Wong & Law, 2002). The development of the WLEIS has offered support to future research on EI and leadership (Wong & Law, 2002). The WLEIS includes 16 items and takes about five minutes or less to complete. The WLEIS consists of four sub-scales, with four items in each subscale: 1) self-emotion appraisal, 2) others' emotion appraisal, 3) use of emotion, and 4) regulation of emotion (Mayer & Salovey, 1997). The WLEIS is scored on a seven-point Likert-type scale ranging from strongly disagree to strongly agree (Wong & Law, 2002).

The researchers utilized Podsakoff et al.'s (1990) 24-item OCB scale to assess discretionary behaviors or extra-role behaviors that fall outside of an individual's job. The OCB scale captures the five dimensions of OCB developed by Organ (1988): 1) altruism (5-items), 2) sportsmanship (4-items), 3) conscientiousness (6-items), 4) civic virtue (4-items), and 5) courtesy (5-items). The OCB scale is scored on a seven-point Likert-type scale ranging from strongly disagree to strongly agree (Podsakoff et al., 1990).

SPSS was used to analyze the data. The product-moment correlation coefficient (r), also referred to as Pearson's *r* was used to answer the research question because it was the most appropriate correlation measure.

## Results

This study examined the relationships between the study variables: EI and OCB. A total of 197 responses were received. However, 36 participants declined to partake in the study. The remaining 161 participants consented to participate and completed all the required sections in the survey.

The survey included measures to limit the presence of straight lining, described as rushed responses, the selection of the same responses, or random responses throughout the survey (Vannette, 2018). For example, the items presented in the study were a combination of positively worded and negatively worded questions. Also, a quality check question was added to the survey to improve further the data collected. Specifically, the final section of the survey poses the following question for participants: For this question, answer Fairly Often. Of the 161 completed responses, 153 correctly answered the quality check question posed.

Extreme response styles in online surveys can also be measurement bias and error sources due to selecting the most extreme options on a Likert scale (Paas & Morren, 2018). Therefore, three responses were removed due to extreme response bias to generate comparable survey estimates (Liu et al., 2017). Thus, the total sample size used for this study was 150 responses. The total sample size needed for this study was 134 participants, calculated utilizing G*Power 3.0.10. The qualifying responses represent 15% of the population sample. Thus, the response rate was deemed acceptable.

Table 1 provides a summary regarding the gender of the participants. Specifically, the study included 35% males and 65% females.

**Table 1: Summay of Participant's Gender**

| Gender | Frequency | Percent (%) |
|---|---|---|
| Male | 52.00 | 35.00% |
| Female | 98.00 | 65.00% |
| Total | 150.00 | 100.00% |

Table 2 shows the average age of the participants. Specifically, the average age of participants ranged from 25–34 years of age.

**Table 2: Summay of Participant's Age**

| Age Group | Frequency | Percent (%) |
|---|---|---|
| 18 - 24 | 4.00 | 3.00% |
| 25-34 | 45.00 | 30.00% |
| 35-44 | 44.00 | 29.00% |
| 45-54 | 27.00 | 18.00% |
| 55+ | 30.00 | 20.00% |
| Total | 150.00 | 100.00% |

## WLEIS Results

The WLEIS is a reliable and valid instrument with each EI dimension represented by four items with the highest factor loadings (Acosta-Prado & Torres, 2019; Wong & Law, 2002). The WLEIS results reflect the employees' total EI levels. Participants rated themselves on 16 items representing four EI dimensions: 1) self-emotion appraisal (SEA), 2) others' emotion appraisal (OEA), 3) use of emotion (UOE), and 4) regulation of emotion (ROE). The data indicated that the participants scored an average of 91.81 on total EI out of a possible 112 points. Within the four EI dimensions, participants scored the highest (M = 23.93) in the use of emotion dimension, while regulation of emotion reflected the lowest participant average scores

(M = 21.76). In retrospect, EI's use of emotion dimension had the lowest standard deviation (3.27) while emotion regulation had the most significant standard deviation (3.90). The WLEIS instrument composed of 16-items had a high internal consistency level in this study, as determined by a Cronbach's alpha of 0.799. Table 3 portrays the distribution of participant (self-rated) EI scores, including the range, minimum, maximum, mean, standard deviation, and overall EI scores.

**Table 3: Descriptive Analysis of WLEIS Scores**

| | N | Range | Min. | Max. | Mean | Std. Deviation |
|---|---|---|---|---|---|---|
| EI - SEA (Self-emotion appraisal) | 150 | 16.00 | 12.00 | 28.00 | 23.8667 | 3.27624 |
| EI-OEA (Others' emotion appraisal) | 150 | 18.00 | 10.00 | 28.00 | 22.2533 | 3.37815 |
| EI-UOE (Use of emotion) | 150 | 14.00 | 14.00 | 28.00 | 23.9333 | 3.27009 |
| EI-ROE (Regulation of emotion) | 150 | 21.00 | 7.00 | 28.00 | 21.7600 | 3.90608 |
| WLEIS (Total EI) | 150 | 57.00 | 54.00 | 111.00 | 91.8133 | 10.42801 |
| Valid N (listwise) | 150 | | | | | |

## OCB Scale Results

The OCB scale results reflect the employees' OCB levels. Participants rated themselves on 24 items that measured five OCB dimensions: 1) conscientiousness, 2) sportsmanship, 3) civic virtue, 4) courtesy and 5) altruism (Podsakoff et al., 1990). The mean scores for the five OCB dimensions ranged from 21.32 to 36.00, with sportsmanship as the lowest average and conscientiousness as the highest average. The standard deviation among the five EI dimensions ranges from 2.51 to 4.24, which shows the results were narrow in the data spread. The OCB instrument composed of 24-items had internal consistency in this study, as determined by a Cronbach's alpha of 0.753. Table 4 presents the descriptive analysis of the participants' self-reported OCB total scores and their scores by OCB dimension.

**Table 4: Descriptive Analysis of OCB Scores**

| | N | Range | Min. | Max. | Mean | Std. Deviation |
|---|---|---|---|---|---|---|
| OCB Conscientiousness | 150 | 22.00 | 20.00 | 42.00 | 36.0000 | 4.14988 |
| OCB Sportsmanship | 150 | 21.00 | 7.00 | 28.00 | 21.3267 | 4.24659 |
| OCB Civic Virtue | 150 | 19.00 | 9.00 | 28.00 | 22.0933 | 3.67897 |
| OCB Courtesy | 150 | 11.00 | 24.00 | 35.00 | 32.0133 | 2.51702 |
| OCB Altruism | 150 | 13.00 | 22.00 | 35.00 | 30.6400 | 3.40997 |
| OCB Total | 150 | 61.00 | 107.00 | 168.00 | 142.0733 | 11.68496 |
| Valid N (listwise) | 150 | | | | | |

The Pearson's product-moment correlation (*r*) determined the degree of the linear relationship between the two dependent variables, employee EI and OCB. Before analyzing the data using Pearson's correlation, the data were first checked against the five assumptions to ensure the results' validity.

It is important to note that EI and OCB are both continuous variables and paired, with two scores recorded for each participant. As presented in Figure 2, a linear relationship was also verified by visually inspecting the two variables on a scatterplot. The visual inspection of the scatterplot also showed there were no significant outliers in this data set.

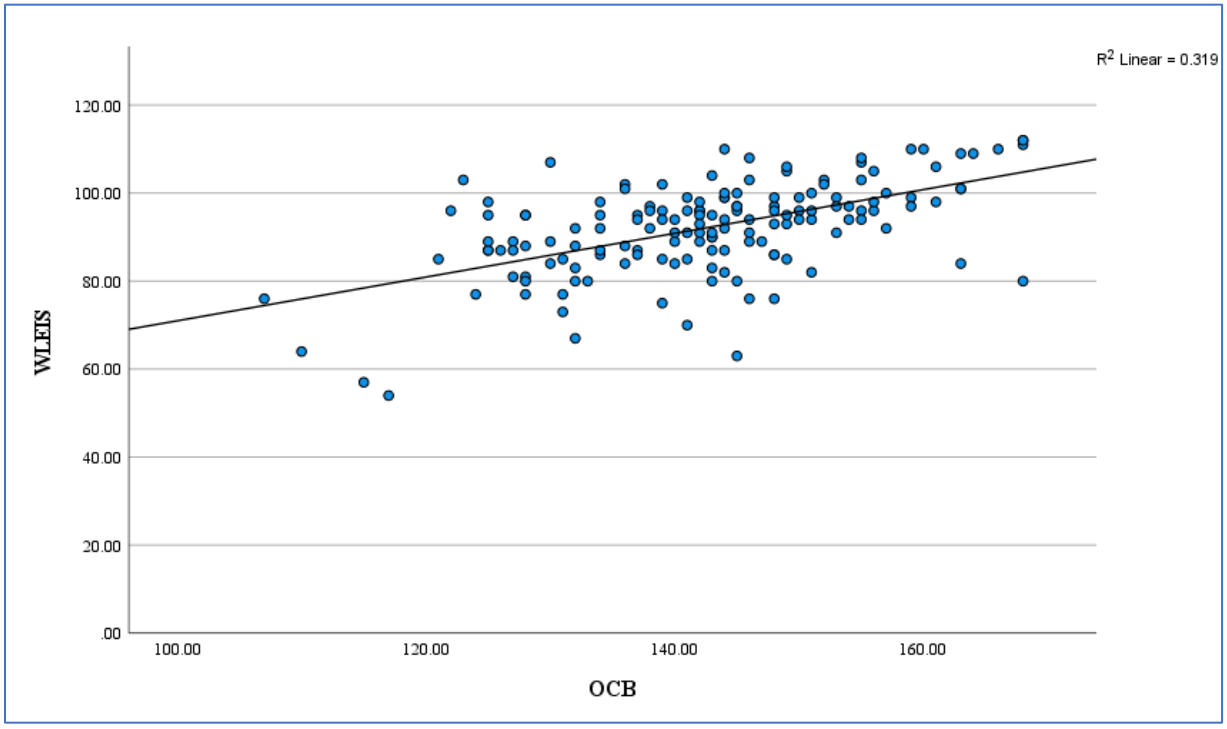


**Figure 2: Scatter Plot of WLEIS by OCB**

Furthermore, Shapiro-Wilk's test for normality detects all departures from normality and rejects the hypothesis of normality when the p-value is less than or equal to 0.05. The OCB variable was normally distributed as assessed by Shapiro-Wilk's test ($p > .05$), while the EI variable was not normally distributed ($p < .001$). However, sample sizes larger than 50 cases can have non-normal results even when the data is normal (Kang & Harring, 2012). Therefore, the variables were also inspected visually for normality using a histogram (Figures 3 & 4) and Q-Q plot (Figures 4 & 5), which showed a normal distribution.

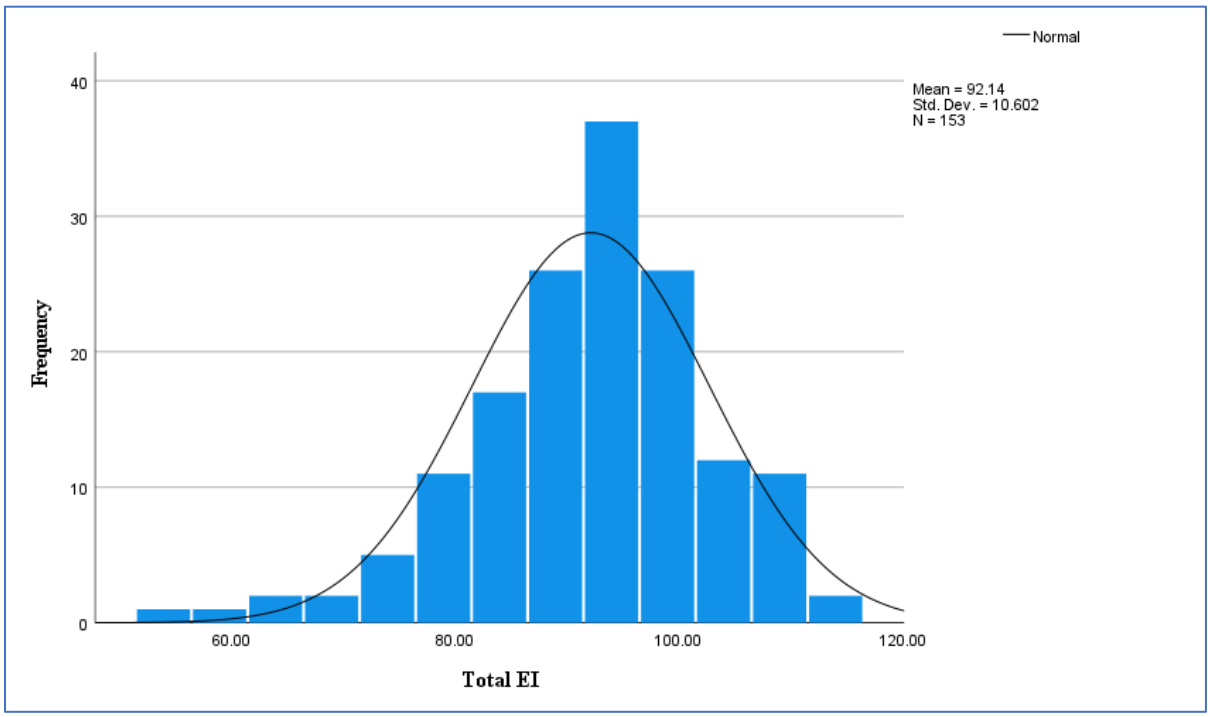


**Figure 3: EI Histogram**

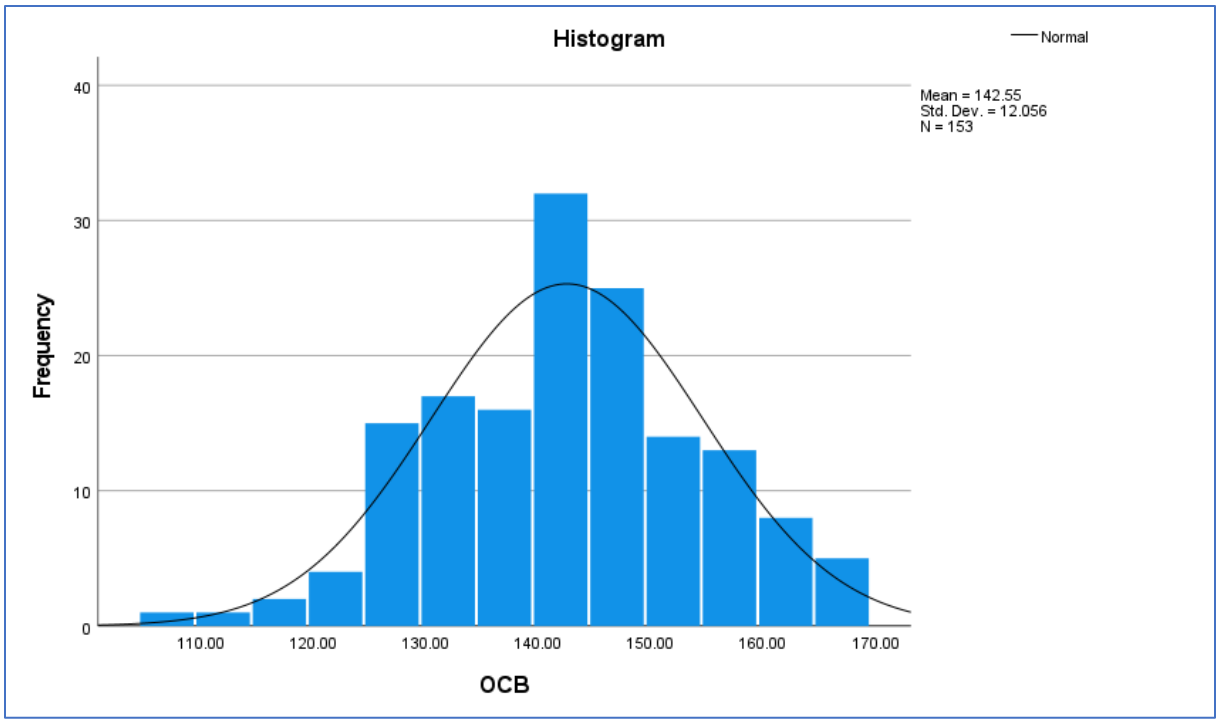


**Figure 4: OCB Histogram**

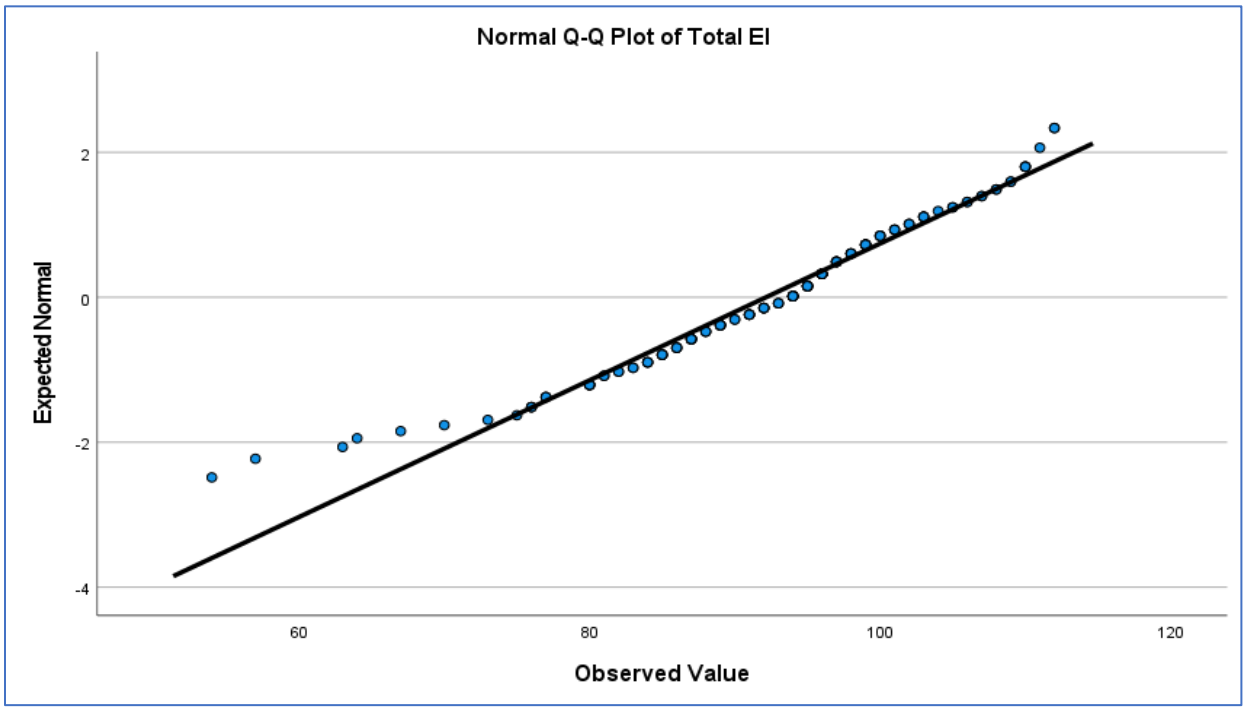


**Figure 5: EI Q-Q Plot**

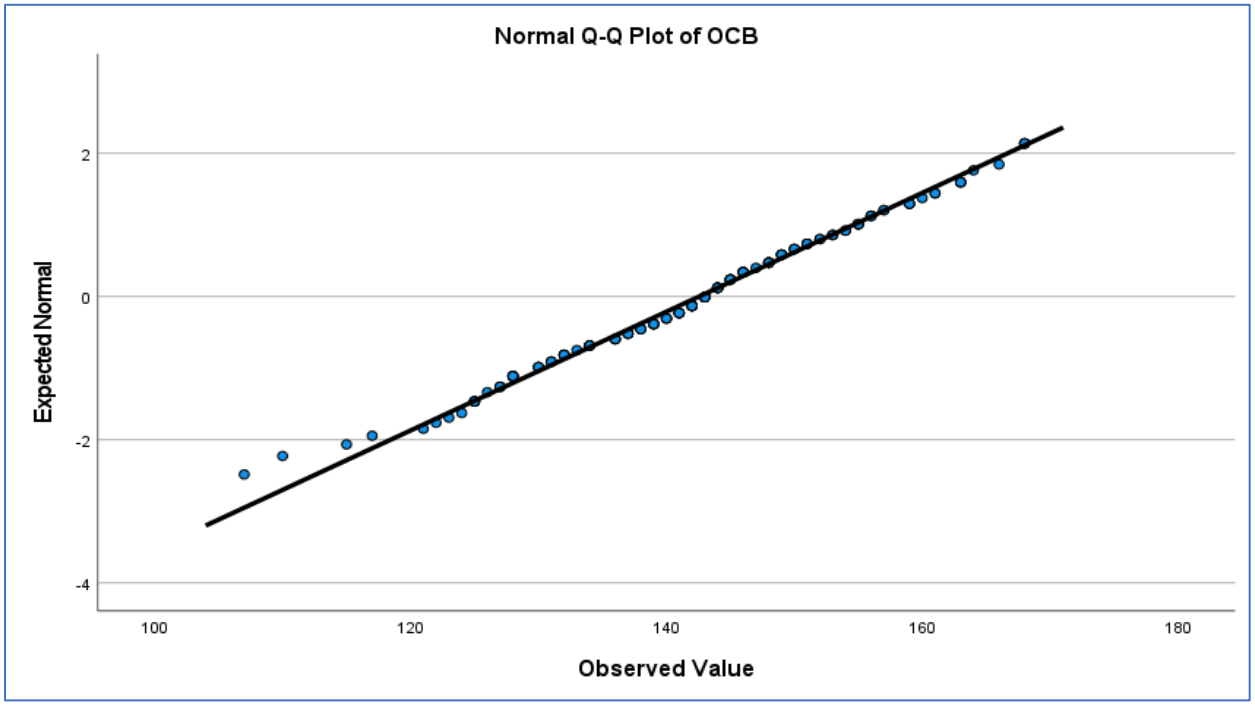


**Figure 6: OCB Q-Q Plot**

A two-tailed Pearson's correlation was run on EI, OCB, and each variables' sub-dimensions. The results show several statistically significant linear relationships among the variables and sub-variables ($p < .05$ and $p < .01$). There was a statistically significant, moderate positive correlation between the total OCB scores and the four EI dimensions: self-emotion appraisal, $r(148) = .303$, $p < .001$; others' emotion appraisal, $r(148) = .452$, $p < .001$; use of emotion, $r(148) = .446$, $p < 001$; and regulation of emotion, $r(148) = .417$, $p < .001$. However, there was no statistically significant correlation between OCB civic virtue and EI self-emotion appraisal, $r(148) = .077$, $p > .05$, and EI regulation of emotion $r(148) = .026$, $p > .05$.

Notably, a statistically significant and robust positive correlation resulted between the total OCB scores and the total EI scores, $r (148)= .538$, $p < .001$. Thus, there is a relationship between employee EI levels and OCB.

## Discussion, Limitations & Future Research

### Discussion

The COVID-19 pandemic has affected every facet of life, primarily how the future of work is conducted and the reliance on technology. Organizations are increasingly starting to measure their employees effectiveness in the virtual workplace using performance metric models. Unlike traditional, formal reward systems, which incentivize employees for good performance, the transition to a virtual workplace elevates the importance of communication, workforce efficiency, and change management. EI and OCB are extra-role behaviors that have been shown to promote team cohesion, employee productivity, communication, and conflict management (Hendon et al., 2017; Kumar, 2014; Organ, 1988).

Self-development programs found within an organizations and IT Leadership can use this study's findings of the EI and OCB correlation can allow a focus that include social constructs of individual and group behaviors. Focusing on emotions in the workplace can help improve agility and lead to positive change and results (Delgado-Rodriguez et al., 2018; Nold & Michel, 2016). The ability to retooling within the organization or assist in providing IT leaders a management tool can be a first step in the identification of the individual or group needs as it relates to OCB and EI. Completion of a self-administered survey (as provided within the appendix) can provide an understanding or can be used a self-identification tool to ascertain where an individual can focus on role behavior development.

This study sought to examine whether emotional intelligence is a true indicator of extra-role behaviors measured by employee organizational citizenship behavior. Results are consistent with Black et al. (2019) that indicated that individuals with high EI levels tend to be self-efficient, self-motivated, and often exhibit extra-role behaviors or OCB that help them excel in their professional roles. Thus, he began to indicate that leaders with high EI levels and exhibiting OCB may be successfully lead an effective and remote workforce.

Establishing a positive correlation between EI and OCB is a step toward the enhancement of extra-role behaviors that can positively affect an individual's EI. The combination of enhancement of OCB and EI can assist the individual and the employee with the organization and establish positive attributes within the individual. This paper provides practical implications for higher education IT Leadership programs updating their curriculum to include organizational effectiveness in the virtual workplace via EI and OCB awareness. This paper also has significant implications for IT practitioners, researchers, and organizations operating in a virtual workplace.

This research is not without limitations as it is limited to data found in higher education. Different results may occur within an organization's IT department; however, this data was unattainable during the current health pandemic. Second, the data set is further limited to a geographical location of Florida. Other areas throughout the U.S. may be progressive in their responses. Future research should address the limitations described and reevaluate the content as needed.

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## Appendix A

PsycTESTS®

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**Organizational Citizenship Behavior Scale**
**OCB**

Items

Conscientiousness
18. Attendance at work is above the norm.
21. Does not take extra breaks.
22. Obeys company rules and regulations even when no one is watching.
24. Is one of my most conscientious employees.
3. Believes in giving an honest day's work for an honest day's pay.
4. Consumes a lot of time complaining about trivial matters. (R)

Sportsmanship
16. Always focuses on what's wrong, rather than the positive side. (R)
7. Tends to make "mountains out of molehills." (R)
19. Always finds fault with what the organization is doing. (R)
2. Is the classic "squeaky wheel" that always needs greasing. (R)

Civic Virtue
9. Attends meetings that are not mandatory, but are considered important.
11. Attends functions that are not required, but help the company image.
6. Keeps abreast of changes in the organization.
12. Reads and keeps up with organization announcements, memos, and so on.

Courtesy
17. Takes steps to try to prevent problems with other workers.
20. Is mindful of how his/her behavior affects other people's jobs.
14. Does not abuse the rights of others.
4. Tries to avoid creating problems for coworkers.
8. Considers the impact of his/her actions on coworkers.

Altruism
13. Helps others who have been absent.
1. Helps others who have heavy workloads.
23. Helps orient new people even though it is not required.
15. Willingly helps others who have work related problems.
10. Is always ready to lend a helping hand to those around him/her.

*Note.* (R) denotes items that have been reverse coded.

## Appendix B

PsycTESTS®

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**Wong and Law Emotional Intelligence Scale**
**WLEIS**

Items

**Self-emotion appraisal (SEA)**

1. I have a good sense of why I have certain feelings most of the time.
2. I have good understanding of my own emotions.
3. I really understand what I feel.
4. I always know whether or not I am happy.

**Others' emotion appraisal (OEA)**

5. I always know my friends' emotions from their behavior.
6. I am a good observer of others' emotions.
7. I am sensitive to the feelings and emotions of others.
8. I have good understanding of the emotions of people around me.

**Use of emotion (UOE)**

9. I always set goals for myself and then try my best to achieve them.
10. I always tell myself I am a competent person.
11. I am a self-motivated person.
12. I would always encourage myself to try my best.

**Regulation of emotion (ROE)**

13. I am able to control my temper and handle difficulties rationally.
14. I am quite capable of controlling my own emotions.
15. I can always calm down quickly when I am very angry.
16. I have good control of my own emotions.