WHY EMOTIONAL INTELLIGENCE AND EMPATHY MATTER IN BUSINESS

SETTINGS: AN INVESTIGATION OF THEIR PREDICTORS AND THEIR

CONTRIBUTION TO JOB SATISFACTION AND CONFLICT MANAGEMENT

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WHY EMOTIONAL INTELLIGENCE AND EMPATHY MATTER IN BUSINESS SETTINGS:

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SATISFACTION AND CONFLICT MANAGEMENT

İŞYERİNDE DUYGUSAL ZEKA VE EMPATİ NEDEN ÖNEMLİ: DUYGUSAL ZEKANIN

YORDAYICILARI, İŞ MEMNUNİYETİ VE ÇATIŞMA YÖNETİMİNE ETKİLERİ ÜZERİNE BİR

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Whenever you feel like criticizing anyone, just remember that all the people in this world

haven't had the advantages that you've had.

F. Scott Fitzgerald

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ABSTRACT

The aim of the present study was to investigate possible predictors of emotional intelligence and empathy, and what sort of contributions both emotional intelligence and empathy make to job satisfaction and conflict management in the workplace. To investigate possible predictors, the study was divided into two parts. In the survey part of the study, "Job Satisfaction Scale", "Empathic Tendency Scale", "Big Five Personality Inventory" , "Attachment Scale" and "Emotional Intelligence Inventory" were presented to 120 (71 female, 49 male) employees from 3 different sectors (education, health and construction) in Balıkesir.

In this part of the study, correlational analyses were performed to examine which variables link to emotional intelligence and empathy. Secondly, in the experimental part of the study, 100 participants out of 120 were randomly assigned into two groups (experimental group and control group). In this part, participants in the experimental group were presented a part from the novel "Les Miserables" whereas participants in the control group were presented a part from the novel "Dominique" and asked to read it. After that, participants from both groups were given "empathic tendency scale". In final phase, both groups were presented four business cases and asked them to generate solutions to the presented problems.

In the survey part of the study, the results demonstrated that job satisfaction is positively correlated with emotional intelligence and empathy. In addition, agreeableness and secure attachment orientation are positively correlated with job satisfaction. Besides, the results also indicated that empathic tendency and emotional intelligence are significantly correlated with each other. Additionally, secure attachment orientation and emotional intelligence are positively correlated with each other. More strikingly, regression analyses indicated that empathy, per se, has an explanatory effect on participants' job satisfaction.

According to the experimental part's results, as a consequence of empathy manipulation, experimental group had higher empathy scores than the control group. Moreover, experimental group was significantly different than control group in terms of the responses to empathy case 4. These findings suggest that experimental group was more successful than control group at developing empathy and evaluating things from both parties' perspectives.

Key Words: Emotional Intelligence, Empathy, Job Satisfaction, Conflict Management, Attachment

ÖZ

Bu çalışmada, duygusal zeka ve empatiyi yordayan faktörler ile bu iki kavramın iş memnuniyeti ve çatışma yönetimi üzerindeki ilişkisi incelenmiştir. Olası yordayıcıları incelemek amacıyla çalışma iki kısma ayrılmıştır. Anket kısmında, Balıkesir'de farklı sektörlerde (sağlık, eğitim, inşaat) çalışan 120 katılımcıya (71 kadın, 49 erkek) sırayla "İş Memnuniyeti Ölçeği", "Empatik Eğilim Ölçeği", "Beş Faktör Kişilik Envanteri", "Bağlanma Ölçeği" ve "Duygusal Zeka Envanteri" verilmiştir. Çalışmanın bu kısmında, duygusal zeka ve empatinin hangi faktörlerle ilişkili olduğunu incelemek amacıyla korelasyon analizleri yapılmıştır.

Araştırmanın ikinci kısmında ise 120 katılımcı arasından seçkisiz atama yöntemiyle seçilen 100 kişi iki farklı gruba ayrılmıştır (deney grubu ve kontrol grubu). Ardından deney grubundaki katılımcılara "Sefiller" romanından bir pasaj okutularak empati manipülasyonu yapılmıştır. Kontrol grubuna ise "Aşka Veda" adlı romandan nötr bir pasaj verilmiştir. Bu aşamanın ardından her iki gruptaki katılımcılara empatik eğilim ölçeği verilip cevaplamaları istenmiştir. Son aşamada ise tüm katılımcılardan 4 farklı iş vakasına verilen sorular doğrultusunda çözüm üretmeleri istenmiştir.

Araştırmanın anket kısmındaki sonuçlara göre, duygusal zeka ve empatik eğilim iş memnuniyeti ile yüksek pozitif korelasyon içerisindedir. Ek olarak, uyumluluk ve güvenli bağlanma stili iş memnuniyeti ile yüksek pozitif korelasyona sahiptir. Ayrıca, duygusal zeka ile empatik eğilim arasında yüksek düzeyde pozitif korelasyon bulunmuştur. Bununla birlikte, güvenli bağlanma stili ve duygusal zeka yüksek düzeyde pozitif korelasyon içerisindedir. Ayrıca, regresyon analizleri sonucunda empatinin başlı başına katılımcıların iş memnuniyeti üzerinde açıklayıcı bir etkiye sahip olduğunu söyleyebiliriz.

Araştırmanın deney kısmındaki sonuçlara göre, yapılan empati manipülasyonu sonucunda deney grubu, empati puanları bazında kontrol grubundan daha yüksek sonuçlara

sahiptir. Üstelik deney grubunun, "empati vaka 4"e verdikleri tepkiler kontrol grubundan anlamlı düzeyde farklıdır. Bu sonuçlar göstermektedir ki, deney grubu empati kurma ve olayları iki tarafın perspektifinden değerlendirebilme konusunda kontol grubuna kıyasla daha başarılıdır.

Anahtar Kelimeler: Duygusal Zeka, Empati, İş Memnuniyeti, Çatışma Yönetimi, Bağlanma

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CHAPTER 1

INTRODUCTION

1.1. EMOTIONS

In the psychological literature, the concept of emotion has been investigated by numerous researchers. Some of them have claimed that emotions are just reactions, whereas others have purported that emotions are the by product of cognitions (Ashkanasy, 2003). However, since the 1980s, researchers have come to the conclusion that emotions arise in consequence of the interplay between cognitive and non-cognitive neural systems (Ashkanasy, 2003).

In this regard, emotion may be viewed as an integration of innate and adaptive subsystems which have stemmed from the evolutionary needs of survival (Tooby & Cosmides, 1990). In a nutshell, emotions are organized groups of responses that optimize people's coping skills with challenges and enable them to take advantage of the opportunities that take place in the events which they encounter (Cote 2014).

To give an example, our primary emotions, such as anger, happiness, and embarrassment help us to act according to the circumstances. For instance, anger helps us to save ourselves from being exploitable by sending signals to the third party in case of injustice (Gross, 1999). Additionally, the emotion of embarressment may constrain us from doing something immoral by spreading fear that we can lose our reputation in others' eyes.

After giving basic information about emotions, we can broach our main subject. In recent years, the term of emotional intelligence became a major subject of interest in both scientific domains, and in the lay public, especially after the publication of Goleman's book

(Goleman, 1995). Although this great deal of interest in this concept seems to have come to light in last decades, scientists have been investigating the construct since the beginning of the 20th century.

Is "emotional intelligence" an oxymoronic concept? According to one practice, emotions are considered as disordered stoppages of intellectual activity and it was believed that they have to be controlled. In the first century B.C., Publilius Syrus has claimed "Rule your feelings, lest your feelings rule you" (Salovey & Mayer, 1990, p.185).

Furthermore, in the past, emotions have been described as acute disturbances, disorganized responses and loss of control by many scientists and researchers. In this context, Woodworth claimed that an IQ scale should consist of tests measuring the ability not to get afraid or angry over things that evoke these emotions in young children (Salovey & Mayer, 1990).

A second approach examines emotion as an organizing response, because emotions mainly focus on mental activities and ensuing actions. Therefore, Leeper has suggested that emotions are principally motivating forces, rather than being haphazard or chaotic. Additionally, modern theories view emotions as cognitive activities. For instance, artificial intelligence researchers have considered the importance of attaching emotions to computers with the intent of managing their processing (Salovey & Mayer, 1990).

As yet, it is viewed that emotions are organized responses and outputs of physiological, cognitive, experiential and motivational systems. They practically evoke in response to an event and may have either positive or negative meanings for an individual.

For instance, let's suppose that you were offered a job that has many financial benefits. However, you can't be sure whether you should submit your resignation or not, because you don't have strictly positive feelings for your new job. What should you done in

such a situation? Should feelings be ruled out or, should only logic be followed? Or should we take both reason and emotion into account to make a decision?

At times like these, emotional intelligence plays a big role in individuals' life, because as it is seen, in our daily lives, problem solving and decision making processes require both logic and intuition (Mayer & Salovey, 1997; Salovey & Mayer, 1990).

However, blending intelligence and emotions was unfamiliar when a theoretical model was first introduced (Salovey & Mayer, 1997), and questions asked by researchers and laypersons were similar. Namely, they both wondered whether emotional intelligence is an innate mechanism or mental ability, or whether it can be developed, what kind of contributions it makes to everyday life, and how it affects our relationships, decisions, mental health, academic or workplace performances or whether it is related to other types of intelligences. Before digging the concept of emotional intelligence through these questions, emotional intelligence is investigated with its relation to other types of intelligences.

1.2. EMOTIONAL INTELLIGENCE AND ITS RELATIONSHIP TO OTHER INTELLIGENCES

Although emotional intelligence has been viewed as a contradictory concept by some researchers, the concept has received substantial attention from intelligence researchers in the field.

1.2.1. Definition of Intelligence

Intelligence has been defined differently in different eras. However, the most cited and broad definition belongs to Wechsler that is "intelligence is the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment" (Salovey & Mayer, 1990, p.186). As it is seen, intelligence consists of a broad set of abilities and different types of intelligence exist. One type of intelligence is social intelligence.

1.2.2. Social Intelligence

Social intelligence is simply described as the ability to understand and manage people (Salovey & Mayer, 1990). Although the concept of social intelligence has a long history, E. L. Thorndike has originally differentiated social intelligence from other kinds of intelligence. Social intelligence has been defined as *"the ability to understand men and women, boys and girls and to act wisely in human relations"* by Thorndike (Salovey & Mayer, 1990, p.187). Social intelligence has been described as an ability for one to realize his or her and other people's inner states, behaviours, motivations and to exhibit behaviours in line with that awareness.

1.2.3. Emotional Intelligence

Emotional intelligence has been seen as a subset of social intelligence and described as *"the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions"* (Salovey & Mayer, 1990, p.189). According to this definition, mental processess consist of "appraising and expressing emotions in the self and others, regulating emotion in the self and others and using emotions in adaptive ways" (Salovey & Mayer, 1990, p.190).

1.3. ASPECTS OF EMOTIONAL INTELLIGENCE

In this section, three aspects of emotional intelligence, namely appraisal and expression of emotion, regulation of emotion, and utilization of emotion, will be discussed (see Figure 1).

Figure 1. Outline of Emotional Intelligence (Mayer & Salovey, 1990)
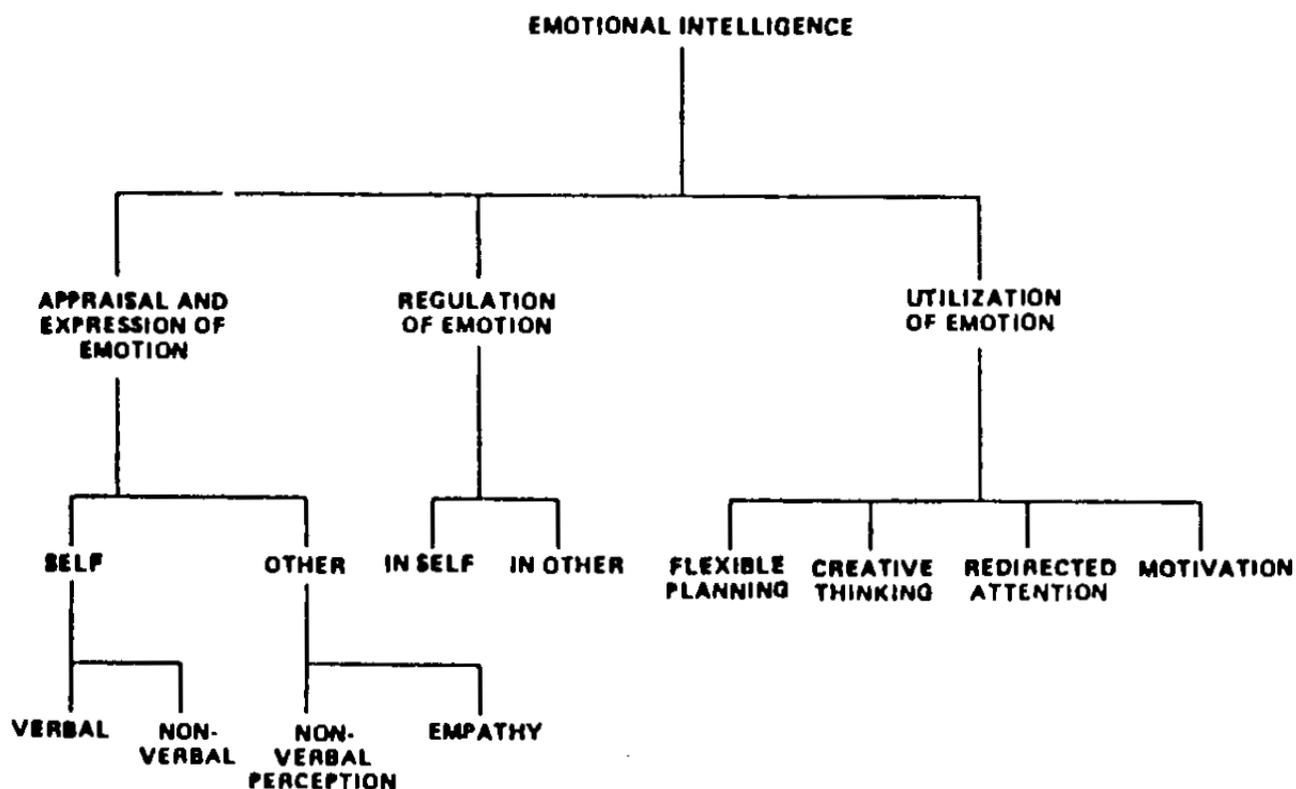
The processes which underpin emotional intelligence are activated when affect-related information enters the perceptual system. These emotional data then determine several expressions of emotion that are verbal and non-verbal.

1.3.1 Verbal

This expression type actualises through language, so that, learning about emotions primarily relies upon speaking on them. For example, there is a neurological condition called "alexithymia" and it is characterized by being unable to appraise emotions and verbally express them.

1.3.2 Nonverbal

Much emotional communication happens through nonverbal channels. Therefore, the issue of nonverbal expression has long been investigated by researchers. For instance, the scientific study of the facial expression of emotion has begun with Charles Darwin (Ekman, 2003). According to Darwin's classic study of emotion, some emotions have universal facial expressions.

In a nutshell, whether it is verbal or nonverbal, emitting and evaluating emotions is part of EI, because, as long as individuals comprehend emotions more quickly and definitively, they become good at expressing these emotions to other people. Moreover, those skills enable individuals to cope with and adapt to the social world more effectively.

1.3.3 Nonverbal perception of emotion

From an evolutionary perspective, it is essential for people to be capable of perceiving emotions not only in themselves, but also in others around them (Salovey & Mayer, 1990). Such abilities enable them to display more cooperative behaviours when it comes to interpersonal relations. For instance, when we detect our new subordinate's hardship at some point at work, we may be inclined to offer him the help that he needs.

1.3.4 Empathy

The origins of empathy lurks in the philosophy of aesthetics. In the late 19th century, German philosophers used the word "Einfühlung", later translated as empathy. One of the earliest appearances of the word emerged in 1846. Philosopher Robert Vischer has used "Einfühlung" to discuss the pleasure we experience when we envisage a work of art (Howe, 2013).

The word "Einfühlung" symbolized an attempt to describe our ability to get "inside" a work of beauty by, for example, "echoing ourselves and feelings into a painting, a sculpture, a piece of music, or even the beauty of nature itself" (Howe, 2013, p.6).

This insight also captivated social scientists by directing attention to human experience from the subject's standpoint (Howe, 2013). In this vein, Edward Titchener, in 1909, used the term empathy as the English translation of Einfühlung.

Empathy's etymology comes from the Grek word "empatheia", it describes entering feelings from the outside, to be with one's feelings, or suffering. Therefore, if we are to understand people and their situation, then we have to begin to interpret and find meaning. However, when it comes to human capacity to recognize other people's minds, so many different approaches come to light.

For instance, the conclusion all researchers and social scientists have come to is that the skill which enables one to make sense of others' behaviours and relate to the social world effectively has incontrovertible importance in human life. In this regard, it can be clearly suggested that empathy requires active mental effort and can be considered as a cognitive challenge (Howe, 2013).

In general, the concept of empathy has two forms which are cognitive and affective (Davis, 1983; Decety & Jackson, 2006). Cognitive empathy, as the name implies, requires cognitive effort to understand and appreciate the other party's thoughts, behaviours and feelings. However, emotional empathy requires feeling what the other party is feeling as a result of the certain situations. It is a particularly automatic response which is mostly derived from having compassion for another person (Besel & Yuille, 2010).

When empathy is examined from developmental perspectives, it has been suggested that realization of our own and other people's feelings are highly correlated. For instance, according to Hoffman's perspective, empathy has two types of contributors (Hoffman, 2000). One is "primary circular reactions" which means that an infant cries in response to other infant's crying. The second one is "classical empathic conditioning" that occurs when a person views another's emotional reaction by imagining herself/himself in the same situation.

Consequently, one can figure out what kind of emotions a person experiences as a result of a certain situation.

After giving all this theoretical background, the link between empathy and emotional intelligence is described. Not surprisingly, empathy is treated as the major underlying contributor to emotional intelligence (Mayer & Salovey, 1990). For example, in Mayer et. al (1990)'s research, it has been found that the ability to recognize emotion in faces is better in individuals who have higher level of empathy (Mayer, DiPaolo, & Salovey, 1990). In addition to this, empathy can be viewed as a part of trait emotional intelligence and, it has been found that emotional intelligence is positively associated with facial expression recognition (Austin, 2004; Petrides & Furnham, 2003).

Furthermore, from an organizational literature perspective, it has been claimed that empathy is the most important feature of emotional intelligence which involves having a fathomless comprehension of other party's feelings, thoughts, needs and motives (Shirkani, 2014, p.5). Especially, empathy is related to effective leadership behavior in organizational settings (Cooper & Sawaf, 1997; Shirkani, 2014).

To speak more concretely, in her review of leadership effectiveness, Shirkani (2014) has observed that effective leaders are different such that they are better at understanding their followers needs and approach them with a sensitive manner which basically distinguish them from less impressive leaders.

Besides, the role of empathy in the workplace has been investigated by many researchers and it has been found that empathy and organizational citizenship behaviour are positively correlated with each other (Bettencourt, Gwinner, & Meuter, 2001; Borman, Penner, Allen, & Motowidlo, 2001).

Apart from the organizational literature, in other empathy studies, it has been found that prosocial behaviour has been increased through empathic growth (Johnson, 2012).

Besides, another study has demonstrated that empathy induction increases the probability of helping behaviour (Graziano et. al., 2007).

1.3.5 Regulation of Emotion

Much of the research in this domain concerns moods rather than emotions (Salovey & Mayer, 1990). Although moods are longer lasting than emotions, they can be effectively regulated by individuals who are emotionally intelligent.

1.3.6 Regulation of Emotion in the Self

The earliest evidence for the self-regulation of mood is based upon the fact that memory encoding and recall is stronger for positive than negative mood states. To explain this finding, Isen has claimed that people are usually more motivated to sustain pleasant moods, but attempt to modulate the experience of unpleasant ones (Salovey & Mayer, 1990). These procesess are labelled as "mood repair". In brief, people tend to maximize positive experiences and cap off negative ones.

Needless to say, people's actions are more complex than this. For instance, people watch movies, read fiction and listen to music even when these activities arouse sorrow. Hence, aesthetic pleasure may involve special qualities of emotional perception and awareness which are possibly related to the internal experience of emotional intelligence (Salovey & Mayer, 1990).

1.3.7 Regulation of Emotion in Others

Emotional intelligence includes the ability to regulate and change the affective reactions of others. For instance, an emotionally intelligent job candidate appreciates the contribution of behavioural characteristics such as punctuality to create a good impression (Salovey & Mayer, 1990).

In a nutshell, emotion regulation is essential for individuals to succeed at work and life. For instance, when people have high level of EI, they would more easily manage both

others' and their emotions to reach positive outcomes. However, less emotionally intelligent individuals, even when they have a high level of IQ, can be drown into an ocean of uncontrolled impulses and unrestrainable passions (Goleman, 1999).

1.3.8 Utilizing Emotional Intelligence

Individuals vary in their ability to manage their own emotions to clear up problems. Emotions and moods have a subtle, but undeniable influence on several strategies in problem solving (Salovey & Mayer, 1990). For instance,

> "In 1981, James Dozier discovered the power of emotional intelligence. It saved his life. Dozier was a U.S. Army brigadier general who was kidnapped by the Red Brigades, an Italian terrorist group. He was held for two months before he was rescued. During the first few days of his captivity, his captors were crazed with the excitement surrounding the event. As Dozier saw them brandishing their guns and becoming increasingly agitated and irrational, he realized his life was in danger. Then he remembered something he had learned about emotion in an executive development program at the Center for Creative Leadership in Greensboro, North Carolina.
>
> Emotions are contagious, and a single person can influence the emotional tone of a group by modeling. Dozier's first task was to get his own emotions under control—no easy feat under the circumstances. But with effort he managed to calm himself. Then he tried to express his calmness in a clear and convincing way through his actions. Soon he noticed that his captors seemed to be "catching" his calmness. They began to calm down themselves and became more rational. When Dozier later looked back on this episode, he was convinced that his ability to manage his own emotional reactions and those of his captors literally saved his life" (Goleman, 1995 p.3).

Secondly, positive emotions may enhance memory organization and, hence, scattered ideas may be seen more related and coherent. Therefore, we can use our positive feelings as facilitator in intriguing cognitive tasks (Salovey & Mayer, 1990)

1.3.9 Flexible Planning

One main aspect of personality is the mood swings where individuals differ in their perception and attitude towards a predominant affect (Salovey & Mayer, 1990). Individuals who experience strong mood swings are more likely to experience sharp changes in their evaluation of these events. For example, when we are in a bad mood, we tend to think that the probability of negative events' occurrence is higher than positive events.

On the other hand, people in good mood will perceive positive events more likely to occur whereas bad events have low probability to occur. Therefore, mood swings are helpful for people to evaluate future plans from a wider perspective and enable people to be ready to take advantage of upcoming opportunities.

1.3.10 Creative Thinking

Mood also assists problem solving by providing information usage and organization in memory. More clearly, when we are in positive mood, it is much easier to categorize problems as related or unrelated. Therefore, this categorization enables us to bring creative solutions to problems. In a nutshell, people in positive mood more easily organize ideas and use them to recall information (Salovey & Mayer, 1990).

1.3.11 Mood Redirected Attention

This principle suggests that when powerful emotions occur, attention is directed to new problems. Hence, when people attend to their emotions, they might be directed away from an ongoing problem to a new one which has greater importance (Salovey & Mayer, 1990).

For example, an employee who is going through divorce may be directed away from work-related problems, and he might turn to his inner world by reevaluating his own interpersonal relations through the lenses of marital situation. Therefore, affective processes

help us to understand what is significant and what is trivial by reprioritizing the internal and external demands, and dispense attention accordingly.

1.3.12 Motivating Emotions

Moods are also helpful for us to motivate ourselves at challenging tasks. For instance, people may use positive moods to heighten their confidence in their capabilities and so, persevere when they encounter obstacles and negative experiences (Salovey & Mayer, 1990). In short, as it is seen, individuals who have positive attitudes toward life experience better outcomes and greater rewards in life.

1.3.13 Emotional Intelligence: Ability or Trait?

In the emotional intelligence literature, there has been a huge debate on whether emotional intelligence is considered as ability or trait. In this regard, two categories of model have been developed that are "ability models" and "mixed models" (Mayer et. al., 1999). According to Mayer and Salovey, emotional intelligence is an ability which differentiate people in terms of their cognitive processing to the given affective stimulus.

Ability EI is defined as "the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others " (Mayer & Salovey, 1997, p.10). This type of emotional intelligence has been measured with objective performance tests and it is related to concepts of intelligence more than personality traits (Brackett & Mayer, 2003; Lopes, Salovey, & Straus, 2003).

However, mixed models or trait EI (Bar-On, 1997; Goleman, 1995) focus on emotional abilities by taking some other factors such as personality, self-control, motivation or affective dispositions into account. Furthermore, mixed emotional intelligence models use self-report measurement techniques, which are correlated with personality dimensions (Dawda & Hart, 2000; Saklofske, Austin, & Miniski, 2003).

As a result, ability emotional intelligence and trait emotional intelligence are different from each other, but they attempt to measure emotional intelligence. However, it can be suggested that the trait emotional intelligence is considered to be related to personality and social skills, whereas the ability emotional intelligence is considered to be a cognitive ability apart from individuals' personality characteristics, social skills or perspective on life.

1.4 APPROACHES TO EMOTIONAL INTELLIGENCE IN THE SCIENTIFIC LITERATURE

1.4.1 Theoretical Approaches to Emotional Intelligence

According to Salovey and Mayer's original emotional intelligence model, emotional intelligence consists of abilities which immingle cognition and emotion to advance thought. However, over the years, different kinds of theoretical approaches have emerged to account for the concept of emotional intelligence (Mayer, 2008).

As a beginning, three types of approaches emerge in the emotional intelligence literature. For instance, the specific-ability approaches investigate individuals' mental capacities that are important to emotional intelligence. On the other hand, the integrative-model approaches view emotional intelligence as an adaptable and common ability. Finally, a third approach exists that is called a mixed model approach and, some researchers believe that this approach is doomed to go extinct because it contains qualities that are purported to be relevant with emotional intelligence, but in fact, the mixed model approach has controversial qualities that may not form emotional intelligence (Mayer, 2008).

1.4.2 Specific-Ability Approaches to Emotional Intelligence

As it is mentioned in Mayer and Salovey's first emotional intelligence model, emotion perception and identification, utilization of emotional input in pondering, questioning about emotions: emotional appraisal, labeling, and language, emotion management are core concepts of this approach (Mayer, 2008).

1.4.3 Integrative-Model Approaches to Emotional Intelligence

According to this approach, the concept of emotional intelligence is examined by taking some specific abilities into account. More concretely, for example, in Izard's Emotional Knowledge Test (Izard et al. 2001), participants have been asked to link with an emotion with a condition, for instance, "your dog goes missing". Besides, they have been asked to define emotions in faces, and this ensures an integrative measure of emotional intelligence. In brief, this approach focusses on emotional perception and understanding.

The Four-Branch Model is another integrative approach of emotional intelligence (Mayer & Salovey 1997, Salovey & Mayer 1990). The model consists of emotional abilities from four areas which are rigoriously comprehending emotion, utilizing emotions to assist idea, understanding and guiding emotion (Mayer & Salovey 1997, Mayer et al. 2003).

The first subsection which is "perception of emotion" represents the ability which is needed to define and distinguish emotions both in the self and others. A core tenet of the ability is being able to identify emotions accurately in both physical and cognitive states. In other words, this ability enables people to differentiate between genuine and fake emotional representations in other people.

The second subsection which is "utilization of emotion to help thinking" refers to using emotions to expedite intellectual actions such as decision making or interpersonal interaction. For instance, people are inclined to organize their thoughts easily when they are in a positive mood than in a negative mood.

The third subsection, "comprehending and reviewing emotions" refers to comprehending the meaning of emotions and an understanding of the roots of emotions. For instance, interpreting that happiness can result from reaching a goal, or disparagement is composed of anger and disgust represents an advanced level of understanding emotions (Salovey, et. al, 2011).

The fourth subsection, "reflecting regulation of emotions" enables us to manage, cope, revitalize, or tune an affective response in ourselves and others. More clearly, it requires an ability which enables people to monitor their own and others emotions, and tune emotions according to the situation they are in (Salovey, et. al, 2011).

As a consequence, it is safe to say that none of these branches are seperate from one another. There are strong connections among them, so when some skills develop in one branch, it will also affect other branches positively. For example, when one is able to perceive emotions, he or she will more likely be able to understand and regulate them.

1.4.4 Mixed-Model Approaches to Emotional Intelligence

The third approach to emotional intelligence is generally mentioned as a "Mixed Model" approach because, the model consists of mixed characteristics. These approaches use very broad definitions of emotional intelligence that principally include "noncognitive capability, competency, or skill" (Bar-On 1997), and "emotionally and socially intelligent behavior" (Bar-On 2004), and "dispositions from the personality domain" (Petrides & Furnham 2003).

More clearly, most measures of mixed model evaluate one or more emotional intelligence tenets, such as emotional perception, but then they focus on other scales, such as happiness, stress management, self-esteem (Bar-On 1997); adjustment, social competence (Boyatzis & Sala 2004, Petrides & Furnham 2001); innovative thinking, resilience, and foresight versus reason (Tett, et. al., 2005).

In a nutshell, it can be evidently suggested that mixed model approach mainly focusses on skills which can be acquired through practice such as stress tolerance or self-esteem, and so, it seems that the concept of emotional intelligence and its elements come second.

1.5 MEASUREMENT OF EMOTIONAL INTELLIGENCE

There are several measurement techniques in the literature that depend on the approach the researchers adopt. For instance, if emotional intelligence is viewed as an ability by the researcher, then performance- based measurement technique might be conducted. However, if a researcher adopted trait emotional intelligence approach, then self-report techniques could be used.

1.5.1 Performance-Based Measurement of Emotional Intelligence

This approach aims to determine to what extent respondents carry out tasks and solve problems about emotions. Performance-based measurement is quite common in intelligence research and, the most popular performance-based measure is the Mayer-Salovey-Caruso Emotional Intelligence Test (Mayer, et. al., 2002).

The MSCEIT ability test measures all four branches by providing a total EI score. This test consists of two scoring systems; one is based on expert researchers on emotions and, another is based on the combined responses of a large sample drawn from the general population (Mayer, et. al., 2001). MSCEIT has some sort of advatages that includes all four branches from Mayer & Salovey's (1997) model and evidence for its validity and reliability from past studies (Côté & Miners 2006, Farh, et. al., 2012).

1.5.2 Self-Report Measurement of Emotional Intelligence

In this approach, respondents demonstrate their agreement with self-descriptive statements about their abilities such as"I know what other people are feeling just by looking at them" (Schutte, et. al., 1998) or "I am quite capable of controlling my own emotions" (Law, et. al., 2004). As the name implies, the self-report measure aims to investigate that how well individuals estimate their own performance on problems about emotions and express it through the questionnaires.

However, in self report measures, the self-serving bias is more likely to occur because, when it comes to abilities, people are inclined to develop favorable perceptions of their intelligence (Dunning, et. al., 2004). In one investigation, approximately 80 people out of 100 have reported that they were among the 50% most emotionally intelligent people in the population, and this gives us an idea that people generally overestimate their EI (Brackett, et. al., 2006).

In addition, findings suggest that individuals with lower emotional intelligence exaggerate their emotional intelligence, because they lack the insight which is necessary to evaluate how accurately they solve problems about emotions (Sheldon, et. al., 2013). Furthermore, evidence suggests that individuals may give fake responses on self-report questionnaires even if they know their actual levels of EI (Donovan, et. al., 2003). On the contrary, in performance- based measures, participants who have low level of emotional intelligence cannot increase their emotional intelligence scores by pretending to know the correct solutions to the given problem (Day & Carroll, 2008).

Therefore, these findings throw doubt on the assumptions that are critical to the validity of the self-report approach. Additionally, the limitations of this approach are supported by meta analytic evidence that self-report measures of EI are more strongly correlated with measures of personality traits, which also capture self-perceptions, than with performance-based measures of EI (Joseph & Newman, 2010).

1.6 EMOTIONAL INTELLIGENCE AT WORK SETTINGS

Emotional intelligence is suggested to affect a full range of work place behaviors, such as job commitment, teamwork, talent development, change management, and client commitment (Zeidner, et. al., 2004). According to Cooper (1997), individuals who have highly emotionally intelligent can be more successful in their careers while they're building

stronger personal relationships, and they are able to have better health than people who have low levels of EI.

However, why is this so? First of all, it is safe to suggest that highly emotionally intelligent individuals are better at communicating and this may give them opportunity to express their ideas, goals, or intentions more freely and maybe clearly than those who are less emotionally intelligent. Moreover, they might have a capacity to make other people feel better fitted to the working environment (Goleman, 1998). Secondly, emotional intelligence might be associated with the social skills that are needed for group action, for example, individuals who are emotionally intelligent mostly have some sort of skills which help them to create projects or ideas by using emotions (Mayer &Salovey, 1997).

Thirdly, EI may also be essential for organizational commitment, for instance, leaders who have high levels of EI particularly provide supportive and friendly organizational climate to their subordinates and, needless to say, this mild working climate may affect individuals in a positive way which also impacts on from groups to organization as a whole (Cherniss, 2001). Besides, EI also takes place in group development, because being a succesful team requires cognizing each others' capacity and frailty and, boosting other party's strength if it is probable (Bar-On, 1997).

Finally, EI is claimed to play a huge part in people's ability to deal with challenges (both external and internal), it can be evidently suggested that being able to deal with stressful work conditions may give a good indication of one's EI level (Bar-On, 1997).

According to a theory based model propounded by Jordan, Ashkanasy, and Hartel (2002), EI can be considered as a mediator which accounts for employee's affective and behavioural reactions toward job insecurity. What the model implies is that employees who are low in EI, are more likely inclined to drift into a state of negative emotions, in consequence of job insecurity than their high EI counterparts. Therefore, this may reduce their

affective commitment to the job and, drive them to experience job-related negative affect as a result of their insecurity. These two emotional responses would guide one to have maladaptive coping mechanism, such as withdrawal from others.

On the other hand, highly emotionally intelligent employees are good at coping with job insecurity and so they may regenerate effects of job insecurity on their emotional commitment. In fact, emotionally intelligent individuals perceive such things as a challenge rather than threat. As a matter of course, this may lead them to be more committed to the work, and have positive problem-focused coping behaviors (Zeidner, et. al., 2004).

Apart from these findings, it has been investigated whether emotional intelligence serves as a buffer between job stressors and stress reactions (Cote, 2014). According to the results, the association between job loss and depressive symptoms was weaker in individuals who have higher ability to implement a cognitive reappraisal strategy to regulate emotions than individuals who have lower ability to use that strategy (Troy, et. al., 2010).

Emotional intelligence also helps individuals to detect others' emotions accurately, and it helps people to act accordingly during interpersonal interactions (Cote, 2014). For instance, in one study, it has been found that customers with high ability to detect disingenuousness gave lower service evaluations to agents who expressed fake emotions (Groth, et. al., 2009).

In another study, Grant (2013) has hypothesized that employees should express their concerns with more sensitivity, if they can choose appropriate strategies to regulate emotions in challenging interpersonal encounters. As expected, the association between expressing and supervisor-rated job performance has been found more positive among employees higher in emotion regulation knowledge, in comparison to their relatively lower emotion regulation ability counterparts (Grant, 2013).

Another study has indicated that developmental job experiences and turnover intentions was weaker among new managers with higher EI, who can better identify that they are experiencing emotional reactions caused by these experiences so that, they can more easily deal with these reactions (Dong, et. al., 2013). Consistent with this finding, negative emotional reactions to developmental job experiences were associated with higher turnover intentions among managers with lower EI (Cote, 2014).

Besides, emotional intelligence may help individuals recognize incidental emotions which are unrelated to the decisions they are making, and so, they can make proper decisions via that awareness. For instance, in two studies, the impact of occasional anxiety on risk taking has been investigated, and results have indicated that participants with higher ability to analyze causation between events and emotions, had a weaker correlation in terms of occasional anxiety and risk taking (Yip & Côté 2013). This ability probably helps individuals to identify their emotions so that they realize incidental anxiety was unrelated to the decisions that they are making. Therefore, this appraisal process may reduce the effects of anxiety on these decisions.

Recent studies have found that high level of trait emotional intelligence is associated with lower levels of stress and higher levels of perceived job control, job satisfaction, and job commitment (Petrides & Furnham, 2006 ; Platsidou, 2010 ; Singh & Woods, 2008). Another research has suggested that high trait EI may play a huge role in entrepreneurial behavior (Zampetakis, Beldekos, & Moustakis, 2009), and it protects individuals against burnout (Platsidou, 2010 ; Singh & Woods, 2008), and predicts internal work locus of control (Johnson, Batey, & Holdsworth, 2009).

Additionally, Lopes et al. (2006) have examined the work performance of 44 analysts and administrative employees from a U.S. based insurance company. The results have

demonstrated that "MSCEIT Total" of EI is positively correlated with many positive workplace outcome, such as promotion, sociability, or company rank (Lopes, et. al., 2006).

A similar study has been carried out by Rosete & Ciarrochi (2005), they have examined 41 executives from a large public service organization. Executives' "MSCEIT Total", "Perception", and "Understanding" scores were strongly correlated with rated "cultivates productive working relationships" and rated "personal drive and integrity", but this kind of correlation has not been found with "achieves results" (Rosete & Ciarrochi, 2005, p.393). Therefore, this makes one think that executives' EI scores are correlated more with how they achieved rather than what they achieved.

Apart from real life examples, people's work performance and emotional intelligence have been investigated by carrying work environments into a laboratory setting. In this vein, Day and Carroll (2004) have examined individuals by using a group decision-making task. Nominately, participants' job was to appoint employees' order who must be dismissed during an organizational decruitment.

The layoff ranking has first been finished personally and then participants came together in a meeting to reach a mutual decision. Results have indicated that "MSCEIT Perception" is positively correlated with individual performance on the layoff task. Besides, participants who have high "MSCEIT Total" scores have also gotten high ratings from other group members in terms of organizational citizenship (Day & Carroll, 2004).

1.7 PREDICTORS OF EMOTIONAL INTELLIGENCE

1.7.1 Emotional Intelligence and Personality

From 1980s to 2000s, personality psychology was occupied with Big Five traits in its personality studies (Goldberg, 1993; Goldberg & Rosolack, 1994). Therefore, many people have considered personality equal to the Big Five (Block, 1995).

Personality factors and emotional intelligence have also been associated with each other. Especially it has been found that emotional intelligence (as measured by the MSCEIT) and the Big Five personality factors have a significant relationship (Matthews, Roberts & Zeidner, 2004; Matthews et al., 2006).

More concretely, Mayer et al. (2004) have examined the relationship between the MSCEIT and Big Five personality factors in more than five studies. Their studies help us to figure out the characteristics of people with high levels of emotional intelligence. Significant correlations have been found among individuals emotional intelligence scores and their agreeableness, openness, and conscientiousness scores. However, negative associations have been found among individuals EI, extraversion and neuroticism scores.

In another research, Warwick and Nettelbeck (2004) have found that only participants' agreeableness scores had a significant relationship with the MSCEIT. Additionally, other researchers have found that "the ability to manage one's emotions" and extraversion are associated with each other (Lopes, Salovey & Straus, 2003).

On the other hand, in another study, it has been found that emotional intelligence (assessed by the MEIS) is correlated with empathy, but has little association with neuroticism and extraversion (Ciarrochi, et. al., 2000).In fact, the association between personality and emotional intelligence is mostly based on the perspective that is taken by the researcher.

For instance, if the researcher defines emotional intelligence as an ability, then it is expected that emotional intelligence and Big Five traits will have very little correlations with each other. On the other hand, mixed-model self-report scales of emotional intelligence are considered to be more relevant to personality with some variables such as motivation and social skills (Brackett & Mayer, 2003).

For example, when Big Five model of personality is considered, trait emotional intelligence is expected to have huge significant correlations with "extroversion" and

"neuroticism", but it has little significant positive correlations with "openness" , "agreeableness", and "conscientiousness" (Dawda & Hart, 2000; Petrides & Furnham, 2001; Saklofske et al., 2003; Schutte et al., 1998).

To be more specific, in Lopes et al. (2004), it has been found that extroversion, agreeableness and openness are positively associated with managing emotions. Furthermore, with regard to the Big Five, it has been found that extroversion was positively correlated with higher positive interaction with friends.

Apart from Big Five, emotional consistence and conscientiousness also have negative correlations with conflict with friends. Besides, according to the results of the study, it has been indicated that all the Big Five subscales (except for extroversion) were associated to self-perceived conflict resolution skills, but only agreeableness has been found to significantly associated to friends' ratings of conflict resolution skills (Lopes, 2004).

1.7.2 Emotional Intelligence and Attachment

As it is mentioned before, emotionally intelligent people are more successful in managing, understanding, utilizing their emotions. In this vein, they are more successful in establishing good relationships, coping with challenges and pressures than individuals who are less emotionally intelligent. In fact, abilities and skills that emotionally intelligent people have are intensely correlated with daily social behaviour (Lopes, Salovey, & Straus, 2003).

It is safe to say that family, friends and environment are important parameters for individuals to develop emotional intelligence. Especially, early childhood experiences are inevitable in terms of developing emotional intelligence. More concretely, a person's identity begins shaping in line with the interactions and relationships that he/she has from the beginning of his/her life.

According to Bowlby (1982), primary nursing experiences can be considered as internal working models, because not only do they have a power to determine our future

relationships direction, but also they give us particular elusive rules which shape our interpersonal relationships, coping styles at the time of stressful situations. Therefore, according to attachment theory, individuals begin to build up intrinsic priming models about self and others in their very early years, and these models determine how one relates with his/her environment (Hazan & Shaver, 1987; Shaver, Collins, & Clark, 1996).

For example, if individuals have caregivers who are consistent and available emotionally, then they are likely to develop secure base attachment and, they can be better at dealing with negative life events (e.g., seek support from a friend). On the other hand, if individuals do not have caregivers who are emotionally available or consistent, this may lead them to develop insecure attachment orientations and, eventually stressful life events can easily depress or weaken them like a bloodsucking mite (e.g., withdraw from others) (David, et. al., 2005). Bowlby (1980) has also suggested that people's attachment orientation plays a distinctive role on emotion regulation ability (Mikulincer, et. al., 1998). Therefore, it can be claimed that individuals' attachment style is related to emotional intelligence.

Primarily, attachment orientations consist of complicated interplays between emotion and cognition which can introduce hypotheses on emotion facilitation and understanding. It is also remarkable that emotion facilitation and understanding are highly related with each other (Mayer, Salovey, & Caruso, 2000). In the literature, there are various studies demonstrating that secure individuals deal with negative emotions better and easier in social situations when they are compared with insecure people (Kobak, & Sceery, 1988), and they voice more positive emotions in social situations while holding emotion regulation skills (Kobak, & Sceery, 1988).

For instance, in one study which examines attachment orientation and emotional decoding, and the research indicates that people who have secure attachment orientation are relatively accurate in detecting facial expressions which form as a results of negative

emotions, whereas people who have avoidant attachment orientation are not good at detecting emotions (Magai, et. al., 1995). Furthermore, they have found that anxious/ambivalent individuals are also inaccurate in detecting anger.

In addition, attachment orientations and emotional perception has also been investigated by Feeney, Noller, & Callan (1994). They have found that anxious attachment style was negatively correlated with the certainty in coding partners positive non verbal behaviours.

Besides, Kafetsios (2000) has conducted both laboratory and naturalistic tasks to measure emotional decoding accuracy of partner's facial expression. According to the results, it has been found that secure attachment and emotion decoding accuracy are positively correlated with each other in terms of partner's facial expressions.

In addition to emotion perception, it has been suggested that attachment orientations are associated with some sort of discrepancies in terms of emotion regulation (Kobak & Sceery, 1988; Mikulinceer & Florian, 2001). As such, adults who have insecure attachment orientation are more likely to be psychologically less resilient, prone to depression and anxiety than their secure counterparts. Besides, it has been reported that, as expected, they experience more negative affect when it comes to relationships.

Moreover, insecure partners are inclined to experience more negative emotions but also they tend to suppress their emotions more in comparison with secure partners (Feeney, 1995). And this emotion suppression process make them more vulnerable to psychological distresses, and make negative emotions more difficult to manage. Studies also have demonstrated that avoidant people focus less on affect and, they are less interested in events which carry affective value (Mikulincer & Orbach, 1995; Fraley, Garner & Shaver, 2000). However, anxious people are able to focus negative emotions with ease (Collins, 1996; Fraley & Shaver, 1997).

In another study, Kafetsios (2002) has found that attachment orientation (secure base) might be a strong predictor of emotional intelligence when gender and age are controlled. In line with this claim, it has been found that individuals who are securely attached are more emotionally intelligent when they are compared to avoidant and anxious individuals (Koohsar & Bonab, 2011).

On the other hand, the avoidant attachment orientation has been associated with becoming distanced from other people emotionally to protect self from distress as a result of negative events (Hazan & Shaver, 1987; Mikulincer, Orbach, & Iavnieli, 1998). The anxious-ambivalent attachment orientation has been associated with emotional fugacity in interpersonal communication (Simpson, 1990) and extreme arousal to the stressful condition (Mikulincer et al., 1998).

Emotional intelligence has been associated with low probability to experience depression, faster mood recovery after negative experiences, more emotional control and empathy, low anxiety and neuroticism, adaptive emotional problem solving, and positively connected with expressing feelings (Mayer et al., 2000).

In the light of the literature, secure attachment orientation is expected to be associated positively with the recognition, utilization, and management of emotions. However, it is suggested that avoidant and anxious attachment orientations would be negatively correlated with emotional intelligence abilities (Kafetsios, 2004).

Additionally, according to the study of Kafetsios (2004), all subscales of emotional intelligence (MSCEIT) have been found to be correlated with secure attachment orientation and it has been found that securely attached individuals have high level of emotional intelligence than insecure individuals in terms of perceiving, facilitating and managing emotions (Gorunmez, 2006; Kafetsios, 2004).

1.8 WORK-PLACE RELEVANT CONSEQUENCES OF EMOTIONAL

INTELLIGENCE AND EMPATHY

1.8.1 Emotional Intelligence and Job Satisfaction

The topic of job satisfaction has gained a great deal of importance in recent years. It refers to how much a person likes his or her job, or it can be considered as an affective attachment an individual has with his job. In fact, the construct of job satisfaction came into existence with Herzberg's (1968) two-factor theory which purported that job satisfaction is based on intrinsic and extrinsic factors in the workplace. For instance, intrinsic job satisfaction is an internal enthusiasm to carry out a certain task and, hence people perform particular activities just because it gives them pleasure (Vallerand, 1997).

From this point of view, it can be claimed that emotionally intelligent individuals may have higher job satisfaction (Meyer & Tett, 1993). However, external factors were defined as external benefits which are provided to people by the organization. For example, money, good grades or other rewards may increase people's job satisfaction, but these factors are not related to the job that people have (Vallerand, 1997).

Furthermore, there are several reasons why employees' emotional intelligence may affect their job satisfaction. Interpersonally, emotional awareness and emotion regulation processes are positively correlated with emotional intelligence and it is expected that people who have these skills will be able to manage stress and conflicts at work. Intrapersonally, being able to use emotions and being aware of one's own emotions can help people to regulate stress and negative emotion; that's why they can perform better at work (Kafetsios & Zampetakis, 2008).

Several studies have indicated that high level of emotional intelligence is correlated with competency in dealing with problems (Mikolajczak & Luminet, 2008). Besides, it is associated with low level of negative affect and distress (Bastian et al., 2005).

For example, in one study which examines food service workers and their managers' (Sy et al., 2006) emotional intelligence and job satisfaction, there has been a positive correlation between an ability based emotional intelligence scale and job satisfaction. Besides, another study has found that there were positive correlations between job satisfaction (emotional components) and emotional intelligence (measured both self and supervisor reports) (Kafetsios, 2008).

Furthermore, according to Sy et al. (2006), emotionally intelligent employees have higher level of job satisfaction, because, they are much better at evaluating and regulating their emotions and this may positively affect their job satisfaction and morale.

The positive relationship between emotional intelligence and job satisfaction is also emerged in a nursing sample (Güleryüz et al., 2008). In this study, highly emotionally intelligent nurses have claimed that they have high satisfaction with their jobs.

As a consequence, it can be suggested that employees who have high level of emotional intelligence will more likely have higher job satisfaction. This may stem from emotionally intelligent employees coping skills with stress. For instance, when an emotionally intelligent employee confronts with stress, he is more likely be able to develop strategies to deal with stress. However, another employee who has low emotional intelligence will not be able to develop strategies to overcome stress. Besides, it can be claimed that emotionally intelligent workers have a power to affect their colleagues morale and this may lead them to have positive outcomes in their jobs.

1.8.3 Conflict Management and Emotional Intelligence

Conflict and disagreement are inevitable almost in all relationships. Conflict is defined as ''a state of disharmony between incompatible persons, ideas, or interests'' (Lee, et. al., 2008). The effectiveness of employees, teams and entire organizations basically depends on how they manage interpersonal conflict at workplace.

For instance, managers spend approximately 20% of their time dealing with conflict, and evidence suggests that conflict and conflict management at work have undeniable influences on individuals, groups and organizations' effectiveness, alongside with well being (Carsten et. al., 2001). Although there are several forms of conflict, intrapersonal and interpersonal conflicts will be discussed in this study.

As the name implies, interpersonal conflict refers to the conflict that is taken place between people, whereas intrapersonal one describes conflict that occur within oneself. Although interpersonal conflict is normal and common in the workplace, if such conflicts cannot be managed well, it can cause loss of productivity and relationships problems (Umashankar, 2014) .Therefore, conflict management strategies become essential for organizations in order to achieve certain tasks and maintain a productive working environment.

In fact, the origins of conflict management skills lie in childhood. Parents who are prepared to explain, encourage perspective taking, and promote harmony help children to develop constructive strategies to resolve relationship difficulties.

As might be expected, when these children become adults, they will tend to resolve conflicts in a more constructive way and consider the conflict as "an opportunity to enhance intimacy and communication because partners learn about each other's goals and feelings and because they may engage in collaborative strategies to try to resolve the conflict" (Howe, 2013, p.89).

Rahim and Bonoma (1979) have examined the styles of dealing interpersonal conflict on the basis of two basic aspects which are interest for ourselves and others. The first aspect accounts for the degree (high or low) in which an individual takes action to satisfy his or her own interest. The second aspect accounts for the degree (high or low) in which an individual

takes action to satisfy the interest of other people. These two aspects result in five different styles of dealing conflict.

Descriptions of these styles are:

1. **Integrating** (high concern for self and others) style involves openness, exchange of information, and examination of differences to reach an effective solution acceptable to both parties. It is associated with problem solving, which may lead to creative solutions.

2. **Obliging** (low concern for self and high concern for others) style is commonalities to satisfy the concern of the other party.

3. **Dominating** (high concern for self and low concern for others) style has been identified with win-lose orientation or with forcing behavior to win one's position.

4. **Avoiding** (low concern for self and others) style has been associated with withdrawal, buck-passing, or sidestepping situations.

5. **Compromising** (intermediate in concern for self and others) style involves give-and-take whereby both parties give up something to make a mutually acceptable decision (Rahim & Psenicka, 2002, p.307).

Researchers claim that dealing with interpersonal conflict mostly depends on one's emotional intelligence level. More clearly, if a person is high on emotional intelligent, then he or she is more likely to resolve conflicts in a more effective way. However, when a person has low level of emotional intelligent, unfortunately, he/she would not be able to use adaptive, effective methods to solve conflicts (Goleman, 1999; Mayer *et al.*, 1997). To give an example, Jordan and Troth (2002) have demonstrated that people with high emotional intelligence mostly choose adaptive solutions when they experienced conflict.

When it comes to leadership, it can be claimed that if leaders have high level of emotional intelligence, their followers will probably look for adaptive solutions in a conflicted situation with their leader. On the other hand, leaders who have low level of emotional

intelligence may lead their followers to seek less cooperative solutions (dominating and avoiding) when they have conflict with their leader.

According to one research, it has been found that there is a significant relationship between emotional intelligence and subordinates' conflict management styles (Yu, Sardessai, Lu & Zhao, 2006). More concretely, people with high emotional intelligence adopt collaborative style of conflict management and the compromising style of conflict management (Lee, et. al., 2008).

Additionally, Davis' (1996) organizational model suggests that having an empathic tendency can affect conflict management in a positive way. For instance, if one understands other party's standpoint, then he/she may gain insight about his/her actions and, as a result of this, conflicts can be resolved in a constuctive way without experiencing too much negativity.

Besides, sharing other party's nuisance might elicit sympathy (Eisenberg et al., 1994), that constrain us from exhibiting maladaptive impulses at the time of conflict. As a consequence, it can be clearly claimed that empathy, either cognitive or affective, has a power to induce perspective taking and this may help individuals to deal with conflicts more effectively.

1.9 AIM OF THE CURRENT STUDY

Therefore, after emotional intelligence literature and various studies are touched upon, the purpose of this research is to find out the predictors' of "EI" and what sort of role emotional intelligence and empathy play on job satisfaction, conflict management in business settings.

Therefore, the study is divided into two parts (survey and experimental). In the first part (survey), it is expected that empathy and emotional intelligence will have positive correlations with each other. Thereupon, it is hypothesized that job satisfaction will be positively correlated with empathy and emotional intelligence.

Additionally, it is intended to figure out what distinguishes emotionally intelligent employees from those who are not. For example, it is expected that employees with high level of emotional intelligence may also have a secure attachment orientation and more satisfied with their jobs. On the other hand, it is expected that employees who have low level of emotional intelligence may have insecure attachment orientation and have low satisfaction in their jobs.

It can be clearly claimed that participants' attachment orientation would play a predictive role on emotional intelligence. Therefore, it is hypothesized that secure attachment orientation and emotional intelligence will have positive correlations with each other. Finally, the relationship between personality traits (Big Five) and "EI" will also be searched to find out what kind of associations exist between them. More clearly, it is been hypothesized that conscientiousness, aggreableness and extraversion might have positive correlations with "EI" and job satisfaction.

Apart from these, in the second part of the study, it is expected that high emotional intelligence and empathy will instigate participants' capacity of evaluating things bilaterally and help them to deal with their conflicts more easily than participants who have low level of

empathy and emotional intelligence. Therefore, we expect that experimental group will be

significantly different than control group on the basis of their responses to the cases.

CHAPTER 2 - METHOD

2.1. PARTICIPANTS

One hundred and twenty workers (71 female, 49 male) from three different sectors (education, health and construction) participated in the survey part of this study. The study was conducted in Balıkesir and participants were chosen from "Balıkesir Devlet Hastanesi", "Balıkesir Üniversitesi" and three building audit companies which are "İkiz Yapı Denetim", "Sistem Yapı Denetim" and "Güçlü Yapı Denetim". The mean age of participants was 34. One hundred subjects were randomly assigned to the experimental part of the study. All subjects were native speakers of Turkish.

2.2. MATERIALS

The data were collected by administering six forms respectively that are "demographic information form", "job satisfaction scale", "empathic tendency scale", "big five personality inventory", "attachment scale", and "emotional intelligence scale" in the survey part of the study.

Demographical information questionaire was developed by the author and in addition to general questions, job satisfaction and job change questions ("how much are you satisfied with your job and working environment" and "how many times did you change your job") were added to examine its relation to emotional intelligence. These questions were responded on a 7 point-Likert scale from 1 to 7.

The job satisfaction scale was developed by Paul E. Spector, in 1994. It aims to measure participants' attitudes towards their jobs, supervisors and working environment. This inventory consists of 36 items and nine subscales such as "payment", "promotion", "supervisor", "benefits", "rewards", "conditions", "relationship with coworkers", "work's nature", and "communication". Standardization of job satisfaction scale for Turkish sample

was made by Yelboğa (2009). Besides, Cronbach alpha coefficient of the job satisfaction scale's range is between .63 and .88 for each subscale.

The empathic tendency scale was developed by Üstün Dökmen, in 1988. It was used to measure participants' empathic tendency. This inventory consists of 20 items and the items were responded on a 5-point-Likert scale from 1 to 5. Standardization of "Empathic Tendency Scale" was made by Dökmen (1988). Its Cronbach alpha coefficient is .71.

Big Five Personality Inventory (Goldberg, 1994) was used to measure participants' personality characteristics. This inventory consists of 44 items and five subscales that are "openness", "extroversion", "agreeableness", "neuroticism" and "consciousness". Items were responded on a 5-point-Likert scale from 1 to 5. Standardization of "Big Five Personality Inventory" was made by Girgin (2007). Its cronbach alpha coefficient is .80.

Attachment Scale (Griffin, D. W., & Bartholomew, K., 1994) was used to measure participants' attachment orientations which are classified as secure, fearful, dismissing, and preoccupied. The inventory consists of 30 items with 7 point Likert type measurement scale. Standardization of attachment scale for Turkish sample was made by Sümer and Güngör (1999). Its cronbach alpha coefficient ranges from .54 to .78.

"The Emotional Intelligence Scale" was first introduced by Schutte (1998) and then developed by Austin et. al., (in 2004). This version of the inventory consists of 41 items with three subscales which are "optimism", "evaluation of emotions" and "utilization of emotions". The scale was standardized by Tatar et. al., (2012). Cronbach alpha coefficient is .82.

In the second (experimental) part of the study, one of two different stories, which are empathy inducing (a part from the novel Les Miserables) and neutral (a story which lacks emotional content), empathic tendency scale (used in the survey part) and six business cases (related to conflict management and trust in the work place) were presented (in this order).

Business cases were prepared by the author and they practically aimed to measure interpersonal decision making and conflict management in the workplace. In this sense, participants' responses were classified as "low empathy", "moderate empathy" and "high empathy" on the basis of four empathy cases.

In the cases, scoring rubric was predominantly based on whether participants are able to approach and evaluate a given case by taking both parties perspectives into account. To be more specific, participants who clearly don't try to understand, and hold negative, accusatory and judicial attitude toward other party were given "1 point" and they were included into "low empathy" category.

On the other hand, participants who are willing to understand or help the one party, but hold one sided approach and could not give a certain problem solving strategy, were given "2 points" and they were included into "moderate empathy" category. Finally, when participants approach to a given case by considering both parties' perspectives and generate solutions via that awareness or insight were given "3 points" and they were classified as "highly empathic". Cohen's Kappa values: Empathy case 1: .802 , Empathy case 2: .828, Empathy case 3: .760, Empathy case 4: .759

As a result, the rationale of the cases was not typically to measure "empathy", the aim was to figure out whether empathy manipulation does really contribute people's perspective taking skills in some way, or to what extent people's interpersonal decision making processes would be affected by that.

In conclusion, scoring was conducted both by researcher and other examiner to increase reliability. When different scores emerged to the cases, we calculated the arithmetic mean.

2.3. PROCEDURE

In the survey part of the study, participants were asked to fill in questionnaires respectively. This part, approximately, took 25 minutes. Henceforward, in the experimental part of the study, 100 participants out of 120 were randomly assigned to one of the two groups: experimental and control.

In experimental group, participants were presented a part from "Les Miserables" and asked to read it. Then they were given "empathic tendency scale" to see whether the story increased participants' empathic tendencies or not. Finally, four business cases were presented and participants were asked to generate solutions to the cases through given questions.

In control group, participants were presented a neutral story from Fromentin's novel (Dominique) and asked to read it. Then as it happened in the experimental group, they were presented with the empathic tendency scale. After that, four business cases were presented and they were asked to create solutions through given questions.

CHAPTER 3 - RESULTS

The research sample consists of 120 (71 female, 49 male) participants who work in three different fields (health, education, construction). 60% of the participants were college graduate, 11.7% of them hold a master's degree, 15.8% of them hold a PhD degree, and 12.5% of the participants have an associate degree. 10.8% of the participants work as an assistant, 2.5% of them work as an assistant specialist, 25.8% of them work as a specialist, 8.3% of them work as an employer, and 52.5% of the participants chose "other" from the position category as their position.

30% of the participants reported that their job experience is less than 5 years, 27.5% of them have 5 to 10 years of experience, 29.2% of them have 10 to 20 years of experience, 13.3 of the participants have more than 20 years of experience. 26.7% of the participants have never changed their job, 26,7% of them have changed their job for once, 29.2 of them have changed their jobs two times, 12.5 of them have changed their jobs three times, 3.3% of them have changed their jobs four times, and 1.7% of the participants changed their jobs five or more than five times.

After mentioning frequency results, in this part, descriptive data results would take place. First of all, the youngest participant of the study was 23 years old whereas the oldest participant was 65. The average age of the participants is 34.01 ($SD = 8.37$). Hereupon, one-way ANOVA was performed to compare sectors on the basis of their job satisfaction. According to the results, the health sector had the lowest level of job satisfaction ($M = 4.26$, $SD = 1.08$), the education sector intermediate ($M = 4.63$, $SD = 1.15$), and the construction sector seems to have the highest level of job satisfaction ($M = 4.90$, $SD = 1.46$).

Table 1. Oneway Anova on job satisfaction (on the basis of sectors)

Descriptives

Job satisfaction

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Health	30	4,2667	1,08066	,19730	3,8631	4,6702	2,00	6,00
education	30	4,6333	1,15917	,21163	4,2005	5,0662	2,00	7,00
construction	60	4,9000	1,46946	,18971	4,5204	5,2796	1,00	7,00
Total	120	4,6750	1,32311	,12078	4,4358	4,9142	1,00	7,00

However, no significant difference among the sectors was found on the basis of their job satisfaction levels, $F(4, 115) = 2.30$, $p = 0.63$. In addition, job satisfaction was evaluated on the basis of the participant's sex and the results indicated that male participants have higher level of job satisfaction ($M = 4.96$, $SD = 1.33$) than their female colleguages ($M = 4.48$, $SD = 1.28$), $F(1, 118) = 3.91$, $p = .050$.

Besides, job satisfaction was also analysed on the basis of the participants' job experience. Participants who had 20 years or more job experience were on the first rank ($M = 5.25$, $SD = 1.48$), and participants who had 5 to 10 years of experience had the second highest satisfaction ($M = 4.79$, $SD = 1.29$), participants who had 10 to 20 years of experience were in the third rank ($M = 4.66$, $SD = 1.10$), and the lowest satisfaction belonged to the participants who had 5 years or less experience ($M = 4.33$, $SD = 1.41$). However, there was no significant difference among participants' job satisfaction on the basis of their years of experience $F(3, 116) = 1.93$, $p = .128$.

According to the correlation analyses, job satisfaction was positively correlated with aggreableness, $r(120) = .361$, $p< .001$, secure attachment orientation, $r(120) = .215$, $p< .005$, empathy, $r(120) = .532$, $p< .001$, optimism, $r(120) = .305$, $p<.001$, and evaluation of emotions, $r(120) = .270$, $p< .001$. On the other hand, it was negatively correlated with neuroticism, $r(120) = .-410$, $p< .001$ and anxious attachment orientation, $r(120) = .-316$, $p<$

.001. Additionally, one subscale of job satisfaction, "relationship with coworkers," was positively correlated with preoccupied attachment style, $r(120) = .251$, $p < .001$.

When the relationship of EI with the Big Five was examined, the results demonstrated that "openness" was positively correlated with all subscales of EI, namely optimism, $r(120) = .350$, $p < .001$, using emotions, $r(120) = .397$, $p < .001$, and utilizing emotions, $r(120) = .316$, $p < .001$. Besides, optimism had strong positive correlations with both extroversion and aggreableness, $r(120) = .551$, $p < .001$, and $r(120) = .344$, $p < .001$, respectively. In addition to these findings, "utilizing emotions" was positively correlated with extroversion and aggreableness, $r(120) = .301$, $p < .001$, and $r(120) = .223$, $p < .005$, respectively.

Furthermore, the relationship between EI and attachment was also investigated. According to the findings, all EI subscales and secure attachment orientation were positively correlated with each other, $r(120) = .404$, $p < .001$ (with optimism), $r(120) = .251$, $p < .001$ (with using emotions), $r(120) = .347$, $p < .001$ (with utilizing emotions).

However, when it comes to insecure attachment pattern, the results were just the opposite. Nominately, "optimism" and fearful attachment orientation had a negative correlation, $r(120) = -.359$, $p < .001$, and "utilizing emotions" had negative correlations with both fearful $r(120) = .-286$, $p < .001$ and dismissing attachment orientation, $r(120) = .-233$, $p < .001$. Additionally, dismissing attachment orientation was negatively correlated with "using emotions", $r(120) = .-224$, $p < .005$.

On the basis of the empathy results, it was seen that participants' empathy scores were positively correlated with "extroversion", $r(120) = .524$, $p < .001$, "aggreableness", $r(120) = .631$, $p < .001$, "conscientiousness", $r(120) = .252$, $p < .001$, "openness", $r(120) = .296$, $p < .001$, and "secure attachment orientation", $r(120) = .459$, $p < .001$. On the other hand, empathy was negatively correlated with "neuroticism", $r(120) = .-409$, $p < .001$, fearful

attachment orientation, $r(120) = .-451$, $p < .001$, and dismissing attachment orientation, $r(120)$

$= .-291$, $p < .001$.

		empativaka total	empativaka1	empativaka2	empativaka3	empativaka4	extraversion	agreeableness	conscientiousness	neuroticism	openness	secure	fearful	preoccupied	dismissing	iyimserlik	duygukullanım	duygudeğer	empathytotal1
empativakatotal	Pearson Correlation	1	,760**	,789**	,698**	,770**	,155	,176	,108	-,060	,309**	,266**	-,148	,144	-,093	,183	,277**	,320**	,426**
	Sig. (2-tailed)		,000	,000	,000	,000	,123	,080	,287	,551	,002	,007	,149	,154	,359	,068	,005	,001	,000
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
empativaka1	Pearson Correlation	,760**	1	,504**	,383**	,414**	,152	,143	,023	-,158	,236*	,225*	-,100	,233*	-,113	,141	,180	,236*	,375**
	Sig. (2-tailed)	,000		,000	,000	,000	,132	,156	,821	,116	,018	,025	,321	,019	,262	,161	,072	,018	,000
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
empativaka2	Pearson Correlation	,789**	,504**	1	,379**	,454**	,056	,209*	,108	-,074	,282**	,148	-,042	,023	-,005	,097	,172	,206*	,314**
	Sig. (2-tailed)	,000	,000		,000	,000	,581	,037	,283	,465	,004	,143	,681	,818	,964	,335	,087	,040	,001
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
empativaka3	Pearson Correlation	,698**	,383**	,379**	1	,427**	,156	,062	,078	,134	,294**	,175	-,102	,094	-,050	,189	,258**	,179	,226*
	Sig. (2-tailed)	,000	,000	,000		,000	,121	,538	,443	,183	,003	,081	,311	,354	,620	,060	,009	,074	,024
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
empativaka4	Pearson Correlation	,770**	,414**	,454**	,427**	1	,117	,105	,112	-,061	,132	,257**	-,196	,092	-,114	,136	,236*	,337**	,361**
	Sig. (2-tailed)	,000	,000	,000	,000		,247	,299	,269	,549	,190	,010	,051	,360	,261	,177	,018	,001	,000
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
extraversion	Pearson Correlation	,155	,152	,056	,156	,117	1	,337**	,223*	-,350**	,344**	,382**	-,263**	,044	-,052	,551**	,146	,301**	,524**
	Sig. (2-tailed)	,123	,132	,581	,121	,247		,000	,015	,000	,000	,000	,004	,637	,574	,000	,110	,001	,000
	N	100	100	100	100	100	120	120	120	120	120	120	120	120	120	120	120	120	120
agreeableness	Pearson Correlation	,176	,143	,209*	,062	,105	,337*	1	,375**	-,434**	,276**	,382**	-,415**	,089	-,193*	,344**	,161	,223*	,631**
	Sig. (2-tailed)	,080	,156	,037	,538	,299	,000		,000	,000	,002	,000	,000	,336	,034	,000	,078	,014	,000
	N	100	100	100	100	100	120	120	120	120	120	120	120	120	120	120	120	120	120
conscientiousness	Pearson Correlation	,108	,023	,108	,078	,112	,223*	,375**	1	-,196*	,332**	,069	-,034	,076	-,160	,083	,089	,202*	,252**
	Sig. (2-tailed)	,287	,821	,283	,443	,269	,015	,000		,032	,000	,454	,716	,409	,081	,370	,336	,027	,006
	N	100	100	100	100	100	120	120	120	120	120	120	120	120	120	120	120	120	120
neuroticism	Pearson Correlation	-,060	-,158	-,074	,134	-,061	-,350**	-,434**	-,196*	1	-,064	-,257**	,291**	,088	,064	-,256**	,101	,020	-,409**
	Sig. (2-tailed)	,551	,116	,465	,183	,549	,000	,000	,032		,487	,005	,001	,339	,487	,005	,274	,829	,000
	N	100	100	100	100	100	120	120	120	120	120	120	120	120	120	120	120	120	120
openness	Pearson Correlation	,309**	,236*	,282**	,294**	,132	,344**	,276**	,332**	-,064	1	,165	-,104	,194*	-,125	,350**	,397**	,316**	,296**
	Sig. (2-tailed)	,002	,018	,004	,003	,190	,000	,002	,000	,487		,072	,259	,034	,174	,000	,000	,000	,001
	N	100	100	100	100	100	120	120	120	120	120	120	120	120	120	120	120	120	120
secure	Pearson Correlation	,266**	,225*	,148	,175	,257**	,382**	,382**	,069	-,257**	,165	1	-,678**	,277**	-,346**	,404**	,251**	,347**	,459**
	Sig. (2-tailed)	,007	,025	,143	,081	,010	,000	,000	,454	,005	,072		,000	,002	,000	,000	,006	,000	,000
	N	100	100	100	100	100	120	120	120	120	120	120	120	120	120	120	120	120	120
fearful	Pearson Correlation	-,146	-,100	-,042	-,102	-,196	-,263**	-,415**	-,034	,291**	-,104	-,678**	1	-,162	,532**	-,359**	-,160	-,286**	-,451**
	Sig. (2-tailed)	,149	,321	,681	,311	,051	,004	,000	,716	,001	,259	,000		,078	,000	,000	,080	,002	,000
	N	100	100	100	100	100	120	120	120	120	120	120	120	120	120	120	120	120	120
preoccupied	Pearson Correlation	,144	,233*	,023	,094	,092	,044	,089	,076	,088	,194*	,277**	-,162	1	-,355**	-,075	,190*	,203*	,143
	Sig. (2-tailed)	,154	,019	,818	,354	,360	,637	,336	,409	,339	,034	,002	,078		,000	,416	,038	,026	,120
	N	100	100	100	100	100	120	120	120	120	120	120	120	120	120	120	120	120	120
dismissing	Pearson Correlation	-,093	-,113	-,005	-,050	-,114	-,052	-,193*	-,160	,064	-,125	-,346**	,532**	-,355**	1	-,020	-,224*	-,233*	-,291**
	Sig. (2-tailed)	,359	,262	,964	,620	,261	,574	,034	,081	,487	,174	,000	,000	,000		,829	,014	,011	,001
	N	100	100	100	100	100	120	120	120	120	120	120	120	120	120	120	120	120	120
iyimserlik	Pearson Correlation	,183	,141	,097	,189	,136	,551**	,344**	,083	-,256**	,350**	,404**	-,359**	-,075	-,020	1	,413**	,412**	,535**
	Sig. (2-tailed)	,068	,161	,335	,060	,177	,000	,000	,370	,005	,000	,000	,000	,416	,829		,000	,000	,000
	N	100	100	100	100	100	120	120	120	120	120	120	120	120	120	120	120	120	120
duygukullanım	Pearson Correlation	,277**	,180	,172	,258**	,236*	,146	,161	,089	,101	,397**	,251**	-,160	,190*	-,224*	,413**	1	,569**	,365**
	Sig. (2-tailed)	,005	,072	,087	,009	,018	,110	,078	,336	,274	,000	,006	,080	,038	,014	,000		,000	,000
	N	100	100	100	100	100	120	120	120	120	120	120	120	120	120	120	120	120	120
duygudeğer	Pearson Correlation	,320**	,236*	,206*	,179	,337**	,301**	,223*	,202*	,020	,316**	,347**	-,286**	,203*	-,233*	,412**	,569**	1	,499**
	Sig. (2-tailed)	,001	,018	,040	,074	,001	,001	,014	,027	,829	,000	,000	,002	,026	,011	,000	,000		,000
	N	100	100	100	100	100	120	120	120	120	120	120	120	120	120	120	120	120	120
empathytotal1	Pearson Correlation	,426**	,375**	,314**	,226*	,361**	,524**	,631**	,252**	-,409**	,296**	,459**	-,451**	,143	-,291**	,535**	,365**	,499**	1
	Sig. (2-tailed)	,000	,000	,001	,024	,000	,000	,000	,006	,000	,001	,000	,000	,120	,001	,000	,000	,000	
	N	100	100	100	100	100	120	120	120	120	120	120	120	120	120	120	120	120	120

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Table 2. Correlation analyses on EI, attachment, personality traits as independent variable

To see the independent effects of empathy and emotional intelligence on job satisfaction, a hierarchical multiple regression analysis was performed. In the first step, sex and work experience were entered. In the second, attachment styles and Big Five personality traits were entered. Finally, in the third step, the three subscales of Emotional Intelligence and empathy total score were entered.

As reported in the previous analyses, sex and work experience were not correlated with job satisfaction. In the second step, job satisfaction had a negative correlation with neuroticism (β = -.259, p = .009) and with fearful attachment orientation (β = -.278, p = .036). Finally, in the third step, only empathy total score was significantly correlated with job satisfaction (β = .398, p = .006). Thus, it was empathy and not emotional intelligence that had an independent effect on job satisfaction. Furthermore, empathy was the variable that had the highest correlation with job satisfaction among all the other predictor variables.

3.2 STUDY 2

A t-test was performed to see whether there is a significant difference between experimental and control groups on the basis of their responses to the cases. It was found that the experimental group ($M = 1.97$, $SD = 0.63$) was significantly different than the control group ($M = 1.75$, $SD = 0.60$) only in their responses to case 4 (empathy), $t(98) = 1.78$, $p = .039$. Specifically, experimental group had higher empathy scores than the control group.

Table 3. T-test results on groups' empathy scores

	grup	N	Mean	Std. Deviation	Std. Error Mean
empativaka1	deney	50	2,3900	,60853	,08606
	kontrol	50	2,4000	,55328	,07825
empativaka2	deney	50	2,1500	,68698	,09715
	kontrol	50	1,9700	,57508	,08133
empativaka3	deney	50	2,1400	,50548	,07149
	kontrol	50	2,0100	,51991	,07353
empativaka4	deney	50	1,9700	,62605	,08854
	kontrol	50	1,7500	,60819	,08601
empativakatotal	deney	50	8,6500	1,87151	,26467
	kontrol	50	8,1300	1,66540	,23552

Moreover, the total score of the four empathy cases has been found to be positively correlated with participants' secure attachment scores $r(120) = .266$, $p < .001$, openness, $r(120) = .309$, $p < .001$, using emotions, $r(120) = .277$, $p < .001$, evaluation of emotions, $r(120) = .320$, $p < .001$, and empathy scores, $r(120) = .426$, $p < .001$.

Model		Unstandardized Coefficients		Standardized Coefficients			95,0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	125,598	7,770		16,164	,000	110,209	140,987			
	Sex	5,400	4,676	,108	1,155	,251	-3,861	14,661	,103	,106	,106
	Experience	-,614	2,234	-,026	-,275	,784	-5,039	3,811	-,004	-,025	-,025
2	(Constant)	116,869	37,421		3,123	,002	42,693	191,044			
	Sex	4,494	4,295	,090	1,046	,298	-4,019	13,006	,103	,100	,085
	Experience	-2,911	2,144	-,122	-1,358	,177	-7,160	1,338	-,004	-,130	-,110
	Extraversion	,896	,512	,180	1,749	,083	-,119	1,911	,313	,166	,142
	Agreeableness	,574	,598	,102	,961	,339	-,610	1,759	,361	,092	,078
	conscientiousness	,543	,508	,103	1,068	,288	-,464	1,550	,219	,102	,087
	Neuroticism	-1,200	,450	-,259	-2,666	,009	-2,093	-,308	-,410	-,248	-,217
	Openness	,031	,516	,006	,061	,952	-,991	1,053	,176	,006	,005
	Secure	-3,869	3,173	-,146	-1,219	,225	-10,159	2,420	,215	-,117	-,099
	Fearful	-6,901	3,253	-,278	-2,121	,036	-13,348	-,453	-,316	-,200	-,172
	Preoccupied	2,633	2,710	,089	,972	,333	-2,738	8,003	,070	,093	,079
	Dismissing	2,697	3,475	,081	,776	,439	-4,192	9,586	-,106	,074	,063
3	(Constant)	64,382	39,831		1,616	,109	-14,614	143,378			
	Sex	7,258	4,184	,146	1,735	,086	-1,039	15,555	,103	,169	,133
	Experience	-2,265	2,099	-,095	-1,079	,283	-6,429	1,899	-,004	-,106	-,083
	Extraversion	,184	,548	,037	,336	,737	-,902	1,270	,313	,033	,026
	Agreeableness	-,326	,637	-,058	-,512	,610	-1,590	,938	,361	-,050	-,039
	conscientiousness	,503	,488	,095	1,030	,305	-,465	1,471	,219	,101	,079
	Neuroticism	-1,040	,448	-,225	-2,323	,022	-1,927	-,152	-,410	-,223	-,179
	Openness	-,173	,530	-,032	-,327	,744	-1,224	,877	,176	-,032	-,025
	Secure	-5,447	3,079	-,206	-1,769	,080	-11,552	,659	,215	-,172	-,136
	Fearful	-5,855	3,169	-,236	-1,848	,068	-12,139	,430	-,316	-,179	-,142
	Preoccupied	1,950	2,696	,066	,723	,471	-3,397	7,297	,070	,071	,056
	Dismissing	4,610	3,465	,139	1,331	,186	-2,261	11,482	-,106	,130	,102
	empathytotal1	1,153	,415	,398	2,780	,006	,331	1,975	,532	,264	,214
	Optimism	-,296	1,150	-,048	-,257	,798	-2,577	1,985	,305	-,025	-,020
	utilization of emotion	-,559	1,175	-,078	-,475	,635	-2,890	1,772	,139	-,047	-,037
	appraisal of emotion	-,062	,931	-,014	-,066	,947	-1,908	1,785	,270	-,007	-,005
	EItotal	,364	,674	,223	,540	,590	-,972	1,700	,339	,053	,042

a. Dependent Variable: jsstotal

Table 4. Hierarchical Regression Analysis on Job Satisfaction

CHAPTER 4 - DISCUSSION

In the present study, we investigated possible predictors of emotional intelligence and what sort of contributions emotional intelligence makes on job satisfaction and conflict management styles in the work place. To investigate these associations, the study was divided into two parts: survey and experimental.

In the survey part, "EI" was examined on the basis of job satisfaction, attachment orientations, personality traits, and empathic tendency. It was expected that participants who have high level of job satisfaction will also have high level of EI. The results demonstrated that participants who have high "EI" scores also had high level of job satisfaction. For instance, positive correlations were found between job satisfaction and "EI"s two subscales, which are "optimism" and "utilizing emotions".

In plain words, it can be suggested that having an optimistic attitude about things can make one more positive and satisfied in any field of life. Therefore, it is safe to say that participants who are more optimistic and capable of evaluating their emotions, can also interpret events from a realistic and generally positive perspective. This may make them to be more satisfied with their jobs than their pessimistic counterparts. They can find meaning in challenges and hold cognitive distortions at bay which pessimistic people cannot.

Apart from our finding, Kafetsios and Zampetakis (2008) have also tried to account for job satisfaction in terms of interpersonal and intrapersonal levels. They have claimed that at an interpersonal level, emotional awareness and emotion regulation processes are positively correlated with emotional intelligence and it is expected that people who have these skills will be able to manage stress and conflicts at work. However, at an intrapersonal level, being able to use emotions and to be able to have awareness of one's own emotions, can help people to regulate stress and negative emotion; that's why they can perform better at work (Kafetsios & Zampetakis, 2008).

In addition, in one study which examined food service workers and their managers' emotional intelligence and job satisfaction, there has been a positive correlation between an ability based emotional intelligence scale and job satisfaction (Sy et al., 2006). Besides, another study has found that there were positive correlations between job satisfaction's emotional components and emotional intelligence (measured both self and supervisor reports) (Kafetsios, 2008).

The positive relationship between emotional intelligence and job satisfaction also emerged in a nursing sample (Güleryüz et al., 2008). In this study, highly emotionally intelligent nurses have reported that they have high satisfaction with their jobs.

As a consequence, in line with our findings and literature, it can clearly be suggested that employees who have high level of emotional intelligence will more likely have higher job satisfaction. This may stem from emotionally intelligent employees coping skills with stress. For instance, when an emotionally intelligent employee confronts with stress, he is more likely be able to develop strategies to deal with stress.

Apart from emotional intelligence, it was initially expected that job satisfaction will be positively correlated with participants' aggreableness scores whereas negatively correlated with neuroticism scores. The results indicated that aggreableness, extraversion and conscientiousness were positively correlated with job satisfaction. However, the more participants were high on neuroticism, the less satisfaction they had in their jobs.

In fact, in the most general sense, "neuroticism" is expected to be negatively related with any kind of psychological construct which carries positive meaning. Therefore, it can be suggested that emotional imbalance can lead people to experience wide range of negative emotions on a continous basis.

For instance, let's imagine that an employee goes to work early in the morning, works evenly until lunch time, but when he enters into dining hall, he recognizes that his girlfriend is

having a friendly lunch with her seemingly handsome coworker. Not to be perceieved as a "jealous" person, he tries to suppress his negative emotions from both his girlfriend and her coworker. After lunch, he goes back to his office with his mind full of jealousy and conflict. During the day, negative affect would not leave him in peace and focussing on work becomes difficult, and eventually his satisfaction (which he used to have) may begin to fade away.

A notable study has been done by Levin and Stokes (1989) to investigate job satisfaction and negative affectivity. Their study has consisted of both laboratory and field researches. According to the results, negative affectivity has a predictive value on participants' job satisfaction and the two had significant negative associations (Levin & Stokes, 1989). If we adapt this finding to our own study, it is safe to say that neuroticism is a factor which decreases one's satisfaction in one's job.

In addition, we expected that participants who have high level of empathic tendency, will also have high level of job satisfaction, because having empathic tendency enables one to understand the other party's perspective and in line with this, one can evaluate things more objectively.

To give an example, under favour of empathic tendency, one can find solutions to one's work related problems without experiencing too much unresolved conflict with his/her supervisor. Hence, we performed hierarchical regression analyses to see the independent effects of emotional intelligence and empathy on job satisfaction. The results indicated that only empathy had an independent effect on job satisfaction, but not emotional intelligence. It is an interesting finding and it couldn't be accommodated with the literature.

Additionally, Davis' (1996) organizational model suggests that having an empathic tendency can affect conflict management in a positive way. For instance, if one understands other party's standpoint, then he/she may gain insight about his/her actions and, as a result of this, conflicts can be resolved in a constuctive way without experiencing too much negativity.

Job satisfaction and attachment orientation were also examined and it was expected that secure attachment orientation would be a protector and participants who have secure attachment orientation will have high level of job satisfaction. The results confirmed that prediction. It was found that job satisfaction and secure attachment orientation are positively correlated with each other. Apart from this finding, the results indicated that job satisfaction and fearful attachment orientation are negatively correlated with each other at a significant level.

Initial result might be explained by taking some elements which form secure attachment orientation into account. For instance, secure individuals are more open (in relationships), socially competent, optimistic, and psychologically resilient than insecure individuals. Therefore, these factors help them to cope more easily with business life's demands and challenges. More clearly, any problem which is perceieved as a threat and, can demotivate insecure employee, might be perceived as a challenge by secure employee. As a result, attachment orientation goes both ways, in this study, secure attachment orientation was a protective factor and helped participants to be satisfied with their jobs.

In line with this claim, in Kobak & Sceery's study (1998), it has been found that secure individuals deal with negative emotions better and easier in social situations when they are compared with insecure people and they voice more positive emotions in social situations while holding emotion regulation skills (Kobak, & Sceery, 1988).

On the other hand, participants who have fearful attachment orientation are found to be less satisfied with their jobs. This might be explained by number of things, for instance, neuroticism and fearful attachment orientation go hand in hand. As it was explained before, neuroticism is a factor which leads individuals to suffer from emotional imbalance, negative thinking and cognitive distortions.

Therefore, participants who carry these features can easily experience mood swings and low satisfaction in the job. In one study, results have indicated that individuals who have insecure attachment orientation are more likely to be psychologically less resilient, prone to depression and anxiety than their secure counterparts. Besides, it has been reported that, as expected, they experience more negative affect when it comes to relationships (Feeney, 1995).

However, one interesting finding reveals that preoccupied attachment orientation and job satisfaction's "coworkers" subscale (which measures, e.g. how good someone at getting along with others) are positively correlated with each other. It may stem from preoccupied people's extreme longing for being emotionally close with others.

As it is known, preoccupied attachment pattern represents characteristics which are constantly seeking intimacy, approval or responsiveness. This pattern may lead individuals to get along with other workers in the work place, because, even if there is a real problem, preoccupied individuals probably will be inclined to underestimate the problem not to lose other party's attention, or intimacy. This finding is viewed as a novel contribution, because, in the literature, no such finding was found.

Apart from correlational analyses, job satisfaction was also evaluated on the basis of sectors. The results indicated that participants who are working in health sector had the lowest level of job satisfaction than participants who work in education and construction sectors. This finding initially might be explained by considering participants working environment, as it is seen, hospitals are places where individuals (even if they are not a patient) can experience wide range of negative emotions such as fear, anxiety, or distress. In the simplest term, hospital workers most likely experience these emotions on a continuous basis and this may reduce their job satisfaction.

On the other hand, participants in the health sector mostly consist of nurses which means that they may not have full control over their work. This may accompany uncertainty and having less control over the job may lead one to have less satisfaction.

On the other hand, we expected that empathic tendency and "EI" will be positively correlated with each other. The results confirmed that prediction. Participants who have high level of empathic tendency also had high level of "EI". This result was also not surprising, beacuse, emotional intelligence has one core element which is "empathy". Obviously, if there is no empathy, then we cannot mention emotional intelligence's existence.

For example, in Mayer et. al (1990)'s research, it has been found that the ability to recognize emotion in faces is better in individuals who have higher level of empathy (Mayer, DiPaolo, & Salovey, 1990). In addition to this, empathy can be viewed as a part of trait emotional intelligence and it has been found that emotional intelligence is positively associated with facial expression recognition (Austin, 2004; Petrides & Furnham, 2003).

Besides, from an organizational literature perspective, it has been claimed that empathy is the most important feature of emotional intelligence which involves having a fathomless comprehension of other party's feelings, thoughts, needs and motives (Shirkani, 2014, p.5).

To speak more concretely, in her review of leadership effectiveness, Shirkani (2014) has observed that effective leaders are different such that they are better at understanding their followers needs and approach them with a sensitive manner which basically distinguish them from less impressive leaders.

 When it comes to attachment orientation and "EI", we expected that secure attachment would be a predictor for emotional intelligence. The results indicated that all three subscales (optimism, evaluation of emotion, utilization of emotion) of "EI" were positively correlated with secure attachment orientation, and the correlation was significant.

The relationship between "EI" and secure attachment have their origins in early childhood, in such a way that parents who helped their children to understand and recognize their internal states also would make them understand other people's emotions and actions. Besides, people who have secure attachment orientation are more likely to be resilient and cope much better with conflicts and stressful conditions.

For instance, Kafetsios (2002) has found that attachment orientation (secure base) might be a strong predictor of emotional intelligence when gender and age are controlled. In line with this claim, Kafetsios & Yeadou (2003) have found that individuals who are securely attached are more emotionally intelligent when they are compared to avoidant and anxious individuals (Koohsar & Bonab, 2011).

 According to the results of our study, participants in the experimental group only significantly different than control group, on the basis of conflict management case 4. This may stem from the case's level of difficulty, for instance, conflict management cases were intended to be cascaded. More concretely, case 1 was relatively easier than case 2 and, with this logic, case 4 might be accepted as the hardest one.

Therefore, it can be suggested that empathy manipulation had a distinctive value on participants only in difficult cases. Sharing other party's nuisance might elicit sympathy (Eisenberg et al., 1994), that prevents us from exhibiting maladaptive impulses at the time of conflict. As a consequence, it can be clearly claimed that empathy, either cognitive or affective, has a power to induce perspective taking and this may help individuals to deal with conflicts more effectively.

In organizational psychology literature, although a number of studies have examined "EI" in terms of its effects on job performance, leadership, organizational behaviour or institutional success, the present study primarily aimed to investigate "EI"'s predictors and what sort of work-place relevant consequences "EI" and "empathy" have. Additionally, how

empathy affects individuals' interpersonal decision making processes and conflict management styles in business settings was also examined.

4.1 LIMITATIONS

This study has some limitations. First of all, all inventories we used were based on self-report measures. Therefore, it is not known for sure whether same results would be obtained when direct measurement technique was used. Besides, when it comes to emotional intelligence, in this study, trait model of emotional intelligence was adopted and in line with this, we used self-report measure. Therefore, it is again not known if we would get same results when Mayer and Salovey's ability based test was used.

Besides, in the second part of the study, business cases were prepared by the researcher. Although each case was intended to measure a certain contruct, we cannot claim confidently that cases are flawless or valid and can be used in other researches. In addition, the effectiveness of empathy manipulation is not known, because, we cannot be sure whether participants read the stories fully or not and it is related to participants' perception and subjective experiences.

Moreover, we used empathic tendency scale twice to see whether our manipulation has an effect on participants' empathy levels or not, and, this may reduce the items' impact. This means that participants may be inclined to tick up same points as they did in the first phase. Accordingly, there was no significant difference between participants empathy scores in phase 1 and phase 2.

In addition to all these, just because our participants are working people, we let them complete study's materials whenever and wherever they wished. Therefore, we do not know in which conditions the inventories were filled out, or whether a time gap exists between the survey part or experimental part. Maybe some participants have completed the study in one

go, but others had a break. These are the things we would not know and may have seen as limitation.

4.2 FUTURE STUDIES

In the future studies, instead of self-report measures, ability based measurement technique (e.g. MSCEIT) can be used to see the difference. In terms of business cases, rather than just imagination, cases which are standardized and have objective measurement methods might be preferred to rule out validity and reliability issues.

When it comes to empathy manipulation, rather than a story, an empathy inducing video can be used to enhance the manipulation's effect. Since, watching and listening are more powerful than just reading. Besides, to see the effect of empathy manipulation, instead of using trait empathy scale (e.g. "I have a lot of friends"), a state empathy scale (e.g. "when i see someone upset, I tend to help her") can be used. Since, someone's number of friends probably won't change after he's gone through empathy manipulation.

As a result, in this study, our findings were compatible with other studies in the literature and so, we can say that the results were replicated. Starting from this study, in the future, if employee engagement and conflict management are concerns for companies, empathy training programmes can be put into practice in different ways (e.g. analysing screenplays, movies, or literary texts). Then, small role playing exercises can be performed to improve one's perspective taking ability. Scenarios can be based on real business setting problems and employers and employees can change side as per the scenario. Hence, employers can get an authentic idea about what employees are going through and, employees can begin to see things from employers' perspective.

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APPENDICES

Appendix A

Sayın Katılımcı,

Bu araştırma, kişilerin sosyal yaşam ve yakın ilişkilerdeki tutum ve davranışlarını incelemek amacıyla Renginur Ocak tarafından yüksek lisans tezi kapsamında yapılmakta olup, Dr. Hasan Bahçekapılı danışmanlığında yürütülmektedir. Sizden istenilen, ekte verilen soruları sırasıyla cevaplamanızdır. Araştırmaya katılım tamamen gönüllülük esasına dayanmaktadır. Araştırma kapsamında sizden kişisel bilgiler istenmeyecek ve verdiğiniz cevaplar araştırmayı yapan kişiler tarafından tamamen gizli tutulacaktır. Cevap vermek istemediğiniz soruları boş bırakabilirsiniz. Ancak, soruların boş bırakılması durumunda alınan verilerin kullanılması mümkün olmayacaktır. Bu nedenle, elinizden geldiğince tüm sorulara cevap vermeye çalışmanızı önemle rica ederiz. Çalışma sonucunda bireysel bir değerlendirme yapılmayacak, verilen cevaplar bir bütün içinde ele alınıp değerlendirilecektir. Verilen ifadelere ait doğru veya yanlış cevaplar yoktur. Bu çalışmada önemli olan, sizin samimi ve gerçek düşünce, davranış ve duygularınızı anlamaktır.

Değerli katılımcılara katkılarından ötürü teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak istiyorsanız veya sorularınız için araştırmacıyla (rescorla89@gmail.com) iletişime geçebilirsiniz.

Araştırmacı
Renginur Ocak
Danışman Öğretim Üyesi
Dr. Hasan Bahçekapılı

Appendix B

1. Yaş:

2. Cinsiyet: Kadın____   Erkek ____

3. Medeni Durum: Bekar ____   Nişanlı ____   Evli ____   Boşanmış ____

4. Eğitim durumunuz (mezun olunan son okul): Lise _   Lisans_   Yüksek Lisans _

   Doktora _

5. Çalıştığınız sektör: Sağlık_   Eğitim_   İnşaat_   Hizmet_   Turizm_   Diğer_

6. Mesleğiniz:

7. Hangi pozisyonda çalışmaktasınız?

   Asistan _   Uzman Yardımcısı_   Uzman_   Yönetici_   Diğer_

8. Kaç yıldır iş hayatındasınız?

   5 yıldan az_   5-10 yıl arası_   10-20 yıl arası_   20 yıldan fazla_

9. Şu ana kadar kaç iş değişikliği yaptınız?

   0_   1_   2_   3_   4_   5 ve daha fazla_

10. Çalışma ortamınızdan ve mesleğinizden ne kadar memnunsunuz?

    1---------------2---------------3---------------4---------------5---------------6---------------7

Hiç memnun   Kararsızım   Çok memnunum
  değilim

Appendix C)

Sayın katılımcı, aşağıda verilen ifadelere katılma durumunuza göre; (1) hiç katılmıyorum, (2) katılmıyorum, (3) kısmen katılmıyorum, (4) kısmen katılıyorum, (5) katılıyorum, (6) tamamen katılıyorum seçenekleri arasından seçerek işaretleyiniz.

1	Yaptığım iş karşılığında adil bir ücret aldığımı düşünüyorum.	1	2	3	4	5	6
2	İşimde yükselme şansım çok düşüktür.	1	2	3	4	5	6
3	Yöneticim yaptığı işte oldukça yeterlidir.	1	2	3	4	5	6
4	İşimin karşılığında bana sağlanan hak ve ödeneklerden memnun değilim.	1	2	3	4	5	6
5	İşimi iyi yaptığım zaman takdir edilmekteyim.	1	2	3	4	5	6
6	İşyerimdeki kurallar işi hakkıyla yapmamı zorlaştırmaktadır.	1	2	3	4	5	6
7	Birlikte çalıştığım insanları seviyorum.	1	2	3	4	5	6
8	Bazen yaptığım işin çok anlamsız olduğunu hissediyorum.	1	2	3	4	5	6
9	İşyerimdeki iletişimin iyi olduğunu düşünüyorum.	1	2	3	4	5	6
10	İşyerimde ücret artışları az oluyor.	1	2	3	4	5	6
11	İşini iyi yapana adil bir şekilde yükselme şansı veriliyor.	1	2	3	4	5	6
12	Yöneticim bana karşı adil değildir.	1	2	3	4	5	6
13	İşyerimde verilen hak ve ödenekler diğer pek çok işletmeden daha iyidir.	1	2	3	4	5	6
14	Yaptığım işten hoşnut olmadığımı düşünüyorum.	1	2	3	4	5	6
15	İyi bir iş yapmak için harcadığım çabalar nadiren formalite işler tarafından engellenir.	1	2	3	4	5	6
16	Birlikte çalıştığım insanların yetersiz olmasından dolayı işimde daha çok çalışmak zorundayım.	1	2	3	4	5	6
17	İşyerimde yaptığım işlerden hoşlanıyorum.	1	2	3	4	5	6
18	Bu işyerinin hedefleri bana açık ve belirgin gelmiyor.	1	2	3	4	5	6
19	Bana verdikleri ücreti düşündüğümde takdir görmediğimi hissediyorum.	1	2	3	4	5	6
20	Bu işyerindeki insanlar diğer işyerlerindeki kadar hızlı yükselmektedirler.	1	2	3	4	5	6

21	Yöneticim, çalışanlarının hislerine çok az ilgi gösterir.	1	2	3	4	5	6
22	İşyerinde aldığımız hak ve ödenekler adildir.	1	2	3	4	5	6
23	Bu işyerinde çalışanlar çok az ödüllendiriyorlar.	1	2	3	4	5	6
24	İşyerinde yapmam gereken çok iş var.	1	2	3	4	5	6
25	İş arkadaşlarımdan hoşlanıyorum.	1	2	3	4	5	6
26	Çoğu zaman bu işyerinde neler olduğunu bilmediğimi hissediyorum.	1	2	3	4	5	6
27	Yaptığım işten gurur duyuyorum.	1	2	3	4	5	6
28	Ücretimdeki artışlardan memnunum.	1	2	3	4	5	6
29	İşyerinde almamız gerekip de almadığımız ek ödenekler ve haklar var.	1	2	3	4	5	6
30	Yöneticimi seviyorum.	1	2	3	4	5	6
31	Bu işyerinde çok fazla yazışma ve benzeri işlerle uğraşmak zorundayım.	1	2	3	4	5	6
32	Çabalarımın gerektiği kadar ödüllendirildiğini sanmıyorum.	1	2	3	4	5	6
33	Yükselmek için yeterli şansa sahip olduğumu düşünüyorum.	1	2	3	4	5	6
34	İşyerimde çok fazla çekişme ve kavga var.	1	2	3	4	5	6
35	İşimden hoşlanıyorum.	1	2	3	4	5	6
36	Yapmam gereken işler yeterince açık ve net değildir.	1	2	3	4	5	6

Appendix D)

Aşağıda 20 cümle bulunmaktadır. Bir cümledeki ifadeyi kendinize **Tamamen Uygun** bulacağınızı düşünürseniz 5'e, **Oldukça Uygun** bulacağınızı düşünürseniz 4'e, **Oldukça Aykırı** bulacağınızı düşünürseniz 2'ye, **Tamamen Aykırı** bulacağınızı düşünürseniz 1'e, eğer bir cümleye ilişkin olarak **Kararsızlık** belirteceksiniz 3'e çarpı koyunuz.

1.Çok sayıda dostum var……………………………….............(1) (2) (3) (4) (5)

2. Film seyrederken bazen gözlerim yaşarır…………….............(1) (2) (3) (4) (5)

3. Sıklıkla kendimi yalnız hissederim……......................................(1) (2) (3) (4) (5)

4. Bana dertlerini anlatanlar yanımdan ferahlamış ayrılırlar..............(1) (2) (3) (4) (5)

5. Başkalarının problemleri beni kendi problemlerim kadar ilgilendirir.(1) (2) (3) (4) (5)

6. Duygularımı başkalarına iletmekte güçlük çekerim………..…….(1) (2) (3) (4) (5)

7. İnsanların film seyrederken ağlamaları tuhafıma gider…………...(1) (2) (3) (4) (5)

8. Birisiyle tartışırken bazen, dikkatim onun söylediklerinden çok
vereceğim cevap üzerine yoğunlaşır. ………………………….......(1) (2) (3) (4) (5)

9. Çevrede çok sevilen bir insanım……………………………......(1) (2) (3) (4) (5)

10. Televizyondaki filmler mutlu sona ulaşınca rahatlarım…………...(1) (2) (3) (4) (5)

11. Düşüncelerimi başkalarına iletmekte güçlük çektiğim olur……....(1) (2) (3) (4) (5)

12. İnsanların çoğu bencildir…………………………………….…..(1) (2) (3) (4) (5)

13. Sinirli bir insanım……………………………………………......(1) (2) (3) (4) (5)

14. Genellikle insanlara güvenirim……………………………..…...(1) (2) (3) (4) (5)

15. İnsanlar beni tam olarak anlayamıyorlar…………………………(1) (2) (3) (4) (5)

16. Girişken bir insanım…………………………………………......(1) (2) (3) (4) (5)

17. Bir yakınıma derdimi anlatmak beni rahatlatır…………………..(1) (2) (3) (4) (5)

18. Genellikle hayatımdan memnunum…………………………......(1) (2) (3) (4) (5)

19. Yakınlarım bana sık sık derdini anlatırlar…………………..………(1) (2) (3) (4) (5)

20. Genellikle keyfim yerindedir………………………….............(1) (2) (3) (4) (5)

Appendix E)

Aşağıda sizi kısmen tanımlayan (ya da pek tanımlayamayan) bir takım özellikler sunulmaktadır. Örneğin, başkaları ile zaman geçirmekten hoşlanan birisi olduğunuzu düşünüyor musunuz? Lütfen aşağıda verilen özelliklerin sizi ne oranda yansıttığını ya da yansıtmadığını belirtmek için sizi en iyi tanımlayan rakamı her bir özelliğin yanına yazınız.

1 = Hiç katılmıyorum

2 = Biraz katılmıyorum

3 = Ne katılıyorum ne de katılmıyorum (kararsızım)

4 = Biraz katılıyorum

5 = Tamamen katılıyorum

Kendimi .... biri olarak görüyorum

___

___ 1. Konuşkan

___ 2. Başkalarında hata arayan

___ 3. İşini tam yapan

___ 4. Bunalımlı, melankolik

___ 5. Orijinal, yeni görüşler ortaya koyan

___ 6. Ketum/ağzı sıkı

___ 7. Yardımsever ve çıkarcı olmayan

___ 8. Biraz umursamaz

___ 9. Rahat, stresle kolay baş eden

___ 10. Çok değişik konuları merak eden

___ 11. Enerji dolu

___ 12. Başkalarıyla sürekli didişen

___ 13. Güvenilir bir çalışan

___ 23. Tembel olma eğiliminde

___ 24. Duygusal olarak dengeli, kolayca keyfi kaçmayan

___ 25. Keşfeden, icat eden

___ 26. Atılgan bir kişiliğe sahip

___ 27. Soğuk ve mesafeli olabilen

___ 28. Görevi tamamlanıncaya kadar sebat edebilen

___ 29. Dakikası dakikasına uymayan

___ 30. Sanata ve estetik değerlere önem veren

___ 31. Bazen utangaç, çekingen olan

___ 32. Hemen hemen herkese karşı düşünceli ve nazik olan

___ 33. İşleri verimli yapan

___ 34. Gergin ortamlarda sakin kalabilen

___ 35. Rutin ve tekdüze işleri yapmayı tercih

___ eden

___	14. Gergin olabilen	___ 36. Sosyal, girişken
___	15. Derin ve incelikli düşünen	___ 37. Bazen başkalarına kaba davranabilen
___	16. Coşku ve şevk yaratabilen	___ 38. Planlar yapan ve bunları uygulayan
___	17. Affedici bir yapıya sahip	___ 39. Kolayca gerilebilen
___	18. Dağınık olma eğiliminde	___ 40. Düşünmeyi seven, fikirler geliştirebilen
___	19. Çok endişelenen	___ 41. Sanata ilgisi çok az olan
___	20. Hayal gücü yüksek	___ 42. Başkalarıyla işbirliği yapmayı seven
___	21. Sessiz bir yapıda	___ 43. Kolaylıkla dikkati dağılan
___	22. Genellikle başkalarına güvenen	___ 44. Sanat, müzik ve edebiyat bakımından kültürlü

Lütfen kontrol ediniz: Bütün ifadelerin önüne bir rakam yazdınız mı?

Appendix F)

Aşağıda yakın duygusal ilişkilerinizde kendinizi nasıl hissettiğinize ilişkin çeşitli ifadeler yer almaktadır. Yakın duygusal ilişkilerden kastedilen arkadaşlık, dostluk, romantik ilişkiler ve benzerleridir. Lütfen her bir ifadeyi bu tür ilişkilerinizi düşünerek okuyun ve her bir ifadenin sizi ne ölçüde <u>tanımladığını</u> aşağıdaki 7 aralıklı ölçek üzerinde değerlendiriniz.

1---------------2---------------3---------------4---------------5---------------6---------------7

Beni hiç   Beni kısmen   Tamamıyla
tanımlamıyor   tanımlıyor   beni tanımlıyor

1. Başkalarına kolaylıkla güvenemem.

2. Kendimi bağımsız hissetmem benim için çok önemli.

3. Başkalarıyla kolaylıkla duygusal yakınlık kurarım.

4. Bir başka kişiyle tam anlamıyla kaynaşıp bütünleşmek isterim.

5. Başkalarıyla çok yakınlaşırsam incitileceğimden korkuyorum.

6. Başkalarıyla yakın duygusal ilişkilerim olmadığı sürece oldukça rahatım.

7. İhtiyacım olduğunda yardıma koşacakları konusunda başkalarına her zaman güvenebileceğimden emin değilim.

8. Başkalarıyla tam anlamıyla duygusal yakınlık kurmak istiyorum.

9. Yalnız kalmaktan korkarım.

10. Başkalarına rahatlıkla güvenip bağlanabilirim.

11. Çoğu zaman, romantik ilişkide olduğum insanların beni gerçekten sevmediği konusunda endişelenirim.

12. Başkalarına tamamıyla güvenmekte zorlanırım.

13. Başkalarının bana çok yakınlaşması beni endişelendirir.

14. Duygusal yönden yakın ilişkilerim olsun isterim.

15. Başkalarının bana dayanıp bel bağlaması konusunda oldukça rahatımdır.

16. Başkalarının bana, benim onlara verdiğim değer kadar değer vermediğinde kaygılanırım.

17. İhtiyacınız olduğunda hiç kimseyi yanınızda bulamazsınız.

18. Başkalarıyla tam olarak kaynaşıp bütünleşme arzum bazen onları ürkütüp benden uzaklaştırıyor.

19. Kendi kendime yettiğimi hissetmem benim için çok önemli.

20. Birisi bana çok yakınlaştığında rahatsızlık duyarım.

21. Romantik ilişkide olduğum insanların benimle kalmak istemeyeceklerinden korkarım.

22. Başkalarının bana bağlanmamalarını tercih ederim.

23. Terk edilmekten korkarım.

24. Başkalarıyla yakın olmak beni rahatsız eder.

25. Başkalarının bana, benim istediğim kadar yakınlaşmakta gönülsüz olduklarını düşünüyorum.

26. Başkalarına bağlanmamayı tercih ederim.

27. İhtiyacım olduğunda insanları yanımda bulacağımı biliyorum.

28. Başkaları beni kabul etmeyecek diye korkarım.

29. Romantik ilişkide olduğum insanlar, genellikle onlarla, benim kendimi rahat hissettiğimden daha yakın olmamı isterler.

30. Başkalarıyla yakınlaşmayı nispeten kolay bulurum.

Appendix G)

Aşağıda çeşitli durumlara ilişkin ifadeler bulunmaktadır. Lütfen her bir ifadenin sizi ne ölçüde tanımladığını ya da her bir ifadeye ne ölçüde katıldığınızı aşağıda verilen ölçekteki rakamları kullanarak değerlendiriniz ve uygun olan numarayı (0-4 arasında) ilgili maddenin sağındaki boşluğa yazınız.

0 = Kesinlikle katılmıyorum

1 = Katılmıyorum

2 = Fikrim Yok

3 = Katılıyorum

4 = Kesinlikle katılıyorum

1. Kişisel sorunlarımı başkaları ile ne zaman paylaşacağımı bilirim.

2. Bir sorunla karşılaştığım zaman benzer durumları hatırlar ve üstesinden gelebilirim.

3. Genellikle yeni bir şey denerken başarısız olacağımı düşünürüm.

4. Bir sorunu çözmeye çalışırken ruh halimden etkilenmem.

5. Diğer insanlar bana kolaylıkla güvenirler.

6. Diğer insanların beden dili, yüz ifadesi gibi sözel olmayan mesajlarını anlamakta zorlanırım.

7. Yaşamımdaki bazı önemli olaylar neyin önemli neyin önemsiz olduğunu yeniden değerlendirmeme yol açtı.

8. Bazen konuştuğum kimsenin ciddi mi olduğunu yoksa şaka mı yaptığını anlayamam.

9. Ruh halim değiştiğinde yeni olasılıkları görürüm.

10. Duygularımın yaşam kalitem üzerinde etkisi yoktur.

11. Hissettiğim duyguların farkında olurum.

12. Genellikle iyi şeyler olmasını beklemem.

13. Bir sorunu çözmeye çalışırken mümkün olduğunca duygusallıktan kaçınırım.

14. Duygularımı gizli tutmayı tercih ederim.

0 = Kesinlikle katılmıyorum

1 = Katılmıyorum

2 = Fikrim Yok

3 = Katılıyorum

4 = Kesinlikle katılıyorum

15. Güzel duygular hissettiğimde bunu nasıl sonlandıracağımı bilirim.

16. Başkalarının hoşlanabileceği etkinlikler düzenleyebilirim.

17. Sosyal yaşamda neler olup bittiğini sıklıkla yanlış anlarım.

18. Beni mutlu edecek uğraşılar bulmaya çalışırım.

19. Başkalarına gönderdiğim beden dili, yüz ifadesi gibi sözsüz mesajların farkındayımdır.

20. Başkaları üzerinde bıraktığım etkiyle pek ilgilenmem.

21. Ruh halim iyiyken sorunların üstesinden gelmek benim için daha kolaydır.

22. İnsanların yüz ifadelerini bazen doğru anlayamam.

23. Yeni fikirler üretmem gerektiğinde duygularım işimi kolaylaştırmaz.

24. Genellikle duygularımın niçin değiştiğini bilmem.

25. Ruh halimin iyi olması yeni fikirler üretmeme yardımcı olmaz.

26. Genellikle duygularımı kontrol etmekte zorlanırım.

27. Hissettiğim duyguların farkındayımdır.

28. İnsanlar bana, benimle konuşmanın zor olduğunu söylerler.

29. Üstlendiğim görevlerden iyi sonuçlar alacağımı hayal ederek kendimi güdülerim.

30. İyi bir şeyler yaptıklarında insanlara iltifat ederim.

31. Diğer insanların gönderdiği sözel olmayan mesajların farkına varırım.

32. Bir kişi bana hayatındaki önemli bir olaydan bahsettiğinde ben de aynısını yaşamış gibi olurum.

33. Duygularımda ne zaman bir değişiklik olsa aklıma yeni fikirler gelir.

0 = Kesinlikle katılmıyorum

1 = Katılmıyorum

2 = Fikrim Yok

3 = Katılıyorum

4 = Kesinlikle katılıyorum

34. Sorunları çözüş biçimim üzerinde duygularımın etkisi yoktur.

35. Bir zorlukla karşılaştığım zaman umutsuzluğa kapılırım çünkü başarısız olacağıma inanırım.

36. Diğer insanların kendilerini nasıl hissettiklerini sadece onlara bakarak anlayabilirim.

37. İnsanlar üzgünken onlara yardım ederek daha iyi hissetmelerini sağlarım.

38. İyimser olmak sorunlar ile baş etmeye devam edebilmem için bana yardımcı oluyor.

39. Kişinin ses tonundan kendini nasıl hissettiğini anlamakta zorlanırım.

40. İnsanların kendilerini neden iyi ya da kötü hissettiklerini anlamak benim için zordur.

41. Yakın arkadaşlıklar kurmakta zorlanırım.

Appendix H)

Yıl 1815... Ekim ayı... Güneşin batmasına bir saat kala, yaya seyahat eden bir adam, Diny'ye giriyordu. O sırada kent halkı şüpheli gözlerle yeni gelen adamı izlemekteydi. Diny'de bu adamdan daha sefil görünüşlü birini görmek neredeyse imkansızdı. Aşınmış ve solmuş mavi pantolonunun dizleri delinmiş, çıplak ayaklarına çivili kunduralar giymişti. Yaya yolculuktan dolayı her tarafı ter içinde kalmıştı. Üzerini kaplayan kir ve toz, berbat kılığını daha da acıklı bir hale getiriyordu. Bütün gün yürümüş çok yorulmuştu. Biraz olsun dinlenebilmek için kentin en gözde hanı olan "Kolba Haçı"na girdi. Zemin katındaki fırınlar gürül gürül yanıyor, tencerelerde tatlı su balıkları pişiyor, mangallarda patatesler kızarıyordu. Kapının açıldığını duyan hancı gözlerini yabancıya dikerek sordu:

--Bayım ne istersiniz?

--Yemek ve yatak, dedi yolcu.

--Bundan kolayı mı var? Tabii parasını verdikten sonra, dedi hancı.

--Param var. Yemek hemen hazırlanır mı?

--Biraz sonra.

Adam ısınıyordu. Hancı cebinden bir kurşun kalem çıkardı, pencere önündeki gazetenin ucundan bir parça kopararak kağıda bir şeyler karaladı. Yardımcısını çağırıp kağıdı ona verdi ve bir şeyler mırıldandı. Yardımcı koşarak geri döndü ve kağıdı hancıya uzattı. Hancı kağıdı okuduktan sonra adama yaklaşarak:

--Bayım sizi kabul edemeyeceğim, dedi.

Adam birden yerinden fırladı.

--Ne o yoksa parasını ödemeyeceğimden mi korkuyorsunuz, dedi.

--Hayır mesele o değil. Siz Jean Valjean'sınız. Hemen defolun buradan! Hemen!

Adam başını eğdi, yere bıraktığı heybesini aldı ve handan çıkıp gitti. Sağına soluna bakmadan gelişigüzel yürümeye başladı. Utanmış, ezilmişti. Öylesine kederliydi ki, yorgunluğunu bile unutmuştu. Fakat, birden açlığını duyumsadı. Gece yaklaşıyordu, kendine yatacak bir yer bulabilmek için etrafına bakındı. Sokağın sonunda bir ışık görür gibi oldu. Burası eski bir meyhaneydi. Bir gaz lambası salonu aydınlatıyor, ocakta kütükler yanıyordu. Yolcu içeri girmeye cesaret edemedi önce, kapıda dikildi. Adamı fark eden hancı sordu:

--Kimsiniz?

--Geceyi geçirmek isteyen bir yolcu.

--Buyurun. Burada yenilir de yatılır da.

Yolcu ateş başına oturdu. Kasketinin altından görünen yüzünde ilk defa mutluluk ifadesi belirdi.

Ne var ki meyhane müşterilerinden biri adam hakkındaki söylentileri duymuştu, birden hancıya göz kırptı. Bir süre fısıldaştılar. Meyhaneci ocak önünde dinlenmekte olan adama yaklaştı:

--Buradan gitmelisin, dedi.

--Demek siz de öğrendiniz, dedi yolcu. Peki ben nereye gideceğim?

-- Cehenneme kadar yolun var!

Adam heybesini alarak yine yollara düştü. Gece daha da bastırmış, Alp Dağları'nın buz gibi rüzgarı iyiden iyiye kendini hissettirmişti. Katedralin önünden geçerken bir matbaa gördü ve önündeki taş sıraya yığıldı. O sırada kiliseden çıkan ihtiyar bir kadın yabancıyla göz göze geldi. Burada ne yapıyorsunuz dostum? diye sordu.

--Görüyorsunuz ya yatıyorum, diye cevapladı yabancı.

--Nasıl olur bu taş üzerinde mi?

--Ne çıkar! Tam 19 yıl tahta bir şilte üzerinde yattım ben.

--Burada yatamazsınız. Geceler çok soğuk olur. Kim bilir belki de açsınız!

Kadıncağız elini adamın omzuna koydu ve tek katlı harap bir evi gösterdi. Şu kapıyı çaldınız mı? diye sordu.

--Hayır, dedi adam.

--Öyleyse bir de orayı deneyin.

O akşam Diny papazı, kentteki gezintisinden sonra geç vakte kadar çalışmıştı. Saat 8'e gelmiş olmasına rağmen çalışmaya devam ediyordu ki, kız kardeşinin kendisini beklediğini düşünerek yemek odasına gitti. Matmazel Baptistin ağabeyine titrek bir sesle:

--Duydunuz mu? Tehlikeli bir adam kentte başıboş dolaşmaktaymış, dedi.

--Evet, duydum. Ama bizi bir tehlikenin beklediğini sanmam.

--Ahh dağlık bir kasabada yaşamak ve geceleyin sokaklarda fener bile bulunmaması ne korkunç! Gece yarısı bir yabancının evimize girebileceğini düşündükçe tüylerim ürperiyor, dedi Matmazel Baptistin.

Tam yemeğe oturacakları sırada kapı vuruldu. Gelen Jean Valjean'dı. Papaz perişan haldeki bu adama sakin sakin bakıyordu. Ona ne istediğini soracaktı ki, adam papazın söze başlamasına izin vermeden şunları söyledi:

Benim adım Jean Valjean, kürek mahkumuyum. 19 yılımı cezaevinde geçirdim. 4 gün önce serbest bırakıldım. O günden beri yürüyorum. Bugün de akşama kadar yürüdüm. Açlıktan ölmek üzereyim. Hiçbir han beni kabul etmedi, her yerden kovuldum.

Kasaba meydanında taş bir sıranın üzerine büzüldüğümde, iyi kalpli bir hanım, bana bu kapıyı çalmamı söyledi. Burası neresi? Bir han mı? İstediğiniz parayı veririm, yeter ki kalmama izin verin. Çok yorgun ve açım.

Papaz:

--Sofraya bir tabak daha koyun, misafir odasına temiz çarşaflar serin, dedi kardeşine. Ve adama döndü:

--Oturun mösyö. Isının. Birazdan yemek yeriz.

--Sahi mi? Beni kovmuyor musunuz? Benim gibi bir kürek mahkumuna Mösyö dediniz… Hancı mısınız?

--Hayır evladım, ben burada oturan bir din adamıyım.

--İyi kalpli papaz… Demek benden para da almayacaksınız?

--Hayır dostum. Sizden para alacak değilim. Burası herkesin evi. Bana minnettar kalmayın, dedi papaz.

Ve devam etti. Çok mu acı çektiniz dostum?

--Ne demezsiniz! Ayaklarımda zincir, geceleri bir tahta üzerinde uyurdum. Sıcak, soğuk durmadan çalışmak… Bir hiç için kırbaçlanır, yemeğim verilmezdi. Hastalanıp yatağa düştüğümde bile ayaklarımdan zinciri çıkartmazlardı. Köpekler bile benden daha talihlidir.

--Haklısın yavrum, dedi papaz. Siz bir keder yuvasından geliyorsunuz. Ne var ki bu ıstırap yuvasından kalbinizde merhametle çıkar, insanları bağışlar ve sevmeye devam ederseniz, hepimizden üstünsünüz.

Bu arada Matmazel Baptistin yemeği getirmişti. Hep beraber masaya geçtiler. Yemek bittiğinde papaz, masa üzerindeki gümüş şamdanlardan birini kendi eline aldı, diğerini konuğa uzatarak:

--Sizi odanıza götüreyim, dedi.

Adam onun peşinden gitti. Odaya girdiklerinde Matmazel Baptistin gümüş takımları kardeşinin yatağının yanındaki dolaba yerleştiriyordu. Her gece yatmadan önce bunu yapardı.

Papaz, konuğunu beyaz çarşaflarla donatılmış yatağın başına götürdü:

-- Haydi dostum, dedi. Rahat uyuyun, yarın gitmeden önce, ineklerimizin sütünden bir bardak içersiniz.

Adam:

--Teşekkür ederim, dedi.

Bu sakin sözleri henüz söylemişti ki, birden ruhunda fırtınalar koptu, anlaşılmayacak bir bunalım içindeydi.

Jean Valjean yoksul bir ailede dünyaya gelmişti. Çocukluğunda okuma-yazma öğrenememişti. Çok küçük yaşta anne ve babasını kaybetmiş, kendisini ablası büyütmüştü. Ablası dul bir kadındı. 7 çocuğu vardı. Evi geçindirme görevi Jean'ın omuzlarındaydı. Akşam olunca bitkin bir halde eve döner, tek söz söylemeden çorbasını içerdi. Tarlalarda çalışır, bahçeleri çapalar verilen işlerin hiçbirini geri çevirmezdi. Ablası da çalışıyordu ama yoksulluk bu sefilleri bir sarmaşık gibi sarmış ağır ağır boğmaktaydı. Bir yıl, kış çok çetin geçti. Jean işsiz kaldı. Ailenin yiyecek hiçbir şeyi kalmamıştı ve bir gece, kasabanın fırıncısı, tam yatmaya hazırlanıyordu ki camekanından müthiş bir gürültü duydu. Kırık camların arasından, bir kolun ekmeklerden birini kaptığını gördü. Ekmek hırsızı Jean Valjean'dı.

Mahkumiyetinin 4. yılında kaçmak istedi ve yakalandı. Böylece cezasına 3 yıllık bir ekleme yapıldı. Yıllar içinde bir çok kez kaçma girişiminde bulundu ve cezası tam 19 yıla çıktı. Ne var ki cezaevine mutsuz ve pişman giren Jean Valjean, hiçbir şeye aldırmayan taş yürekli bir adam olarak çıkmıştı hapisten. Geçen yıllar ruhunu da kurutmuştu sanki.

Katedralin saati 3'ü vururken Jean Valjean uyandı. Karanlıkta çevresine bakındı, sonra yeniden uyumak için gözlerini yumdu. Fakat, o esnada fikirleri tamamen dağınıktı, adeta kafası karışmıştı. Aklı gümüş takımlarda kalmıştı. Bir süre dalgın dalgın durduktan sonra, nihayet papazın odasına süzüldü. Ürpererek bekledi, etrafı dinledi. Gümüşlükleri heybesine koyarak pencereden bahçeye atladı. Çok şükür ki kimse uyanmamıştı.

Ertesi sabah papaz, Jean Valjean'ın oturduğu sandalyede kahvaltısını ediyordu. Birden kapı vuruldu. Kapıda üç jandarmayla birlikte Jean Valjean belirdi. Bu arada papaz, hemen yerinden fırlamış, onlara yaklaşmıştı. Gözlerini Jean Valjean'a dikerek:

--Siz misiniz dostum, dedi. Geri döneceğinizi biliyordum, size su gümüş şamdanları da vermiştim. Onları götürmeyi unutmuşsunuz. Bunlardan iki yüz frank kazanabilirdiniz.

Jean Valjean gözlerini hayretle açarak, şaşkın şaşkın papaza baktı. Yüzünde hiç bir dilin ifade edemeyeceği bir anlam belirmişti.

Jandarma çavuşu:

--Demek adamın söyledikleri yalan değildi, dedi.

Rahip gülümseyerek:

--O da size bunları kendisine benim verdiğimi söyledi değil mi? Siz de ona inanmadan, buraya getirdiniz. Bir yanlışlık olmuş.

Jandarmalar, Jean Valjean'ın yakasını bıraktılar. Adam, sanki uykusunda konuşur gibi, boğuk bir sesle söylendi:

--Beni serbest mi bırakıyorsunuz?

Papaz gülümseyerek:

--Dostum, dedi. Gitmeden önce şu gümüş şamdanlarınızı da alın, onlar da sizin. Şömineye yaklaştı, orada duran ağır şamdanları kaparak, Jean Valjean'a uzattı.

Jean Valjean baştan aşağı titriyordu, robot gibi şamdanları aldı, yüzünde şaşkın bir ifade belirmişti.

Papaz yumuşak sesiyle:

--Haydi artık gidebilirsiniz, dedi. Hem dostum, bir daha geldiğinizde bahçeden geçmenizin gereği yok, sokağa açılan kapıdan girebilirsiniz. Kapım gece gündüz açıktır.

Appendix I)

Ekim'in ilk günlerindeydik. Bağbozumu sona ermek üzereydi. Kala kala iki üç bağbozumcu topluluğu kalmıştı. Kırlar yarı yarıya eski sessizliğine bürünmüştü. Çalışmaların bitimini kutlamak üzere son üzümlerin toplandığı bağda büyük bir şenlik hazırlığı yapılmaktaydı. Akşam oluyordu. Kırlarda geçen günün gecesi öylesine güzel, öylesine durgundu ki daha yazın ortasındasınız sanırdınız.

O gece Villeneuve kasabasında göz kamaştırıcı bir ay aydınlığı vardı. Ay ışığı beyaz evleri gün ortasındaymış gibi aydınlatmıştı. Kasabanın ortasından dümdüz giden yolda kimsecikler yoktu. Kapıların önünden geçerken, kapalı kepenklerin ardında yemek yiyen ailelerin sesleri güçlükle işitiliyordu. Orada burada daha yatmamış olanların evlerinden, kilitlerin aralıklarından dar bir ışık dili uzanıyor, gecenin soğuk beyazlığında adeta kızıl bir çizgi gibi fışkırıyordu.

Saat 9'a doğru Akçakavaklar çiftliğinin yolunu tuttuk. Üzüm bağlarından geçerek çiftliğe ulaştık. Bu sırada çiftliğin avlusundan ellerinde şamdanlarla hizmetçi kızlar geçiyor, mutfaktan yemek odasına gidip geliyorlardı. Kahyalar toplanan üzümleri sıkıyorlardı. Bay Dominique'i orada bulduk. Şarap yapımevi dedikleri o, kalaslarla, direklerle, çıkrıklarla, dönen çarklarla dolu acayip laboratuvarda.

Koca koca makinelerle, kalas çatmalarla tıklım tıklım bu geniş yeri oraya buraya serpiştirilmiş iki üç lamba aydınlatıyordu. O sırada küspeleri kesmekteydiler. Makinelerde ezilen üzümler yeniden bir araya toplanıyor, düzgün bir tabaka haline getiriliyordu. Şıra artık pek cılız damlıyor, suyu tükenmiş çeşme gibi bir ses çıkaran taş yalaklara dökülüyordu. Yangın hortumlarına benzer uzun bir meşin boru da onu haznelere alıp bir mahzenin derinliklerine iletiyordu. Orada ezilmiş üzümlerin şekerli tadı şarap kokusuna dönüşüyordu. Mahzenin çevresi pek sıcaktı.

Ne varsa hepsi taze şaraba bulanmıştı. Duvarlardan ıslak ıslak üzüm kokusu yayılıyordu. İnsanın başına vuran buhardan lambaların çevresini sis sarmıştı. Bay Dominique bağcıların arasındaydı. Bir cenderenin tahta destekleri üzerine çıkmıştı ve elinde lambayla onlara ışık tutuyordu. İşleri bittikten sonra bize uzun uzun şarap yapımevini gezdirdi. Gezintimiz boyunca bağbozumundan ve kırlık yerlerden konuştuk. Bağcılar yemeğe gidecekleri sırada biz de çıktık.

Vakit geç olmuştu ve kasabaya dönmekten başka yapacak bir şey kalmamıştı. Bay Dominique bizi bir bahçenin dönemeçli yolundan geçirdi. Bahçenin sınırları korunun ağaçlarıyla belli belirsiz kaynaşıyordu. Parmaklıklı kapıda ayrıldık.

Birkaç gün sonra Bay Domnique'ten mektup aldık. Çiftlikte davet vereceklermiş, bizi de aralarında görürlerse mutlu olurlarmış.

Bu ikinci görüşmemizde kendimi Bay Dominique ve ailesinin yanında o kadar rahat hissettim ki anlatamam. Çok geçmeden evin hizmetçisi ve kahyası da beni tanır oldular.

Akçakavak çiftliği Bay Dominique için iyi bir gelir kaynağıydı. Dominique gelirinin büyük bir kısmını oradan çıkarıyordu, bu topraklar onu zengin ediyordu. Çiftliği karısıyla beraber işletiyordu. Söylediğine göre karısı yönetim işlerine pek yatkınmış, fakat bu özellik kendisinde hiç yokmuş. Tarım işletmeciliği gibi böylesine karmaşık bir işte ikinci derecede yardımcı olarak da yaşlı bir adam bulunmaktaydı. Bu adamın kahyaların üstünde bir yeri vardı. Kısacası evin beyiyle hanımından sonra, Akçakavaklar Çiftliği'nin en başta gelen, sözü en çok dinlenilen adamıydı.

Geri kalanlar çiftliğin çeşitli köşelerine dağılmışlardı. Çoğu zaman ortalık bomboş görünürdü, kümeslerin bulunduğu avludan, büyük bahçeden başka her yer. Avluda sürü sürü tavuk bütün gün kaynaşıp dururdu; bahçede çiftliğin çocukları kucak kucak ot toplardı. Güzel, güneşli günlerde Bay Dominique ile çocukları yaprak sardırılmış kafesin gölgesinde otururlardı. Kimi günler bu evde insan yaşadığını belirtecek tek bir ses bile duyulmazdı. Oysa ev bakımı ve çiftlik işi gibi türlü uğraş içinde bunca insan vardı.

Bay Dominique ve ailesi üzerine bir iki söz etmek istiyorum. İlk olarak bağda üzüm kütükleri arasında gördüğüm o dört kişi: Clemence dedikleri kumral küçük bir kız, yarı derebeylik çağından kalma adını artık güçlülükten çok, incelikle taşıyacağını daha şimdiden gösteren, çabuk boy atmış, ince, uzun sarışın bir oğlan çocuk, Jean. Annelerine gelince, hem bir kadın, hem bir anneydi, bu iki sözcüğün en yüksek anlamında: Ne anaç bir kadın, ne bir genç kız. 30'larının ortasında ağırbaşlı, zarif bir kadındı. Uçuk tenli bir yüzde, yosun yeşili bir çift göz, alabildiğine tatlılık ve sonsuz bir görgü göze çarpıyordu onda. Bay Dominique ise kırklarının başında genç görünüşlü bir adamdı; uzun boylu, kumral, yeşil gözlü, biraz gevşek tavırlı. Rahat yüzünde, ölçülü konuşmasında, saygılı duruşunda ağırbaşlı bir zariflik de yok değildi. Varlıklı bir kişi olduğu belli oluyordu.

Bay Dominique ve ailesi iki, üç kuşaktan beri bucağın belediye başkanı olmuşlarsa da belediye dairesi Akçakavaklar'da değildi. Defterler Villeneuve'deydi. Orada bir köy evi hem ilkokul olarak kullanılıyordu hem de bucak merkezi. Dominique oraya belediye meclisi toplantısına başkanlık etmek üzere ayda iki gün giderdi.

Bu gibi günlerde evden çıkarken şalını cebine koyar, tören odasına girerken kuşanırdı. Ufak bir söylev vermek gibi yasal kuralları yerine getirirdi. Söylevleri de iyi bir etki yaratırdı.

Kasabanın genel yaşayışında Dominique'in üzerine aldığı pay aşağı yukarı şöyleydi: Bütün

büyük merkezlerden uzakta kalmış, kaburgalarını kemiren, her yıl birkaç parmak toprağını yutan denizin kıyısına sıkışmış, bataklıklarla çevrili bucağı yönetmek, yollara, kuraklıklara bakmak; davaları, anlaşmazlıkları önlemek, tarımda iyi örnek olmak.

Kalkar kalmaz çalışmaya başlar, bucağın işlerini başından attıktan sonra sabanları gözden geçirir, kuru otları kaldırır, işlerini bitirince atına biner yollara düşerdi. Saat 12'de Akçakavak'ın çanı öğle yemeğini haber verirdi. Günün tüm aileyi bir araya toplayan saatiydi bu. Dominique'in iki küçük çocuğu okul çağına gelmiş, okuma yazma öğreniyorlardı.

Öğleden sonraki vaktimizin büyük bölümünü üzüm bağlarında geçirirdik. Akşam yemeği büyük odada bizi yine bir araya getirirdi. Oda eski çağlardan kalma eşyalarla döşenmişti. Yüksek bir yer saati çın çın işleyişiyle zamanın geçişini belirtirdi. Çalışı üst kattan bile duyulurdu. Saat 9'a doğru çocuklar yatmaya giderdi. Kolları uykudan sarkmış, gözleri kapalı olarak anneleri alıp götürüyordu onları.

Saat 10'a doğru ayrılırdık. Ben Villeneuve'e dönerdim. Daha sonraları yağmurlar başlayıp da geceler daha karanlık, yollar aşılması daha güç olunca beni salmazlardı.

Çiftliğin ikinci katında bir odam vardı. Gençlik yıllarında bu oda Dominique'inmiş. Pencerelerinden bütün ova, bütün Villeneuve kasabası görünürdü, ta denize kadar. Uykuya dalarken, rüzgarın uğultusunu, ağaç dallarının hışırtısını duyardım. Ertesi gün her şey yine bir gün önceki gibi yeniden başlardı.

Evde karşılaşılan aksaklıklar ancak alışkanlıkların uyumunu bozan mevsim aksaklıkları oluyordu. Hava güzel diye bir şeye hazırlanmışken ansızın yağmur yağması gibi. Böyle günlerde Bay Dominique çalışma odasına çıkardı. Odasında iki büyük kitaplık ve yığın yığın kağıtlar arasında etiketli bir iki mukavva kutu vardı. Toz içindeki ufak bir dolapta da yalnızca okul kitapları, incelemelerinde yararlandığı kitaplar ve ödül olarak aldığı kitaplar duruyordu. Bunlara bir de mürekkep lekesi, çakı çentikleri içinde bir yazı masasını ve yarım yüzyıl öncesinden kalma bir dünya haritasını da ekleyin. Haritanın üzerine dünyanın her bölümünden geçen hayali gezi yolları çizilmişti.

Bir gün kitaplığının karanlık bir köşesinde duran bir kitap paketini aldı. Beni eski bir iskemleye oturttu ve kitaplardan birini açtı. Hiçbir şey söylemeden başladı alçak sesle okumaya. Kır yaşamı üzerine yazılmış şiirlerdi okudukları. Şiirler ustaca yazılmış, işleniş biçimi kusursuzdu. Daha doğrusu bende bıraktığı izlenim buydu. Yazarının adını bilmiyordum. Düşündüklerimi Bay Dominique'e söyledim.

Hafif bir tebessümle: "Bunlar benim şiirlerim" dedi.

Şaşırmıştım. "Artık yazmıyor musunuz" diye sordum.

"Hayır, o iş bitti artık! Kaldı ki, artık şiir yazmaya ayıracak vaktim yok diyebilirim".

Üç gün sonra Akçakavak çiftliğinden ayrıldım. Sabahın çok erken bir saatiydi. Bütün ev ayaktaydı. Hizmetçiler, kahyalar çevremi sarmıştı. Paris'e gidecek araba, atları koşulmuş yola çıkmaya hazır bekliyordu. Bay Dominique ve ailesiyle vedalaştıktan sonra arabaya geçtim. Güneş doğuyordu. Kırların ortalarına daldık. Çayırlardan çaya doğru kazlar iniyor, arabanın önünden çılgıncasına kaçışıyorlardı. Uzaktan, nehir kıyısında, kenevir tarlaları arasına gömülü ufak ufak çiftlikleri ateşli sisler sarmıştı.

Araba bir köprüye geldi. Atlar ufak adımlarla geçtiler. Sonra iki yanı ağaçlıklı bir yola girdik. Akşam oluyordu. Atların ayakları yerde daha sert bir ses çıkarmaya başlar başlamaz şehre giriyor olduğumuzu anladım.

Arabacı büyük bir evin önünde durdu. Kentin en kalabalık mahallesindeydi bu ev. Geniş bir bahçesi ve yosun tutmuş yüksek duvarları vardı. Beni D'orsel adında genç bir adam karşıladı. Söylentilere göre ailesinde kalan bu evde tek başına yaşıyormuş. Pek görgülü, insanı sarıveren halleri vardı. Giyinişine büyük özen gösterdiği her halinden belliydi. Tanışma faslından sonra bana kendinden bahsetti. Doğma büyüme Parisliymiş. Atları pek seviyormuş. Kır gezintilerine bayılırmış. Fakat, mevsim kıştı. Yağmur haftalarca durmuyordu. Kar yağıyor, sonra birden hava yumuşuyor, karı alıp götürüyordu. Çok sonra bir sabah pencereler açılıyor, evden eve seslenişler duyuluyordu. Kuşlar ötüşüyor, güneş ışıldıyordu. Büyük bahçedeki is rengi karaağaçlarda tomurcuklar fışkırıyordu. Bundan anlardım ki mevsim değişiyordu.

Appendix J)

Aşağıda çeşitli durumlarla ilgili 6 vaka bulunmaktadır. Vakalarla ilgili doğru ya da yanlış cevap bulunmamaktadır. Lütfen verilen sorular doğrultusunda yanıtlamaya çalışınız.

1) Ayşe Hanım 4 yıldır şirketinizde çalışmaktadır. Bu süre zarfında düzenli ve titiz bir çalışan olmuştur. Fakat, son 1 yıldır işe geç kalmakta ya da bazı günler hiç gelmemektedir. Yürütülen projedeki sorumluluklarını zamanında yerine getirememektedir ve iş performansı da oldukça düşüktür. Bunun üzerine ekip arkadaşları Ayşe Hanım'ın iş yükünü paylaşırlar. Fakat, son zamanlarda onlardan da şikayet gelmektedir.

   Yöneticisi olarak Ayşe Hanım'ın özel yaşamında bazı sorunlar yaşadığını öğrendiniz. Ayşe Hanım eşinden boşanmak üzeredir ve oğlunun ilaç bağımlılığıyla boğuşmaktadır.

Böyle bir durumda, yönetici olarak Ayşe Hanım'a yaklaşımınız nasıl olur?
Yaşanan problemi çözmek ve projenin sorunsuz yürümesini sağlamak için nasıl bir yol izlersiniz?

2) Mehmet Bey 10 yıldır büyük ölçekli bir firmanın finans departmanında çalışmaktadır. 1 yıl önce satış departmanında yeni bir göreve atanmıştır.Yetenekli ve zeki bir kişi olmasına rağmen yeni departmanındaki ilk yılı beklediği gibi geçmemiştir. Pozisyonuna uyum sağlamakta zorlanmaktadır. Ekibindeki çalışanlar da Mehmet Bey'in yöneticilik tarzından memnun değillerdir ve durumu Mehmet Bey'in müdürüne iletirler. Mehmet Bey'in müdürü de Mehmet Bey'e iletişim becerilerini geliştirmek için bir eğitim önerir. Mehmet Bey müdürünün önerisini agresif bir şekilde kabul eder.

Bu durumda, sizce Mehmet Bey neden sıkıntı yaşamaktadır? Mehmet Bey'in eğitim önerisine verdiği tepki sizce neden kaynaklanıyor?

Mehmet Bey'in müdürünün tutumunu nasıl değerlendirirsiniz?

Siz Mehmet Bey'in müdürünün yerinde olsaydınız, bu tip olumsuzlukların yaşanmaması için neler yapardınız?

3) Deniz Hanım büyük bir teknoloji firmasında uzman pozisyonunda çalışmaktadır. Bilgi birikimi ve tecrübesiyle şirketine değer katan bir çalışandır. Fakat, yeni yöneticisiyle son zamanlarda sıklıkla çatışma yaşamaktadır. Deniz Hanım, yürütülen proje konusunda yöneticisinden farklı fikirlere sahiptir. Yapılan toplantılarda neredeyse sunduğu her farklı öneriye olumsuz yanıt almaktadır ve engellendiğini hissetmektedir. Yöneticisine göre belirlenen çerçevenin dışına kesinlikle çıkılmaması gerekir. Deniz Hanım, birkaç ay sonra projeye bu şekilde devam edemeyeceğini hissederek istifasını verir.

Bu durumda, Deniz Hanım'ın tepkisini ve tutumunu nasıl değerlendirirsiniz?

Siz Deniz Hanım'ın yerinde olsaydınız nasıl hisseder ve nasıl bir tutum sergilerdiniz?

Deniz Hanım'ın yöneticisinin tutumunu nasıl değerlendirirsiniz?

4) Tamer Bey 20 yıldır bir ilaç firmasında müdür olarak çalışmaktadır. Kendini tamamen işine ve şirkete adamış donanımlı biridir. Fakat, çalışanları tarafından katı, dominant ve kuralcı biri olarak bilinmektedir. Emekliliğine birkaç yıl kalmıştır ve departmanındaki istifa oranı da son zamanlarda oldukça yükselmiştir. Yapılan yönetici değerlendirme anketine göre çalışanlar Tamer Bey'i toplantılarda kaba biri olarak görmekte ve farklı fikirleri dikkate almadığından yakınmaktadırlar. Tamer Bey bir gün insan kaynakları departmanına gider ve sert bir şekilde işe aldıkları kişilerin şirket için uygun olmadığını söyler. Tamer Bey'e göre çalışanlar onu dinlememekte olup, iş etiğinden de yoksundurlar.

Farz edin ki, Tamer Bey'in çalıştığı şirkete danışman olarak atandınız. Sizden Tamer Bey'in departmanındaki çalışanlarla yaşadığı çatışmalara çözüm önerileri sunmanız ve iki tarafın da iletişim becerilerini geliştirmeniz bekleniyor.

İlk olarak Tamer Bey'e karşı tutumunuz nasıl olur? Sizce Tamer Bey ve çalışanlarının temel sorunu nereden kaynaklanıyor ve nasıl çözümlenebilir?

İnsan kaynakları departmanında işe alım yapan bir çalışan olsaydınız, Tamer Bey'in şikayeti karşısında ne hisseder ve nasıl bir tutum sergilerdiniz?