

**THE MEDIATING EFFECTS OF LEADER-MEMBER EXCHANGE (LMX) AND
TEAM-MEMBER EXCHANGE (TMX) ON THE RELATIONSHIP
BETWEEN EMOTIONAL INTELLIGENCE, JOB SATISFACTION AND
JOB PERFORMANCE OF EMPLOYEES**

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ABSTRACT

The purpose of this study is to examine the mediating effects of Leader-Member Exchange (LMX) and Team-Member Exchange (TMX) on the relationship between Emotional Intelligence (EI), job satisfaction and job performance.

Data was obtained from samples of supervisors and their subordinates (dyads=200), which revealed the results that Leader-Member Exchange (LMX) only mediated the relationship between Emotional Intelligence (EI) and job satisfaction, and no mediating effect was found between Emotional Intelligence (EI) and job performance; whereas Team-Member Exchange (TMX) mediated the relationship between both Emotional Intelligence (EI), job satisfaction and job performance.

The findings are important because they can provide useful information for organizations to improve job satisfaction and job performance by putting more attention on the relationship management, both between supervisors and subordinates as well as between subordinates. It is recommended that more research on the mediating effects of Leader-Member Exchange (LMX) and Team-Member Exchange (TMX) on Emotional Intelligence, job satisfaction and job performance is needed.

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CHAPTER 1- INTRODUCTION

Problem Statements

Nowadays, social development is more emphasized in the world and more and more companies are concerned with the share of knowledge, team management, and leadership development (Kraimer, Wayne, & Jaworski, 2001, Cropanzano, 2003). Social performance is becoming an important skill that is relevant in today's job market (Ferris, Witt, & Hochwarter, 2001; Murensky, 2000). Therefore, social performance including LMX and TMX has become increasingly important in recent studies.

The sustainable development of Hong Kong economy and recent decline in organizations' loyalties to their members (such as downsizing, mergers, and other structural changes) have resulted in rapid movement of organizational members from one company to another. Yet, high voluntary turnover rates can be troublesome for both organizations and their members. As a result, academicians and practitioners are interested in searching for explanations on what contributes to voluntary turnover.

Researchers have discovered that employee relationships with supervisors and peers significantly affect their intention to leave (e.g. Ferris, 1985; Vancouver & Schmitt, 1991). Major, Kozlowski, Chao, & Gardner (1995) showed support of the importance of LMX and TMX as predictors of turnover intention. In addition, LMX and TMX also counted as strong predictors of organizational commitment and job satisfaction.

Apart from the effect on employee turnover, workplace relationship is also significantly correlated with work-related stress and hence job performance and satisfaction. In Hong Kong, it has been indicated that work-related stress is generally high (Siu, 1995, 1996; Siu & Donald, 1996; Siu et al., 1997). A group of British academics who studied on office workers showed that Hong Kong is the most stressful workplace in the world (The Review, South China Morning Post, 19 November 1995, p. 4). In fact, relationship with others was classified as one of the main stressors in the workplace since late 1970s (Cooper & Marshall 1976, 1978; Schuler, 1982; Cooper et al., 1988; Burke, 1988). Poor relationship with subordinates and supervisors might affect job satisfaction and job performance in a worst way.

Besides, in today's modern society, issues concerning Emotional Intelligence (EI) are becoming increasingly important in contributing to the success of employees in their work. More and more companies are concerned about their employees' Emotional Intelligence (EI), as this is directly related to the control of their emotions, which can affect their satisfaction towards their jobs as well as their job performance.

The main account of why EI is becoming popular probably because of its purported relationship with social performance (Matthew et al., 2002; Schutte, 2004).

However, at this moment, literature has not yet linked EI to any psychological theory about social performance and relationship at work with job performance and satisfaction. This gap in the literature created an opportunity for further research.

Purpose

The purpose of this study is to examine the mediating effects of Leader-Member Exchange (LMX) and Team-Member Exchange (TMX) on the relationship between Emotional Intelligence (EI), job satisfaction and job performance.

Specifically, there are four research questions:

1. Does LMX mediate the relationship between EI and job satisfaction?
2. Does LMX mediate the relationship between EI and job performance?
3. Does TMX mediate the relationship between EI and job satisfaction?
4. Does TMX mediate the relationship between EI and job performance?

CHAPTER 2- LITERATURE REVIEW

Emotional Intelligence, Job Satisfaction and Job Performance

Emotional Intelligence: Different models have been proposed and existed while ability EI model and trait EI model enjoy most of the support in literatures. In our research, we adopt the ability based EI model due to the trend in literature and also it is more applicable in the workplace situation.

According to Mayer and Salovey (1997), they viewed EI as ability, that is, a set of skills for processing information concerning emotions. Mayer and Salovey (1990) defined EI as a “...form of social intelligence that involves 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 action”. From the ability-based perspective, EI is broadly defined by four “information processing” abilities: emotional perceptions, emotional facilitation of thought, emotional understanding, and emotional management (Mayer, Salovey, & Caruso, 2000).

Job Satisfaction: Locke (1976) defined job satisfaction as “a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences”. In measuring job satisfaction in our study, we will only focus on the intrinsic part of it. The fulfillment of intrinsic or motivating needs in an employee’s work environment, as observed by Herzberg et al. (1959), is believed to result in job satisfaction. Intrinsic needs are concerned with the nature and consequences of work and include contributing factors such as desirable and challenging work assignments, recognition of achievement, responsibility, and advancement.

Job Performance: According to Campbell J.P. (1990), job performance represented “behaviors employees engage in while at work which contribute to organizational goals. These behaviors are formally evaluated by an organization as part of an employee’s responsibilities”. Researchers distinguish job performance into two aspects: task performance and contextual performance. (Aryee et al., 2004; Borman & Motowidlo, 1993). In our study, we will focus on task performance, as task performance describes job specific behaviors, including core job responsibilities that are directly linked to technically-oriented activities in an organization.

EI and Job satisfaction: Referring to Abraham’s studies (1999), “there is a positive relationship between Emotional Intelligence and job satisfaction.” According to Dong & Howard (2006), “the study shows evidence of significant correlation between EI and job satisfaction.” In Carmeli’s research article (2003), he mentioned “emotionally intelligent senior managers tend to be more satisfied with their work.”

EI and Job performance: Positive relationship between EI and job performance is supported by many scholars, “for individual job performance (Cote & Miners, 2006; Daus & Ashkanasy, 2005; Goleman, 1998a; 1998b; Rosete & Ciarrochi, 2005; Van Rooy et al., 2005); group or team performance (Daus & Ashkanasy, 2005; Jordan & Troth, 2004; Offerman et al., 2004) and organizational performance (Goleman, 1998a; McClelland, 1998; Williams, 1994)” (Dries, N., & Pepermans, R. 2007). Many people argue that EI promotes workplace success, at least in part, because those who have high EI have greater interpersonal competencies (Cooper & Sawaf, 1997; Mayer & Salovey, 1997).

Emotional Intelligence and Leader-Member Exchange

Graen (1976) defined Leader-Member Exchange (LMX) as “an interpersonal exchange relationships between a subordinate and his or her leader”. Through researching and studying over a quarter century, LMX has evolved into a general assessment of a work relationship between leader and member, measured by the extent to which there is a mutual sense of trust, loyalty, understanding, and support (Keup, L.C., 2000).

According to Labo, T. P. (2005), he indicated that dyads which had higher EI competency formed higher quality LMXs, regardless of the tenure and gender of those involved. In addition, through his study in educational setting, EI competency accounted for approximately 50% of the variability in LMX quality, and therefore, is significant as a proposed developmental variable.

Besides, a significant relationship was found between emotional intelligence and the leader-member exchange for followers (i.e. employees). High quality LMX increases followers' positive perceptions, feelings and job satisfaction (Haddad & Samarneh, 1999). This indicated that leaders with high emotional intelligence were believed they are able to influence their working environment. They are strong in developing relationships that promote greater flow of information, sharing of influence, increased confidence and concern for followers, and achieve more highly involved and more communicative followers (Gerstner & Day, 1997; Graen & Uhl-Bien, 1995).

Leader-Member Exchange, Job Satisfaction and Job Performance

LMX and Job Satisfaction: Literatures have been widely explored the relationship between Leader-Member Exchange and different work attitudes. One such work attitude that has been found to be positively correlated with LMX for a long time is job satisfaction (Graen et al., 1982; Major et al., 1995; Schriesheim, Neder, Scandura, & Tepper, 1992; Tansky, 1993; Wilhelm, Herd, & Steiner, 1993). In a study of supervisor-subordinate dyads in a manufacturing organization, Wilhelm et al. (1993) discovered that quality of LMX was highly positively correlated to job satisfaction of subordinates. In high quality leader-member exchanges, the supervisor and subordinate establish a working relationship characterized by social acceptance from the supervisor and the collaboration on unstructured tasks with the subordinate. This results in the subordinate being instrumental in developing their position and this involvement results in greater satisfaction with the job.

LMX and Job Performance: In most studies assessing the relationship between Leader-Member Exchange and job performance, there has been a positive relationship uncovered (e.g. Duarte, Goodson, & Klich, 1994; Dunegan, Duchon, & Taber, 1992; Gerstner & Day, 1997; Keller & Dansereau, 1995; Klein & Kim, 1998; Scandura & Schriesheim, 1994; Seers & Graen, 1984; Wayne, Shore, & Liden 1997; Wayne et al., 1997).

They explained the result in terms of a social exchange perspective whereby employees help a supervisor by performing required job activities well. As employees may think job performance is a kind of responsibility to supervisors, therefore if the relationship is high, employees are highly likely

to comply with the requirements according to their roles.

The mediating role of Leader-Member Exchange

As there are relationships proved between (1) EI, job satisfaction and job performance, (2) EI and LMX as well as (3) LMX, job satisfaction and job performance in previous literature reviews, therefore we propose LMX mediates the relationship between EI, job satisfaction and job performance.

Hypothesis 1 (H1): Leader-Member Exchange (LMX) mediates the relationship between Emotional Intelligence (EI) and job satisfaction.

Hypothesis 2 (H2): Leader-Member Exchange (LMX) mediates the relationship between Emotional Intelligence (EI) and job performance.

Emotional Intelligence and Team-Member Exchange

According to Seers A. (1989), TMX defined as “an individual's perception of his or her exchange relationship with the peer group as a whole”. It was developed as one way to measure the level of exchange quality among coworkers. The concept of TMX has been applied to both traditional work groups as well as to self-managing teams.

According to Tse & Dasborough's research study (2008), their quantitative results indicated that positive emotions, rather than negative emotions, were associated with high-quality TMX relationships. Besides, positive relationship between EI and social exchange performance at work including TMX was also supported by Schmidt, L. (2006).

Team-Member Exchange, Job Satisfaction and Job Performance

TMX and Job Satisfaction: A number of studies have researched on the relationship between Team-Member Exchange and job satisfaction. A positive association between the two variables has been found in these studies (Major et al., 1995; Seers, 1989; Seers et al., 1995). A high quality exchange suggests that group members would be prone to give suggestions about better work methods, communicate regarding ways that coworkers can do things which can ease others' job, switch responsibilities to facilitate flexibility for group members etc. Thus, a team with high quality exchanges among group members is more likely to facilitate job satisfaction.

TMX and Job Performance: There are only few studies assessing the relationship between TMX and job performance. A positive relationship between the two variables was discovered by Seers (1989) that higher team-member exchange predicted better performance. Seers (1989) explained the result relying on the concept of an exchange relationship. Traditionally, supervisors are thought as role senders, but employees can also be role senders as well, as they frequently interact with their peers. When the qualities of exchanges between team members are high, they are given more chances to meet the expectations of team members. In addition, the coordination of members' efforts is facilitated by reciprocal behavior, which leads to better performance (Seers et al., 1995).

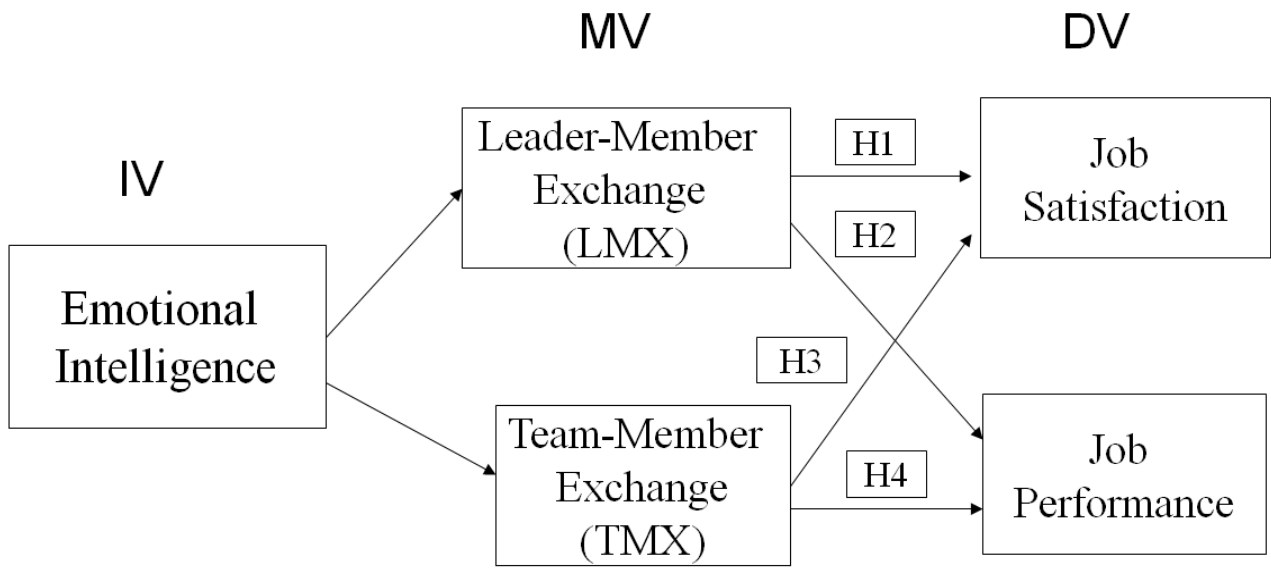
The mediating role of Team-Member Exchange

As there are relationships proved between (1) EI, job satisfaction and job performance, (2) EI and TMX as well as (3) TMX, job satisfaction and job performance in previous literatures, therefore we propose TMX mediates the relationship between EI, job satisfaction and job performance.

Hypothesis 3 (H3): Team-Member Exchange (TMX) mediates the relationship between Emotional Intelligence and job satisfaction.

Hypothesis 4 (H4): Team-member Exchange (TMX) mediates the relationship between Emotional Intelligence and job performance.

Conceptual Model of Hypotheses



Independent Variable: Emotional Intelligence (EI)

Dependent Variables: Job Satisfaction, Job Performance

Mediating Variables: Leader-Member Exchange (LMX), Team-Member Exchange (TMX)

CHAPTER 3- METHOD

Sample

The subjects of this study are subordinates and supervisors who work in Hong Kong organizations. When searching the samples for our study, convenience sampling was used and the sample population was made up of dyads of supervisor and his or her corresponding subordinate. Out of the 250 questionnaire distributed, 200 sets in dyads were returned, for a response rate of 80%. Organizations participating in this study varied from governmental organizations to multinational corporations comprising of different industries such as manufacturing, education, telecommunications etc. After permission was given from different companies, a brief explanation of the study and sample questionnaires was sent to them for references. The supervisors of the organizations helped us to distribute and collect the questionnaires from their subordinates.

Table 1 (in Appendix A) shows the demographic profiles of respondents, the sample frame (n=200) consisted of 86 males (43%) and 114 females (57%) and most of them were Hong Kong Chinese. As shown in the table, most of the respondents were aged from 40 to 49 (75%). The majority (35%) has monthly income below \$10,000. The duration of employees working in the organization ranged from 0-5 years to 31-35 years. Majority of participants had a Form 5 Secondary Graduate Certificate (34%), followed by Bachelor Degree (30.5%), Diploma and Associate Degree (17%) and so on.

Procedures

English and Chinese versions of questionnaires were prepared and printed questionnaires were sent to supervisors for them to distribute to their corresponding subordinates. Two sets of questionnaires were attached with cover letters informing the nature of the study, purpose of the study and contact information to assure the transparency of the study. The participants were also assured of data confidentiality and the data was used for academic purpose only. The questionnaires of subordinate and supervisor version would be distributed separately so that subordinates would not know their supervisors were also rating them at the same time. Before distributing the questionnaires, a set of code numbers are assigned by us for easy matching. For example, if Supervisor A had three subordinates, then her subordinates would be named as A1, A2, and A3 for our reference so that we could identify the supervisors and her corresponding subordinates easily.

Measures

Emotional Intelligence

To measure EI of employees, we adopted Wong and Law Emotional Intelligence Scale (WLEIS), which was developed by Wong & Law in 2002 consisting 16 items. It was scored by the test developers. There are four dimensions of Emotional Intelligence, including “self emotion appraisal (SEA), others-emotion appraisal (OEA), use of emotion (UOE), and regulation of emotion (ROE)”. A 7-point Likert-type scale reaching from 1 (Strongly disagree) to 7 (Strongly agree) was adopted.

Example will be “I have good understanding of my own emotions”. “This scale has demonstrated convergent and discriminant validity and has demonstrated incremental predictive power on life satisfaction, feelings of powerlessness, and job performance after controlling for the Big Five personality dimensions (Law et al., 2004).” The alpha reliability on the average of four dimensions was 0.85.

Leader-Member Exchange

To measure this construct, a LMX-7 scale developed by Scandura & Graen (1984) was chosen as this was highly recommended by Graen & Uhl-Bien (1995) and Gerstner & Day (1997). In this measure, a 5-point Likert-type scale from 1 (Strongly Disagree) to 5 (Strongly Agree) was adopted. An example will be “I usually know where I stand with my supervisor.” The alpha reliability of this scale was 0.91.

Team-Member Exchange

In this area, a 10-item TMX Quality Scale developed by Seers et al. (1995) could be used to “measure team members' perceptions of the reciprocal exchange relationship existed between themselves and team members”. In this measure, a 5-point Likert-type scale reaching from 1 (Strongly Disagree) to 5 (Strongly Agree) was used. One sample item is "In busy situations, other team members often ask me to help out". The alpha reliability of the scale was 0.83.

Job Satisfaction

As we focused on intrinsic job satisfaction, therefore to measure this dimension, some of the questions in the Minnesota Satisfaction Questionnaire (short-form) were extracted to measure employees' intrinsic satisfaction towards their jobs. "Developed by Weiss, Dawis, England and Lofquist (1967), it represented the result of research conducted on the Work Adjustment Project in studies conducted at the University of Minnesota. It was recommended by Vroom (1964), Robinson, Athanasiou, & Head (1969)." A 5-point Likert –type scale ranging from 1 (Very Dissatisfied) to 5 (Very Satisfied) was taken in this measure. One sample question will be "Being able to keep busy all the time." The alpha reliability of this scale was 0.81.

Job Performance

In measuring job performance, we adopted the measurement taken from Tsui, Pearce, Porter, & Tripoli (1997). It consisted of 11 items of task performance. The format was 5-point Likert scale where 1 =much below average and 5 = much above average. A sample question is "Employee is accurate when performing core job task". The alpha reliability of the scale was 0.83.

Control Variables

Four demographic variables which might affect the result of the study were controlled.

Tenure was measured in this study as the number of years between employees' joining date and March 2010. It was controlled as the length of time a person has been with the company is likely to affect the pattern of participation in social networks (Mehra, Kiluff & Brass, 2001).

Gender was controlled because it is found that men and women differ on some aspects of Emotional Intelligence (Barbara & Shilpa, 2003).

Age was controlled because it was found that EI develops with age (Mayer, Salovey, & Caruso, 2000). A 4-point scale was adopted (1= 20-29, 2= 30-39, 3= 40-49 and 4= 50 or above).

Education was controlled as it is believed to be related to Emotional Intelligence (Goleman, 1996). A 6-point scale was used in this study. (1= Master or Doctoral Degree, 2= Bachelor Degree, 3= Diploma or Associate Degree, 4= Form 7 Secondary Graduate Certificate, 5= Form 5 Secondary Graduate Certificate and 6= Primary Graduate Certificate or did not receive any formal education).

Analysis

Once we collected the data from the questionnaires, we used Statistical Package for the Social Sciences (SPSS v 16.0) for data analysis. Firstly, Cronbach's alpha was used to test the internal consistency of the items used in measuring EI, LMX, TMX, job satisfaction as well as job performance. Scales that are having a significant level over 0.7 are reliable and can be adopted in further analysis. In addition, Pearson correlation analysis was used to test the relationships among variables.

To test the hypotheses of the mediating effects of LMX and TMX, multiple regression analysis was conducted. Control variables were entered in the first step while the predictive variables were entered simultaneously in the second step and the mediators were entered in the third step. Tenure, gender, age and education were entered as control variables at the very beginning.

Baron and Kenny (1986) mentioned the following conditions are needed to prove the hypothesis in mediation. Firstly, the independent variable (IV) must influence the mediator (MV) significantly. Secondly, the independent variable (IV) must significantly influence the dependent variable (DV). Thirdly, the mediator (MV) must significantly influence the dependent variable (DV); if all of these conditions were fulfilled, the effect of independent variables would be decreased when the mediators were entered in the last step. In addition, full mediating effect occurs if the independent variable becomes insignificant when the mediator accedes to the equation.

CHAPTER 4- RESULTS

Cronbach Alpha Reliability Test

To test the reliability of the scale, Cronbach alpha coefficient was examined. According to Pallant (2001), a scale with Cronbach alpha coefficient of 0.7 or above is acceptable.

According to Table 2 below, all the scales used in this research were over 0.7, so they were fully accepted. Specifically, the scale for measuring EI, TMX, job satisfaction and job performance had higher internal consistency than the original one, while the scale for measuring LMX had lower internal consistency.

Table 2. Cronbach Alpha Reliability Test

Scale	Original Alpha Coefficient	Current Alpha Coefficient
Emotional Intelligence	0.85 (in average)	0.937
TMX	0.83	0.912
LMX	0.91	0.887
Job Satisfaction	0.81	0.902
Job Performance	0.83	0.944

Zero-order Correlation

Table 3 (in Appendix A) presents the results of the zero-order correlations and the descriptive statistics (mean and standard deviation) of the studied variables. As shown in the table, a significant positive relationship was found between EI and job satisfaction and job performance; EI and TMX and LMX; TMX and job satisfaction and job performance; and LMX and job satisfaction and job performance. These results provided preliminary support for the hypotheses.

Hierarchical Regression analysis

Two separate regression analysis were conducted respectively to test the mediating effects of TMX and LMX on the relationship between EI and job satisfaction; EI and job performance.

Before the three-step regression approach, the influence of independent variable (EI) was examined on the mediators. As shown in Table 4 (in Appendix A), EI was positively related to TMX ($\beta=.773$, $p<.001$) and LMX ($\beta=.627$, $p<.001$).

Mediated regression between EI and Job Satisfaction

Step 1:

Referring to Table 4 (in Appendix A), all demographic factors (gender, age, education and tenure) have found to have significant relationship with job satisfaction.

While gender and education had very strong significance on job satisfaction, age had moderate strong significant relationship and tenure had the least but still strong significance level. In short, demographic characteristics accounted for a significant proportion of variance in job satisfaction (23%).

Step 2:

As shown in Table 4 (in Appendix A), after controlling the demographic factors, the positive relationships remained statistically significant between EI and job satisfaction ($\beta=.759$, $p<.001$). Thus, EI was a significant predictor of job satisfaction.

Besides, the change in R^2 from step 1 to step 2 was .419 ($p < .001$) which means EI accounted for a great significant increase in the variance on job satisfaction scores.

Step 3:

In this step, the mediating effects of TMX and LMX were examined on the relationship between EI and job satisfaction. Job satisfaction was regressed on the control variables, EI (independent variable) and TMX and LMX (mediators).

After mediators of TMX and LMX were entered in the third step, change in R^2 from step 2 to step 3 was .072 ($p < .001$) which means the mediators explain an additional 7.2% in the variance in job satisfaction scores apart from control variables and EI.

Referring to Table 4 (in Appendix A), TMX and LMX were found to have significant positive relationships with job satisfaction ($\beta = .259$, $p < .001$ & $\beta = .226$, $p < .001$ respectively).

Looking at job satisfaction, significant relationships were found between EI and job satisfaction and between TMX and LMX and job satisfaction as mentioned before. Jointly, the demographic characteristics, EI together with TMX and LMX accounted for 72.2% ($p < .001$) of the variance in job satisfaction scores.

The previously significant relationship between EI and job satisfaction shown in step 2 was the same significant but with lowered beta value when TMX and LMX were added into the regression equation (from $\beta = .759$, $p < .001$ to $\beta = .418$, $p < .001$). This pattern of result indicated that the

relationship between EI and job satisfaction were partially mediated by TMX and LMX. As a result, TMX and LMX were examined as a partial mediating effect between EI and job satisfaction.

Thus hypothesis 1 and 3 were supported.

Mediated regression between EI and Job performance

Step 1:

Referring to Table 4 (in Appendix A), except age, other demographic factors (gender, education level and tenure) were found to have significant relationship with job performance. The above three demographic factors also showed a strong significance on job performance with $p < 0.001$. In short, demographic characteristics accounted for a significant proportion of variance in job performance (29.7%).

Step 2:

After controlling the demographic factors, the positive relationships remained statistically significant between EI and job performance ($\beta = .441$, $p < .001$). Thus, EI was a significant predictor of job performance.

Besides, the change in R^2 from step 1 to step 2 was .141 ($p < .001$) which means EI accounted for a great significant increase in the variance on job performance scores.

Step 3:

In this step, the mediating effects of TMX and LMX were examined on the relationship between EI and job performance.

After mediators of TMX and LMX were entered in the third step, change in R^2 from step 2 to step 3 was .033 ($p < .01$) which means the mediators explain an additional 3.3% in the variance in job performance scores apart from control variables and EI.

Referring to Table 4 (in Appendix A), TMX was found to have significant positive relationships with job performance ($\beta = .206$, $p < .05$). However, there was no significant relationship between LMX and job performance. Therefore, H4 was still supported but H2 wasn't.

As LMX showed no effect with job performance, we focused on TMX only at this stage. Job performance was regressed on the control variables, EI (independent variable) and TMX and LMX (mediators). The control variables, EI, together with TMX and LMX accounted for 47.2% ($p < .001$) of the variance on job performance.

The previously significant relationship between EI and job performance shown in step 2 became less significant when TMX and LMX were added into the regression equation (from $\beta = .441$, $p < .001$ to $\beta = .203$, $p < .05$). This pattern of result indicated that the relationship between EI and job performance were partially mediated by TMX. As a result, TMX was examined as a partial mediating effect between EI and job performance.

Thus hypothesis 4 was supported.

CHAPTER 5- DISCUSSION

Discussion

Existing research about supervisors-subordinates and subordinates-to-subordinates relationship on EI, job performance and job satisfaction are far from satisfactory. As an effort in this under-researched area, our study contributes to the literature in the following two ways.

Firstly, our study shows that there are mediating effects of Team-Member Exchange (TMX) on relationship between Emotional Intelligence (EI), job satisfaction and job performance, as well as Leader-Member Exchange (LMX) on relationship between EI and job satisfaction, which is not researched by previous literatures. Secondly, as this study involves the participation of both supervisors and subordinates due to the need of measuring performance of subordinates, it is also a success as the performance is rated by their immediate supervisors and not through their self-report, which can avoid the problem of social desirability bias (Thompson, E. R. & Phua, F. T. T., 2005) and obtain objectivity for the study.

Apart from the above, most of the findings showed consistent results with previous studies. Most of the hypotheses were supported.

Consistent with previous research, there was a strong correlation between EI, job satisfaction and job performance. To explain, Grandey (2000) suggested that intelligent individuals with higher emotional intelligence generate higher levels of satisfaction and well-being compared to individuals because they can keep continuous positive moods and feelings. Moreover, employees with higher

levels of EI tends to have better job performance because higher emotional self-awareness employees are aware of their own strengths and weaknesses might benefit from this knowledge to "market" themselves as high performers--- acting on their strengths and drawing attention from their weaknesses (Spreitzer *et al.*, 1997). Besides, employees who have high emotional intelligence are more likely to control work-family conflict effectively because they are better and more carefully to handle the inherent work-family conflict (Carmeli A., 2002) which means employees can focus on work and may not be easily distracted by other conflicts.

Besides, our study showed that EI, LMX and TMX were highly correlated, which aligned with the results of previous studies. This is because high EI employees are able to express their feelings, communicate openly and to understand others better than low EI employees. Due to certain organizational rules, regulations and politics (formal or informal), low EI employees may not be able to behave naturally, communicate openly, show their feelings and therefore conflicts may result easily. According to Goleman's explanation (1995), as individuals grow in EI, it changes both their inner minds and outside relationships and cultivates within them better attitudes, clearer perceptions and productive social relationships that are valued in diverse career and life settings. That is why high EI employees have propensity to sustain better relationship both with their supervisors and colleagues.

In addition, there were significant correlations found between TMX, job satisfaction and job performance, which were also consistent with previous studies. The idea of group suggestions such as how to do a job better can result in less role strain leading to job satisfaction (Hackman, 1992).

The emotional and task support received in high team-member exchange work groups could also lead to a more satisfied view of the work done. Besides, TMX relationships are related to effectiveness either directly or indirectly through increased team social cohesion. Strength of social cohesion would be a practical key to team performance (Ko J., 2005).

Also, our result showed that there were correlations between LMX, job satisfaction and job performance. When employees have a higher quality relationship with their supervisors, they get to enjoy the benefits of favors such as mutual trust, support from their supervisor, effective communication, consideration, and esteem, and consequently, they will be more likely to satisfy with their jobs, accomplish more, and help their organizations to prosper. As the quality of supervisor-subordinate relationships increases, the intrinsic needs of employees are also more likely to be fulfilled, thereby increasing the likelihood that employees will be satisfied with their jobs. As employees have higher quality exchange relationships with their supervisors, they may be better performers because they can get additional feedback, resources and opportunities (Feldman, 1986). Therefore when there is a strong relationship between supervisors and subordinates, employees are more likely to fulfill their role requirements which lead to higher levels of performance.

However, from our study, we found that there was no mediating effect of LMX on the EI-job performance relationship in our regression analysis.

Firstly, this is because there was an extremely high correlation between LMX and TMX. From our results, we found that the correlation between LMX and TMX was 0.774 ($p < .01$). Therefore, it is

possible that participants cannot differentiate between the two constructs because of their high correlation. We tried to separate LMX and TMX to test their mediating effects in our regression analysis and found that LMX did have mediating effect in the EI-job performance relationship (Refer to Table 5 & Table 6 in Appendix A). Therefore, TMX has the possibility to take away the mediating effect of LMX which affects the results.

Secondly, even though there are lots of findings and literature reviews showing there are positive relationships between the EI and job performance, it is true that there are other possible factors mediating this relationship such as trust between subordinates and supervisors, stress management etc. In our study, we only focused on Leader-Member Exchange (LMX) and Team-Member Exchange (TMX) as the mediators. Therefore, other mediators may be able to explain the relationship between EI and job performance and further studies are needed.

As this is the first time to test the mediating effect of LMX on relationship between EI and job performance, therefore it is better to replicate the test to see if there is any mediating effect in this relationship.

Practical Implication

There are some practical implications that could be drawn from the study.

Recruitment & Selection:

Based on our results and literature supports, EI was significantly related to job satisfaction and job performance. Including EI test during the selection process would help to identify right candidates who probably perform better at work.

Besides, a personality test asking perspective of candidates on relationship among colleagues (TMX) and supervisor (LMX) and the working preference towards individualism or collectivism (Hofstede, G., 1978) can be adopted. It was supported by Ko, J. (2005) that team members' collectivism was an important predictor of exchange relationship quality both with the leader and with the team members. But it may not apply for highly innovative and high-tech industries which team work and co-operation are less likely.

Organizations may also show support to Hong Kong SAR government's promotion of recruiting middle-aged employees in recent years. It is found that older employees are more experienced and accordingly their "ability to monitor one's own and others emotions, to discriminate among them and to use this information to guide one's thinking and actions" (Mayer & Salovey, 1997, p.433) is likely to be higher than those who are less experienced (Suliman, A.M., & Al-Shaikh F.N., 2007).

Harmonious working environment

It has been demonstrated that relationships (both TMX and LMX) significantly influence job outcomes. Given that influence, it is crucial for an organization to nurture existing relationships and to engage in team-building or organizational development efforts (Keup L.C., 2000).

Organizations may encourage effective communication among employees and leaders by valuing open communication and increase ways to communicate such as informal meetings.

Over focus on performance may cause high potential to pay little attention to the development of interpersonal skills, which is a typical cause of derailment. (Leslie & Van Velsor, 1996).

Besides, adopting a diverse workforce can help to improve team's relationship (TMX and LMX). A work group comprised of individuals with complementary skills and perspectives actually strengthens the group and improves its contributions (Katzenbach & Smith, 1993). Therefore a diverse group can compensate the weaknesses of each other.

Retention of talents

Job satisfaction is one of the main predictors of turnover (Griffeth et al., 2000) and EI is negatively related to withdrawal intentions from the organizations (Carmeli, A., 2003). In light of retention management, paying sufficient attention to employees' emotional states might benefit organizations more than focusing on compensation and benefits. This point is demonstrated by the finding that employees who have high EI tends to have higher level of job satisfaction and stay intention.

A regression model was run among EI and intention to stay and job satisfaction by our data. The result supported Griffeth et al.'s and Carmeli's points that EI and job satisfaction were highly positively significant to stay intention. And job satisfaction showed a full mediating effect in EI-stay intention relationship. (Refer to Table 7 in Appendix A)

Formation of compensation and benefits system:

When companies adopt pay-for-performance approach in reward system, compensation and bonus should be on team basis or departmental basis which encourages the co-operating nature. It reduces competitive working environment and so help promoting high LMX and TMX which significantly leads to high job satisfaction and job performance.

Human Resources Development:

Sufficient resources should be invested in training employees' EI.

Companies who have implemented EI development programs and endeavored to enhance EI competencies of human resources have witnessed quicker and more powerful changes in employee effectiveness and have found the changes to be sustained over time (Brooks & Nafukho, 2006; Park, 2005). Research evidences indicate that by creating emotionally intelligent work places, organizations are able to truly drive performance and careers on organizations (Carmeli & Josman, 2006; Park, 2005).

Limitations

As with most study researches, this study is subjected to several limitations.

Firstly, due to the cross-sectional nature of data used in this study, drawing causal inferences among constructs may not be appropriate.

Secondly, convenience sampling and relatively small sample size may not be representative enough to characterize the whole population.

Thirdly, the data collected was mainly through self-report nature (except job performance). It is possible that data generated is concerning the person's self-concept rather than the actual ability or traits if one has inaccurate self-understanding (Mayer, Caruso & Salovey, 2000).

Recommendations for future research

The results of this study provide a number of directions which can be further studied and researched in the future.

The first recommendation is that further research is needed for the mediating effects of LMX and TMX on EI, job satisfaction and job performance. Although there are lots of studies showing there is significant relationship between EI, job satisfaction and job performance (Abraham, 1999; Cooper & Sawaf, 1997; Mayer & Salovey, 1997), there are rarely previous studies investigating the mediating effects of either LMX or TMX on the relationship between EI and job satisfaction or EI and job performance. It is recommended to have further research to replicate and clarify the results.

Furthermore, this study involves the participation of both supervisors and subordinates. In this study, some of the supervisors individually have up to 30 subordinates in maximum and they have to rank their subordinates' performance repeatedly all over the time. It may incur rater error in the process of evaluating their subordinates. Examples such as contrast effects that supervisors may evaluate the subordinate relative to other subordinates, rather than on the extent to which the individual is fulfilling the requirement of the job; or halo effect that there may be inappropriate generalization from one aspect of the subordinate's performance to all aspects of the subordinate's

job performance etc. Therefore, in future research, it is suggested to carry out on a one-to-one basis, which is one supervisor pairs up with one subordinate in order to avoid rater effect.

Last but not least, as some of our samples work in the company within a few years (0-3 years) only, they may not build up deep relationships with their subordinates or supervisors and it may affect the mediating effects on the relationship between EI, job satisfaction and job performance. Therefore in the future studies, it is better to target at samples that have worked in the organization for five years or more so that the results can be more convincing.

Conclusion

In our study, we focused on the mediating effects of LMX and TMX on the relationship between EI, job satisfaction and job performance. In general, the findings were consistent with the hypotheses set. The results showed that there is mediating effect of LMX on the relationship between EI and job satisfaction, whereas there are mediating effects of TMX on the relationship between EI and job satisfaction as well as EI and job performance. However, there is no mediating effect of LMX found on the relationship between EI and job performance.

Based on the findings, there are suggestions made to improve the EI quality of employees, nurture relationships and enhance the retention of talents in the organizations. Limitations and recommendations for further studies were made according to our research method and samples.

We hope that through our study, it can make contributions for future research and provide some useful business insights to Hong Kong organizations.

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Appendix A

FIGURES AND TABLES

Table 1: Demographic characteristics of the samples (n=200)

Variables	Category	Frequency	%
1) Working Status	Temporary	35	17.5
	Permanent	165	82.5
2) Tenure	0-5	88	44
	6-10	18	9
	11-15	19	9.5
	16-20	44	22
	21-25	18	9
	26-30	11	5.5
	31-35	2	1
3) Salary Level	<\$10,000	70	35
	\$10,000-\$12,000	26	13
	\$12,000-\$20,000	49	24.5
	>\$20,000	55	27.5
4) Stay Intention	Yes	131	65.5
	No	23	11.5
	Not Sure	46	23
5) Gender	Male	86	43
	Female	114	57
6) Age	20-29	59	29.5
	30-39	53	26.5
	40-49	75	37.5
	>50	13	6.5
7) Education Level	Master or Doctoral Degree	2	1
	Bachelor Degree	61	30.5
	Diploma or Associate Degree	34	17
	Form 7 Secondary Graduate Cert.	18	9
	Form 5 Secondary Graduate Cert.	68	34
	Primary Graduate Cert. or no formal education	17	8.5
8) Marital Status	Married or Lived as Married	98	49
	Single	97	48.5
	Others (Separated/Divorced/Widowed)	5	2.5
9) No. of family members	1-3	124	62
	4-5	64	32
	>5	12	6
10) Nationality	Hong Kong Chinese	184	92
	Mainland Chinese	16	8
	Others	-	-

Table 3. Descriptive Statistics and Zero-Order Correlations of Study Variables

Variables	Mean	SD	1	2	3	4	5	6	7	8	9
1. Gender ^a	1.57	.496	-								
2. Age ^b	2.21	.944	-0.107	-							
3. Education level ^c	3.7	1.442	.093	.453**	-						
4. Tenure	11.09	9.230	-.179*	.736**	.331**	-					
5. Emotional Intelligence ^d	3.58	.653	.110	.245**	-.235**	.261**	-				
6. TMX ^d	3.49	.623	.104	.260**	-.115	.305**	.791**	-			
7. LMX ^d	3.56	.624	.117	.304**	-.101	.324**	.700**	.774**	-		
8. Job satisfaction ^d	3.47	.609	.170*	.262**	-.129	.272**	.796**	.780**	.737**	-	
9. Job performance ^e	3.3	.675	.207**	-.075	-.423**	.028	.550**	.522**	.479**	.590**	-

^a 1=Male, 2=Female

^b 1=20-29, 2=30-39, 3=40-49, 4=50 or above

^c 1=Master or Doctoral Degree, 2=Bachelor Degree, 3=Diploma or Associated Degree, 4=Form 7 Secondary Graduate Certificate
5=Form 5 Secondary Graduate Certificate, 6=Primary Graduate Certificate or below

^d 1=Strongly disagree, 5= Strongly agree

^e 1=Much below average, 5=Much above average

*p<.05

**p<.01

The Mediating Effects of Leader-Member Exchange (LMX) and Team-Member Exchange (TMX) on the Relationship between Emotional Intelligence, Job Satisfaction and Job Performance of Employees

Table 4. Results of Mediated Regression for Emotional Intelligence on Job Satisfaction and Job Performance

Independent variables	TMX	LMX	Job Satisfaction			Job Performance		
			Step 1	Step 2	Step 3	Step 1	Step 2	Step 3
<u>Controls</u>								
Gender	0.034	0.084	0.275***	0.102*	0.074	0.304***	0.203***	0.186***
Age	-0.031	0.085	0.283**	0.041	0.030	0.022	-0.119	-0.123
Education Level	0.038	-0.042	-0.359***	0.001	0.001	-0.542***	-.333***	-0.336***
Tenure	0.119	0.127	0.232*	0.062	0.002	0.245***	0.147	0.106
<u>Predictor</u>								
Emotional Intelligence	0.773***	0.627***	-	0.759***	0.418***	-	0.441***	0.203*
<u>Mediators</u>								
TMX	-	-	-	-	0.259***	-	-	0.206*
LMX	-	-	-	-	0.226***	-	-	0.124
ΔR^2	0.434***	0.286***	-	0.419***	0.072***	-	0.141***	0.033**
R^2	0.639***	0.520***	0.23***	0.650***	0.722***	0.297***	0.439***	0.472***
ΔF	233.609***	115.467***	14.582***	232.073***	25.029***	20.641***	48.743***	6.034**

Note: *p<.05

**p<.01

***p<.001

Table 5: Results of Regression Analysis between Emotional Intelligence and Job Performance with the mediating effect of LMX

Independent variables	Job Performance		
	Step 1	Step 2	Step 3
<u>Controls</u>			
Gender	0.304***	0.203***	0.186**
Educational level	-0.542***	-0.333***	-0.324***
tenure	0.245**	0.147	0.120
Age	0.022	-0.119	-0.137
<u>predictor</u>			
Emotional Intelligence	-	0.441***	0.308***
<u>Mediators</u>			
LMX	-	-	0.212**
ΔR^2	-	0.141***	0.022**
R^2	0.297***	0.439***	0.460***
ΔF	20.641***	48.743***	7.692**

Note: *p<.05

**p<.01

***p<.001

Table 6: Results of Regression Analysis between Emotional Intelligence and Job Performance with the mediating effect of TMX

Independent variables	Job Performance		
	Step 1	Step 2	Step 3
<u>Controls</u>			
Gender	0.304***	0.203***	0.194**
Educational level	-0.542***	-0.333***	-0.344***
tenure	0.245**	0.147	0.114
Age	0.022	-0.119	-0.11
<u>predictor</u>			
Emotional Intelligence	-	0.441***	0.227*
<u>Mediators</u>			
TMX	-	-	0.276**
ΔR^2	-	0.141***	0.028**
R^2	0.297***	0.439***	0.466***
ΔF	20.641***	48.743***	9.961**

Note: *p<.05

**p<.01

***p<.001

Table 7. Results of Regression Analysis between Emotional Intelligence and Intention to stay with the mediating effect of Job Satisfaction

Independent Variables	Intention to Stay ^a	
	Step 1	Step 2
<u>Predictor</u>		
Emotional Intelligence	-0.202**	0.050
<u>Mediators</u>		
Job Satisfaction	-	-0.316**
ΔR^2	-	0.036**
R^2	0.041**	0.077***
ΔF	8.400**	7.776**

Note:

^a1=Yes, 2=No, 3=Not sure

*p<.05 **p<.01

Appendix B

Questionnaires

Reference no 參考編號: _____

Survey of Employee Emotions and Behavior in Hong Kong organization

香港機構的員工情緒和行為調查問卷

(Employee Version 員工版本)

Dear participants,

We are the final year students majoring in Human Resources Management at the Hong Kong Baptist University. As we are on progress with our final year project, we would like to seek your participation in our academic research study. The objective of this study is to understand employee emotions and behavior in Hong Kong organizations.

This survey will take around 10-15 minutes to complete. Please answer each question honestly and with careful consideration. There is neither right or wrong answers nor appropriate answers. The responses you make in the questionnaire will be kept CONFIDENTIAL and ANONYMOUS. All the data collected will be used for academic purpose only.

Thank you for your participation and we wish you all every success in your work.

Yours faithfully,

Fong Siu Ping, Vanessa & Ho Ka Yue, Yue
Final Year Students
BBA (Hons) Human Resources Management Major
Hong Kong Baptist University

Part I 第一部分 The following statements are concerning about your emotion. Please read the statements carefully, and indicate to what extent you disagree or agree with each statement. **Circle** the number corresponding to your choices using the scale below.

以下是一些關於你情緒方面的問題。請仔細閱讀並根據下列級別**圈出**最能表達你情況的等級。

1	2	3	4	5
Strongly Disagree 非常不同意	Disagree 不同意	Neither 兩者皆不是	Agree 同意	Strongly Agree 非常同意

1.	I have a good sense of why I have certain feelings most of the time.	1 2 3 4 5
----	--	-----------

	大部分時間我都知道自己有不同感覺的原因。	
2.	I have good understanding of my own emotions. 我十分了解自己的情緒。	1 2 3 4 5
3.	I really understand what I feel. 我很明白自己的感覺。	1 2 3 4 5
4.	I always know whether or not I am happy. 我經常知道自己是否開心。	1 2 3 4 5
5.	I always know my friends' emotions from their behavior. 我從朋友的行為上知道他們的情緒。	1 2 3 4 5
6.	I am a good observer of others' emotions. 我善於觀察別人情緒。	1 2 3 4 5
7.	I am sensitive to the feelings and emotions of others. 我對於別人的感覺和情緒都十分敏感。	1 2 3 4 5
8.	I have good understanding of the emotions of people around me. 我十分了解身邊的人的情緒。	1 2 3 4 5
9.	I always set goals for myself and then try my best to achieve them. 我會經常替自己訂立目標然後盡力達到。	1 2 3 4 5
10.	I always tell myself I am competent person. 我常常告訴自己我是個能幹的人。	1 2 3 4 5
11.	I am a self-motivated person. 我是個能自我鼓勵的人。	1 2 3 4 5
12.	I would always encourage myself to try my best. 我經常鼓勵自己要做到最好。	1 2 3 4 5
13.	I am able to control my temper and handle difficulties rationally. 我有能力控制自己的脾氣和理性地處理困難。	1 2 3 4 5
14.	I am quite capable of controlling my own emotions. 我頗有能力控制自己的情緒。	1 2 3 4 5
15.	I can always calm down quickly when I am very angry. 當我十分憤怒的時候，我常常很快地冷靜下來。	1 2 3 4 5
16.	I have good control of own emotions. 我有好的情緒管理。	1 2 3 4 5

Part II 第二部分. The following statements are about the colleagues in your unit with whom you are working closely. Please read the statements carefully, and indicate to what extent you disagree or agree with each statement. **Circle** the number corresponding to your response using the scale below.

以下是一些關於你和同事關係和相處的問題。請仔細閱讀並根據下列級別圈出最能表達你情況的等級。

1	2	3	4	5
Strongly Disagree 非常不同意	Disagree 不同意	Neither 兩者皆不是	Agree 同意	Strongly Agree 非常同意

1.	I often make suggestions about better work methods to other colleagues. 我經常建議有關較佳的工作方法給其他同事。	1 2 3 4 5
2.	Other colleagues of my team usually let me know when I do something that makes their jobs easier (or harder). 當我做了一些事，我的同事經常讓我得知這些付出會令他們的工作更輕鬆 (或更困難)。	1 2 3 4 5
3.	I usually let other colleagues of my team know when they have done something that makes my job easier (or harder). 當我的同事做了一些事，我經常讓他們得知這些付出會令我的工作更輕鬆 (或更困難)。	1 2 3 4 5
4.	Other colleagues of my team recognize my potential. 在我的團隊中，其他同事賞識我的潛能。	1 2 3 4 5
5.	Other colleagues of my team understand my problems and needs. 在我的團隊中，其他同事了解我的問題和需要。	1 2 3 4 5
6.	I am flexible about switching job responsibilities to make things easier for other colleagues. 為了讓我的同事工作更輕鬆，我願意彈性地變更我的工作性質。	1 2 3 4 5
7.	In busy situations, other colleagues often ask me to help out. 在忙碌的情況下，其他同事經常請我幫忙。	1 2 3 4 5
8.	In busy situations, I often volunteer my efforts to help my colleagues. 在忙碌的情況下，我會自願地幫助我的同事。	1 2 3 4 5
9.	I am willing to help finish work that had been assigned to other colleagues.	1 2 3 4 5

	我願意替其他同事完成他們的工作。	
10.	The other colleagues of my team are willing to help me finish work that was assigned to me. 在我的團隊中，我的同事願意替我完成我的工作。	1 2 3 4 5

Part III 第三部分: The following statements are asking about your immediate supervisor.

Please read the statements carefully, and indicate to what extent you disagree or agree with each statement. **Circle** the number corresponding to your choices using the scale below.

以下是一些關於你和直屬上司關係和相處的問題。請仔細閱讀並根據下列級別圈出最能表達你情況的等級。

1	2	3	4	5
Strongly Disagree 非常不同意	Disagree 不同意	Neither 兩者皆不是	Agree 同意	Strongly Agree 非常同意

1.	I usually know where I stand with my supervisor. 我通常知道我在上司身邊擔當的角色。	1 2 3 4 5
2.	My supervisor understands my job problems and needs. 我的上司了解我工作上的問題和需要。	1 2 3 4 5
3.	My supervisor recognizes my potential. 我的上司認同我的潛能。	1 2 3 4 5
4.	Regardless of how much formal authority my supervisor has built into his/her position, my supervisor would be personally inclined to use his/her power to help me solve problems in my work. 即使我的上司有特定的權力，他/她都願意以個人身份去幫助我解決工作上的困難。	1 2 3 4 5
5.	I can count on my supervisor to “bail me out” at his/her expense, when I really need it. 當我有需要時，我能依靠我的上司去幫助我脫離困境。	1 2 3 4 5
6.	I have enough confidence in my supervisor that I would defend and justify her/his decision if she/he were not present to do so. 我對我的上司有足夠的信心而我會為他/她的決定作辯護和解釋如他/她未能做到。	1 2 3 4 5
7.	How would you characterize your working relationship with your supervisor? (using the scale below) 你會如何形容你和上司的工作關係? (根據下列級別評分)	1 2 3 4 5

1-----2-----3-----4-----5	
Extremely Ineffective 完全沒有效率	Worse Than Average 比一般較差
Average 一般	Better Than Average 比一般較佳
	Extremely Effective 十分有效率

Part IV 第四部分 The following statements are about the level of satisfaction of different aspects of your job. Please read the statements carefully, and indicate your extent of satisfaction with each statement. **Circle** the number corresponding to your response using the scale below.

以下是一些關於你在工作各方面滿意度的問題。請仔細閱讀並根據下列級別圈出最能表達你情況的等級。

1 Very Dissatisfied 非常不滿意	2 Dissatisfied 不滿意	3 Neither 兩者皆不是	4 Satisfied 滿意	5 Very Satisfied 非常滿意
---------------------------------	--------------------------	-----------------------	----------------------	-----------------------------

On my present job, how satisfied am I with this aspect?

在現時的工作中，我對於以下範疇的滿意程度：

1.	Being able to keep busy all the time 可以常常保持忙碌	1 2 3 4 5
2.	The chance to work alone on the job 有機會自己獨立工作	1 2 3 4 5
3.	The chance to do different things from time to time 在不同時間有機會做不同的事	1 2 3 4 5
4.	The way to be “somebody” in the community 在社會上有某程度的價值和地位	1 2 3 4 5
5.	Being able to do things that don’t go against my conscience 能不違背自己良心去做事	1 2 3 4 5
6.	The way my job provides for steady employment 這份工作能給我穩定的工作保障	1 2 3 4 5
7.	The chance to do things for other people 為他人做事的機會	1 2 3 4 5
8.	The chance to tell people what to do 教導他人做事的機會	1 2 3 4 5
9.	The chance to do something that makes use of my abilities	1 2 3 4 5

	有機會運用我的才能去做事	
10.	The freedom to use my own judgment 自由地運用自己的判斷	1 2 3 4 5
11.	The chance to try my own methods of doing the job 有機會用自己的方法工作	1 2 3 4 5
12.	The feeling of accomplishment I get from the job 從工作中獲得成就感	1 2 3 4 5

Part V 第五部分 個人資料

Please complete the following questions by **circling** the appropriate number or **providing your answers in blank spaces**. 請圈出適合的答案或把答案填在橫線上。

a. Your working status 你的工作狀況: 1) temporary 暫時性 2) permanent 永久性

b. How long have you worked for this organization?

你在這間機構工作了多久? _____ Years 年 _____ months 月

c. Salary level 薪金水平: 1) Below 低於 \$10,000 2) \$10,000-\$12,000
3) \$12,000-\$20,000 4) Above 多於\$20,000

d. Intention to stay in the organization

留在此公司工作的意向: 1) Yes 會 2) No 不會 3) Not sure 不確定

e. Gender 性別: 1) Male 男 2) Female 女

f. Age 年齡: 1) 20-29 歲 2) 30-39 歲 3) 40-49 歲 4) 50 or above 50 歲或上

g. Highest Level of Education 教育程度:

1) Master or Doctoral Degree 博士或碩士學位 2) Bachelor Degree 學士學位

3) Diploma or Associated Degree 文憑或副學士

4) Form 7 Secondary Graduate Certificate 中七程度

5) Form 5 Secondary Graduate Certificate 中五程度

6) Primary Graduate Certificate or did not receive any formal education

小學程度或沒有接受任何正式教育

h. Marital Status 婚姻狀況: 1) Married 已婚 2) Single 單身

3) Other 其他 (Separated 分居/Divorced 離婚/Widowed 喪偶)

i. No. of family members 家庭成員數目 (living together 同住):

1) 1-3 2) 4-5 3) More than 5 多於 5

j. Nationality 國籍: 1) Hong Kong Chinese 香港 2) Mainland Chinese 中國內地

3) Others 其他 (please specify): _____

This is the end of the questionnaire. 問卷完。

Thank you very much for your participation. 多謝你的參與。

Survey of Employee Emotions and Behavior in Hong Kong organizations

香港機構的員工情緒和行為調查問卷

(Supervisor version 管理上級版本)

Dear Managers,

We are the final year students majoring in Human Resources Management at the Hong Kong Baptist University. As we are on progress with our final year project, we would like to seek your participation in an academic research study. The objective of this study is to understand employees' emotions and behavior in organizations in Hong Kong.

This survey will take around 3 minutes to complete. Please answer each question honestly and with careful consideration. There is neither right or wrong answers nor appropriate answers. The responses you make in the questionnaire will be kept CONFIDENTIAL and ANONYMOUS. All the data collected will be used for academic purpose only.

Thank you for your participation and we wish you all every success in your work.

Yours faithfully,

Fong Siu Ping, Vanessa & Ho Ka Yue, Yue

Final Year Students

BBA (Hons) Human Resources Management Major

Hong Kong Baptist University

****IMPORTANT GUIDELINE**：重要指引**

As each set of questionnaire requires the matching between a subordinate and its immediate supervisor's part of questionnaire, we would like to ask for your help.

Please help us to distribute the questionnaires to your subordinates according to the subordinate reference number based on your assignment.

For example, if you are given #0021 to 0023 set of questionnaires, you may assign each reference number to your three subordinates: e.g. 0021= Susan, 0022= Joseph, 0023= Kelvin.

And distribute the assigned set of questionnaire to the person respectively.

由於每一份問卷分兩部份組成(分別是 Supervisor 和 Employee version), 並需要配對相對的參考編號。我們希望能得到您的細心注意和幫助。

請首先分配一個參考編號給您的每一位下屬(建議先於下頁填上下屬相對的參考編號), 完成 supervisor version 的問卷後, 依照該參考編號分派 employee version 的問卷給您的下屬。

例如, 如您的問卷參考編號由 0021 開始至 0023, 首先把參考編號分配給您以下的三個下屬: 如 0021=陳大文, 0022=李小明, 0023=張生。當完成 supervisor version 的問卷後, 將已寫上該參考編號的 employee version 分別給您的三個下屬。即把 0021 號的 employee version 問卷分派給陳大文, 0022 號的分派給李小明等。

Thank you very much for your help! 非常感謝您的幫忙!

Subordinate reference number assignment

下屬員工參考編號的配對

This assignment sheet is highly confidential which is only for your reference use and is not required to return back. Thank you!

此配對表只供管理層參考之用，不需要交回給我們。

本部門的參考編號由#_____至 #_____。

Assigned reference number	Name of Subordinate
#	
#	
#	
#	
#	
#	
#	
#	
#	
#	
#	

The Mediating Effects of Leader-Member Exchange (LMX) and Team-Member Exchange (TMX) on the Relationship between Emotional Intelligence, Job Satisfaction and Job Performance of Employees

The following questions are about your evaluations of your subordinates' performance. Use the scale below, **CIRCLE A NUMBER** to represent your assessment of supervisees' task-oriented activities.

以下是一些評估你下屬工作表現的問題，請仔細閱讀並根據下列級別**圈出**最能表達你下屬情況的等級。

1	2	3	4	5
Much <u>below</u> average 遠低於一般的水平	<u>Below</u> average 低於一般的水平	Average 一般	Above average 高過一般的水平	Much above average 遠高過一般的水平

		Subordinate reference number 下屬員工的參考編號			
		#	#	#	#
1.	Quantity of work is higher than average. 工作數量高過一般的水平	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2.	Quality of work is much higher than average. 工作質素遠遠高過一般的水平	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3.	Efficiency is higher than average. 工作效率高過一般的水平	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4.	Standard of work quality are higher than formal standard for the job. 員工工作質素的標準高於正式的/公司的工作質素標準	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5.	Strive for higher quality of work than required. 致力提升基本以外的工作質素	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
6.	Uphold highest professional standard. 盡努力達到最高的專業水平	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
7.	Ability to perform core job tasks. 完成主要工作職責的能力	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
8.	Judgment when performing core job tasks. 完成主要工作職責的判斷能力	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
9.	Accuracy when performing core job tasks. 準確地完成主要的工作職責	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
10.	Job knowledge with reference to core job tasks. 完成工作職責所需要的工作知識	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
11.	Creatively when performing core tasks. 完成工作職責所需要的創意	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5