Emotional Intelligence Program Evaluation at Hagerty Insurance
Abstract

Program Evaluation of Hagerty Insurance’s Emotional Intelligence Curriculum

By: Andrew Dalzell

This research study examines the Emotional Intelligence Workshop at Hagerty Insurance in Traverse City, Michigan. The research was used to answer the following primary and sub questions. Is the emotional intelligence course at Hagerty accomplishing the goal of developing emotional intelligence and would the course benefit from a longer duration model?

1. Is there interest from employees who have taken the course for enrichment of post-training activities?
2. Are managers following-up with class participants?
3. Are employees who have completed the class practicing their provided strategies through the provided resources?
4. Does the course meet its objective of creating a drive to develop emotional intelligence?

A literature review was used in Chapter 2 to provide context to the research questions and obtain information around the history of emotional intelligence and its integration into human resource practices. A survey was distributed to 117 Hagerty employees who had completed the course since its pilot in the first quarter of 2017. The data from the survey is used in a data analysis and the results are displayed within Chapter 4 through the use both graphs and tables.
Emotional Intelligence Program Evaluation at Hagerty Insurance

The study found that there is an interest from Hagerty employees in further training around emotional intelligence. Employees have implemented strategies provided to them through the learning module and expressed a desire for supplemental materials around emotional intelligence post-training.

The literature and data analysis are brought together in Chapter 5 of the study where a summary, conclusion, and recommendations for the workshop are provided. The workshop in its current form introduces emotional intelligence to the learner while providing them with strategies for self-improvement. The program could benefit from enrichment through supplemental reading materials, follow-up discussions that are both formal and informal, continuing to work with management to facilitate the transfer of training and finally, introduce an application to the learners to aid in emotion monitor and maintenance.
Program Evaluation of Hagerty Insurance’s Emotional Intelligence Curriculum

MSA 699 Project Report

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Chapter 1: Problem Definition

Introduction

Over the past two decades emotional intelligence has turned into a phenomenon with human resource professionals searching for ways to integrate the concept into the organization (Thakrar, 2018). There have been books published discussing the topic and providing methods for self-improvement. Organizations have developed training modules in an effort to increase the emotional intelligence of their workforce. Studies have been done focusing on effectiveness of training, return on investment, and development of emotional intelligence (Cherniss, 2002; Pearman, 2011; Singh, 2008). In 2018, TIME magazine published a special edition entirely devoted to discussing emotional intelligence in 2018. There have been applications developed for smart phones that can assist with emotion tracking and monitoring. The monitoring of emotions is a strategy for improvement suggested in Bradberry and Greaves 2009 book *Emotional Intelligence 2.0.*

Background

Hagerty Insurance is the largest specialty automobile insurer in the country. The company operates out of Traverse City Michigan but has a national reach. Hagerty has over 900 employees with the company’s largest department being their sales agents working both in call centers and remotely. This is understandable given the nature of the insurance industry but also shows the importance that emotional intelligence can play in organizational success. “Employees with sensitivity to other’s emotion can read the emotions of customers very well and can handle the opposite situation in a smooth way and can maintain customer relationships so customer satisfaction will be increased” (Das and Ali, 2014, p. 28).
The organization understands the value that their employees bring to the organization and the kind of returns that training can provide. Hagerty Insurance invests heavily into the training and development of their employees. Offering over 60 courses through Hagerty University. The courses vary widely in content from the basics of excel to the fundamentals of car shows. There are several mandatory classes, but most the offerings are on a voluntary basis helping to create an engaged learning environment where individuals have shown a preliminary interest in the topic being discussed.

Hagerty University offered the pilot for their Emotional Intelligence workshop in the final quarter of 2016. With many of the courses it is simple for the participants to take what is learned and apply it to their roles within the organization. With some other classes, such as Emotional Intelligence there is more of a challenge in taking topics presented in the class and utilizing them within the company. Developing and implementing soft skills takes time and repetition. The individual needs to have goals and elements of focus for development (Gilpin-Jackson and Bushe, 2007).

As Hagerty continues to grow, the organization looks to maintain their identity as more than a company. It is a place where people passionate about specialty vehicles can gather and discuss their passion. The emotional intelligence course is one action that the firm has taken to help facilitate this goal. The course has been offered for just over one year and has undergone slight alterations based on feedback from the participants since the pilot in March 2017.

The current course is based around Bradberry and Greaves’ 2009 book *Emotional Intelligence 2.0*. Each participant is provided with their own copy of the book two weeks prior to the course and participants are asked to read through the text and take the Talent Smart Emotional Intelligence Appraisal that accompanies the book. This is meant to serve as an
introduction to the topic and prime the participants for discussion during the workshop. The actual course is two hours in length and is centered around small group discussions. Each participant is asked to print their results and the accompanying strategies for improvement. The results are provided through the testing link and are based off the emotional intelligence appraisal. This data shows strengths and weaknesses in self-awareness, self-management, social awareness and relationship management. It is these strategies, along with prompts from the instructor, that drive the class and the discussion.

**Research Problem**

The emotional intelligence course offered by Hagerty has been popular among employees and excels in introducing the topic to participants. As the course itself matures, instructors and managers analyze how the course has done in its first year as part of the curriculum. The goal of this research is to look at how Hagerty employees who have participated in the emotional intelligence course have utilized the information that was presented to them. Ultimately, the company can work to create an environment that allows individuals to continually work to improve their emotional intelligence. The focus will be post-training activities and the managers role in working with class participants to further develop emotional intelligence.

This research will look to explore the following issue: Is the emotional intelligence course at Hagerty accomplishing the goal of developing emotional intelligence and would the course benefit from a longer duration model? The issue was explored through the following set of sub-questions:

1. Is there interest from employees who have taken the course for enrichment of post-training activities?
2. Are managers following up with class participants?
3. Are employees who have completed the class practicing their provided strategies through the provided resources?

4. Does the course meet its objective of creating a drive to develop emotional intelligence?

Research Audience and Rationale

Providing internal courses is a significant investment for any organization and the organization should monitor and evaluate the courses to ensure they are maximizing the return on their investment. Given the subject matter covered in the emotional intelligence course, there is the belief that the company may be able to further ensure the development of their workforce’s emotional intelligence through an enrichment of the current module.

With this in the mind the results of this study will be provided to the training and development team at Hagerty Insurance. The study should provide the manager of training and development with information from participants after the initial survey that is offered immediately following the training. There will be information for the training and development team to consider integrating into other courses that are part of the curriculum.

Research Scope and Delimitations

The study will be focused on all participants who have completed the emotional intelligence workshop at the time of this study. There has been a total of 119 individuals who have taken part in the course. Unfortunately, the study will unfortunately be unable to survey individuals who are no longer with the organization. The leaves the number of individuals who will be invited to participate in the study at 117.

The study is limited by the participants ability to accurately assess the course acknowledging their resulting changes in behaviors/practices. There is the threat of bias. The
survey respondents will need to be honest and critical in order to gain an accurate review of the course. Through the development of this research there is no intention of disagreeing with decisions made by the organization. This study’s data is meant to provide an evaluation and suggestions for possible enrichment of the course based on its current structure and research done regarding training and development around emotional intelligence.
Chapter 2: Literature Review

Introduction to Literature

As emotional intelligence continues to grow in popularity, there have been numerous studies done around its importance, its place in the workplace and the value of training. This research study seeks to evaluate the emotional intelligence workshop in its current format. The following literature review discusses studies around emotional intelligence and training programs.

The review begins with a history of emotional intelligence and its incorporation in the field of human resources. Developing emotional intelligence and training for soft skills will be presented along with established best practices. The review then looks at studies around emotional intelligence and its importance within management. The review closes by providing studies documenting emotional intelligence among staff members and the subsequent value provided to the organization.

Emotional Intelligence

With the release of Daniel Goleman’s 1995 book titled Emotional Intelligence a movement was ignited within the world of human resources particularly training and development. It is difficult to make your way through a piece of text about training and development that does not at least mention emotional intelligence. Organizations are investing in developing the emotional intelligence of their employees, particularly their management. Emotional intelligence serves to explain why people with the highest IQ’s are not consistently the top performers within their organizations (Bradberry and Greaves, 2009, p. 9).

For organizations to invest in emotional intelligence training, there must be an understanding of the potential positive outcomes that can aid the company. Measuring the return
on investment for emotional intelligence training can be difficult without a control group to measure against. The benefits from training on the topic may show up in a variety of facets for the employees. They can become more capable of managing relationships, dealing with difficult conversations, and an understating of emotionally charged situations, but not letting their emotions dictate their actions.

Salovey and Mayer (1990) define emotional intelligence as “the subset of social intelligence that involves the ability to monitor one’s own and other’s feelings and emotions, to discriminate among them and to use this information to guide one’s own thinking and actions”. The framework for emotional intelligence as it is understood today is established in the article. Skills can be developed which can aid in the recognition of emotions in ourselves and others, the regulation of emotions in one’s self and others, and how feelings can be utilized as positives for motivation and achievement in one’s life. These skills differ from that of traditional IQ in that they do not focus on memory but rather the emotions that make up an individual’s personality (Salovey & Mayer, 1990).

Goleman (2011) built on the work of Salovey and Mayer, providing another definition to emotional intelligence: “the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and our relationships” (Goleman, 2011, p. 8). Goleman brought about the four fundamental capabilities that serve as the framework for defining emotional intelligence. The four fundamental capabilities of emotional intelligence are self-awareness, self-management, social awareness, and social skill. Each of the four capabilities is composed of a unique set of traits.

1) Self-Awareness
   - Emotional self-awareness
   - Accurate self-assessment
   - Self-confidence
2) Self-Management
   - Self-control
   - Trustworthiness
   - Adaptability
   - Achievement orientation
   - Initiative
3) Social Awareness
   - Empathy
   - Organizational awareness
   - Service orientation
4) Social Skill
   - Visionary
   - Influence
   - Developing others
   - Communication
   - Change catalyst
   - Conflict management
   - Building bonds
   - Teamwork and collaboration

Each of these capabilities and subsequent traits can be developed by an individual. The growth in these areas take practice and persistence. It is change that will take months rather than days as the emotional centers for the brain need repetition to master new behaviors (Goleman, 2011).

Cherniss (2000) discussed the history and conceptualization of emotional intelligence as well as its importance within the workplace. While the term emotional intelligence was only recently coined, its components have long been studied in the form of personality, social interactions, industry/organization and psychology. Past studies involving learned optimism, handling feelings, managing stress, and empathy were shown to have positive effects on organizational outcomes. The relationship between these past studies, there relationship to emotional intelligence and the importance to success at a job are established.

Singh (2008) conducts a literature review to look at the history of emotional intelligence, its importance in the workplace, and shortcomings in the understanding of the topic. Throughout
the piece Singh shows that there is a positive link between emotional intelligence competencies and job performance. The shortcomings highlighted by Singh show that emotional intelligence alone does not predict job performance, but it provides the foundation for competencies that allow an individual to excel. The function of emotional intelligence within groups is also discussed. Group emotional intelligence is not as simple as summing the emotional intelligence of the members of the team. Established norms and regulation of the emotions of the group are critical elements in teamwork and group cohesion will ultimately generate group success.

When discussing whether emotional intelligence can be developed Singh (2008) shows data from longitudinal studies that emotional competencies can be sustained and significantly improved over a long period of time. The development of these competencies requires commitment and practice from the individual.

**Developing Emotional Intelligence**

There have been numerous studies done to determine whether emotional intelligence training is a worthwhile investment and whether the organization gains anything from facilitating these programs. There are numerous assessments available for an individual to test their level of emotional intelligence. One resource where assessments can be found is the Emotional Intelligence Consortium. Its website has 12 different measures available for this purpose.

Cherniss, Goleman, Emmerling, Cowan, and Adler (1998) discuss the importance of bringing emotional intelligence training to the workplace. They note the importance of distinguishing between cognitive learning and emotional learning. Cognitive learning is the ability of an individual to understand what they are supposed to do. Where emotional learning can equip a person to act on what they know they should do. The optimal process for developing emotional intelligence within the organization is laid out. This process is composed of four
phases; preparation, training, transfer, and evaluation. Organizations may already be offering training in emotional intelligence, but this training can be ineffective if the organization does not support the learner and implement the optimum structure that is identified. It is possible for any learner to become more emotionally competent, but the development requires that the participant unlearns old habits and replaces them with new ones.

Bradberry and Greaves (2009) offer a habit driven model for developing emotional intelligence competencies. Differencing levels in emotional intelligence help to explain why individuals with high IQ’s are not consistently an organizations top performers. An emotional intelligence self-assessment is a starting point where an individual can understand what their strengths and weakness are within the established competencies. With an understanding of the individuals baseline, an action plan can be developed where an individual can focus on habits and practices which are provided to develop. There are 15 strategies related to self-awareness, and then 17 strategies each for self-management, social awareness and relationship management. The strategies vary from breathing right, to people watching and tackling a tough conversation. Each of the strategies mentioned is purposeful, designed for repetition, and focuses on self-assessed weaknesses.

Dearborn (2002) uses the work of Daniel Goleman to show a return on investment for emotional intelligence training as organizations integrate the concept into their development programs. Dearborn concludes that developing emotional intelligence is a more involved process than simply sending someone to a class. The processes are involved, and Dearborn (2002) suggests the learner establishes a benchmark of how they perceive themselves and how their peers view them. Traditional training where a best method is generally taught, falls short in
developing emotional intelligence. Learning must be tailored to the learners’ individual complexities and emotional intelligence.

Sala (2002) conducted a study involving a large Brazilian consumer retail organization and a large U.S. government accounting organization to establish whether emotional intelligence training at work is effective. The study was lacking a control group and thus the results may fail to account for an outside variable causing change. The study had participants take a preliminary emotional intelligence competency test before participating in multiple workshops over several days designed to improve competencies. Participants were given areas of focus based on their weaknesses while being encouraged to engage with one another and provide feedback. After all of the workshops were completed, participants took another assessment where their results were found to be consistently higher than the initial tests. The study was designed to enable future studies where the impact of the courses can be more closely monitored.

Cherniss (1999) compiled a report of 19 unique cases which show various ways that emotional intelligence provides value to an organization. The works brings cases from studies which show value across all levels of an organization. The compilation shows that individuals with high levels of emotional intelligence competence consistently outproduce their peers. When companies began to hire considering emotional intelligence as a competency they can minimize turnover. The report was able to show how significant an impact emotional intelligence can have on an organization’s bottom line and how beneficial the positive outputs resulting in training can be.

Grant (2007) conducted a study of coaching skills which focused on length of training and emotional intelligence. The study had two sample groups, a long-term training program with weekly meetings and a two-day short term intensive training session. The study found evidence
that coaching skills could be enhanced through both methods, but only the long-term group showed increased emotional intelligence post training. It was significant that emotional intelligence was not a stated objective of the coaching skills training, but that participants could still develop their emotional competencies by focusing on behaviors necessary for positive coaching skills.

Training

As organizations continue to invest in their people, training and development becomes even more prominent. Looking to keep employees engaged and reduce turnover, organizations have looked to more than pay to enrich the work environment. Creating an atmosphere of growth and learning is one way in which a firm can increase and diversify what they are offering to their employees.

Diamantidis and Chatzoglou (2014) conducted a study to assess the medium and long-term effects of training. The study shows that training design has the largest effect of creating a lasting impact and improving worker performance. The testing shows a strong correlation between how closely the training resembles the employees’ role and how readily they will be able to apply concepts and practices from the course. Through Diamantidis and Chatzoglou’s research the following three guidelines were established.

The training process should:

1) be designed in such a way that it gives confidence to its participants that they can apply in their workplace everything learned in their training;

2) provide practical, in-class examples of the taught knowledge and skills that can be applied in conditions that simulate employees’ actual job environment; and
3) present behavioral ‘framework’ an employee has to follow in order for the training content to be implemented efficiently in his job.

Self-efficacy is an important element within adult learning as it reflects the knowledge and confidence that an individual has relating to a topic or task. Gist, Stevens, and Bavetta (1991) conduct a study to establish the effect self-efficacy has on acquisition and retention as it relates to interpersonal skills developed through training. The study involved two stages: first self-efficacy and its influence on acquiring an interpersonal skill was analyzed; second, this stage looked at self-efficacy and post-training maintenance of the behavioral skill of focus. The study showed a strong relationship between initial self-efficacy and performance levels immediately following the training, while also showing a positive relationship to skill maintenance over a 7-week period post training. The effects of high self-efficacy on participants were on display as those participants were able to show positive outcomes in both stages. The study also showed that participants low in initial self-efficacy were able improve skills through self-management.

Gilpin-Jackson and Bushe (2007) conducted a case study of post-training determinants and interviews where participants of an extensive soft-skill training program were assessed on the transfer of training. The study found that transfer of training is highly related to whether the manager has also taken part in the training program. Where an individual may understand the value that the training can provide, the individual is more likely to utilize their newly acquired soft-skill if the manager has also taken part in the training. There was also a relation to the participants peers having gone through the training and utilization of the soft-skills. Cultural norms may also serve to keep a training participant from utilizing what has been learned.

Groves, McEnrue, and Shen (2008) conducted an empirical study to test whether emotional intelligence can be deliberately developed as suggested by Mayer and Salovey. The
study aimed to overcome some of the issues that have hampered past emotional intelligence training appraisals and was able to show that it is possible to increase emotional intelligence through training. The study led to the development of the emotional intelligence self-description inventory (EISDI) which is based off Mayer and Salovey’s work. The EISDI is a self-reporting style of measure which can lead to some critical arguments against the validity. The test has questions based off four measures.

1. Perception and appraisal of emotions (PE)
2. Facilitating think with emotions (FE)
3. Understand emotion (UE)
4. Regulation and management of emotion (RE)

The style of test allows for test and retests to be possible, allowing for the tracking of a participant’s development. The test is also supplemented with a system of continuous feedback from “five sources: peers, a coach, an external source of support, the instructor and themselves” (Groves, et al, 2008, p. 240). This style of development works to remedy some of the issues that can limit the reliability of self-testing measures.

Myers and Tucker (2005) discuss a model for developing emotional intelligence that is similar to Hagerty’s initially but offers more post-training activities for the participants. Students begin by being introduced to the concept of emotional intelligence through a book and then the students take a self-assessment to gauge their own personal emotional intelligence and establish a benchmark. From there the students are asked to make journal entries weekly where they reflect on the progress of the action plan that they set after the initial assessment.

After some time, the students gather again for a workshop where they can practice some of the skills they have been working on through role play. There is also the opportunity for the
students to discuss what they have personally learned and share with the group to create the opportunity for shared learning.

The module suggested by Myers and Tucker (2005) emphasizes additional assignments to maximize the learning opportunity. Students in the course are also provided with readings throughout that discuss emotional intelligence allowing them to further develop an understanding of emotional intelligence and its role within the business world.

**Emotional Intelligence in Management**

Lam and O’Higgins (2012) conducted a study to examine the role of the leaders’ leadership style and their emotional intelligence as it relates to employee performance and job satisfaction. The study found transformational leadership to be a more effective leadership style than transactional or laissez-faire leadership. Leaders who were high in emotional intelligence were more capable of transformational leadership. The study also showed that for a leader’s emotional intelligence to have an impact on their subordinates that transformational leadership was critically important. This leadership style allows the leader to translate their emotional intelligence into positive employee outcomes. Within the study it was also shown that the managers emotional intelligence did not directly affect employee outcomes as employee outcomes were more closely related to the managers leadership style.

Goleman, Boyatzis, and McKee’s 2013 book Primal Leadership shows extensively the importance of emotional intelligence in management. Through a variety of cases and depictions from the business world the impact emotional leaders have on organizations is discussed. Once establishing the critical element that emotions have on effective leaders, the text moves to the development of emotional intelligent leaders. The motivation of management plays an important role in not only initiating change, but also in sustaining the process. In the closing portion of the
book, there is an encompassing look at what an emotionally intelligent organization provides. The theme echoed throughout the text is the effort it takes to make a lasting change.

Pearman (2011) discusses utilizing the emotional intelligence of managers to enrich the organization. Showing that a link between organizational goals and emotional intelligence is a critical element in effective and lasting training for the emotional intelligence of leaders. The primary focus within the article is how emotional intelligence is difficult to quantify but a necessary aspect of successful leaders. The leaders who possess and work to develop their individual competencies are more capable of inspiring followers and engaging their teams. A SWOT analysis (Figure 2.1) of emotional intelligence value within the organization is provided by Pearman (2011).

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<td>• EI addresses proven performance-related effectiveness.</td>
<td>• EI assessment or training might not be a simple or one-time event.</td>
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<tr>
<td>• EI provides a focused pathway for development.</td>
<td>• EI facilitation requires high-end facilitation expertise. Not just anyone can do it.</td>
</tr>
<tr>
<td><strong>Opportunities</strong></td>
<td><strong>Threats</strong></td>
</tr>
<tr>
<td>• EI training addresses a whole range of development needs.</td>
<td>• The term &quot;emotional intelligence&quot; scares people off from exploring the topic.</td>
</tr>
<tr>
<td>• EI enhancement can affect associate health and customer satisfaction.</td>
<td>• EI may seem invasive and more personal rather than professionally focused.</td>
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**Emotional Intelligence in Staff Members**

In the majority of literature developed on emotional intelligence in the workplace the focus is management and how emotional intelligence is a key attribute of successful managers. The following portion of this literature review looks at instances of emotional intelligence within the primary workforce of an organization

Higgs (2004) conducted a study to determine what effect emotional intelligence had on performance within call centers. The study focused on agents within three different UK call
centers. Participants in the study all took an emotional intelligence appraisal to gauge their levels of emotional intelligence.

Through the research Higgs (2004) was able to show a significant relationship between emotional intelligence and success of the agent within the call center. The study also showed evidence that higher levels of emotional intelligence help to reduce organization turnover. There was a relationship established between emotional intelligence, agent performance, and organizational commitment. Given the impact that emotional intelligence can have on agents’ success and thus organizational success, Higgs suggest that organizations begin to measure and monitor when they are sourcing candidates. “The economic driver in such an environment is more focused on the cost recruitment for ‘adequate’ performance than the value of identifying the characteristics of outstanding performance.” (Higgs, 2004, p. 450).

Lam and Kirby (2002) studied the relationship between cognitive-based performance and emotional intelligence and whether emotional intelligence, regulation, and perception were more closely related to cognitive based performance than general intelligence. Their study used the Multifactor Emotional Intelligence Scale to gauge the emotional intelligence of participants. They found that individuals who possessed higher levels of emotional intelligence were more capable of regulating their emotions and performing cognitive based tasks and that emotional intelligence was a greater indicator of cognitive ability than traditional IQ. Those individuals who were adept in emotional intelligence skills were able to use techniques, such as buffering, to regulate their emotions, and less likely to let their emotions hijack their decision-making ability.

According to Lam and Kirby (2002) individual have little control over when their emotions occur and which ones they experience. The important thing when looking at the
relationship between emotions and job performance is how people regulate and interpret their emotions.

Das and Ali (2014) conducted a descriptive study to investigate the relationship between emotional intelligence and job satisfaction. The study focused on banking employees from India and what effect emotional intelligence played on their satisfaction with their role. The research found a relationship between overall emotional intelligence and job satisfaction from the employee. There was also a relationship established between elements of emotional intelligence that shows emotion can impact the overall satisfaction of the employee. The study could not establish a link between individual self-emotional appraisals and job satisfaction. Das and Ali (2014) understand that it is important for organizations dealing with customers in similar fashion to banks that emotional intelligence is a critical element to success given its relationship to employee job satisfaction. “Employees with sensitivity to other’s emotion can read the emotions of customers very well and can handle the opposite situation in a smooth way and can maintain customer relationships so customer satisfaction will be increased” (Das and Ali, 2014, p. 28).

Gignac, Harmer, Jennings and Palmer (2012) conducted a study to examine how emotional intelligence training affects sales performance and the group emotional intelligence of sales people. The study compared a group of sales people involved in emotional intelligence training against a control group. The study utilized both self-reported emotional intelligence and rater-report emotional intelligence.

Within the study from Gignac et al. (2012) it was found that rater-report emotional intelligence correlated positively with sales performance, but the results were statistically insignificant when it came to self-report emotional intelligence. The training group did demonstrate increases in emotional intelligence in both the rater and self-report emotional
intelligence. The training group also outperformed the control group in sales performance within the study.

An unexpected variable occurred during the study; the organization was a part of a public corporate merger within the year of the study. Gignac et al. (2012) found that the control group and training group had similar performances during the early part of the 2nd quarter, but the training group significantly outperformed the control group in the 4th quarter of the same year. Suggesting that emotional intelligence training may help individuals during stressful situations.

Jain and Swarup (2013) investigated the relationships between customer orientated selling, emotional intelligence and organizational commitment. The study found customer orientated selling to be related to the performance of the sales agent, as they were able to forgo short term rewards, instead seeking long term goals.

In the area of emotional intelligence, Jain and Swarup (2013) suggest that organizations who train for emotional intelligence should incorporate positive behaviors into the performance appraisals and that those behaviors associated with emotional intelligence should be rewarded. Emotional intelligence can positively effect sales person performance and should be communicated throughout all levels of the organization.

When analyzing commitment to the organization Jain and Swarup (2013) found that testing for emotional intelligence when screening candidates could lead to high levels of organization commitment. Training for emotional intelligence can lead to higher levels of performance from a sales person. These factors can attribute to higher degrees of organizational commitment.
Summary of Literature

The preceding literature review provided a history of emotional intelligence and its incorporation into professional development. It has been proven that emotional intelligence can be developed, and that organizations can see improvement from both their management and general staff through training programs. The most successful emotional intelligence programs have been more expansive and prolonged.
Chapter 3: Methodology

Research

The literature review was presented to show the value that emotional intelligence provides an organization in both managers and the general workforce along with showing the ways that organizations have maximized development and return through building out their own programs. In this chapter the research approach that will be used for this study will be discussed. The methodology that will be used for this research study will be a program evaluation. The study will offer a survey to each of the 117 participants of the course at this point. The survey is composed of questions tasked with determining what participants were able to take away from the course, their managers involvement in post-training activities, knowledge of emotional intelligence prior to taking the course, receptiveness to a more intensive training program involving more interactions and feedback, and individual efforts made to develop positive emotional intelligence habits after the conclusion of the course.

The questions featured are yes or no questions and questions utilizing the Likert scale allowing for the results to be easily quantifiable. With the results from the survey the data will be used to determine whether the program is achieving its intended purpose and whether there is a desire for a more involved version of the course. This is important given the self-management that is required to increase emotional intelligence. For Hagerty to maximize their return from the course it is critical that the emotional intelligence habits suggested are continued and practiced.

Data Collection Approach

The data for this study was collected through a survey housed at surveymonkey.com which was administered digitally. Each of the 117 participants of the emotional intelligence course will be provided with the survey through an initial e-mail. The 117 individuals who have
taken the course will make up the population for this study. The respondent’s answers will be sortable through demographics based on department, time of course, and tenure at the organization. These demographics will allow for the data to be coded and analyzed for trends while also providing context of the results.

Questions focusing on take-aways from the course help to determine which aspects of the course resonated most with the participants and which areas are lacking in impact. Questions involving managerial input work to show what impact if any the managers have had and what their involvement levels are in working to further development. Knowledge of the topic prior to the course is helpful in looking at how effective the course was at introducing a new topic while also providing info on its ability to provide new information to those whom were already familiar. The portion of the survey discussing additional training shows whether there is demand for additional training and follow up meetings. Finally, the questions involving habits and practice post-class will work to show whether the course is achieving its desired outcome of establishing habits which work to increase an individual’s emotional intelligence.

Instrumentation

Located in Appendix A of this study is the Permission to Conduct Research Study consent form provided by Hagerty Insurance and signed by the manger of training and development at the company. The Survey Consent form which was sent to all those who were invited to participate in the study in provided in Appendix B. A copy of the survey that was distributed to the participants is provided in Appendix C. The survey was specifically designed for the purpose of this research study.

Data Collection Procedures
This research project began with an initial research proposal. After meeting with several members of the human resource team and receiving approval from the organization a formal research review application was submitted to the Master of Science in Administration Department at Central Michigan University. Once approval was granted for the research review application the data collection process began. The survey was administered, and data was collected during March 2018. The content of this study is meant for presentation beyond submission to fulfill course requirements for MSA 699 at Central Michigan University.

The information used throughout this study was all obtained through books, publications, and web sources. There was a large quantity of data available on past studies around training and emotional intelligence.

**Data Processing and Analysis**

The data collected will be analyzed using descriptive statistics. The data will be analyzed through the minimum, maximum, mean, median, and standard deviation. The data from the yes or no questions will be displayed using bar graphs. The Likert scale questions will be displayed with column graphs. The information has been grouped according to the established sub-questions in Chapter 1 of this research study. Specific questions have been coded based off demographics relating to points of emphasis and their relevance to answering the research questions.

**Reliability and Validity**

This study suffers from the lack of a control group and the inability for a pre-test of those prior to taking the course. The survey was tested for reliability by offering a pilot to five individuals not associated with the study to test for clarity of questions. The pilot group was able
to understand the questions without the need for follow up. The survey was designed specifically for this study and has not been tested for validity at this point.

**Methodological Limitations**

The focus of this study will be all the employees at Hagerty who have taken the emotional intelligence course. The pilot for the course was offered in March of 2017 and the most recent workshop took place in January of 2018. There have been 117 participants in total to the course. It is understood that the course has been modified to better serve the participants since the pilot program. The respondents’ answers will also be subject to a degree of bias because some of the questions will require an accurate self-assessment and not an assessment of the ideal self.
Chapter 4: Data Analysis

Introduction

This study set out to provide an evaluation of the emotional intelligence workshop that is currently offered at part of Hagerty’s internal curriculum. The study sought to answer the following questions:

1. Is there interest from employees who have taken the course for enrichment of post-training activities?
2. Are managers following up with class participants?
3. Are employees who have completed the class practicing their provided strategies through the provided resources?
4. Does the course meet its objective of creating a drive to develop emotional intelligence?

Data Presentation and Analysis

The survey was distributed to each of the 117 individuals that make up the population of individuals who have completed the emotional intelligence course. There were 49 responses which equates to a 41.88% response rate. The data is displayed in both bar and column graphs along with tables providing descriptive statistics to supplement the data. The research questions will be addressed.

The survey begins with three questions designed to establish demographics for analyzing the results. The focus of the questions is to determine the department of the employee, the time of training, and tenure with the organization. As depicted in Figure 4.1, 31.25% of the respondents were from the Hagerty Service Center (HSC) and Private Client Services (PCS), 22.92% were from corporate communication, human resources, marketing and member
experience. The final 45.83% reported as other, which was composed of all the departments who had less than 5 participants in the emotional intelligence workshop to this point. One participant in the study elected to skip survey question 1. Most respondents, 65.31%, had completed the course in 2017, while the remaining 34.69% of respondents reported completion of the course in 2018. The distribution of respondents based on tenure was incredibly even with 32.65% being with the company for less than 2 years, 34.69% has been with the firm for 2-5 years, and the remaining 32.65% being with the company for greater than 5 years.

**Figure 4.1**

<table>
<thead>
<tr>
<th>Demographic Variables</th>
<th>Categories</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>Hagerty Service Center</td>
<td>15</td>
<td>31.25%</td>
</tr>
<tr>
<td></td>
<td>Private Client Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Corporate Communication/</td>
<td>11</td>
<td>22.92%</td>
</tr>
<tr>
<td></td>
<td>Human Resources/</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Marketing/</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member Experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>22</td>
<td>45.83%</td>
</tr>
<tr>
<td>Time of Training</td>
<td>2017</td>
<td>32</td>
<td>65.31%</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>17</td>
<td>34.69%</td>
</tr>
<tr>
<td>Company Tenure</td>
<td>0-2 years</td>
<td>16</td>
<td>32.65%</td>
</tr>
<tr>
<td></td>
<td>2-5 years</td>
<td>17</td>
<td>34.69%</td>
</tr>
<tr>
<td></td>
<td>5 years or more</td>
<td>16</td>
<td>32.65%</td>
</tr>
</tbody>
</table>

Once establishing the demographics of the sample, the survey transitioned into a series of eight yes or no questions following were the Likert scale questions addressing the established research questions.

**Question 1. Is there interest from employees who have taken the course for enrichment of post-training activities?**

There were four separate questions from the yes or no portion of the survey designed to gauge interest from respondents in assorted post training activities involving emotional intelligence. The results involving enrichment activities post-training were majority positive. When asked if there was interest in additional training, 87.76% responded yes in favor of
additional training. 81.63% of respondents would like to receive additional materials about emotional intelligence and 75.51% responded yes to additional and continuing informal discussions about successful strategies and growth. These results are displayed within Figure 4.2.

The most interesting answer from this set of questions, was question 10 from the survey where respondents were asked about their interest in quarterly goal setting revolving around emotional intelligence. The results were split, with 51.02% responding yes and 48.98% responding no. Based on this response the data was broken down further an investigated based on tenure. A table showing the breakdown of this set of questions is provided in Figure 4.3.

When analyzing survey question 10, it is revealed that there is the most interest in quarterly goal setting among employees who have been with Hagerty for less than 2 years, with 68.75% of respondents belonging to this demographic answering yes. The interest in goal setting fades slightly with employees in the 2-5 year bracket, with 52.94% responding yes. When looking at the bracket composed of Hagerty employees who have been with the organization for greater than 5 years, 31.25% respond yes, while 68.75% respond no.

**Figure 4.2**

![Interest In Post Training Activities](chart)
Figure 4.3

| Q4. Would you be interested in additional training around emotional intelligence? |
|-----------------|-----------------|-----------------|-----------------|
| Tenure           | Yes             | No              | Total           |
| 0-2 years        | 12              | 4               | 16              |
| 2-5 years        | 17              | 0               | 17              |
| 5 years or more  | 14              | 2               | 16              |

| Q5. Would you like to receive additional reading materials about emotional intelligence? |
|-----------------|-----------------|-----------------|-----------------|
| Tenure           | Yes             | No              | Total           |
| 0-2 years        | 12              | 4               | 16              |
| 2-5 years        | 15              | 2               | 17              |
| 5 years or more  | 13              | 3               | 16              |

| Q7. Would you be interested in attending follow up informal discussions to discuss progress and strategies with others who have taken the course? |
|-----------------|-----------------|-----------------|-----------------|
| Tenure           | Yes             | No              | Total           |
| 0-2 years        | 10              | 6               | 16              |
| 2-5 years        | 14              | 3               | 17              |
| 5 years or more  | 13              | 3               | 16              |

| Q10. Would you like to have quarterly goal setting as a post course activity? |
|-----------------|-----------------|-----------------|-----------------|
| Tenure           | Yes             | No              | Total           |
| 0-2 years        | 11              | 5               | 16              |
| 2-5 years        | 9               | 8               | 17              |
| 5 years or more  | 5               | 11              | 16              |

Within the survey there were also two Likert scale questions designed to gauge interest around post training activities. Figure 4.4 displays the data obtained from these questions along with the accompanying descriptive statistics. When asked about interest in utilizing an application to assist in emotion tracking, most respondents answered in favor. With the mean being 3.40, a median of 4.00 and approximately 60.42% reporting being interested to very interested in utilizing an application. The answers were more evenly distributed when asked about having a mentor assigned to assist with emotion tracking. The mean for these responses was 3.19 and a median of 3.00. While both options would assist in emotion tracking and monitoring, the respondents favored a type of monitoring that is purely self-guided.
**Figure 4.4**

Q12. How interested would you be in using an app for emotion tracking?

Q15. How receptive would you be to have a mentor assigned to discuss your progress?

<table>
<thead>
<tr>
<th></th>
<th>Minimum</th>
<th>Maximum</th>
<th>Median</th>
<th>Mean</th>
<th>Std. Deviation</th>
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<td>5.00</td>
<td>4.00</td>
<td>3.40</td>
<td>1.50</td>
</tr>
<tr>
<td>Q.15</td>
<td>1.00</td>
<td>5.00</td>
<td>3.00</td>
<td>3.19</td>
<td>1.25</td>
</tr>
</tbody>
</table>

**Question 2: Are managers following up with class participants?**

An integral part of Hagerty’s curriculum is manager involvement. There were two questions with a focus on the participants’ manager and their involvement following the training. In figure 4.5 the results from the questions are displayed with 63.27% of respondents reporting that they had a discussion with their manager post-training about the class. When asked if their manager had taken the course 56.25% of respondents responded that their manager had taken the course. Considering that the course has only been part of Hagerty’s internal curriculum for slightly over one year that is significant that there have been that many managers participating.
Figure 4.5
Q8. Upon completion of the course did you discuss the course with your manager?
Q9. Has your manager taken the emotional intelligence course offered by Hagerty?

Based on the responses to the questions around manager involvement the data was analyzed based on department. In Figure 4.6 the results to question 8 from the survey are displayed, showing responses based on department. When looking at the bracket composed of the HSC and PCS the results were split. 53.33% responded that their manager discussed the course with their manager and 46.67% answered no. The department with the greatest manager involvement was other with 68.18% of respondents reporting that their manager had followed up with them.
In Figure 4.9 the data from survey question 9 was broken down by department showing an interesting contrast in results to survey question 8. 66.67% of the HSC and PCS reported that their manager had taken the course. In both survey question 8 and 9 the corporate communication/human resources/marketing/member experience group had 63.64% of respondents answer yes and 36.36% answered no. The other grouping which had the greatest amount of manager discussion post-training had the lowest percentage with 47.62% reporting that their manager had taken the course.
Figure 4.7

<table>
<thead>
<tr>
<th>Department</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC/PCS</td>
<td>10</td>
<td>5</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Corporate Communication</td>
<td>7</td>
<td>4</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Human Resources/Marketing/Member</td>
<td>7</td>
<td>4</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Experience</td>
<td>7</td>
<td>4</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>10</td>
<td>11</td>
<td>21</td>
<td></td>
</tr>
</tbody>
</table>

Question 3: Are employees who have completed the class practicing their provided strategies through the provided resources?

There were two questions in the survey that addressed whether individuals who had completed the course were using the provided resources that accompany the Bradberry and Greaves book. In Figure 4.8 the results from question 6 and 11 of the survey are displayed. Out of respondents 71.43% reported that they have been utilizing the provided strategies based on the initial assessment taken prior to the course. It was surprising that only 20.41% reported that they had taken the follow-up assessment, which allows an individual to track their development and suplemental strategies for increased emotional intelligence.
**Figure 4.8**
Q6. Since completing the course have you continued the recommended strategies from the Emotional Intelligence 2.0 book?
Q11. Have you taken the follow up emotional intelligence test provided through the Emotional Intelligence 2.0 book?

With 79.59% of respondents reporting that they had not taken the follow up assessment, the data was broken down based on the time the course was taken. The results were similar with 68.75% of respondents reported to be continuing to use the suggested strategies, while 74.47% of those who took the course in 2018 are using the suggested strategies. The results based on year are displayed in Figure 4.9.
Figure 4.9

Noting the timing of the training it would seem logical that there would be respondents from the 2018 bracket who have not taken the follow up assessment yet and that the number would be significantly higher for follow up participation among the 2017 group. As shown in Figure 4.10, when the data was broken down this was not the case as 35.29% of the 2017 bracket reported to having taken the follow up assessment. The value was significantly lower among the 2018 bracket as only 4 respondents, 12.50%, reported to having taken the follow up. This difference may be the result of failure to emphasize the follow-up assessment in the earlier sessions, or improvements made by the instructor which have increased follow-up assessment participation by over 20%.
Figure 4.10

<table>
<thead>
<tr>
<th>Time of Training</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>4</td>
<td>28</td>
<td>32</td>
</tr>
<tr>
<td>2018</td>
<td>6</td>
<td>11</td>
<td>17</td>
</tr>
</tbody>
</table>

Question 4: Does the course meet its objective of creating a drive to develop emotional intelligence

The final sub-question of the research to be addressed revolved around the emotional intelligence workshops ability to cultivate enthusiasm for the concept and instill a desire to grow from the participant. There were 5 questions all from the Likert portion of the survey which investigated this sub-question.

The first grouping of questions from this portion of the survey was focused on motivation and utilization of concepts from the course. The response to these questions are displayed below in Figure 4.11. When asked in survey question 13 how likely participants would be to seek out additional materials on emotional intelligence on their own time the responses were relatively evenly distributed. The median response was 3.50 with a mean of 3.31.
In survey question 17 respondents were asked how often they were using the recommended strategies outside of work. The median of 4.00 was significant here as 23 respondents indicated that they are somewhat regularly utilizing their individual suggested strategies. This would indicate that the course has been effective in instilling the desire for growth and development involving their emotional intelligence competencies. The mean for this question was 3.55 with a standard deviation of 1.05.

**Figure 4.11**
Q13. How likely would you be to seek out additional materials on emotional intelligence on your own time?
Q17. How often do you find yourself using techniques/habits discussed in the course outside of work?

<table>
<thead>
<tr>
<th></th>
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<th>Median</th>
<th>Mean</th>
<th>Std. Deviation</th>
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<td>3.50</td>
<td>3.31</td>
<td>1.18</td>
</tr>
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<td>Q17</td>
<td>1.00</td>
<td>5.00</td>
<td>4.00</td>
<td>3.55</td>
<td>1.05</td>
</tr>
</tbody>
</table>

The final three questions to dealt with the courses ability to create interest in the concept of emotional intelligence. This is important as developing emotional intelligence is largely about developing habits dealing with emotions. The frequencies of responses for survey questions 14, 16, and 18 are displayed below in Figure 4.12.
The first question asked about the participants' knowledge about the topic prior to the course. Overall, the sample was unfamiliar with the topic with a median of 2.00 and a mean of 2.42 with a standard deviation of 1.19. There were only 4.17% of respondents describing themselves as familiar with the topic prior to taking the course.

Question 16 from the survey asked how likely respondents would be to recommend the course to a colleague. This was one of only two questions from the survey where the minimum response was 2. Those who were extremely likely to recommend the course to colleague were overwhelming as the data showed a median of 5.00 and 68.75% of respondents selecting this response. The mean for the question was 4.56 and a statistically significant standard deviation of 0.73.

Question 18 was the other question from the survey that provided a minimum response of 2.00 and a standard deviation below 1.0 was. Question 18 from the survey asked how well the course did in providing strategies for development of emotional intelligence competencies. The responses to this question were more evenly distributed as shown in Figure 4.12. The median response was 4.00 indicating that respondents felt the course did well to provide them with strategies for development. The mean of the responses was 3.52 with a standard deviation of 0.95. This set of three questions suggests that the course excelled at introducing emotional intelligence as a concept and provided the learners with items to focus on for growth.
Figure 4.12
Q14. How familiar were you with emotional intelligence prior to taking the course?
Q16. How likely would you be to recommend the course to a colleague?
Q18. How well do you think the course does in providing you with strategies to practice post-course?

<table>
<thead>
<tr>
<th></th>
<th>Minimum</th>
<th>Maximum</th>
<th>Median</th>
<th>Mean</th>
<th>Std. Deviation</th>
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<td>5.00</td>
<td>2.00</td>
<td>2.42</td>
<td>1.19</td>
</tr>
<tr>
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<td>5.00</td>
<td>4.56</td>
<td>0.73</td>
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<tr>
<td>Q18.</td>
<td>2.00</td>
<td>5.00</td>
<td>4.00</td>
<td>3.52</td>
<td>0.95</td>
</tr>
</tbody>
</table>

Data Analysis Summary

The data gathered from the survey showed an overall positive assessment of the emotional intelligence program offered by Hagerty. The course does well to introduce the topic to a group who had little to no understanding of the topic prior to the workshop. Most respondents showed an interest in continued development and learning opportunities if facilitated by the organization. The low follow-up assessment participation was concerning. The test is not necessary, but it does provide the learner with additional strategies while also providing the learner with measurable growth which can help to drive engagement towards continued development (Goleman, 1998). The increased follow-up assessment participation from the 2018
demographic suggests a change from instructor emphasizing the assessment, but further studies would need to be done to formulate a conclusion.

The responses around quarterly goal setting where broken down by tenure and were of special interest. The low desire for goal setting among employees with greater than 5 years of experience may be a sign of fatigue for this type of activity at the organization. Employees with less than 5 years of experience at the firm were in favor of quarterly goal setting as a possible program enrichment program. These results may also suggest different points in the career arch each of these employees are at, where the employees with less experience feel they require more formal guidance. Nothing can be stated conclusively at this point, but there may be an opportunity for the organization to investigate further.
Chapter 5: Summary, Conclusion, & Recommendations

Overview

The goal of this research study was to address the primary research question: Is the emotional intelligence course at Hagerty accomplishing the goal of developing emotional intelligence and would the course benefit from a longer duration model? This question was investigated through the following set of sub-questions.

5. Is there interest from employees who have taken the course for enrichment of post-training activities?

6. Are managers following up with class participants?

7. Are employees who have completed the class practicing their provided strategies through the provided resources?

8. Does the course meet its objective of creating a drive to develop emotional intelligence?

Summary

The data from Chapter 4 shows that Hagerty’s training and development team has done well in creating a course designed to introduce emotional intelligence to its employees, while also providing them with strategies for growth after the 2-hour workshop. Participants in the study showed to have little familiarity with emotional intelligence prior to the session. The respondents show an interest in additional readings and discussions for post-training enrichment. The idea of quarterly goal setting was met with mixed reactions. Respondents who had been with Hagerty for less than 5 years were in favor, while those who had been with the firm more than 5 years were opposed to the addition to the program.
Based on the data, there could be a greater level of manager follow-up with their team members post-training. The Hagerty Service Center/Private Client Services were the departments that had the lowest rate of follow-up. With the emotional intelligence course being a part of the curriculum for just over one year, it is significant that over half of respondents reported their manager had already participated in the program. “Leaders who utilize relationships, empathy, and problem-solving behaviors are likely to have both a clear understanding of what is needed in a situation and how to communicate information in such a way that it can really be heard” (Pearman, 2011, p. 68).

The study showed that participants have done well to practice the strategies that are provided to them through both the Emotional Intelligence 2.0 book and the accompanying workshop. Use of the follow-up assessment provided to gauge progress was low among respondents, particularly those who had taken the course during 2017. The assessment is not critical to growth and development, so this fact does not need to be immediately addressed, but it does provide an opportunity for the training team to place a greater emphasis on it moving forward.

Respondents showed significant interest in using an application for emotion tracking and monitoring. The desire for continued formal training was also shown in the study. The sentiment shown around both the course and the subject matter was favorable by respondents.

Conclusion

The emotional intelligence program provided by the training team at Hagerty has created an interest in both the topic, and personal development. The study showed an overall positive review of the course and a desire for continued learning regarding emotional intelligence. The current course does well as an entry point and introduction to the subject matter. The interest
shown from respondents around continued learning should be encouraging to the organization. Developing emotional intelligence takes time, continued practice, and focus on change (Cherniss et al., 1998; Bradberry & Greaves, 2009; Sala, 2002; Grant, 2007). The respondents' willingness to recommend the course to a peer suggests that the course is a worthwhile investment of their time.

Manager follow-up is an area that should be a continued point of emphasis for the organization. When managers are involved with and aware of their teams’ development programs they can work to facilitate the transfer of training by allowing the employee to utilize what has been learned (Gilpin-Jackson and Bushe, 2007). The HSC/PCS are the two departments that showed the greatest need for improvement in this area. “Firms that are engaged in the sale of products and services that rely upon customer satisfaction for future sales and profits should recognize that customer-oriented sales practices are not ‘benevolent’ activities that provide no ‘legitimate’ returns. Instead, these firms should recognize that investments in activities leading to greater levels of customer orientation will result in enhanced levels of sales person performance” (Jain & Swarup, 2013, p. 76). Increasing emotional intelligence has benefits beyond improving communication scales through the telephone. “In addition to facilitating sales through interpersonal relationship building, EI may be expected to help salespeople cope with the stresses of the working environment unrelated to their client relationship or sales delivery” (Gignac, Harmer, Jennings, & Palmer, 2012, p. 106). The HSC and PCS teams show a need to build-out a program that is specific to the competencies Hagerty associates with success as a licensed sales agent.

Recommendations
Based on the data gathered and the preceding literature review, there is the opportunity and desire for a more expansive training program built around emotional intelligence to be offered by Hagerty. Emotional intelligence could also be woven into some of the other offerings from Hagerty University that deal with emotional competencies as this would serve as a priming for learners while also providing a through line for curriculum. “Possessing underlying emotional intelligence capacities does not guarantee the competencies will be demonstrated; however, the organizational climate and stimulation derived from the work one does encourage the manifestation of the competencies” (Dearborn, 2002, p. 525).

Hagerty could facilitate development in emotional intelligence by expanding the current program, offering a module that takes place over an extended period, allowing participants to learn, practice, discuss and repeat. “As spaced learning can facilitate deeper learning processes, trainers and coaches who wish to enhance trait-like leadership skills and associated emotional intelligence competencies would do well to conduct training and coaching sessions in short blocks with several follow-up sessions, rather than in two-day long sessions with no follow up sessions” (Grant, 2007, p.263). An expansion to the program would be a significant investment for the organization that would take time to develop (Sala, 2002). A module with multiple formal meetings over several months would provide learners with support early in the learning process as they work to practice habits that encourage emotional intelligence growth. Developing the emotional intelligence of workers has proven to improve individual and organizational performance (Higgs 2004; Lam & Kirby 2002; Cherniss, 1999; Gignac et al., 2012).

In addition the course could make participants aware that there are applications available to help monitor and track one’s emotions. Taking time to notice emotions and what is causing them is an integral part of the learning discussed in both the course and within the provided text.
Emotional Intelligence 2.0. Using an application allows learners to obtain similar benefits to journaling, but in a more streamlined manner on a cell phone. The Mood Meter is available in the Apple App Store, and provides easy emotional tracking while also providing reports when emotions are tracked regularly.
References


Emotional Intelligence Program Evaluation at Hagerty Insurance

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Retrieved from:

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Appendices

Appendix A  Permission to Conduct Study
Appendix B  Survey Consent Form
Appendix C  Survey
Appendix A

Permission Letter

March 8, 2018
Andrew Dalzell
187 S. Stoney Point Rd.
Suttons Bay, MI 49682

Dear Andrew Dalzell,

I have reviewed your request to conduct a research project involving Hagerty Insurance and the program evaluation of the Emotional Intelligence course using data obtained through a survey that will be used. I feel that this project will be beneficial to Hagerty Insurance. You have my permission to distribute a survey digitally to all the employees who have completed the previously mentioned course for this project.

If you have any questions regarding this letter of approval, please give me a call at 231-922-8819

Sincerely,

Susan Vigland
Senior Manager of Training and Development
April 2, 2018

Dear Participant:

My name is Andrew Dalzell and I am a graduate student at Central Michigan University. For my final project, I am examining The Emotional Intelligence course offered here at Hagerty. Because you have completed the course, I am inviting you to participate in this study by completing the attached survey.

The following questionnaire will require approximately 10-15 minutes to complete. There is no compensation for responding nor is there any known risk. In order to ensure that all information will remain confidential, please do not include your name. Copies of the project will be provided to my Central Michigan University instructor and to the Senior Manager of Training and Development. If you choose to participate in this project, please answer all questions as honestly as possible and return the completed questionnaires promptly by clicking on the survey link found at the end of this letter. Participation is strictly voluntary.

Thank you for taking the time to assist me in my educational endeavors. The data collected will provide useful information evaluating the Emotional Intelligence course you participated in. Completion and return of the questionnaire will indicate your willingness to participate in this study. If you require additional information or have questions, please contact me at the number listed below. Please feel free to e-mail me if you would like a summary copy of the study.

Please note that if you are not satisfied with the manner in which this study is being conducted, you may report (anonymously if you so choose) any complaints to the MSA Program by calling 989-774-6525 or addressing a letter to the MSA Program, Rowe 222, Central Michigan University, Mt. Pleasant, MI 48859.

Sincerely,

Andrew Dalzell
231.633.8346 adalzell@hagerty.com

Dr. Dee Andrews
Andre1dh@cmich.edu

Emotional Intelligence Program Evaluation

Thank you for your participation.
Appendix C

Survey

Please select your answer from the given choices

<table>
<thead>
<tr>
<th></th>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Within which department at Hagerty do you work?</td>
<td>Hagerty Service Center/Private Client Services, Corporate Communication/Human Resources/Marketing/Member Experience, Other</td>
</tr>
<tr>
<td>2</td>
<td>In which year did you take the course?</td>
<td>2017, 2018</td>
</tr>
<tr>
<td>3</td>
<td>How long have you been employed at Hagerty?</td>
<td>Less than 2 years, 2 to 5 years, 5 years or more</td>
</tr>
</tbody>
</table>

Please select yes or no for the following questions

<table>
<thead>
<tr>
<th></th>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Would you be interested in additional training around emotional intelligence?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Would you like to receive additional reading materials about emotional intelligence?</td>
<td></td>
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<tr>
<td>6</td>
<td>Since completing of the course have you continued to practice the recommended strategies from the Emotional Intelligence 2.0 book?</td>
<td></td>
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<tr>
<td>7</td>
<td>Would you be interested in attending following up informal discussions to discuss progress and strategies with others who have taken the course?</td>
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<tr>
<td>8</td>
<td>Upon completion of the course did you discuss the course with your manager?</td>
<td></td>
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<tr>
<td>9</td>
<td>Has your manager taken the emotional intelligence course offered by Hagerty?</td>
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<tr>
<td>10</td>
<td>Would you like to have quarterly goal setting as post-course activity?</td>
<td></td>
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<tr>
<td>11</td>
<td>Have you taken the follow-up emotional intelligence test provided through the Emotional Intelligence 2.0 book?</td>
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</tr>
</tbody>
</table>

Please select your answer to the following questions based on the given 1 to 5 selections

<table>
<thead>
<tr>
<th></th>
<th>Question</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>How interested would you be in using an app for emotion tracking?</td>
<td></td>
<td></td>
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<tr>
<td>13</td>
<td>How likely would you be to seek out additional materials on emotional intelligence on your own time?</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Question</td>
<td>Not Very</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>Very</td>
<td></td>
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<tr>
<td>-------------------------------------------------------------------------</td>
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<tr>
<td>How familiar were you with emotional intelligence prior to taking the course?</td>
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<tr>
<td>14 How receptive would you be to a being assigned a mentor to discuss your progress?</td>
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<tr>
<td>15 How likely would you be to recommend the course to a colleague?</td>
<td></td>
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<tr>
<td>16 How often do you find yourself using techniques/habits discussed in the course outside of work?</td>
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<tr>
<td>17 How well do you think the course does in providing you with strategies to practice post-course?</td>
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