Examine the relationship between emotional intelligence and behavior Coach oriented

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ABSTRACT

Objective: The adaptive changes of the main requirements is to survive and compete effectively. Organizations so that they can remain competitive in turbulent and requires staff and managers who are adaptable. The leadership of an organization to adapt to change and to survive and thrive in the new environment requires special features the general managers encountered to respond to the many problems. One of the most important things that can help leaders and managers in response to these changes is familiar with emotional intelligence of managers and employees. Since managers face many challenges dealing with global climate change, human resource managers face many challenges they should be professional and to adapt to the demands of the employees on their efforts, the main objective of this study was to investigate the relationship between emotional intelligence and behavior of oriented coach. **Methodology**: To achieve this objective, 15 variables related to emotional intelligence is measured by behavior-oriented coach. **Results**: The study population consisted of 350 medical staff are teaching hospitals in Yazd province whose members are chosen through classified sampling and to test variables used is simple regression method and Spss software. As well as to collect information from a standard questionnaire was used emotional intelligence and coaching oriented. **Conclusion**: The results show that between emotional intelligence variables and variables of self-awareness with behavior-oriented coach there is a significant relationship.

1. Introduction

Today, most organizations to maintain their competitive position need the fast-changing. Rapid changes require that organizations have effective leaders and managers who work and adaptability to continuously improve systems and processes are oriented staff. With a little care, you can see the different organizations that great leaders, they make a big difference. Effective leaders are those who gain results in a certain time frame to be effective for business organization (Safari et al., 2010). Great leadership effectiveness reasons, the insight and strong ideas or strategies that are linked, but there is also more important point: Great leaders work through their emotions. Today, according to the planning processes in any organization based on individual performance factors contributing to the success of the organization (Hooman, 2001).

Recently emotional intelligence has attracted the attention of many scientists the obtained results indicate that emotional intelligence in organizations' success and efficiency at least as much as IQ is involved. With the increase and development organizations, new paradigms of management based on partnership and cooperation rather than old-style command and control, emerged the new paradigm focused development, empowerment and learning employees (Kinicki and Kreitner, 2006). The management style says that management-oriented coach that (Katzenbach Jon and Smith Douglas, 2006) in their book have referred to it as the Super leadership. Today, many organizations are subject to change and any changes need employees and managers who, adaptability and adapt with change. Meanwhile, social interaction worthy and fruitful manner for most managers and leaders as a key element in

organizational change management is increasingly important. On the other hand, emotional intelligence is an issue that tries to explain and interpret the emotions and feelings in human capabilities. emotional intelligence to interpret communicate effectively between people. Some scientists also have found that emotional intelligence is more important than IQ. Emotional intelligence is the ability to understand their emotions and others, which is not innate but is learned (Siasat, 2011). Goleman believes that emotional intelligence is widely applied in all organizational levels but vital management positions.

Gerbarg (2002) investment management organizations listed as one of the keys to success. A key component of emotional intelligence coaching staff is oriented identification.

As mentioned, one of the strong arguments that is very relevant in this decade is the move to coaching, according to this theory the coach -oriented approach as a Director, the players, staff and the organization as a player, such as a role-playing game drawn. Many researchers-oriented coaches know that in this paradigm to a new paradigm in management, the effectiveness of directors, with the power of ideas and results by communications, not to control more and more employees (Schneier et al., 1995).

As you can see in Figure 1, the deep split between the manager-oriented community seriously and everyone (managers, employees and beneficiaries) share the results.
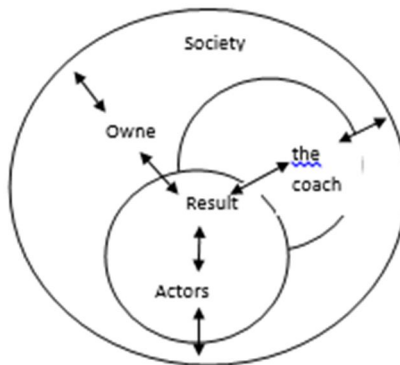

Figure 1. Thinking oriented towards management by coach (Schneier et al., 1995)

In general, it can be said Coach oriented management has five open communications, procedures, teamwork, acceptance of ambiguity, priority is one of the tasks and development facilities. Therefore, this study investigates the relationship between the dimensions of emotional intelligence on the behavior of the players is oriented managers in Yazd city hospitals.

1.1 A review of studies

Peter (2010) the study examined the relationship between emotional intelligence and organizational commitment among the 84 employees of the Housing Bank came to the conclusion that there is a significant relationship between emotional intelligence and organizational commitment. So Emotional intelligence is one of the important things that every organization must measure.

Moshabaki and Tizro (2009) the impact of cultural intelligence, emotional intelligence leadership success in world-class studied. The results showed that managers with higher emotional intelligence has features that are guaranteed success in a world class leader.

Kayabasi and Mtetwa (2016) in a study to determine the effects of emotional intelligence and management capabilities to this concluded that there is a positive and meaningful relationship between emotional intelligence and management capabilities. Also, among the variables Hodder stage a planning capability only variable predictive variable in good predictor of emotional intelligence, and other variables (ability to organize, conductivity, ability to control) also predict a smaller role for emotional intelligence managers play.

Gui et al. (2011) the effect on performance due to the quality of work life orientation teacher, devotion and desire to rotate the job in social security and the Red Crescent organizations. And the results achieved between management and job performance-oriented coach, there is a direct relationship between the quality of life. The coach convergence between management and employee engagement There is also a direct correlation.

Habashizade et al. (2007) research the impact of coaching role playing by clinical supervisors on nurses 'morale was at 8 the hospital and nurses' morale as a result of the investigation showed the implementation of process improvement nurses, nurses' morale increased significantly.

Melita Prati et al. (2003) leadership transformation into Emotional Intelligence as a mediator between the results of a team that examined. The results show that there is a positive relationship between transformational leadership and emotional intelligence and leadership effect.

Côté et al. (2010) to study the emergence of leadership and emotional intelligence findings is paid in small groups, research shows that emotional intelligence and some aspects of the personality traits and sex were associated with the advent of high cognitive intelligence leadership.

Hays (2008) the high cost of research apathy: the management of health services is needed in coaching? Concluded that employees with energy, hard-working and love their work and Health care organizations to focus on coaching in travel management to sprinkle seeds of change. This means that in the future than in the past to succeed and to overcome apathy.

2. Materials and methods

2.1 Research method

In this study, according to a study that examined the relationship between emotional intelligence-oriented behavior is the coach of this survey will be used. The study used survey data or information in order to discover that through them can be discussed and examined relationships between variables. Systematic research survey collected information from respondents to understand or predict some behavioral aspects of the target population. This research method is causal-comparative. Causal-comparative research to applied research methods according to the dependent variable in which researchers investigated the possible causes of their occurrence. In other words, causal-comparative study was retrospective and tries to find out the possible cause of the disabled. One of the goals infer a causal-comparative study, the dependent variable is the independent variable changes. Causal-comparative is often classified in the group of descriptive research. Shaver (1983) research and systematic and explicit causal-comparative study that the researcher has no direct control over independent variables because of performance or not tested or already happened.

2.2 Hypotheses

The main hypothesis of research

The dimensions of emotional intelligence and coaching management style there are relationship.

Assumptions secondary research

Hypothesis 1: There is a significant relationship between the problem-solving behavior-oriented coach.

Hypothesis 2: There is a significant relationship between the well-being and behavior-oriented coach.

Hypothesis 3: There is a significant relationship between the independence-oriented behavior coach.

Hypothesis 4: there is a significant Relationship between the players stress tolerance behavior.

H5: There is a significant relationship between the self-actualization behavior-oriented coach.

H6: There is a significant relationship between the consciousness and behavior-oriented coach.

Hypothesis 7: There is a significant relationship between the realistic behavior-oriented coach.

Hypothesis 8: Relationship between the players there is a significant relationship between individual behavior.

Hypothesis 9: There is a significant relationship between the optimism and behavior-oriented coach.

Hypothesis 10: There is a significant relationship between the self-esteem and behavior-oriented coach.

2.3 Statistical data collection.

The tool measuring questionnaire was used to collect data, and for this purpose the standard questionnaire in research McLean et al. (2005), which may be completed by the staff.

1. The coaching questionnaire (assessment of management skills coaching) McLean and his colleagues to answer questions on the questionnaire range from 1 to 5 (very high to very low) has been set that contains 41 questions.

Table 1. Statistical data collection.

question number	Management coaching	row
1-9	Open communication	1
10-17	Team approach	2
19-23	Prefer someone to task	3
26-31	Accepting ambiguity	4
32-41	Development Facility	5

Emotional Intelligence Questionnaire to answer questions that range from 1 to 5 (very often in very small) set that contains 90 questions.

Descriptive data

Information on gender

Percentage	Frequency	sex
26.2	79	man
73.8	223	women
100	302	total

Information on age

Percentage	Frequency	Age group
0.7	2	Below of 20
38.1	115	Between 21-30
45.7	138	Between 31-40
14.6	44	Between 41-50
1	3	Above of 51
100	302	total

Information on education

Percentage	Frequency	education
9.9	30	Below diploma
8.6	26	Bachelor
80.5	243	MS
1	3	Doctoral
100	302	Total

Percentage	Frequency	work experience
26.6	89	Below of 5
25.5	77	Between 5 until 10
22.5	60	Between 10 until 15
9.6	26	Between 15 until 20
11.3	34	Between 20 until 25
1.7	5	Above of 25
100	302	total

2.4 Inferential analysis of data

In this study, the estimated regression model using SPSS software. And the significance of the regression model using error level (P-VALUE) calculated to determine F statistical significance at the 95% confidence level used. Thus, if Sig calculated from the regression equation is smaller than the critical value 0/05 regression model will be significant.

The Durbin-Watson test for the presence of correlation between errors (DW) and Kolomograve-Smirnov test for normality of the dependent variable will be used.

3. Discussion and results

3.1 Hypothesis testing

Klomograf-Smirnov test (KS)

This test data to verify the claims made about the distribution of a quantitative variable is used. The corresponding statistical hypothesis testing is stated to be rough.

H_0: Variable (behavior-oriented coach) is a normal distribution.

H_1: Variable (behavior-oriented coach) does not have the normal distribution.

Table 2. Klomograf- Smirnov test (KS)

Sig	KS	SD	Mean	Number
0.798	0.646	0.739	3.08	302

According to the above image output (P-value greater than 0.05). Therefore, assumption of normality of the dependent variable will be accepted.

3.2 Durbin-Watson test

One of the assumptions that we consider regression, independence errors (symmetry between the actual values and the values predicted by the regression equation) of each other. If the hypothesis of independence is rejected in error, and errors are correlated with each other, there is not the possibility of using regression. Durbin-Watson test in order to determine the independent use of each other's errors. The test statistic value in the range of 0 and 4, and if the value is in the range of 1/5 or 2/5 the lack of correlation between test errors is accepted, otherwise there is a correlation between errors. The value of this test is 1/837 is in the above range and therefore there is no correlation between errors.

Table 3. Durbin-Watson test

MODEL	Multiple correlation coefficient	The coefficient of determination	Adjusted coefficient of determination	sd	Durbin-watson
1	0.652	0.425	0.395	0.729	1.837

No significant statistical assumptions of the model are as follows.

H_0: All regression coefficients equal to zero.

H_1: At least one of the coefficients is zero.

Table 4. Durbin-Watson test, description

sig	F	*mean square*	Degrees of freedom	*Sum of square*	model	
0.000	14.11	7.499	15	112.483	The dependent variable from the independent variable changes	1
		0.531	286	151.984	The dependent variable changes through random factors	
			301	264.467	total	

In the table above (sig = 0.000 <0.05), assuming zero at least one of the coefficients of the independent variables and the dependent variable is the result of a relationship between independent variables confirmed. Beta coefficient is not the standard variable scale is not consistent with what a standardized coefficients Beta same variable scale and there is the possibility to compare variables. In order to compare the effects of independent variables on the dependent variable, standardized coefficients are used.

Table 5. Coefficients

sig	t	Standardized coefficients	Not standardized coefficients		model
		Beta	Std.Error	B	
0.033	2.148		0.572	1.23	Constant
0.347	0.941	0.055	0.134	0.126	Problem solving
0.089	1.708	0.088	0.04	0.069	Happiness
0.487	0.696	0.043	0.107	0.075	Autonomy
0.694	0.394	0.028	0.132	0.052	Stress tolerance
0.000	4.143	0.216	0.051	0.212	Self
0.035	2.124	0.115	0.057	0.121	Self-awareness
0.344	0.948	0.059	0.113	0.107	Realism
0.018	2.372	0.149	0.112	0.265	Interpersonal Relationships
0.264	0.578	0.036	0.11	0.064	Optimism
0.13	1.519	0.089	0.096	0.146	Self-esteem

$$y = 1.230 + .126x_1 + .069x_2 + .075x_3 + .052x_4 + .212x_5 + .121x_6 + .107x_7 + .265x_8 + .064x_9 + .146x_{10} + .\varepsilon \qquad (1)$$

First hypothesis: the independent variable x_1 in the regression model above to solve the problem (s) and instructor-oriented behavior (the dependent variable) y and has shown regression coefficient As can be seen it is $\beta_1 = 0.126$ This means that for a unit change in the independent variable problem solving, coach-oriented behavior and increased unit 0/126. Researchers claim the 95% confidence level that the problem has a positive effect on behavior-oriented coach, is rejected as a result, this will not be a significant regression coefficient. Rejected hypothesis 1).

The second hypothesis: the independent variable in the regression model above happiness (x_2) and instructor-oriented behavior (the dependent variable) y and has shown regression coefficient As can be seen it is $\beta_1 = 0.126$ This means that for a unit change in the independent variable of happiness, instructor-oriented behavior and because of the increased unit 0/069 As a result, the regression coefficient is not significant at 95% confidence level that the researchers claim happiness has a positive effect on behavior-oriented coach, (rejected hypothesis 2).

The third hypothesis: the independent variable in the regression model above independent (x_3) and instructor-oriented behavior (the dependent variable) y and has shown regression coefficient As can be seen it is $\beta_3 = 0.075$ This means that for one unit change in the independent variables, oriented coach's behavior and because of increased unit 0/075, 95% based independent researcher claims a positive effect on behavior-oriented coach has been. rejected hypothesis 3).

Fourth hypothesis: independent variable in the regression model above stress tolerance (x_4) and instructor-oriented behavior (the dependent variable) y and has shown regression coefficient As can be seen it is $\beta_4 = 0.052$ This means that for a unit change in the independent variable stress tolerance, behavior-oriented coach and because of the increased unit 0/052 As a result, the regression coefficient is meaningful and researcher at 95% claim based on stress tolerance has a positive effect on behavior-oriented coach, (rejected hypothesis 4).

Fifth hypothesis: the independent variable in the regression model above self-tolerance (x_5) and instructor-oriented behavior (the dependent variable) y and has shown regression coefficient As can be seen it is $\beta_5 = 0.212$ This means that for a unit change in the independent variable in self-oriented behavior to 0/212 coach unit is increased and because The researcher claims that 95 percent of self-orientation has a positive impact on teacher behavior, is accepted (hypothesis 5).

Sixth hypothesis: independent variable in the regression model above self-tolerance (x_6) and instructor-oriented behavior (the dependent variable) and has shown regression coefficient As can be seen it is $\beta_6 = 0.121$ This means that for a unit change in the independent variable consciousness, behavior-oriented coach and because of the increased unit 0/121 The researcher claims that 95 percent of self-awareness has a positive effect on behavior-oriented coach, is accepted (hypothesis 6).

Seventh hypothesis: independent variable in the regression model's realism (x_7) and instructor-oriented behavior (the dependent variable) y and has shown regression coefficient As can be seen it is $\beta_7 = 0.107$ This means that for a unit change in the independent variable realism and idealism coach's behavior increases unit 0/107 And because the result is not statistically significant regression coefficient and claims researcher at the 95% confidence level based on pragmatism, realism has a positive impact on teacher behavior, is rejected (hypothesis 7).

Eighth hypothesis: independent variable in the regression model above interpersonal relationships (x_8) and instructor-oriented behavior (the dependent variable) y and has shown regression coefficient As can be seen it is $\beta_8 = 0.265$ This means that for a unit change in the independent variable interpersonal relationships, behavior-oriented coach and because of the increased unit 0/265 The result will be a significant regression coefficient And claims that the 95% achieved in interpersonal relationships has a positive effect on behavior-oriented coach, is accepted (hypothesis 8).

Ninth hypothesis: independent variable in the regression model above optimism (x_9) and instructor-oriented behavior (the dependent variable) y and has shown regression coefficient As can be seen it is $\beta_9 = 0.064$ This means that for a unit change in the independent variable optimism, realism coach's behavior and because of increased unit 0/064 as a result, this will not be a significant regression coefficient The researcher claims that 95 per cent of optimism has a positive effect on behavior-oriented coach, rejected (hypothesis 9).

ten hypothesis: independent variable in the regression model above self (x_{10}) and instructor-oriented behavior (the dependent variable) y and has shown regression coefficient As can be seen it is $\beta_{10} = 0.146$ As a result, this will not be a significant regression coefficient the researcher claims that 95 percent of self-esteem has a positive effect on behavior-oriented coach, is rejected. rejected hypothesis 10.

xi hypothesis: independent variable in the regression model above impulse control (x_{11}) and instructor-oriented behavior (the dependent variable) y and has shown regression coefficient As can be seen it is $\beta_{11} = 0.194$ This means that for a unit change in the independent variable impulse control, behavior-

oriented coach and because of the increased unit 0/194 As a result, this will not be a significant regression coefficient and claim that the 95% achieved in impulse control has a positive effect on behavior-oriented coach, is rejected.

Table 6. Results

Result	T	Path coefficient	Dependent variable	Independent variable
Rejection	0.941	0.126	In individual decision	Problem solving
Rejection	1.708	0.069	Instructor-oriented behavior	Happiness
Rejection	0.696	0.075	Instructor-oriented behavior	Autonomy
Rejection	0.394	0.052	Instructor-oriented behavior	Stress tolerance
+	4.143	0.212	Instructor-oriented behavior	Self
+	2.124	0.12	Instructor-oriented behavior	Self-awareness
Rejection	0.948	0.107	Instructor-oriented behavior	Realism
+	2.372	0.265	Instructor-oriented behavior	Interpersonal Relationships
Rejection	0.578	0.064	Instructor-oriented behavior	Optimism
Rejection	1.519	0.146	Instructor-oriented behavior	Self-esteem

4. Conclusion

4.1 Results and Comparison with similar studies

Grass coaching model based on the principles of educational leadership, Article 4 provides These principles include: 1 - creating a positive team culture with employees who are committed to success 2 - linking the learning objectives and expectations3 - provide appropriate feedback and repeated 4 - maintaining objectivity and credibility for all. According to Article 4 of the above findings, hospital administrators should be formed and committed teams in different sectors, along with the 6-month evaluation period and annual workshops all employees and hospital wards, to evaluate the services provided, with feedback and reflecting the results to stakeholders with complete neutrality, apply.

In another study by Habashizade et al. (2007) under the heading coaching role playing by clinical supervisors impact on the morale of nurses that yielded these results One way to increase nursing morale is applying suitable supervision and leadership. He showed that the performance improvement process resulted in a significant increase in the spirited nurse managers are nurses.

Ahmadi also studied in research on performance management, coaching, given the quality of working life, commitment and desire to spin out of job and the results found that coaching with employee performance management, employee engagement and quality of work life and significant correlation was not significantly correlated with job rotation (Ahmadi et al., 2011).

Management coaching is a way of vocational training and learning to work simultaneously with more stability and sustainability.

Although the research has been done on indicators such as coaching staff morale, employee engagement, quality of working life and the performance of the staff had a significant negative correlation (Ahmadi et al., 2011; Habashizade et al., 2007).

But according to studies conducted in this study manage with emotional intelligence coaching staff at the hospital are only some of the variables are related. This indicates that the management of the new paradigm of participatory management coaching is all love and are willing to learn and implement it but it may be in a position to implement such factors as indicators of cultural, organizational factors, personal barriers to management, management barriers exist with people.

4.2 research limitations

- The reluctance of employees to answer the questions Due to the high volume of work personality disorder] patients
- Concerns the staff of the hospital questionnaire authorities
- Lack of cooperation of staff in some sectors, such as ICU, CCU due to the patients' illness
- Problems questionnaires and collect it in a different hospital shift

4.3 Offers based on research results

- Increase awareness of employees and managers of participatory practices and the role they played in promoting customer service
- Increase the cultural level of the organizations and people in the participatory management
- Increasing the awareness of managers and employees of the leaders of your emotional intelligence
- The improvement in the development of facilities in coaching
- Train managers and employees in respect to the sentiments of respect and value each other's demands

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