

The Effects of Leaders' Emotional Intelligence on Employee Engagement in Vietnamese Construction Companies – A Case of Hoa Binh Corporation

Ho Nhut Quang, Mai Ngoc Khuong, and Nguyen Hoang Le

Abstract—Emotional intelligence has become an emerging topic in the leadership field. To follow that trend, this research was conducted to investigate the application of leaders' emotional intelligence in formulating appropriate leadership styles for enhancing employees' job engagement. Quantitative approach was employed with structured questionnaire distributed to 400 white-collar employees working in offices of Hoa Binh Corporation and its subsidiaries located in Ho Chi Minh City. The empirical results of this research indicated that five leaders' emotional intelligent competencies, namely self-motivation, self-esteem, self-management, emotional literacy, and interpersonal relation had statistically positive effects on the employee engagement; whereas, the leader's competency regarding to change resilience had statistically negative effect on the employee engagement. These variables could explain for 79% of the variation in the employee engagement at the work place. This result implied a strong influence of the emotional intelligent leadership in retaining and developing the workforce engagement.

Index Terms—Emotional intelligence, employee engagement, hoa binh corporation, Vietnamese construction companies.

I. INTRODUCTION

Driving from the process of industrialization and modernization, the Vietnamese construction industry has significant contributions on the socio-economic development of the country. The construction industry partially solves the national problems regarding the employment rate by hiring thousands of workers. The number of employees working in this industry is rising year-by-year which is reflected through the increase of 30.5 percent in the period of 3 years from 2008 to 2011 [1]. In addition, the construction industry has an important role in satisfying the accommodation needs of more than 90 million people [2]. Those facts illustrated that the business performance of this industry is worth to receive more attentions from the Vietnamese government.

Despite of its important roles in promoting national welfare, the Vietnamese construction sector has the lowest number of engaged workforce as compared with others. The amount of fully engaged labors accounted for only 33% of the total employees; while 53% of them just feel partially

engaged and 14% of them feel totally disengaged with their organizations [3]. The low level of workforce engagement could increase the absenteeism, turn-over rate, safety accident, quality defects at workplace and consequently negatively affect to the business performance of the companies in terms of productivity and profitability [4]. This implied that the Vietnamese construction industry is experiencing competitive disadvantages and therefore promoting workforce engagement is an essential task for the managers working in this industry.

In recent years, many scholars have proved the impacts of leader's emotions on the employee's willingness to engage. According to [5], workforce engagement is somehow affected by emotions of the managers. Clarifying for that idea, reference [3] has showed that the number of employees who are fully engaged is positively related to the favorable emotions of the leaders such as inspired, happy, enlighten, enthusiasm, etc; while the number of employees who are fully disengaged is closely related to the negative emotions of the leaders such as upset, fearful, manipulated, bored, etc. According to [6], relationship with managers plays the most influential role in predicting commitment, which implicitly supported for using leader's emotional intelligence at workplace. Those scientific evidences suggested the potential applications of leader's emotional intelligence in promoting workforce engagement.

Unfortunately, there is a disagreement about the benefits of manager's emotional intelligence in engaging workforce. According to [7], promotion and financial rewards are the decisive factors for engaging employees, neither the quality of supervision nor leader's emotions. In addition, according to [8], the quality of supervision does not motivate workers to feel satisfied and stay loyal to the organization which are the two important conditions for employee engagement. As an aspect of supervision quality, the emotional intelligence of leaders consequently has no benefit in engaging workforce. The evidences and arguments proposed by those researchers left an unfavorable question about the applicability of manager's emotional intelligence in engaging workforce.

Recognizing the conflicts in the literature review, the research about the effects of leaders' emotional intelligence on employee engagement in Vietnamese construction companies was conducted to explore deeper about the applicability of emotional intelligence at workplace. Overall, the general purpose of this study is to suggest the managers the way to manipulate their emotional intelligence for enhancing the employee engagement in their companies.

This paper utilized the empirical evidences from Hoa Binh

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The authors are with the School of Business Administration, VNU-HCM International University, Vietnam (e-mail: hnquang@hcmiu.edu.vn, mnkhuong@hcmiu.edu.vn, and nguyenhoanglehcm@gmail.com).

Corporation as a representative for Vietnamese construction companies. With 26 years of development, the company had been ranked 35th among the top 50 businesses in the Vietnamese stock market recently [9]. The evidence implied the significant contribution of the company to the national construction industry. Thus, an investigation about the workforce engagement in Hoa Binh Corporation not only brings benefits for the company, but also favorably contributes to the performance of the construction sector. For that reason, Hoa Binh Corporation was reasonably selected as the target for this research.

II. LITERATURE REVIEW

A. Employee Engagement

The definition of employee engagement has been stated in many different ways. According to [10], the concept of employee engagement is defined as “the harnessing of the organizational members to their work roles; by engagement, employees employ and express themselves physically, cognitively, and emotionally during role performances”. Differencing with [10], some researchers argued that the employee engagement concept is just another version of corporate loyalty at a higher level and similar to the definition of “organizational commitment”. Thus, the concept has been simplified into “one step up from commitment” [11] or “the emotional and intellectual commitment to the organization” [12]. On the other hand, several researchers defined the employee engagement concept in term of “organizational citizenship behavior”. Thus, the concept has been re-stated as “high levels of activity, initiative, and responsibility” [13]; or “the amount of discretionary effort exhibited by employees in their jobs” [14]; or “the ability to work with passion and feel a profound connection to their company” [15].

Most of scholars generally agreed about the favorable effects of employee engagement in the workplace [16]. With their strong passion and high commitment to the company, the engaged employees are more likely to stay with the organization, work harder, drive innovation, and move the organization forward [17]. In addition, the engagement also promotes positive health effects and feelings of the employees towards the work and the organization by which they are more likely to view the organization as a healthy working environment and therefore more likely to support the company [18], [19]. By conducting a meta-analysis, reference [4] proved that “employee engagement has meaningful contribution to business outcomes in terms of customer loyalty, business growth, and corporate profitability at a magnitude level”. Those arguments explicitly confirmed that emotionally engaging employees is one of the determinants for an organization to reach its highest performance and maximum potential.

B. Emotional Intelligence

The definition of emotional intelligence has emerged over the time. According to [20], the concept of emotional intelligence prefers to the individual’s abilities to know and handle one own feelings as well as aware about the feelings of others. Similarly, reference [21] re-clarified the concept

into “the ability to perceive, appraise and express emotion accurately and adaptively; the ability to understand emotion and emotional knowledge; the ability to access and generate feelings where they facilitate cognitive activities and adaptive action; and the ability to regulate emotions in one own and others”. Combining the spirits of the previous definitions, the concept has been simplified into “the ability to process the emotion-laden information which prefers to the capability of realizing and interpreting the emotion-laden information correctly and then applying this emotional information to behave in an appropriate manner for completing the cognitive tasks” as proposed by reference [22].

The role of emotional intelligence in management is one of the focal points in the current leadership literature. According to [20], valuable leadership skills depend on the abilities to understand and control emotions at workplace; thus, the ability associated with emotional intelligence will affect to the ability to manage people. Moreover, since the managers’ emotions have an influence on the employees’ behaviors [23], the emotional intelligent ability is considered as one of the decisive indicators to differentiate between successful and unsuccessful managers [24]. Reference [25] proposed that emotional intelligence of the managers is strongly associated with desirable corporate culture such as greater optimism, less depression, and less impulsivity in the working environment. When emotional intelligence is fostered by the managers, there will be the increase in employee motivation, cooperation, performance, productivity, and profits as proposed by reference [26]. Because of those reasons, the emotional intelligence concept cannot be separated from the concept of leadership and therefore this concept is worth to take consideration in any organization.

C. Self-Motivation

As an emotional intelligent competency, self-motivation refers to “the ability to create a challenging vision and set stretching goals; to remain focused and optimistic in spite of setbacks; to take action every day and remain committed to a cause; and to take responsibility for one’s successes and failures” [27] or “the ability to pursue goals with energy and persistence as well as remain optimism even in the face of setbacks and failure” [20]. The elements of self-motivation include achievement drive; commitment; initiative and optimism in which optimism is believed to be the key determination of self-motivation [28].

The “self-motivation leaders” are demonstrated by the courage to follow through on their works in the face of difficulties. They tend to perceive challenges as opportunities and see the brighter side of things. Those leaders are not only able to create positive mood for themselves, but also inspire it to their subordinates. By doing that, it is expected that the more self-motivation that the managers have, the more engagement that the employees will expose.

D. Self-Esteem

As an emotional intelligent competency, self-esteem refers to “an honest, objective, and realistic assessment of, and respect for, one’s own worth as an equal human being” [27] or “the ability to understand, respect, and accept oneself in

both limitations and possibilities” [29]. In other words, it is the willingness to un-conditionally, non-defensively accept of one’s own talents, values, skills, and short-comings.

The “self-esteem leaders” are demonstrated by the courage to act in accordance with their personal values. They tend to tell the truth with their subordinates or publicly admit and even laugh at their mistakes without hesitation. Those leaders can easily gain trust from their subordinates because they always look for the consistency between their words and actions. By doing that, it is expected that the more self-esteem that the managers have, the more engagement that the employees will expose.

E. Self-Management

As an emotional intelligent competency, self-management refers to “the ability to manage stress and harness energy to create a state of wellness and healthy balance between body, mind and soul, without overindulging in one area at the expense of another” [27] or “the ability to regulate one own internal emotions and impulse” [20]. In the other words, self-management enables the individuals to adaptively adjust their emotions in accordance with situational factors coming from the external environment.

The “self-management leaders” are demonstrated by the ability to response calmly to stressful situation through minimizing defensiveness and restoring rationality with the explosive party. They know how to remain calm in stressful situations, how to keep defensiveness to a minimum level, and how to restore rationality with others. Those leaders are not only good at listening, but also proficient in convincing their subordinates during the conflicts. By doing that, it is expected that the more self-management that the managers have, the more engagement that the employees will expose.

F. Change Resilience

As an emotional intelligent competency, change resilience refers to “the ability to remain flexible and open to new ideas and people, advocating the imperative for change and innovation when appropriate, with due concern and consideration for the emotional impact of change on people” [27]. It is equivalent to the term “flexibility” which defined as “the ability to adjust one’s emotions, thoughts, and behaviors to changing situations and conditions” [29].

The “change resilience leaders” are demonstrated by the ability to cope with ambiguity and thrive on disturbance as well as the anticipation of the unknown. They tend to open to new ideas and respect diversity in the workplace. Those leaders understand the emotional impacts that change may have on their subordinates. By doing that, it is expected that the more change resilience that the managers have, the more engagement that the employees will expose.

G. Emotional Literacy

As an emotional intelligent competency, emotional literacy refers to “an awareness of the flow of one’s own and other people’s emotions, an understanding of what causes the emotions and the skills to interact at an emotional level in an appropriate way, at the right time, with the right person, within the boundaries of a particular context” [27] or “the ability to know one own internal states, preferences, resources, and intuitions as well as the needs, wants, and

viewpoints of others which is considered as a crucial component of emotional intelligence” [20].

The “emotional literacy leaders” are demonstrated by their willingness to acknowledge and apologize for emotional hurt caused as well as the ability to sensitively and appropriately restore damaged relationships. Those leaders not only aware the potential effects of their own feelings on people around, but also interpret their subordinates’ emotions correctly even when those feelings may not be obvious. By doing that, it is expected that the more emotional literacy that the managers have, the more engagement that the employees will expose.

H. Interpersonal Relation

Interpersonal relation refers to “an intuitive understanding of, and deep level of caring and compassion for people; a real concern for their well-being, growth and development, and joy and recognition for their successes” [27] or “the ability to establish and maintain mutually satisfying relationships that are characterized by intimacy and by giving and receiving affection” [29].

The “interpersonal relation leaders” tend to maintain long-term relationships with others by exposing their intuitive understanding and deep caring about their subordinates in terms of well-being and success. They effectively co-operate with others and willingly acknowledge for the achievements of their subordinates. By doing that, it is expected that the more interpersonal relation that the managers have, the more engagement that the employees will expose.

I. Integration of Head and Heart

Integration of head and heart refers to “a person’s potential is optimized by accessing the functions of both sides of the brain by which decisions are made and problems are solved, with due consideration of both facts and feelings, and with the commitment to create win-win solutions that serve both the goals and the relationships concerned” [27].

The “integration of head and heart leader” know how to utilize the facts as well as their feelings and emotions in solving problems. Those leaders are both task-oriented and people-oriented in managing their subordinates. By doing that, it is expected that the more integration of head and heart that the managers have, the more engagement that the employees will expose.

Regarding to the above literature review, this study hypothesized that:

H₁: The “self-motivation” competency positively affects the “employee engagement”.

H₂: The “self-esteem” competency positively affects the “employee engagement”.

H₃: The “self-management” competency positively affects the “employee engagement”.

H₄: The “change resilience” competency positively affects the “employee engagement”.

H₅: The “emotional literacy” competency positively affects the “employee engagement”.

H₆: The “interpersonal relation” competency positively affects the “employee engagement”.

H₇: The “integration of head and heart” competency positively affects the “employee engagement”.

III. RESEARCH METHODOLOGY

A. Questionnaire Design and Data Collection

With the purpose of using numerical data for exploring the effects of leaders' emotional intelligent competencies on employee engagement, the quantitative approach was reasonably adopted. Based on the total population of 2,000 employees, the sample size of this research were 400 white-collar employees working in HBC's offices located in Ho Chi Minh City, Vietnam.

Sampling method: This study utilized the simple random sampling method for selecting the target respondents. Firstly, the list of employees' contact information was obtained by accessing the internal mailing system of the company. The contact information of each employee was then imported to Excel spreadsheet and assigned a number from 1 to 2,000 consecutively. After that, 400 numbers representing 400 employees were randomly selected by using Excel spreadsheet. The employees whose numbers were chosen became the target sample of this research. The questionnaires were mailed to those respondents in November 17 and collected in November 30 leaving a period of two weeks for them to complete and return their responses.

Questionnaire design: The contents of the questionnaire were built basing on the 360-Degree Emotional Competency Profiler and the suggestions of HBC's managers during the preliminary interview. The questionnaire was written in Vietnamese and was also tested through the pilot study ($n=25$) before officially sending to the target respondents ($n=400$). After several times of revising, the structure of the questionnaire was divided into 3 parts which constituted 53 items totally. Most of the items in the questionnaire was constructed in form of 5-point Likert scale in which 1 = "strongly disagree", 2 = "disagree", 3 = "neutral", 4 = "agree", and 5 = "strongly agree".

B. Factor Analysis and Reliability

All observed variables in the measurement scale were tested through exploratory factor analysis by employing Principle component analysis and Varimax rotation to discover their structure and convergence in the model. The exploratory factor analysis procedure was applied twice; once for the dependent variable, including 8 items, and once for the group of independent variables, including 42 items.

TABLE I: SUMMARY OF THE DEPENDENT VARIABLE WITH RELIABILITY COEFFICIENT

Given Names	Number of Items	Cronbach's Alpha
1. Employee Engagement (EE)	8*	.966

* All items have factor loadings $\geq .5$

KMO index = .945 and Sig. of Bartlett's test = .000

Total variance explained = 81.097%

As shown in Table I, for the dependent variable, the KMO index was at $.945 > .5$ and the Sig. of Bartlett's test was at $.000 < .05$, this showed that the data of dependent variable was appropriate for factor analysis. There was one component extracted which corresponded to the concept of employee engagement. All eight items in this component had high factor loadings which were greater than .5 reflecting the high correlation between each item and the corresponding

extracted component. The Eigenvalues of the extracted component was at 6.488 satisfying the requirements of being greater than 1 and the total variance explained was more than 81% of the total variance satisfying the requirement of being greater than 50%. Moreover, the high value of Cronbach's Alpha of .966 indicated good reliability of the measurement scale for assessing the dependent variable.

TABLE II: SUMMARY OF THE INDEPENDENT VARIABLES WITH RELIABILITY COEFFICIENTS

Given Names	Number of Items	Cronbach's Alpha
1. Self-Motivation (SMo)	6*	.930
2. Self-Esteem (SE)	6*	.915
3. Self-Management (SMa)	6*	.941
4. Change Resilience (CR)	6*	.895
5. Emotional Literacy (EL)	6*	.983
6. Interpersonal Relation (IR)	6*	.943
7. Integration of Head and Heart (HH)	6*	.923

* All items have factor loadings $\geq .5$

KMO index = .901 and Sig. of Bartlett's test = .000

Total variance explained = 77.141%

Shown in Table II, for the group of independent variables, the KMO index was at $.901 > .5$ and the Sig. of Bartlett's test was at $.000 < .05$, this indicated that the data of independent variables was appropriate for factor analysis. There were 7 components extracted which respectively corresponded to the concepts of self-motivation, self-esteem, self-management, change resilience, emotional literacy, interpersonal relation, and integration of head and heart in the research model. All items in those extracted components had high factor loadings which were greater than .5 illustrating the high correlation between each item and the corresponding extracted component. The Eigenvalues of all extracted components were greater than 1 and the total variance explained was more than 77 % of the total variance satisfying the requirement of being greater than 50%. Moreover, each factor generated from the exploratory analysis had the high value of Cronbach's Alpha which implied the high reliability of the measurement scale for assessing the independent variables.

IV. RESEARCH FINDINGS

A. Sample Descriptions

TABLE III: PROFILE OF RESPONDENTS INVOLVED IN THE STUDY

		Frequency	Valid Percentage
Gender	Male	284	79.00 %
	Female	116	21.00 %
	Total	400	100.00 %
Working Years	Less than 2 year	58	14.50 %
	From 2 to less than 5 years	140	35.00 %
	From 5 to less than 10 years	171	42.75 %
	More than 10 years	31	7.75 %
	Total	400	100.00 %
Job Position	Senior Manager	7	1.75 %
	Departmental Manager	14	3.50 %
	Subsidiary's Manager	10	2.50 %
	Departmental Staff	206	51.50 %
	Subsidiary's Staff	127	31.75 %
	Others	36	9.00 %
	Total	400	100.0 %

Table III presented the characteristics of the respondents participating in this study. As can be seen from the table, the number of male respondents was more than that of the female. Moreover, most of the employees participating in answering the questionnaire were experienced with more than 5 years of working in the observed organization, accounting for 42.75% of the total. In addition, the majority of the respondents was departmental staffs (51.5%) and followed by subsidiary's staffs (31.75%).

B. Factors Correlating with Employee Engagement

TABLE IV: CORRELATIONS BETWEEN VARIABLES

	1	2	3	4	5	6	7
1. SMO	1						
2. SE	.405*	1					
3. SMO	.257*	.750*	1				
4. CR	.086	.436*	.492*	1			
5. EL	-.049	.405*	.403*	.436*	1		
6. IR	.188*	.608*	.627*	.327*	.544*	1	
7. HH	.552*	.300*	.184*	.072	.133*	.070	1
8. EE	.368*	.709*	.687*	.349*	.598*	.808*	.231*
Mean	3.645	3.813	3.584	3.502	3.277	3.996	3.661
SD	1.058	0.849	1.036	1.047	1.166	0.743	1.061

*. Correlation is significant at the .01

According to Table IV, all of the emotional intelligent competencies statistically had positive correlations with employee engagement. In these significant relationships, there were substantially positive correlations between employee engagement with interpersonal relation ($r=.808$, $p=.000$) and self-esteem ($r=.709$, $p=.000$). Moreover, both self-management ($r=.687$, $p=.000$) and emotional literacy ($r=.598$, $p=.000$) had moderate positive correlations with employee engagement. The remaining competencies, namely self-motivation ($r=.368$, $p=.000$), change resilience ($r=.349$, $p=.000$), integration of head and heart ($r=.231$, $p=.000$), had relative low positive correlations with employee engagement. Those results indicated that the high levels of self-motivation, self-esteem, self-management, change resilience, emotional literacy, interpersonal relation, and integration of head and heart were associated with a high level of employee engagement.

C. Factors Affecting on Employee Engagement

TABLE V: COEFFICIENTS BETWEEN DEPENDENT AND INDEPENDENT VARIABLES

Variables	Standardized Coefficients (Beta)	Correlation (Part)
SMO	.202**	.368
SE	.154**	.709
SMA	.170**	.687
CR	-.083	.349
EL	.274**	.598
IR	.449**	.808
HH	-.008	.231

- *. Coefficient is significant at the .05
- Predictors: SMO; SE; SMA; CR; EL; IR; HH
- Dependent Variable: EE
- ANOVA: $F = 206.333$, Sig. = .000
- Model summary: Adjusted $R^2 = .790$

Having the values of $\beta > 0$ and the p-values $< .05$, the independent variables (namely self-motivation, self-esteem,

self-management, emotional literacy, and interpersonal relation) statistically had positive effects on the dependent variable (namely employee engagement) as illustrating in Table V. This means that every 1-standard deviation increase in self-motivation, self-esteem, self-management, emotional literacy, and interpersonal relation would lead to the increase in the level of employee engagement by .202, .154, .170, .274, and .449 units respectively. Thus, the five hypotheses (namely H_1 , H_2 , H_3 , H_5 , and H_6) of this study were supported at 95% level of confidence. Based on those results, the regression equation illustrated the relationship between leader's emotional intelligence and employee engagement was stated as follows:

$$EE = 202SMO + 154SE + 170SMA + 274EL + 449IR$$

As $F(7, 376) = 206.333$ and Sig. $< .05$, the entire regression equation was statically significant at confidence level of 95%. This means that the above regression equation was deemed to accurately predict the level of employee engagement at workplace. In addition, the value of adjusted $R^2 = .790$ indicated that 79% of the variation in employee engagement could be explained by leader's competencies regarding to self-motivation, self-esteem, self-management, change resilience, emotional literacy, and interpersonal relation; whereas the remaining of 21% of the variation in employee engagement could be clarified by other factors. Since the coefficient of determination was close to 1 (adjusted $R^2 = .790$), most of the variation in the employee engagement was explained by the regression model. Thus, the above regression equation was significant and hence useful.

V. DISCUSSIONS AND RECOMMENDATIONS

On the basis of relevant literature review, the empirical results generated from the study generally supported for the arguments made by [20], [25], and [26] about the potential application of emotional intelligent leadership in engaging workforce. Although most of the emotional intelligent competencies had favorable impacts on the level of workforce engagement, there was one competency having negative influence and another competency having no influence on the employee's willingness to engage. Those results will be explained in the light of relevant literatures and some managerial recommendations will be made as follows:

With the highest value of Beta ($\beta=.449$), the "interpersonal relation" competency was the most influential factor which had the strongest positive impact on the level of employee engagement. Because of the ability to maintain long-term relationships at workplace, the "interpersonal relation leaders" can effectively emotionally motivate their subordinates as well as foster their trust and loyalty [27]-[29]. Since the more loyalty and motivation that the employees feel at workplace, the less likely that they will leave their organization, and thus the great contribution of "interpersonal relation" competency in engaging workforce is reasonable. To improve this competency, it is advisable for the managers to acknowledge the contributions as well as the needs and wants of their employees [27]. In other words, the

managers should publicly express their gratefulness to their subordinates' achievements and should take interests in the well-being, growth, and development of their subordinates.

The "emotional literacy" competency was the second influential factor ($\beta=.274$) which had a relative strong impact on the level of employee engagement. Because of the ability to accurately recognize and interpret their employee's internal feelings, the "emotional literacy leaders" can effectively emotionally communicate with the subordinates and the mutual understanding is expected to be established as the result [20]-[27]. Since the willingness to engage with the organization obviously depends on the mutual understanding between managers and employees, and thus the relative high contribution of "emotional literacy" competency in engaging workforce is reasonable. To improve this competency, it is advisable for the managers to practice the habits of analyzing emotions at workplace [27]. They should frequently ask in their mind several simple questions such as: "What am I feeling now?", "What causes that feeling?", and "What does this feeling imply?" etc. They should frequently communicate with their subordinates to explore deeper about their internal feelings and moods. In order to have a constructive emotional communication, the managers should use appropriate tone of voice and listen attentively to their subordinates. Whenever the employees experience emotional hurts at work place, the managers should actively express sincere regret; at the same time, they should sensitively restore the emotionally damaged relationships by an appropriate solution which is implemented at the right time to the right person.

The third influential factor ($\beta=.202$) was the "self-motivation" competency which had a relative strong influence on the level of employee engagement. Because of the ability to remain optimistic in spite of difficulties, the "self-motivation leaders" not only create positive mood for themselves, but also positively inspire it to their subordinates [20]-[27]. Since the more positive mood that employees experience at workplace, the more enthusiasm that the employees feel towards their jobs, and thus the relative high contribution of "self-motivation" competency in engaging workforce is reasonable. According to [27], it is advisable for the managers to focus on creating challenged but achievable goals for motivating themselves. They also need to practice the ability to remain optimistic despite of any obstacles which may occur during their works. In addition, they should apply different tactics to stimulate and enhance the positive moods at work place.

With the medium value of Beta ($\beta=.170$), the "self-management" competency was the fourth influential factor which had a moderate influence on the level of employee engagement. Having the ability to keep defensiveness at a minimum level, the "self-management leaders" can reduce pressure at workplace. Since the less stress at workplace reduces the motives for employees to leave their jobs, and thus the significant contribution of "self-management" competency in engaging workforce is reasonable. As proposed by [27], it is advisable for the managers to pay more attentions in controlling their own emotions and should focus on formulating an effective strategy which enables them to manage stressful situations

calmly. In addition, they need to formulate a new work style which enables them to exercise their tasks in a constructive manner and helps them to balance between the workload and their personal lives.

The "self-esteem" competency was the fifth influential factor ($\beta=.154$) which had a moderate influence on the level of employee engagement. Because of the willingness to admit their limitations at work, the "self-esteem leaders" always look for the consistency between their words and actions [27]-[29]. Since the more consistency in behaviors of leaders, the more likely that the employees feel trust to their supervisors, and thus the relative significant contribution of "self-esteem" competency in engaging workforce is reasonable. As proposed by reference [27], it is advisable for the managers to practice the habits of keeping promises, willing to take on the challenges, honestly telling the truths to their employees, publicly admitting their mistakes, and actively taking responsibility for their own thoughts, feelings, and actions.

VI. CONCLUSIONS

All the research objectives have been fully achieved. Firstly, the study has comprehensively determined all the leader's emotional intelligent competencies which have potential effects on workforce engagement. Secondly, the study has successfully found out the regression equation illustrating the relationship between each emotional intelligent competency and the employee engagement. Finally, basing on the empirical research findings, the study has provided the directions for the managers to manipulate their emotions in order to promote the level of workforce engagement at workplace.

The study has both theoretical and practical contributions to the fields of leadership and organizational behaviors. The implications generating from the study supported for the applications of leader's emotions at workplace and refused the common belief of using financial rewards as the main tool for engaging workforce in developing countries, especially in Vietnam. However, the study has limitations in its research scope. There is a possibility that the results were biased against the employees working in Hoa Binh Corporation. Therefore, it is recommended to conduct other similar studies in other construction organizations to test the generalizability of the results in the whole Vietnamese construction sector.

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Ho Nhut Quang is the vice-rector and head of marketing and management department, School of Business, International University, Vietnam National University, Ho Chi Minh. He has bachelor degree in Moscow State Management Academy (Russia, 1992), master of art in economic Development (ISS, Holland, 2000), and PhD degree in Economics (2010).



Bangkok – Thailand.

Mai Ngoc Khuong is a lecturer and researcher of School of Business Administration, International University, Vietnam National University – Ho Chi Minh. He has bachelor degree in Tourism and Hospitality Management, master of science degree in leisure, tourism and environment at Wageningen University – The Netherlands, and PhD degree in Development Management at School of Public Administration of the National Institute of Development Administration (NIDA),



Nguyen Hoang Le is a research assistant of School of Business Administration, International University, Vietnam National University, Ho Chi Minh. She is specialized in international business management and interested in operational management, logistic and supply chain management, and entrepreneurship.