

COACHING AND ITS IMPACT ON THE EMPATHY AND SERVICE ETHICS OF EMPLOYEES IN MANUFACTURING FIRMS

Peterside Godwin Dodd Iyowuna (Ksc, FNIM)

Department of Management, University of Port Harcourt

Abstract: This work examines the extent to which coaching predicts empathy and service ethics of employees in manufacturing firm. A total of 240 copies of questionnaires which was determined through the use of Taro Yamen sample size determination formula and only 226 copies were returned and useful for analyses. Spearman rank order correlation coefficient as well as p-value was used in analyzing our data and partial correlation was used in analyzing the effect of the moderating variable. It was realized that there was a significant relationship existing among our variables and it was also realized that organizational culture also influence the relationship existing amongst our variable.

Keywords: Coaching, Empathy, Service ethics.

1. INTRODUCTION

1.1 BACKGROUND OF THE STUDY:

Social awareness is said to be one of the most desirable skill a worker can develop within an organisation. Organisations are managed to increase the traditional function of the workforce by forging various strategies, this is because the social awareness of the workers play a significant role and has a great contribution towards the fulfilment of the organisational objectives (Brown, 2003)

The importance of workers' social awareness is that, workers who are socially aware share the firm's customer-oriented values, try to understand the view point of others, discover how understanding others can be, anticipate, recognise, meet or exceed customer needs and expectations, deliver the highest level of service quality and decrease the intention to quit. On that idea, social awareness significantly influence productivity within the manufacturing firms and can be described as the asset of the company that cannot deteriorate which can be passed on to other subordinates (Lockwood and Kunda 1999). When workers are socially aware, they build a formidable team spirit in the organisation which results in willingness to help co-workers by sensing the feelings and perspective of others and taking an active interest in their concerns.

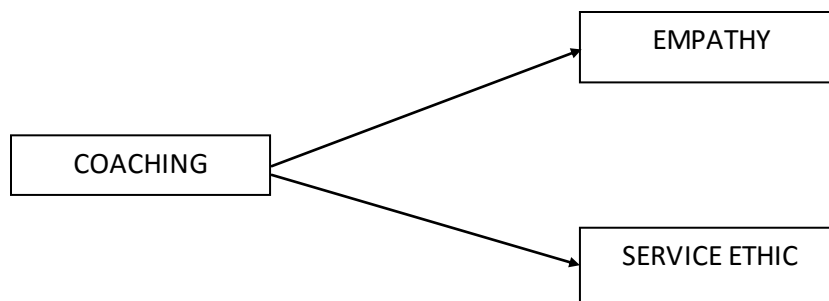
In addition, the workers' social awareness is another challenge for manufacturing firms, in which no manager can really identify the ways to discover how workers feel about themselves. The issue concerning social awareness has attracted much attention due to the expectation that employees who are socially aware will act in the best interest of the organisation because they are able to communicate well, build satisfying relationships and make effective decisions. Schrodt (2002) described social awareness as how people handle relationships and are conscious of others' feelings, needs and concerns. Social awareness is an integral factor that is pertinent in running the affairs of manufacturing firms; therefore manufacturing firms should attempt to build social awareness among workers through the use of various training and development programs and ensure that management policies promote openness and loyalty.

1.2 STATEMENT OF THE PROBLEM:

Work in some manufacturing firms is demanding and hectic. Where social awareness doesn't exist among workers the result has been that workers will likely act in ways that elicit negative responses or make tense situations worse by increasing the severity of anger which often brings about misunderstanding and conflicts which possibly leads to insubordination, loss of trust, isolation, quarrelling, suspension and in most case eventual termination of appointment (Yesufu, 1984).

Managers should be tolerant since employees perceive leaders adept at displaying empathy as approachable and willing to listen to pressing issues. Leaders should empathise to facilitate effective team work, which is crucial given today's diverse, cross-cultural and global work environment (Eberlein 2008). Workers must maintain a pleasant demeanour even during times of stress and longer work hours. And also, this study is undertaken to supplement the available literatures on this subject matter and describe the most significant contributions to the concept of interactive management strategy and social awareness.

1.3 OPERATIONAL FRAMEWORK:



Adopted from the works of Burlleson et al, (2005), Downey, (2003) and Goleman (1995)

1.4 THE PURPOSE OF THE STUDY:

The general purpose of this study is to examine the relationship between interactive management strategy and workers' social awareness. Specifically, the purpose of this study is:

1. To examine the extent to which coaching relates with empathy in Manufacturing Firms in Port Harcourt.
2. To determine the extent to which coaching relates with service ethic in Manufacturing Firms in Port Harcourt

1.5 RESEARCH QUESTIONS:

In an attempt to achieve the objectives of the study, these questions can aid in clarifying the relationship between interactive management strategy and workers social awareness in manufacturing firms in Port Harcourt.

1. To what extent does coaching relate to empathy in Manufacturing Firms in Port Harcourt.
2. To what extent does coaching relate to service ethic in Manufacturing Firms in Port Harcourt.

1.6 HYPOTHESES FOR THE STUDY:

This study will hold unto the following hypotheses:

- H0₁*: There is no significant relationship between coaching and empathy
H0₂: There is no significant relationship between coaching and service ethic

1.7 SIGNIFICANCE OF THE STUDY:

It is important to establish a relationship between interactive management strategy and workers' social awareness in manufacturing organisations to test it's influence on workers corporation. It is hoped that Manufacturing organisations will benefit from this study because emphasis on empathy and service ethic and it's relevance explored will promote workers unity and commitment.

This study will help to redirect the thoughts of managers to constantly empathise with their subordinates, help Human Resources Managers for policy formulation, it will also be useful to subordinates to perform their duties effectively and efficiently, help the government for policy formulation for industries, it will also be useful to students for further research, and help members of the community for better relationship and societal benefits.

1.8 THE SCOPE OF THE STUDY

The scope of this study will cover content, geographical, and unit of analysis. The content scope will cover issues such as coaching, inspiration, empathy, and service ethic. The geographical scope will be centered on workers in selected Manufacturing Firms in Port Harcourt, Rivers State and their activities within the manufacturing organizations. This study is undertaken to investigate the relationship between interactive management strategy and workers social awareness. The unit of analysis is at the Individual level of analysis.

2. THEORETICAL FRAMEWORK

2.1 THEORETICAL FRAMEWORK:

Because coaching and inspiring relates more with the art of motivation, we shall adopt our baseline theory from expectancy theory by Vroom (1964). This theory states that the motivation of individuals towards a particular action would always be determined by his or her anticipated value towards the outcome of the action whether positive or negative (Jaja, 2003). This is to say that individuals have the freedom to choose behaviours that are being suggested by their perceived expectancy calculations (Lunenburg, 2011).

Expectancy is characterized by the expectancy, instrumentality and value. Expectancy deals with individual estimate of the extent to which job related effort would result in a particular level of performance. Instrumentality also looks at an individual's estimation of the extent to which a certain level of task performed would result into various outcomes while valence is the strength of an individual's preference for a particular reward (Greenberg, 2011).

2.2 COACHING:

Coaching can be defined simply as skilful questioning to bring out the best in people, helping them achieve their goals. It is concerned with helping employees to realize their potential and ensuring that they have the skills, understanding, knowledge, and motivation to succeed. It is directly linked to change in that it is about helping employees shift their perspective, level of confidence, skill, motivation, or attitude (Downey 2003). Coaching can be used in many areas of life; it includes life coaching, sports coaching, health coaching, financial coaching, and career coaching. This study will be concerned with how employees should be coached in manufacturing firms. From a management perspective, coaching can be approached as either a discrete activity or it can be integrated into the day-to-day management of a team or department. In either case, the objective is to encourage employees to solve problems for themselves rather than referring them back up to their manager (Stoltzfus 2008). In fact, managers who coach tend to place a lot of emphasis on developing the employee reporting to them, and on creating an environment where the employee can perform as independently as possible.

Coaching is defined as: 'a collaborative, solution focused, result-orientated and systematic process in which the coach facilitates the enhancement of work performance, life experience, self-directed learning and person growth of the coachee' (Association for Coaching 2005). Sir John Whitmore, and Myles Downey, gave a more concise definition of coaching. For them, coaching is: 'unlocking a person's potential to maximize their own performance. It is helping them to learn rather than teaching them' (Warfield 1979). 'The art of facilitating the performance, learning and development of another' (Downey 2003) The sentiments of these two definitions form the foundations of why senior management within manufacturing firms willingly spend time and money on maximizing the contribution and productivity of their employees. Eric Parsloe takes the definition of coaching further by describing the qualities of a successful coach: 'Coaching is a process that enables learning and development to occur and thus performance to improve. To be a successful coach requires a knowledge and understanding of process as well as the variety of styles, skills and techniques that are appropriate to the context in which the coaching takes place' (Peter 1990). A common theme for all these definitions is their focus on the individual and how improving their skills and knowledge helps them to perform more efficiently. This aspect of 'improving skills' is key to coaching because the learning of a new skill has a specific goal and occurs over a certain time period.

The end results of coaching benefits manufacturing firms because they improve the speed of decision-making improve productivity, morale; make team members less dependent on managers to solve problems, free up management time for higher-level activities, and increase job satisfaction among team members. Whilst all of these things are obviously desirable, coaching has associated costs that must be justified. As a manager you need to ensure that your coaching skills are effective and efficient so that the benefits you bring to your team maximize their productivity. Your role is to demonstrate to your superiors that the benefits attained from coaching your team members significantly outweigh the costs in terms of the time and effort you need to put in. The complexity of such a task will depend on how many people you have working for you and their coaching needs. Paul Newton and Helen Bristoll went further to explain that the most important thing to understand about management coaching is that it is a collaborative process. This means that the coach and the person being coached (referred to as the 'coachee' or the 'client') are working on creating changes together. The coach does not explicitly provide direction from a position of superiority. A good coach assumes that the coachee knows more about their own situation than they do, placing the coachee in a better position to develop the insights and ideas needed to create the desired changes. The coach is responsible for keeping the focus on a clearly defined goal, facilitating the coachee's thinking and delivering constructive feedback. The coachee is responsible for generating ideas and options, taking action to achieve the goal, and reporting progress. This is usually more difficult than it sounds and when these responsibilities are confused the coaching system tends to break down and the parties become frustrated and annoyed with one another. Successful managers adopt key principles in coaching. They understand that both parties are equals. The relationship is based on truth, openness, and trust and coaching must address the whole person. A manager in this process need ensure that his or behaviour and actions reflect that he or she is not judgmental - As coach, your role is to be a catalyst for change, believe that the coachee is capable and you are committed to the ongoing support. On the other hand, the coachee must set the agenda -and must be committed to the action.

2.3 EMPATHY:

Managers in organisations have traditionally viewed empathy with suspicion, thinking that there is no place for soft emotional skills in the tough world of business. Literature has shown that managers worry that employees will take advantage of them if they show any empathy. But changing times and recognition of the strategic advantages of taking employees feelings into consideration has lead to social consciousness being regarded as a critical skill for effective managers. This has even impacted the training given to doctors. Today doctors are trained to formulate a bio-psychosocial understanding of the problem rather than treating patients purely as a diagnosis. Empathising with someone - understanding their point of view - doesn't mean you have to agree with their point of view. Empathy is really about acknowledging the emotions of others, being thoughtful and considerate of their feelings, and making decisions that take those feelings into consideration. The term "empathy" is used to describe a wide range of experiences. Emotion researchers generally define empathy as the ability to sense other people's emotions, coupled with the ability to imagine what someone else might be thinking or feeling. Empathy is, at its simplest, awareness of the feelings and emotions of other people. It is important to social awareness due to the link between self and others; it is how we as individuals understand what others are experiencing as if we were feeling it ourselves.

Chamber English Dictionary also defines "Empathy as an awareness of others' feelings, needs and concerns." In Mahatma Gandhi view, "Empathy is intuitive, but is also something you can work on, intellectually." Daniel Goleman, author of the book Emotional Intelligence, says that empathy is basically the ability to understand others' emotions. He also, however, notes that at a deeper level, it is about defining, understanding, and reacting to the concerns and needs that underlie others' emotional responses and reactions. As Tim Minchin noted, empathy is a skill that can be developed and, as with most interpersonal skills, empathising (at some level) comes naturally to most people. Mother Teresa (1910-1997) told us that empathy has to start with us. She said, do not wait for leaders; do it alone, person to person. Empathy is the action of understanding, being aware of, being sensitive to, and vicariously experiencing the feeling, thoughts and experience of another either the past or present without having the feelings, thoughts and experience fully communicated in an objectively explicit manner (Merriam Webster Dictionary).

Psychologists have classified empathy into three types: cognitive empathy, emotional empathy and compassionate empathy. Cognitive empathy is the ability to understand someone's thoughts and emotions, in a very rational, rather than emotional sense. Emotional empathy is also known as emotional contagion, and is 'catching' someone else's feelings, so that you literally feel them too.

Compassionate empathy is the ability to understand someone's feelings, and taking appropriate action to help. Contemporary researchers often differentiate between two types of empathy: "Affective empathy" refers to the sensations and feelings we get in response to others' emotions; this can include mirroring what that person is feeling, or just feeling stressed when we detect another's fear or anxiety. "Cognitive empathy," sometimes called "perspective taking," refers to our ability to identify and understand other peoples' emotions. Studies suggest that people with autism spectrum disorders have a hard time empathizing. Having empathy doesn't necessarily mean you will want to help someone in need, though it's often a vital first step toward compassionate action. Van and Kunda (1989) once observed that an educated man is one "who is able to use the intellect he was born with: the intellect and whatever else is important". Leaders who are unable to tune in empathically on the emotional feelings aroused on the job are not likely to improve their ability to empathize with others at the work place.

Daniel Goleman identified five key elements of empathy. He highlights understanding others as the first and perhaps what most people understand by 'empathy': in Goleman's words, "sensing others' feelings and perspectives, and taking an active interest in their concerns". Those who do this: tune into emotional cues. They listen well, and also pay attention to non-verbal communication, picking up subtle cues almost subconsciously. Show sensitivity, and understand others' perspectives, are able to help other people based on their understanding of those people's needs and feelings. All these are skills which can be developed, but only if you wish to do so. Some people may switch off their emotional antennae to avoid being swamped by the feelings of others. Secondly, he talks about developing others - developing others means acting on their needs and concerns, and helping them to develop to their full potential.

People with skills in this area usually reward and praise people for their strengths and accomplishments, and provide constructive feedback designed to focus on how to improve, provide mentoring and coaching to help others to develop to their full potential. They also provide stretching assignments that will help their teams to develop. Thirdly, he looks at having a service orientation, primarily aimed at work situations, having a service orientation means putting the needs of customers first and looking for ways to improve their satisfaction and loyalty. People who have this approach will 'go the extra mile' for customers. They will genuinely understand customers' needs, and go out of their way to help meet them. In this way, they can become a 'trusted advisor' to customers, developing a long-term relationship between customer and organisation. His fourth element focuses on leveraging diversity.

2.4 SERVICE ETHICS:

Service ethic involves anticipating, recognising and meeting or exceeding customer needs and expectations. Employees with this skill understand customers' needs and match them with product and services. In understanding and meeting the needs of customers, the concept of total quality management will be considered. Total Quality management as a management system is an emerging paradigm for attaining organisational effectiveness. It is a system that comprises a set of philosophies, tools and processes used to accomplish business objectives by creating delighted customers and happy employees. Quality management is the study of improving the quality of a company's products and services. Total quality management (TQM) promotes the importance of improving quality on a continuous basis. TQM asserts that quality improvement is a consistent source of strategic advantage because it eliminates waste and creates higher consistency (Swiss 1992). TQM involves all levels of staff and management as well as facilities, equipment, labour, supplies, customers, policies, and procedures. Total Quality Management is a management approach that originated in the 1950s and has steadily become more popular since the early 1980s. It evolved as a management concept out of the need by manufacturing firms for continuous quality improvement and the critical importance of increased profitability and survival in the face of competitive challenges in the world market.

In Nigeria, TQM is a relatively late comer, having taken shape only within the last decade, Hyde (1992). For long, emphasis had been made on quantity and not quality, hence people often say that Nigeria is a seller's market. However, with increasing globalisation and dumping of goods from developed countries into the Nigerian market, the local manufacturers are becoming more responsive towards the improvement of product quality. Even in the service sector, such as banking, education, and consultancy, the issue is becoming more recognised than in the past.

TQM views an organization as a collection of processes. It maintains that organizations must strive to continuously improve these processes by incorporating the knowledge and experiences of workers. The simple objective of TQM is "Do the right things, right the first time, every time." TQM is infinitely variable and adaptable. This shows that TQM

must be practiced in all activities, by all personnel, in manufacturing, marketing, engineering, R&D, sales, purchasing, HR, etc. TQM is mainly concerned with continuous improvement in all work, from high level strategic planning and decision-making, to detailed execution of work elements on the shop floor. It stems from the belief that mistakes can be avoided and defects can be prevented. It leads to continuously improving results, in all aspects of work, as a result of continuously improving capabilities, people, processes, technology and machine capabilities. Continuous improvement must deal not only with improving results, but more importantly with improving capabilities to produce better results in the future. The five major areas of focus for capability improvement are demand generation, supply generation, technology, operations and people capability.

Hyde, (1992) observed that top management commitment and leadership is essential for implementing TQM, impetus for change in adapting to TQM, defining the programme goal(s); A TQM awareness training for all staffs; programme design and implementation as part of employee buy-in-policy, an established reward-and-recognition system aimed at showing gratitude to employees and performance measurement which enables the organisation focus on those actions necessary to achieve the required improvement. However, a certain level of stress is probably desirable to initiate TQM. People need to feel a need for a change. Kanter (1983) addresses this phenomenon by describing building blocks which are present in effective organizational change.

Beckhard and Pritchard (1992) have outlined the basic steps in managing a transition to a new system such as TQM: identifying tasks to be done, creating necessary management structures, developing strategies for building commitment, designing mechanisms to communicate the change, and assigning resources. Task identification would include a study of present conditions (assessing current reality, as described above); assessing readiness, such as through a force field analysis; creating a model of the desired state, in this case, implementation of TQM; announcing the change goals to the organization; and assigning responsibilities and resources. This final step would include securing outside consultation and training and assigning someone within the organization to oversee the effort. This should be a responsibility of top management. In fact, the next step, designing transition management structures, is also a responsibility of top management. In fact, Hyde (1992) assert that management must be heavily involved as leaders rather than relying on a separate staff person or function to shepherd the effort.

In summary, first assess preconditions and the current state of the organization to make sure the need for change is clear and that TQM is an appropriate strategy. Leadership styles and organizational culture must be congruent with TQM. If they are not, this should be worked on or TQM implementation should be avoided or delayed until favourable conditions exist. Remember that this will be a difficult, comprehensive, and long-term process. Managers will need to maintain their commitment, keep the process visible, provide necessary support, and hold people accountable for results. Always keep in mind that TQM should be purpose driven. Be clear on the organization's vision for the future and stay focused on it. TQM can be a powerful technique for unleashing employee creativity and potential, reducing bureaucracy and costs, and improving service to clients and the community. TQM encourages participation amongst shop floor workers and managers. The distinct recognition of the customer as "the king" of business and the deployment of techniques, processes and tools to accord due pre-eminence to the customer is the greatest contribution of TQM to an organization. The satisfaction of a customer encourages repeat purchase which of course leads to profitability and survival on the long run.

With TQM a greatly improved product and service is ensured, a decrease in wasted resources is also ensured. There is certainly a massive boost in productivity, continuous customer patronage leading to increased productivity. With quality as the main theme of the organization competitive advantage is sustained, effective customer relations and enhanced organisational image. TQM leads to improved employment conditions; enhances cross-functional co-operation and information sharing and helps to bring harmony to the work environment and ensure a motivated work force. TQM is a revolutionary cultural change strategy, which requires significant alteration in behaviour. Therefore, the greatest obstacle to the implementation of TQM is resistance to change. Also, in setting up a standard of quality measurement system, not all standard measurements are amendable to qualitative terms. Implementing TQM requires improved technology and functional social infrastructure and these are lacking in developing economies. This is more in the case of Nigeria where they have degenerated to a very high degree. Lack of effective leadership of organizational members, inadequate training and development of organizational members, socio – cultural barriers to change are some obstacles to the effective implementation of TQM.

2.5 RELATIONSHIP BETWEEN INTERACTIVE MANAGEMENT STRATEGY AND SOCIAL AWARENESS:

Throughout the workplace, employees must be given numerous opportunities to feel useful to the organisation. Baron (1984) found that employees that have good relationship with their immediate work group have higher levels of commitment. They discuss the idea that if employees are directly committed to their group, their commitment to their overall organisation will be higher. The relationship between interactive management and workers social awareness has been investigated in some many countries including Nigeria but the overall evidence is not strong enough especially in the context of manufacturing firms.

According to Swiss (1992), there is high agreement among researchers that social science research in developing countries including Nigeria is ignored and neglected. Keeping in view of this literature gap, the objective of this study is to estimate the effect of interactive management strategy on workers social awareness. More specifically, the study aims at exploring and analysing the employee's perception about the interaction at their work place and whether or not the interaction has an effect on their social awareness. Although the problem managers in Africa generally hold is that workers attitude is poor.

George (2000) claims are still preoccupied with "bread and butter issues" rather than more long term responsibility of developing individual and team skills towards an organisational stock of knowledge. Interactive management can influence the social awareness level of employees or workers. Gilbert (1992) discuss that those employees who feel that they are cared for by their colleagues and managers also have not only higher levels of involvement but that they more conscious about their responsibilities, have greater involvement in the organisation, and are more innovative. Managers must reward and support their employees for the work that they do because this perceived support allows for more trust in the organisation.

Psychological research has mainly treated social awareness as self awareness within the emotional intelligence construct. The foundation of this can be seen in the work of Baron (1984), who researched the idea of social intelligence. In a much later research, the concept of emotional intelligence was further developed from the work of Andrews and Lilienfield (1996), who defined the construct as: "the ability to monitor one's own and others feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions, (Salovey and Mayer, 1989)". Interactive management is associated with social awareness for two reasons; first, interactive management affects an employees, mood, relationship and effectiveness.

Employees who are in good interactive relationship with their manager are more likely to communicate friendliness and positive feelings which can be appreciated. Secondly, satisfied employees are less likely to quit their jobs. This allows manufacturing firms to provide more consistent service and by this, customers get the same employees to serve them and employees have more experience and better skill to serve clients. McMahan and Archer (2010) states that interactive management allows leaders to demonstrate their true character and build trust and loyalty with their employees. Therefore, social awareness suggests more of ability to understanding the emotions of others within the organisation. (Drucker, 1990). When discussed on these terms, social awareness should be more consistent than interactive management over time. Although day to day events in the work place may affect an employee's level of interaction, such transitory events should not cause an employee to re-evaluate seriously his or her attachment to the organisation.

Research has also shown that social awareness is important for leaders because the emotional state of the leader impacts the entire organisation. Most of us recognise that we can "catch" emotions from others. If we are around someone who is smiling and enthusiastic, the positive emotion rubs off on us, conversely, someone in a bad mood can bring us down. This emotional contagion means that leaders who are able to maintain balance and keep themselves motivated are positive role models to help motivate and inspire those around them. The energy level of the entire organisation increases when leaders are optimistic and hopeful. The ability to optimise with others and to manage interpersonal relationships also contributes to motivation and inspiration because it helps leaders create feelings of unity and team spirit. A high level of social awareness, combined with the ability to manage one's own emotions, enables a manager to display self confidence and earn the respect and trust of employees.

In addition, the ability to temporarily restrain one's emotions can enable a manager to objectively consider the needs of others over his or her own immediate feelings. Giving in to strong feelings of anger and depression for example, may

intensify a self centered focus on one's own needs and limit the ability of the leader to understand the needs of others or see things from their perspectives. Emotionally competent leaders are more resilient, more adaptive to ever changing circumstances, more willing to step out of their comfort zone, and more open to opinions and ideas of others. Goleman (1995), asserts that leaders who possess a high level of emotional intelligence tend to be more effective than those who lack them. Their self awareness elicits the trust and confidence of subordinates. People respect managers who, because they are self aware recognise their own limitations and because they are self regulating consider decisions carefully. Self awareness individuals tend to be self confident and able to cope with ambiguity and are more open to change.

The Harvard Business Review recently reminded leaders that their excellence begins and ends with their inner resources. Executives who fail to develop self awareness risk falling into an emotional deadening routine that threatens their true selves. Indeed a reluctance to explore your inner landscapes as a manager not only weakens your own motivation but can corrode your ability to inspire others. (Goleman, 2005)

In another research, Mayer and Salovey (1997) found that managers high on social awareness out performed those who are low on social awareness when measured by organisational performance data. Another study has also found out that hiring individuals with higher levels of social awareness as well as training existing staff to become socially aware has been associated with financial gains in manufacturing firms. Effective use of social awareness gives better team harmony Starr (2010) Managers with high level of social awareness are able to understand their employees' needs and provide them with constructive feedback. An awareness of emotions by team members will happen in developing interpersonal skills to work effectively in the organisation. In a study by Peter (1990), study findings suggest that self awareness of interactive skills may be a critical component to manager's effectiveness. Self awareness has been found to be the key to realizing one's strength and weaknesses. Individuals with the accurate self awareness competences are aware of their abilities, and limitations, they seek out feedback and learn from their mistakes to know where they need to improve and when to work with others who have complementary strengths.

3. RESEARCH DESIGN

3.1 RESEARCH DESIGN:

Kerlinger (1973) defined research design as the plan, structure, and strategy of investigation, conceived so as to obtain answers to research questions and to control variances. This research is empirical and historical in nature. It is empirical in the sense that inferential statistics was involved. Empirical analysis refers to inductive from observations or behaviour and deductive from theory or other hypotheses. Raw data are transformed into an understandable format so that their interpretation will not be difficult. Also, it is historical in the sense that it deals with past records of events that have already taken place and these past records are secondary data sources. The choice of survey approach for the study will be adopted as a result of the need for an adequate knowledge on interactive management strategy and workers social awareness in selected manufacturing firms in Port Harcourt.

The survey method is a field of applied statistics, survey methodology studies the sampling of individual units from a population and the associated survey data collection techniques, such as questionnaire construction and methods for improving the number and accuracy of responses to surveys. Statistical surveys are undertaken with a view towards making statistical inferences about the population being studied, and this depends strongly on the survey questions used. Surveys are easy to generate and relatively easy to administer. However, we will not lose sight of the fact that the survey approach has its limitations, which is that of making a universal generalization. For the fact that there are several manufacturing firms in Port Harcourt, a survey that will cover all will entail a lot of finance and time, so for this purpose, a survey approach made up of six selected manufacturing firms is appropriate. This approach is chosen because it is believed to be the most suitable for this purpose. In order words, it is designed to measure the strength of respondent's feeling and opinion on the topic.

3.2 POPULATION:

Population is the totality of the elements from which the sample size of the study will be drawn. Population is defined in two dimensions, the "target" population – this is the entire manufacturing firms which the researcher wishes to study and plans to generate. Another is "Accessible" population which is the population of the target population that is accessible to

International Journal of Novel Research in Marketing Management and Economics

Vol. 3, Issue 2, pp: (139-156), Month: May - August 2016, Available at: www.noveltyjournals.com

the researcher. The fact that there are several manufacturing firms in Port Harcourt made the researcher to purposively sample six (6) manufacturing firms which are PH Flour Mills Ltd, Dufil Prima Foods Ltd, General Agro Ind. Ltd, Nigeria bottling Co ,Plc. , Eastern Bulkcem Co, Ltd., Dangote Bail Ltd. The total population of workers in the six manufacturing firms is 600.

3.3 SAMPLE SIZE DETERMINATION/SAMPLING PROCEDURE:

Based upon the topic and available information of the population size, the sampling procedure will be stratified sampling approach because the selected sample space is on the basis of equal representation. The total population of the staff of the manufacturing firms are grouped according to their positions and a simple stratified sample is selected from each stratum. This is because the population is divided in uniform base on predetermined parameters. 240 respondents will be drawn from the accessible population of 600.

The sample size is determined using Yaro Yemen's formula as shown below:

$$n = \frac{N}{1 + N(e)^2}$$

n = sample size sort

e = Level of significance or sampling error in a given situation

N= Population

The total population selected from the area under study is put at 600, the sampling error is put at 0.05 level of significance, that is 95% confidence level which indicates that the sample is distributed in the same way as the population, this is further calculated as;

$$\begin{aligned} n &= \frac{600}{1 + 600(0.05)^2} \\ &= \frac{600}{1 + 600(0.0025)} \\ &= \frac{600}{1 + 1.50} \\ &= \frac{600}{2.50} \\ &= 240 \end{aligned}$$

Therefore, the sample size is equal to 240.

3.4 DATA COLLECTION METHOD:

The primary and secondary data collection technique will be adopted to get an empirical data that will be used to achieve the proposed aims and objectives. The primary data will be obtained through structured questionnaire, personal interviews and observations, documentary analysis. The questionnaire is a set of questions and answers arranged to deduce the cause and solution to a given problem within the people concerned; while the secondary data collection method will be collected through policy statements and past literatures. This method will be used as supportive instrument to the primary data collection method.

3.5 OPERATIONAL MEASURES OF THE VARIABLES:

Interactive management strategy is the independent variable while workers social awareness is the dependent variable. Interactive management will be used to measure workers social awareness, and this will be achieved through answers to questions in the questionnaire and observations made, this will further be analyzed using the Spearman Rank Order Correlation Coefficient (Rho) to enable us test the hypotheses and make decision on the impact of interactive management strategy on workers social awareness.

3.6 DATA ANALYSIS TECHNIQUE:

The data collected with the various mentioned instruments will be represented in tabular form; it will further be analyzed using simple percentage and Spearman Rank Order (Rho). This choice of this technique is to convey meanings to readers and other researchers who may be interested on replicating the study. All these plans are executed to ensure that the study achieve its set objectives. The instrument are based on the use of the four point likert scale, which are (a) to a great extent, 4 (b) to a considerable extent 3 (c) to a moderate extent 2, (d) to a slight extent 1, and (e) not at all 0. The likert scale will be used to elicit information from the respondents on the attributes of the study.

The formula for the data computation is:

$$\frac{\text{No. Of Respondents} \times 100}{\text{Total Responses}} \quad \text{_____}$$

In testing the hypotheses, the Spearman Rank Order (Rho) test will be used to determine the differences among the variables. Rho assumes any value from -1 to +1 indicating perfect correlation and 0 no relationships. The rank correlation coefficient has the following formula:

$$\frac{6\sum d^2}{n(n^2-1)}$$

Where, $\sum d^2$ = sum of squared difference in the ranking of the subject on the two variables.

n = number of subjects being ranked.

Furthermore, to arrive at decision, since the objective is to determine the extent of correlation between the variables, the test is two-tailed. For a two-tailed test with $\alpha = 0.05$, the critical Z values are ± 1.96 . If the Z values falls between these critical Z values, the null hypotheses is accepted. And if the correlation between the two variables would result in a value of +1, it means the variables are positively correlated and if in the value of -1, it is negatively correlated.

3.7 TEST OF VALIDITY AND RELIABILITY:

The validity of the instrument was determined by experts in the Department of Management Science. Comments from these experts were to revise the instrument prior to its administration. The reliability of the instrument was established through the test and retest method. This was done through administering questionnaires to about 240 workers in the selected six (6) manufacturing firms in Port Harcourt . The face value of this instrument was found to be 0.05 confidence level through the application of Spear Ranking Co-efficient formula.

4. DATA ANALYSES AND FINDINGS

This chapter covers all analytical measures used in this study, it covers the demographic analyses in the copies iof our questionnaire and the test of hypotheses which was done using Spearman rank order correlation. It also explores some of the constructs of our questionnaire which deals with specific key questions.

Table 4.1 Questionnaire distribution and retrieval

NAME OF MANUFACTURING COMPANY		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	PH Flour Mills Ltd	75	33.2	33.2	33.2
	Dufil Prima Foods Ltd	40	17.7	17.7	50.9
	General Agro Ind. Ltd	20	8.8	8.8	59.7
	Nigeria bottling Co ,Plc.	34	15.0	15.0	74.8
	Eastern Bulkcem Co, Ltd	57	25.2	25.2	100.0
	Total	226	100.0	100.0	

Out of the 240 copies of questionnaire distributed, only 226 was retrieved from the various organizations as shown in the table above. This is also represented in the bar chart below.

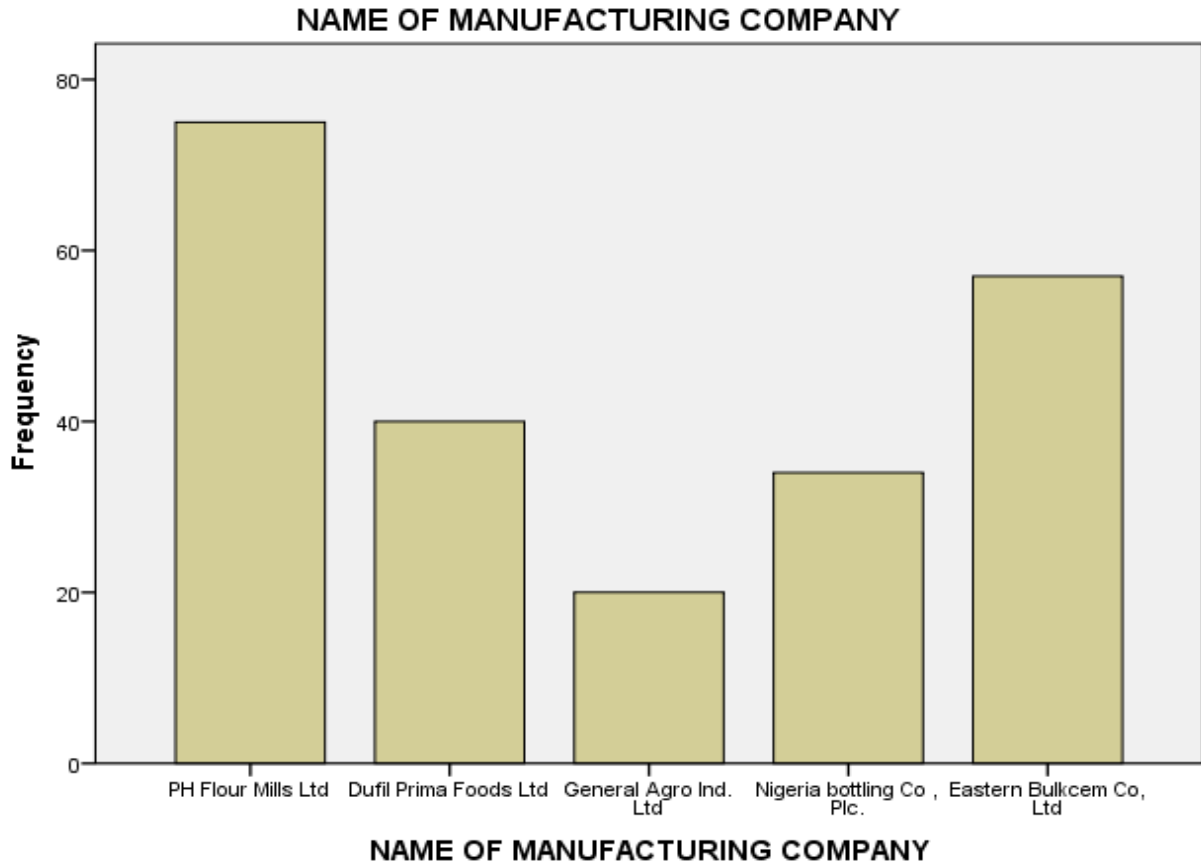


Fig. 4.1 Bar chart showing Questionnaire distribution and retrieval

DEMOGRAPHIC ANALYSES

From the table below, we can see that employees who have worked within one year and less are 71 which represents 31.4%, we also find the highest frequency among those employees who have worked from one to five years at 104 which represents 46%. Those who have worked for their respective organizations from five to ten years are 42 which represents 18.6%. However the least was found in those who have worked for ten years and above a.t a frequency of 9 which is only 4%

Table 4.2 Table showing number of years spent in the organization

		NUMBER OF YEARS			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Under 1 year	71	31.4	31.4	31.4
	1 - 5years	104	46.0	46.0	77.4
	5 - 10years	42	18.6	18.6	96.0
	10 years and above	9	4.0	4.0	100.0
	Total	226	100.0	100.0	

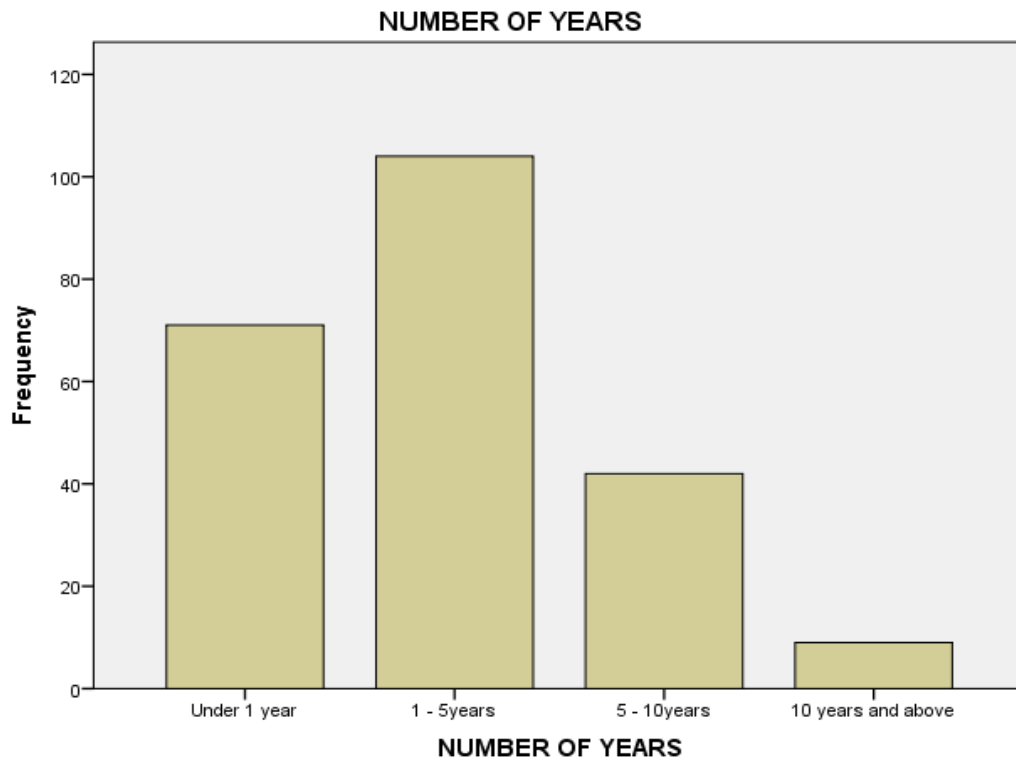


Fig. 4.2 Bar chart reflecting table 4.2 showing the number of years employees have spent in the organization

Table 4.3 Table showing the age distribution of our respondents

Age		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18 - 25 YRS	34	15.0	15.0	15.0
	26-35 yrs	66	29.2	29.2	44.2
	36-45 yrs	82	36.3	36.3	80.5
	>= 46 yrs	44	19.5	19.5	100.0
	Total	226	100.0	100.0	

From the table above, respondents who fall within the range of 18-35 years are 34 which is 15%, those within the range of 26-35 years are 66 which represents 29.2% of the entire respondents. The highest distribution falls within the range of 36-45 years which is 36.3% while those from 46 years and above are 44 which represents 19.5%

Table 4.4 Table showing the distribution of respondents' marital status

MARITAL STATUS		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SINGLE	61	27.0	27.0	27.0
	MARRIED	109	48.2	48.2	75.2
	DIVOCE	42	18.6	18.6	93.8
	WINDOWED	14	6.2	6.2	100.0
	Total	226	100.0	100.0	

From the table above, those respondents who are single are 61 which forms 27% of the total respondents, those who are married are 109 in number which represents 48.2 percent. Those divorced and widowed are 42 and 14 which represents 18.6% and 6.2% of total respondents.

HEQ

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid O LEVEL/ITS EQUIVALENT	21	9.3	9.3	9.3
OND/ it's equivalent	63	27.9	27.9	37.2
B.Sc./ it's equivalent	115	50.9	50.9	88.1
MBA/ it's equivalent	27	11.9	11.9	100.0
Total	226	100.0	100.0	

Table 4.5Table showing the distribution of educational qualification of our respondents.

The table above shows that most of our respondents are graduates specifically 115 which forms 50.9% of our total distribution, those with OND and its equivalent are 63 which form 27.9% of our total distribution. Those with master's degree are 27 which form 11.9%. However, those with O'level and its equivalent are 21 which represent 9.3% of the total respondents.

POSITION IN COMPANY

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Engineer	22	9.7	9.7	9.7
Operations	141	62.4	62.4	72.1
Top Manager	63	27.9	27.9	100.0
Total	226	100.0	100.0	

Table 4.6Table showing distribution of employee designation

The table above shows that the distribution of engineers is 22 which is 9.7% of the total distribution, top managers are 63 which is 27.9% and operations which has the highest frequency of 141 makes up 62.4% of the total distribution.

DISCRIPTIVE STATISTICS SHOWING RESPONDENTS' RESPONSE TO INDICATORS

To what extent does your firm consider workers' social awareness as a problem

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Not at all	2	.9	.9	.9
To a small extent	6	2.7	2.7	3.5
To a moderate extent	9	4.0	4.0	7.5
To a considerable extent	93	41.2	41.2	48.7
To a very great extent	116	51.3	51.3	100.0
Total	226	100.0	100.0	

Table 4.7Table showing respondents response to the item on how firms consider social awareness as a problem

From the able above, 116 of our respondents believe that their employer consider worker social awareness as a problem to a very great extent which is 51.3% while 93 respondents which represents 41.2% of our total distribution believes the statement to a considerable extent. 9 respondents believe the statement item to a moderate extent. 6 respondents believe the statement to a small extent while only 2 did not believe at all.

Table 4.8 Table showing respondents agreement to the item on relationship between interactive management strategy and social awareness

To what extent is the relationship between interactive management strategy and worker's social awareness?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Not at all	2	.9	.9	.9
To a small extent	6	2.7	2.7	3.5
To a moderate extent	36	15.9	15.9	19.5
To a considerable extent	110	48.7	48.7	68.1
To a very great extent	72	31.9	31.9	100.0
Total	226	100.0	100.0	

The table above shows that 110 believes the statement to a considerable extent, 72 believe the statement to a very great extent, 36 respondents believe the statement to a moderate extent, 6 respondents believes the statement to a small extent while 2 respondents did not believe at all

Table 4.9 Table showing respondents agreement to the item on relationship between inspiration and social service ethics

To what extent is the relationship between inspiration and service ethic?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Not at all	4	1.8	1.8	1.8
To a small extent	12	5.3	5.3	7.1
To a moderate extent	35	15.5	15.6	22.7
To a considerable extent	109	48.2	48.4	71.1
To a very great extent	65	28.8	28.9	100.0
Total	225	99.6	100.0	
Missing System	1	.4		
Total	226	100.0		

The table above shows that 109 respondents believes that there is a relationship existing between inspiration and service ethics to a considerable extent, 65 believes the statement to a very great extent, 35 respondents believe the statement to a moderate extent, 12 respondents believe the statement to a small extent while 4 respondents does not believe the statement at all.

TEST OF HYPOTHESES

HYPOTHESIS ONE: There is no significant relationship between coaching and empathy

Correlations

		COACHING	EMPATHY
Spearman's rho	COACHING	1.000	.409**
	Correlation Coefficient		
	Sig. (2-tailed)		.000
	N	226	226
EMPATHY	EMPATHY	.409**	1.000
	Correlation Coefficient		
	Sig. (2-tailed)	.000	
	N	226	226

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

Our literature has significantly covered information related to coaching and empathy. However, in testing the hypothesis that has operationalized these two variables, we realized that coaching has a significant relationship with empathy with a correlation coefficient of 0.409 and a p-value of 0.000 which is less than our alpha of 0.05. Therefore, we reject the null hypothesis.

HYPOTHESIS TWO: There is no significant relationship between coaching and service ethic

Correlations

			COACHING	SERVICE_ETHICS
Spearman's rho	COACHING	Correlation Coefficient	1.000	.319**
		Sig. (2-tailed)	.	.000
		N	226	226
	SERVICE_ETHICS	Correlation Coefficient	.319**	1.000
		Sig. (2-tailed)	.000	.
		N	226	226

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

In a related development, coaching and service ethics have a positive correlation with a coefficient of 0.319 which is significant. It also shows an existing p-value of 0.000 which is also less than our alpha of 0.05. This implies that the extent to which workers are questioned skilfully, to bring out the best in them ultimately affects the way they anticipate, recognize and meet the need of consumers in the manufacturing sector. Therefore we reject the null hypothesis.

5. SUMMARY OF FINDINGS, CONCLUSION, RECOMMENDATIONS

5.1 SUMMARY OF FINDINGS:

The summary of our findings in this study can be stated in this form, first we observe that coaching and empathy are closely related using the spearman rank order correlation. It shows a correlation coefficient which is significant as well as a corresponding p-value. This should as a matter of fact motivate manufacturing firms as well as other industries in terms of using coaching as an instrument for achieving the best when it comes to bringing out the empathy of employees. Our second hypothesis which also shows the relationship between coaching and service ethics also reveals a significant correlation coefficient and a corresponding p-value which is less than alpha unvailng the relationship existing between the two variables, if coaching is adopted in these manufacturing as well as other related industries, it is believed that employees would develop the much needed service ethics towards their job and this would be an added advantage to the organization.

5.2 CONCLUSION:

This work has exposed readers to how coaching and inspiration would help improve both the empathy and service ethics of employees in manufacturing companies. It has also introduced a moderating variable (organizational culture) to also see if the intractions within our dimensions and measures would react where it is present and we shall conclude as follows; First, manufacturing firms must understand that where the job requires a high level of skill and energy especially in engineering aspect of work. There is a need to patiently take the employees through to enable learning take place. When learning takes place under such circumstance, the employees who are affected would always see those superiors as coaches.

They would most times respect them more than they would respect their own families. When employees are inspired by their superior colleagues, it often contribute to their loyalty towards the firm because their motivation becomes more intrinsic than extrinsic in nature. This study has also illustrated how empathy of employees towards customers and the development of service ethics are affected by coaching and inspiration from top managers and supervisors. This ultimately means that employees usually develop positive attitudes because of the corresponding coaching and inspiration they get from superiors. Therefore, this is a clarion call for all manufacturing firms to ensure they treat their employees

the way they want their employees to treat their customers because customers come and go, but employees would remain in the organization. The development of such positive attitudes derived from our measures cannot come by magic. Rather, it comes from a motivated mindset which means that almost all is possible when employees are motivated.

5.3 RECOMMENDATIONS:

Based on our conclusion, this study would recommend the following;

- i. Top managers in manufacturing firms should be frequently trained and retrained on interpersonal interaction with colleagues and junior employees.
- ii. Prizes and awards should be given to the best employees based on their ability to positively influence others.
- iii. There should always be a 360° appraisal system set in place, where employees appraise themselves.
- iv. Government regulatory agencies should always ensure they monitor activities within manufacturing organization so as to ensure compliance.
- v. Organizations should emphasize passionate leadership so that senior managers show empathy to junior workers who would finally develop this characteristic towards customers.

REFERENCES

- [1]. Andrews. B. P and Lilienfeld, S. O. (1996). Development and preliminary validation of a self report: Measure of psychopathic personality traits in noncriminal population. *Journal of personality assessment* 5(2), 12-25.
- [2]. Arnold, J. (2009). *Coaching skills for leaders in the workplace*. England: Oxford Press.
- [3]. Aspinwall L. G and Richter L. (1999). Optimism and self mastery. *International journal of business and management* 4(2), 221-245.
- [4]. Baron R. A. (1984). Reducing organizational conflict. *Journal of applied psychology* 5(1), 272-279.
- [5]. Brown, D. (2003). Real reward strategies: what they are, how you get one. presentation to CIPD conference . Bristol.
- [6]. Brownell, P. (1982). A Field Study Examination of Budgetary Participation and Locus of Control. *The Accounting Review*, 57 (4), 766-777.
- [7]. Burleson, K, Leach C. W and Harrington, D. M. (2005). Upward social comparison and self concept: Inspiration and inferiority among students in advanced programme. *British journal of social psychology*, 109-123.
- [8]. Carmeli, A. (2003). The relationship between emotional intelligence and work attitudes, behaviors and outcome. *Journal of managerial psychology* 18 (8), 788-813.
- [9]. Carnevale, P. J and Isen A. M. (1986). The influence of positive affection and visual access on the discovery of integrative solutions in bilateral negotiations. *Journal of organizational behavior* 2(1), 1-13.
- [10]. Cooke, R. A. (1987). *The organizational culture inventory*. Plymouth: Human Synergetics, Inc.
- [11]. Downey, M. (2003). *Effective coaching: Lessons for the coach's coach* 3rd ed. Texas: Press publishing.
- [12]. Drucker, P. (1990). The emerging theory of manufacturing. *Harvard business review* June-july, 3-6.
- [13]. Eberlein N. (2008, July 2). Culture As A Critical Success Factor For Successful Global Project Management In Multi-National It Service Projects. *Journal of Information Technology Management* 19(3), 27-42. Retrieved from [government-property.com:http://government-property.com/wp-content/uploads/2011/07/LIABILITY-2008-Version.pdf](http://government-property.com/wp-content/uploads/2011/07/LIABILITY-2008-Version.pdf)
- [14]. George, J. M. (2000). Emotions and leadership: The role of emotional intelligence. *Human relations review* 5(8), 1027-1055.

International Journal of Novel Research in Marketing Management and Economics

 Vol. 3, Issue 2, pp: (139-156), Month: May - August 2016, Available at: www.noveltyjournals.com

- [15]. Gilbert, G. (1992). Quality improvement in a defense organization. *Public productivity and management review* 16(1), 65-75.
- [16]. Goldratt E. M and Cox J. (1986). *The goal: A process of ongoing improvement*. New York: North river press.
- [17]. Goleman D. (2001). Leadership that gets result. *Harvard business Review* march - April, 2-3.
- [18]. Goleman, D. (1995). *Emotional intelligence*. New York: Bantam.
- [19]. Hyde, A. (1992). The proverb of total quality management: Recharting the path to quality. *Public productivity and management review* 16(1), 25-37.
- [20]. Jaja S. A. (2003). *Praxis of work behaviour*. Lagos: Pinnacle publishers.
- [21]. Kim, S. (2002). Participative Management and Job Satisfaction: Lessons for Management Leadership. *Public Administration Review*, 62 (2), 231-241.
- [22]. Kimsey K, Sandahl P. and Witwrth L. (2011). *Co-active coaching: Changing business, transforming lives*. New York: Nicolas Brearley publishing.
- [23]. Kotter, J. P, Heskett and James L. (1992). *Corporate culture and performance*. New York: The free press.
- [24]. Lau, C. M and Ngo, H. M. (2004). The HR System, Organizational Culture, and Product innovation. *International Business Review* 13(1), 685-703.
- [25]. Lee, A and Sternthal, B. (1990). The effect of positive mood on memory. *Journal of consumer research* 26(1), 115-127.
- [26]. Lockwood, P and Kunda, Z. (1999). Increasing the salience of one's best selves. *journal of personality and social psychology* 12(3), 214-228.
- [27]. Martinez, A, Angel R, and Barrie G. (1998). *total-quality management: Origin and evolution*. United Kingdom: MCB University publishers Ltd.
- [28]. Mayer, J. D and Salovey P. (1997). *Emotional development and emotional intelligence*. New York: Basic books .
- [29]. McMahon, G and Archer, A. (2010). Coaching strategies and techniques. *National productivity review* 10(1), 195-213.
- [30]. Murlis, H. and Watson, S. (2001). Creating employee engagement, transforming the employment deal. *Benefits and compensation International*, 30(8), 8-14.
- [31]. Pemberton, C. (2006). *Coaching to solutions: A manager's toolkit*. Brutsworth: Heinemann publishers.
- [32]. Peter, S. (1990). *The fifth discipline: the art and practice of learning organization*. New York: Doubleday Inc.
- [33]. Ravasi, D and Schultz, M. (2006). Responding to organizational identity threats. *Academy of management* 49(3), 433-456.
- [34]. Salovey, P. and Mayer J. D. (1989). Emotional intelligence, imagination and cognition. *Journal of management* 6(2), 23-31.
- [35]. Schien, E. (1992). *Organizational culture and leadership*. New York: Bradley publications.
- [36]. Schrod, P. (2002). The relationship between organizational identification and organizational culture. *journal of business review* 2(1), 54-62.
- [37]. Starr, J. (2010). *The coaching manual*. *Journal of interdisciplinary research*, 24-35.
- [38]. Stoltzfu, T. (2008). Coaching questions: A coach's guide to powerful asking skills. *Journal of management* 5(1), 34-49.
- [39]. Swiss, J. (1992). Adapting TQM to public administration. *Journal of public review* 4(1), 43-56.

International Journal of Novel Research in Marketing Management and EconomicsVol. 3, Issue 2, pp: (139-156), Month: May - August 2016, Available at: www.noveltyjournals.com

- [40]. Van M and Kunda G. (1989). Real feelings: Emotional expression and organizational culture. *Research in organizational behavior* 11(2), 54-67.
- [41]. Warfield, J. (1979). Some principles of knowledge organization. *Journal of Transactions on man and cybernetics* 4(1), 34-54.
- [42]. Warfield, J and Roxana C. (1994). *A handbook of interactive management*. Iowa: Iowa state university press.
- [43]. Whitmore J and John E. (2002). *coaching for performance and leadership*. New York: Bradley Publishers.
- [44]. Wilkinson, A Marchington, M, Goodman, J and Acker, P. (1992). Total quality management and employee involvement. *Human resource management journal* 5(2), 21-34.
- [45]. Woodward. J. (1965). *Industrial organizations and management*. London: School of economics.
- [46]. Yesufu, T. (1984). *The dynamics of industrial relations: the Nigerian experience*. Ibadan: University press Ltd.