

Emotional Intelligence Impact on Effectiveness Leadership

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Abstract: *Leadership is described as the heart of every organization and it is a process of leading followers/team. To get better outcome from the employees and to achieve the organizational goals, the leader should be able to understand the pulse of the employees and his or her own. This research study analyzed the role of emotional intelligence in leadership effectiveness. The main objective of the study was to find out the relationship between emotional intelligence and the leadership effectiveness. For this purpose 50 principals who have minimum 5 years working experience in the position, selected from various schools in Valigamam and Jaffna zones.*

Keywords: Emotional Intelligence, Leadership, Self awareness, demographic factors, collect relevant data.

I. INTRODUCTION

Leadership is the heart of every organization. It is a process of leading followers. It gives right direction to the organization and induces employees to work smarter and prepare themselves to sacrifice personal interest to large extent for the sake of the organizational wellbeing. To get better outcome from the employees and to achieve the organizational goals, the leader should be able to understand the pulse of the employees and his or her own as well. Generally people in the organizations expect that others should understand their own feelings and respect them. Therefore the leader should be very careful in dealing with employees' emotions. Through a greater understanding of one's own emotions as well as the emotions of others, emotional intelligence allows leaders to positively affect their situation by creating an environment of open communication, enhanced trust and greater empathy. As organizations become increasingly aware of the importance of these vital skills that allow for a higher level of communication within teams, with customers and suppliers and all stakeholders, emotional intelligence is coming into focus as an important characteristic for leaders to possess. Emotional intelligence (E.I.) refers to the ability to recognize and regulate emotions in ourselves and others (Goleman, 2001). Peter Salovey and John Mayer, who originally used the term "emotional intelligence" in published writing, initially defined emotional intelligence as: A form of intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions (Salovey & Mayer, 1990). Later, these authors revised their definition of emotional intelligence, the current characterization now being the most widely accepted. Emotional intelligence is thus defined as: The ability to perceive emotion, integrate emotion to facilitate thought, understand emotions, and to regulate emotions to promote personal growth (Mayer & Salovey, 1997). Another prominent researcher of the emotional intelligence construct is Reuven Bar-On, the originator of the term "emotion quotient". Possessing a slightly different outlook, he defines emotional intelligence as being concerned with understanding oneself and others, relating to people, and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands (Bar-On, 1997). According to many authors (Goleman, 1995, 1998a,b, 2000; Palmer et al., 2001; George, 2000; Barling et al., 2000; Sosick and Megerian, 1999; Watkin, 2000; Dulewicz, 2000; Miller, 1999) Emotionally intelligent leaders are thought to be happier and more committed to their organization achieve greater success, perform better in the workplace, take advantage of and use positive emotions to envision major improvements in organizational functioning and use emotions to improve their decision making and instill a sense of enthusiasm, trust and co-operation in other employees through interpersonal relationships. (Rosete and Ciarrochi, 2005).

II. METHOD AND MATERIALS

The sample comprised 43 participants (ten females and 33 males) with a mean age of 37.5 years. These participants were past and current students of the Swinburne University Center for Innovation and Enterprise Programs (CIE). Of the sample, 33 percent held higher management positions, 30 percent were middle level managers and 27 percent held lower management positions (10 percent of subjects did not classify themselves as falling within these categories). The average time employed in these current positions was 36 months.

(i) Modified Trait Meta Mood Scale- The ability to monitor and manage emotions in oneself and others was assessed by items taken directly and adapted from the Trait Meta Mood Scale (TMMS) (Salovey et al., 1995). The TMMS is a self-report measure of individual differences in the ability to reflect on (or monitor) and manage one’s emotions. The TMMS is a reliable scale (full scale reliability $\alpha = 0.82$) and provides a valid index of what it purports to measure (Salovey

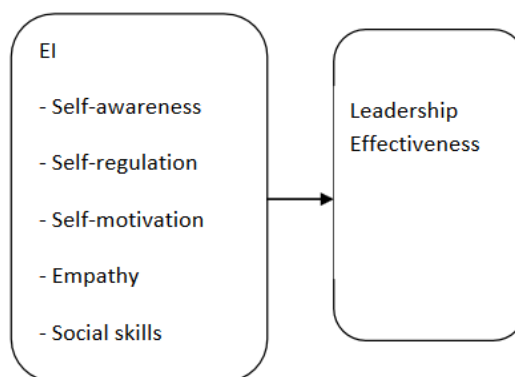
et al., 1995). For the current study the ability to monitor and manage emotions in others was assessed by adapting items from each of the sub-scales of the TMMS. The ability to monitor emotions in oneself and others was assessed by 18 items pertaining to “oneself” and 12 adapted items pertaining to “others” from the attention and clarity sub-scales of the TMMS. In order to make the interpretation of results easier these sub-scales were combined to form a single sub-scale labelled emotional monitoring. The ability to manage emotions both within oneself and others was assessed by five items pertaining to the “self” and six items pertaining to “others” taken and adapted from the mood repair sub-scale of the TMMS. Again, to make the interpretation of results easier this sub-scale was labelled emotional management. In total, the modified TMMS (mTMMS) used in the current study comprised 41 items to which participants respond on a five-point Likert scale ranging from (1) strongly disagree to (5) strongly agree. This 41-item scale has demonstrated satisfactory internal consistency ($\alpha = 0.73$) which was comparable to the TMMS from which it had been derived.

(ii) The multifactor leadership questionnaire (MLQ)- Leadership style was assessed with the MLQ (Avolio et al., 1995). This self-report questionnaire consists of 45 items relating to the frequency with which the subject displays a range of leader behaviours. Five sub-scales assess transformational leadership behaviours and three sub-scales assess transactional leadership behaviours.

III. DATA ANALYSIS

Data were analyzed through the SPSS program using Pearson correlation coefficient. Pearson Correlation Coefficient was used to assess the relationship between EI (and factors of EI) and leadership effectiveness.

(i) Conceptual Model- The terms used in the model have the following meaning Self awareness means knowing one’s internal states, preferences, resources, and intuitions. Self Regulation means Managing one’s internal states, impulses, and resources. Self Motivation means emotional tendencies that guide or facilitate reaching goals. Empathy means Awareness of others’ feelings, needs, and concerns. Social skills means Adeptness at inducing desirable responses in others.



IV. RESULTS

The means and standard deviations (SDs) calculated for the mTMMS and the MLQ are presented in Table 1. The means and SDs for each of the variables in the MLQ were consistent with previous research (Avolio et al., 1995). Intercorrelations among the variables are shown in Table 2. It was predicted that transformational leaders would be higher in EI than transactional leaders. This hypothesis was not supported; neither total transformational nor total transactional leadership ratings demonstrated significant correlations with either the emotional monitoring or emotional management scales of the mTMMS. However, there were significant correlations between some components of transformational leadership and the EI subscales. Scores on both the idealized influence sub-scales (charisma) significantly correlated with scores on the emotional monitoring scale of the mTMMS ($r = 0.44, p < 0.01$); however they did not correlate with the emotional management scale ($r = 0.27$ NS) (idealized influence active and behaviour respectively). Inspirational motivation was moderately correlated with both the emotional monitoring ($r = 0.42, p < 0.01$) and emotional management ($r = 0.37, p < 0.05$) scales. Similarly, individualized consideration also correlated with the emotional monitoring and management ($r = 0.55, p < 0.01, r = 0.35, p < 0.05$, respectively) scales. Intellectual stimulation did not correlate significantly with either of the EI scales. Finally there was a significant correlation between the contingent reward sub-scale of transactional leadership and the emotional monitoring scale ($r = 0.41, p < 0.01$).

	M	SD
MLQ: total transformational	3.10	0.63
Idealized influence (attributed)	3.02	0.54
Idealized influence (behavior)	3.10	0.65
Inspirational motivation	3.29	0.58
Intellectual stimulation	3.14	0.48
Individual consideration	3.22	0.44
MLQ: total transactional	1.85	0.48
Contingent reward	2.91	0.60
Management by exception (active)	1.60	0.77
Management by exception (passive)	1.18	0.58
MTMMS: emotional monitoring	112.56	10.86
Emotional management	37.38	3.44

Table I- Means and standard deviations of the mTMMS and MLQ

Variable	1	2	3	4	5	6	7	8	9	10	11	12
1 TT	–											
2 IFA	0.67**	–										
3 IFB	0.86**	0.37**	–									
4 IM	0.85**	0.50**	0.73**	–								
5 IS	0.51**	0.16	0.35**	0.17	–							
6 IC	0.86**	0.52**	0.70**	0.74**	0.33*	–						
7 Ttr	0.52**	-0.07	0.24	0.07	0.04	0.18	–					
8 CR	0.56**	0.24	0.57**	0.49**	0.20	0.57**	0.53**	–				
9 MA	-0.05	-0.01	0.01	-0.09	-0.03	-0.10	0.74**	0.09	–			
10 MP	-0.25	0.37*	-0.12	-0.26	-0.08	-0.10	0.51**	-0.07	0.07	–		
11 EM	0.26	0.44**	0.44**	0.42**	0.27	0.55**	-0.07	0.41**	-0.22	-0.14	–	
12 EMA	0.13	0.27	0.19	0.37*	0.16	0.35*	-0.13	0.23	-0.30	0.00	0.41**	–

Notes: * = $p < 0.05$; ** = $p < 0.01$; TT = total transformational; IFA = idealized influence (active); IFB = idealized influence (behavior); IM = inspirational motivation; IS = intellectual stimulation; IC = individualized consideration; Ttr = total transactional; CR = contingent reward; MA = management by exception (active); MP = management by exception (passive); EM-EIQ = emotional monitoring; EMA-EIQ emotional management

Table 2- Correlations among mTMMS and MLQ variables

V. CONCLUSION

it present there are self-report measures of EI (like the one employed here) and performance based measures of EI such as the MSCEIT (Mayer et al., 1999). Self-report measures of EI are described to assess a person's self-perceived EI rather than their actual EI. Relationships between ability and performance criteria are typically found to be more reliable and valid when assessed by performance based tests of ability rather than self-reports of ability (Mayer et al., in press). The relationship between EI and effective leadership may be better established with performance based measures of EI; however, this issue needs to be empirically addressed. The findings of the current study provide preliminary evidence for the relationship between EI and effective leadership. Understanding precisely how EI relates to effective leadership may have several implications for human resource practitioners and leadership search firms, particularly in the area of selection and leadership development. Specifically, aspects of EI identified as underlying attributes of effective leaders may provide additional selection criteria for identifying potentially effective leaders. Moreover, research on EI and effective leadership may identify new sets of emotion-based skills, which could be used in leadership training and development programs to enhance leadership effectiveness. The knowledge gained from research into EI and leadership may increase the understanding of effective leadership and help produce powerful tools for the selection, and training and development of leaders, potentially enhancing organizational climates and performance.

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