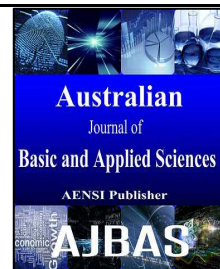




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An Overview on the Linkages between Emotional Intelligence and Transformational Leadership

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ABSTRACT

Background: The importance of emotional intelligence in the organizations has arisen in recent years. The effectiveness of an organization has been brought into another level whenever emotional intelligence was considered as an important factor. This is because emotional intelligence is one of the most applied constructs which emotional intelligence has been associated with is that of leadership. Hence, this paper addresses this issue and presents a comprehensive literature review in order to solidify and explain the relationship between emotional intelligence and transformational leadership and their effect on organizational culture. The results of the study are expected to prove that the transformational leadership styles appear to have a symbiotic relationship with emotional intelligence within leadership styles domain.

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INTRODUCTION

The concept of leadership has been well-researched because it is known as an important area which is considered and implemented in organizations to increase human capability. There are numerous definitions of such leadership that have come to light however these definitions have always been debatable. Most scholars agree that the concept of leadership does not ascribe to one specific definition. Burns (1978) however, provided the following definition of leadership in his landmark publication, where the leaders encouraging followers to act for certain goals that represent the values and the motivations, the wants and needs, the aspirations and expectations – of both leaders and followers.

Transformational leadership traits possessed by these leaders are having definite link with some of the constructs of emotional intelligence (EI) of inspired others to become dedicated followers who were committed to their cause. Leadership in this sense is an aspect of power, but unlike power, leadership is inseparable from followers' needs and goals. At the same time, EI also has become a popular subject in management and psychology literature. It has been stated that EI may have more

influence on an individual's success in life than traditional intelligence (Goleman, 1994).

EI empowers the manager with the ability to understand naturally what others need and want and develop strategies to fulfilling those needs and wants. The relationship between the emotional intelligence and leadership were explored by many researchers (Barbuto & Burbach, 2006) and they emphasize the significance of emotional intelligence in the leadership and organizational context.

1.0 Problem Statements:

In the past 10 years, many studies have been conducted to evaluate the relationship between EI and its impact on leadership style. The powerful leader demands immediate compliance based on commands or orders to subordinates. Underlying emotional intelligence competencies of the powerful leader are the drive to achieve, initiative, and self-control. EI competencies of the authoritative leader are self-confidence, empathy, and the capacity of being a change catalyst. EI entails not only being aware of one's own emotions, but also using these emotions in cognitive processes, such as decision making and planning (Goleman, 2001).

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Based on Goleman (1998), organizational leaders are realizing that EI is an essential part of an organization's management process and, with the current emphasis on team building and adapting to change, EI becomes even more critical. Additionally, the literature review provides evidence that transformational leadership increases organizational effectiveness and that EI can be measured and developed.

According to Yukl (1998), the problem is the acknowledgment that while a significant amount of research on leadership exists where the EI research is comparatively thin and the relationship between leadership and EI is smaller yet. Emerging research suggests that EI conceptualized as an intellectual ability may be a necessary for effective leadership (Palmer, Walls, Burgess & Stough, 2001).

Thus, if there is a relationship between EI and transformational leadership, leaders can be assisted to grow in emotionally intelligent behaviors that will expand and build their leadership ability. The credibility of these leaders rests in their ability to act consistent transformational leadership with their words, to live what they say they believe. Increasingly questions are raised when a gap is seen between the stated values of these organizations and how their members and particularly their leaders behave.

3.0 Research Questions:

- i. What is the emotional intelligence profile among the public servants nowadays?
- ii. Is there any relationship between emotional intelligence and transformational leadership behavior?
- iii. What is the most important emotional intelligence factor that contributed to the leadership style and leadership effectiveness?

4.0 Research Objectives:

The main purpose of this study was to investigate the significance of the relationship between emotional intelligence and transformational leadership styles among public organizations concerns while the research objectives were:

- i. To identify EQ level of public servants;
- ii. To explore the relationship between emotional intelligence factors and transformational leadership styles; and
- iii. To find out the most significant factor of emotional intelligence that contributed to leadership effectiveness.

5.0 Significance Of The Study:

The development of effective leaders is recognized as a high priority for business organizations. One only needs to look at some of the more popular publications in the areas of leadership and organizational success such as Good to Great (Collins, 2001) which speaks to those critical

components for an organization to be great, as defined in cumulative stock return as compared to the general market. The foundation of their model is that the right leadership is in place. Leaders today face difficult situations that result in continuously difficult cycles of stress, pressure, personal sacrifice, and conflict (Boyatzis & McKee, 2005).

Goleman (2001) has made the case through his many writings that the key to a leader's effectiveness and success in an organization is the leader's emotional intelligence. His premise also challenged conventional thinking, in that the emotions are important to consider in relation to one's effectiveness. Emotions and emotional intelligence are no longer considered taboo in the workplace today. And it is that, that provides the foundation for performance. A better understanding of emotional intelligence and its relationship to leadership style and effectiveness can address the gaps currently existing in the literature today and provide a more informed link between theory and practice.

This study is significant because it adds another component to the connection of leadership and emotional intelligence. The study of leadership has formed into several schools of thought that focus on the actions and characteristics of the leader. With the limited studies and research of emotional intelligence in an organizational context, this study adds to the answer of the question: Is it possible to use established aspect in measuring personality or competency to measure emotional intelligence, or some aspects of emotional intelligence? (Dulewicz & Higgs, 2005).

In addition, an emotional quotient cannot be measured and scored like an intelligence quotient; we can meaningfully speak of emotional intelligence as long as we do not claim to be able to measure it precisely. This study attempted to add to the measurement of emotional intelligence and its connection to leadership and to contribute to the body of knowledge regarding the relationships between the emotional intelligence and transformational leadership.

6.0 Literature Review: Emotional Intelligence:

Salovey and Mayer (1990) first introduced the concept of EI as a type of social intelligence, separable from general intelligence. According to them, EI is the ability to monitor one's own and others' emotions, to discriminate among them, and use the information to guide one's thinking and actions. As Cherniss (2010b) indicates, the concept of EI is based on these three premises. Emotions play an important role in daily life; people may vary in their ability to perceive, understand, use, and manage emotions; and these variances may affect individual adaptation in a variety of different contexts, including the workplace.

Over the intervening decades, theorists have generated several definitions of EI. They described EI as a type of social intelligence, separable from general intelligence, which involves the ability to monitor one's own and others' emotions, to discriminate among them, and to use the information to guide one's thinking and actions. In a later attempt, they expanded their model and defined EI as the ability of an individual to perceive accurately, appraise, and express emotion; the ability to access or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth (Mayer & Salovey, 1997).

On the other hand, Goleman (1998b), who was responsible for the popularization of the concept, has defined EI as the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships. He formulated his model in terms of a theory of performance since, as he suggested, his model has direct applicability to the domain of work and organizational effectiveness, particularly in predicting excellence in jobs of all kinds, from sales to leadership (Goleman, 1998b). Goleman (1998) views EI as a series of competencies broken down into four clusters namely self-awareness, self-management, social awareness and relationship management.

Self-awareness is the ability to reflect on and understand one's emotions, strengths, challenges, motives, values, goals, and dreams. Well-respected authors on leadership speak to the importance of being self-aware (Palmer, 2000). Self-awareness provides the foundation on which the other three domains build. In the model of emotional intelligence proposed by Goleman (2001), self-awareness includes three personal competencies which are emotional self-awareness, accurate self-assessment and self-confidence. Without first adequately knowing and understanding self, it is difficult to manage one's emotions, accurately assess emotions in others, or to use that information to manage one's relationships with others.

According to Goleman (2001), self-management is equated to an on-going inner conversation and it is the component of emotional intelligence that frees us from being a prisoner of our feelings. Without effective self-management, it is difficult to reach one's personal goals and dreams *let alone* to lead an organization to realizing its goals and dreams. Self-management encompasses six personal competencies. There are emotional self-control, transparency, adaptability, achievement, initiative and optimism.

The third cluster is social awareness. Social awareness allows a leader to monitor and adjust strategy, direction, and work toward accomplishing a shared vision. Social awareness is comprised of three

social competencies which are empathy, organizational awareness and service. Social awareness is being acutely aware of the emotions and needs of others. Goleman (2001) note the following: by being agreed to how others feel in the moment, a leader can say and do what's appropriate whether it be to calm fears, assuage anger, or join in good spirits.

In the leadership setting, relationship management is building relationship and development the capacity in others to share leadership. Relationship management involves seven social competencies. There are inspirational leadership, influence, developing others, change catalyst, conflict management, building bonds, and teamwork and collaboration. Relationship management stems from the domains of self-awareness, self-management, and social awareness allowing the emotionally intelligent leader to effectively manage emotions perceived in others.

Transformational Leadership:

Leadership can influence an individual or a group's behavior to achieve organizational objectives and job performances (Hersey & Blanchard, 1974). A suitable leadership can make organizational members step forward in the right direction to accomplish organizational goals (Robbins, 2001). DuBrin (2004) believed that leadership can motivate organizational members to complete organizational objectives with confidence.

Leadership style will affect the relationship between superior and subordinate and has a significant relationship with worker's motivation, attitudes, and job performance (Dale & Fox, 2008). In the past, the major leadership researches stayed on the discussions of trait theory, contingency theory, and behavioral theory and then Bass proposed transformational leadership and transactional leadership in 1985, the researches of leadership style become extensively noticed.

Researchers have examined the concept of transformational leadership intensively in recent years (Kearney & Gebert, 2009) and found this concept is effective both in terms of increasing follower's performance expectations (Bass, 1985) and transforming their personal values and self-concept into a higher level of needs and aspirations (Jung & Avolio, 2000).

Transformational leadership was derived by Bass from Burns' qualitative classification of transactional and transformational political leaders where in transactional leadership, leader-follower relationships are based on a series of exchanges or bargains between leaders and followers (Howell & Avolio, 1993). Transformational leadership has been defined in terms of articulating a compelling vision for followers, behaving self-sacrificially, intellectually stimulating followers, and providing them with individualized consideration (Bass, 1985).

A transformational leader may be described as one who is able to lift followers up from their minor preoccupations and gathering around a common purpose to achieve things never thought possible (Barbuto, 2005). According to Tucker and Russell (2004), transformational leadership creates new pathways in an organization.

Transformational leaders can understand needs, present organizational visions, enact regulations and delegate substantially to their followers and they know how to create an effective and meaningful workplace for creativity and development (Chi, Yeh & Yu, 2008).

Another characteristic of a transformational leader is follower self-improvement and positive feedback. A transformational leader wants to help his or her followers to develop from a lower level to a higher level of maturity, and they engage the full person to help them develop into leaders (Tucker & Russell, 2004).

Transformational leaders appeal to some fundamental human needs, the need to be important, to make a difference, to feel useful and to be part of a successful and worthwhile enterprise. Transformational leaders can also empower followers by providing both positive emotional support during times of stress and opportunities to experience task mastery.

Transformational leadership also has been found to be associated with an employee's affective commitment to the organization, intention to leave the organization and trust in the leader. When followers have developed trust and confidence in their leader, and are in step with the organizational mission, they are able to achieve exceptional levels of performance (Bass, 1985).

According to Bass and Avolio, (1994), specifically, transformational leaders develop followers to higher levels of personal and professional development, and display four types of behaviors which are idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.

Transformational leadership is associated with distinct dimensions of charisma or idealized influence (extent of pride, trust, and respect engendered by and emotional identification with the leader) (Burns, 1978).

Next, transformational leadership also involves intellectually stimulating followers thereby encouraging them to learn new ways to do their work (Bass, 1985) and ultimately improving their performance.

The third component, inspirational motivation allows leaders to provide meaning and challenge their followers work (Avolio & Bass, 2001). This also allows the leader to get the followers involved in envisioning future states and demonstrates commitment to goals and the shared vision (Avolio & Bass, 2001).

The last behavior is individualized consideration which allows a leader to identify individual differences and needs, listen effectively, and see the individual as a whole person rather than just an employee (Avolio & Bass, 2001).

Relationship between Emotional Intelligence (EI) and Transformational Leadership:

Recent research on EI and leadership has indicated that leaders exhibiting transformational leadership behaviors also possess higher levels of EI (Gardner & Stough, 2002). Several authors have also asserted that the effective use of EI allows individuals to heighten intuition, gain insight into complex challenges, and motivate themselves to act. The popularity of research into the role of emotions (more specifically EI) and abilities related to success in the workplace stem from the notion that

EI may underlie various aspects of workplace performance not accounted for by IQ or personality. Unlike intelligence and personality, which are relatively fixed throughout working life (McCrae, 2000), it has been proposed that EI can be developed within specific training programs, which may enhance employees emotional abilities and thus overall organizational performance and success (Goleman, 1998b).

The applicability and suitability of different types of measures of EI in workplace settings does not have yet to be empirically investigated, nor has their relationship to concurrently measured constructs. The relevance of emotions in the workplace can also be linked to the growing body of research on transformational leadership (Maddock & Fulton, 1998).

The relationship between emotional intelligence and transformational leadership style may be either that of emotional intelligence as an antecedent of transformational leadership or possibly as having an interactive or additive effect on transformational leadership (Brown & Moshavi, 2005). Maddock and Fulton (1998) view that employing a transformational leadership style requires improving relationships between the leader and his followers, which is contingent upon the leader's enhanced emotional intelligence, suggested that emotional intelligence would be an antecedent to transformational leadership behaviors.

Establishing support for a relationship between emotional intelligence and transformational leadership style is significant in the study of leadership theory because emotional intelligence has been defined as a learned skill that can be developed (Nelson, 2006). Nelson adopt a trait-based perspective of emotional intelligence, delineated specific skills associated with the construct which can be learned and developed, and provided a method of assessing the development of these skills.

7.0 Proposed Hypotheses:

Based on the results of previous studies using the same measurement tools (Clarke, 2010, Leban & Zulauf, 2004) and in an effort to discover answers to the research questions, the following null hypotheses were established:

- i. There is correlation relationship between emotional intelligence and transformational leadership.
- ii. There is correlation relationship between emotional intelligence dimensions and transformational leadership.
- iii. There is correlation relationship between emotional intelligence and non-transformational leadership styles.

8.0 Methodology:

In this cross sectional survey, a quantitative approach is proposed. By using the quantitative approach, all the variables will be measured to test the relationship of emotional intelligence and transformational leadership.

The designed questionnaire will be distributed among the public servants as respondents and the data collected will be analyzed using Statistical Package for Social Sciences (SPSS) version 20.0 in order to test the relationship the variables. In this study, random sampling technique was chosen. The respondents were drawn from the target population randomly. Each population has an equal chance of being the subject of the sample.

9.0 Conclusion:

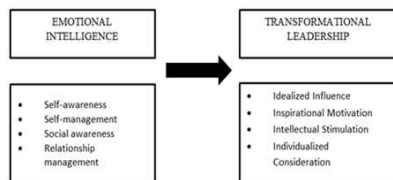


Diagram above shows the conceptual framework of relationship between emotional intelligence and leadership style. Based on the various literature surveys, it is established that constructs of EI such as self-awareness, self-management, social awareness and relationship management have direct positive correlation with transformational leadership traits such as idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. It is thereby inferred that more EI competent leader will be able to influence his followers with his individual personality and motivate them very well. Thus, this model will give a comprehensive understanding on the relationship between the variables.

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