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RELATIONSHIP BETWEEN EMOTIONAL & SOCIAL COMPETENCES AND TRANSFORMATIONAL LEADERSHIP STYLE

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ABSTRACT

The objective of this paper is to examine the relationship between Emotional Intelligence and Transformational leadership style. The study hypothesizes that the Emotional and social competencies of emotional intelligence positively affect the supervisors' Transformational leadership style. This study's hypotheses are empirically tested using a survey of supervisors of Indian Software organizations. The empirical findings show that Emotional and social competences of supervisors are significantly positively related with their transformational leadership. Practical implications of the findings are discussed together with limitations and ideas for future research.

KEYWORDS

Emotional Intelligence, Emotional & Social Competencies, Transformational leadership Style.

INTRODUCTION

Organizations spend huge resources on leadership development. But these have not given results as per expectations. This asks us to review the overall leadership development process in Indian software industry. Understanding the relationship between emotional intelligence and transformational leadership style in this industry may help us in relate its outcome with leadership development in the industry. This understanding may provide a pathway for making leadership development process more effective. The purpose of the quantitative correlational study was to determine to what degree a relationship exists between emotional & social competences and transformational leadership style in Indian software industry. A total of 240 subordinates completed the ESCI Rating Version for measuring emotional & social competences of their supervisors. They also completed 20 items from MLQ5x rater form for measuring transformational leadership styles of their supervisors. Correlational statistical analysis of data revealed positive relationship between emotional & social competences and transformational leadership styles. The conclusion was that a supervisor's emotional & social competences are related to his/her leadership style. The result might be used for leadership development in the software industry.

LITERATURE REVIEW

EMOTIONAL INTELLIGENCE

Emotional Intelligence (EI) was described formally by Salovey and Mayer (1990). They defined it 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' (p. 189). The term 'emotional intelligence' was mostly unfamiliar to researchers and general public until Goleman (1995) wrote the best selling book, Emotional Intelligence: Why it can matter more than IQ. He described emotional intelligence as "abilities such as being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one's moods and keep distress from swamping the ability to think; to empathize and to hope" (Goleman, 1995).

Over the last decade considerable attention has been paid to the issue of definition, independence, measurement and impact on organizational outcomes (Goleman, 1995, 1998; Chreniss, 2000; Cooper and Sawaf, 1997; Mayer and Salovey, 1997; Mayer et al., 2000; ryback, 1997; Weisinger, 1998). Two models of EI have been suggested over the last decade (Ciarrochi et al. 2001). The first of these models is an "ability" model, which combines emotion with intelligence, and the second is a "mixed model", which combines traits with social behaviors and competences. The ability model has largely evolved from Salovey and Mayer's (1990) original definition of EI. The mixed model largely arises from the work of Bar-On (1997), an approach embraced and advocated by Goleman (1995, 1998).

TRANSFORMATIONAL LEADERSHIP

Transformational leadership theory is based primarily on Bass's work (1985), although Burn's earlier work (1978) influenced the thinking behind its development. The dynamics of transformational leadership involve strong personal identification with the leader, joining in a shared vision of the future, or going beyond the self-interest exchange of rewards for compliance. Transformational leaders, therefore, aim at reaching followers' emotional drivers to achieve results (Bass and Avolio, 1993). An effective transformational leader understands the needs and motivations of others and tries to help them reach their full potential (Bass and Avolio, 1994). The factors of transformational leadership are idealized influence attributed, idealized influence behavior, inspirational motivation, individualized consideration, and intellectual stimulation (Bass, 1998; Bass & Riggio, 2006)

Each of these five dimensions of transformational leadership is explained as follows:

- (1) Idealized influence: Transformational leaders exhibit confidence and instill emotions, a sense of selflessness, and respect in their followers.
- (2) Idealized behavior: These leaders are goal oriented and they encourage the completion of work based on a collective sense of beliefs, values, purpose, and mission.
- (3) Individualized consideration (IC): They recognize the needs of their followers and provide them with personal guidance and development.
- (4) Inspirational motivation (IM): It refers to the way leaders articulate and communicate shared organizational goals and a mutual understanding of what is right and important. They provide a vision of what is possible and how to attain organizational goals.
- (5) Intellectual stimulation: It relates to the way transformational leaders approach problems and encourage innovation and creative problem solving.

EMOTIONAL INTELLIGENCE AND TRANSFORMATIONAL LEADERSHIP

Researchers have emphasized that Emotional Intelligence positively affects the supervisors' transformational leadership styles. Daniel Goleman (1998) find that truly effective leaders are distinguished by a high degree of emotional intelligence. It was found a significant positive relationship between EI skills and transformational leadership style (verba, 2007). Lisa Gardner and Con Stough (2002) conclude that Emotional intelligence is correlated highly with all components of transformational leadership, with the components of understanding of emotions and emotional management the best predictors of leadership style. Mandell and Pherwani (2003) conducted a small study consisting of 13 male and 19 female managers in mid- to large-size companies, with the goal of

examining gender differences in the relationship between EI and transformational leadership. There was an overall significant positive relationship between the total EI scores and transformational leadership scores of the managers. Duckett and Macfarlane (2003) examined emotional intelligence and transformational leadership relationships in the managers of 21 retail stores of UK, and found a "strong" relationship.

Leban, Zulauf (2004) studied 24 project managers and their associated projects in six organizations from varied industries. The results of the study found that a project manager's transformational leadership style has a positive impact on actual project performance, that emotional intelligence ability contributes to a project manager's transformational leadership style and subsequent actual project performance. Butler and Chinowsky (2006) found a strong relationship between total Emotional Intelligence and leadership. Srivastava and Bharamanaikar (2004) examined leadership effectiveness with a unique population of 291 Indian army officers. EI was measured using a self-report measure, the Work Profile Questionnaire Emotional Intelligence version (WPQei) and Leadership style was measured by the 5x-short version of the MLQ (Bass & Avolio, 1995). The results significantly supported the connection between emotional intelligence and all of the components of the transformational leadership. Singh (2007) studied a sample of 210 male and 130 female software professional to investigate the relationship of EI with organizational leadership. The results indicated positive and significant relationships of EI and organizational leadership for both the genders.

Taking lead from these contributions, we hypothesise that emotional intelligence is positively associated with supervisor's transformational leadership.

H1: Emotional Competencies as perceived by followers are positively related to perceived Transformational leadership

H2: Social Competencies as perceived by followers are positively related to perceived Transformational leadership

RESEARCH METHODOLOGY

SAMPLE AND PROCEDURE

The present research investigated how emotional and social competencies are associated with supervisor's transformational leadership. In particular, this study investigates subordinates' perceptions regarding their supervisor's emotional & Social skills and transformational leadership in Indian organizations.

The participants in the study must be organizational managers who have at least two or more direct report employees. The manager and the manager's direct report employees must have working together from at least 6 months.

The HR department of each organization made a pool of managers, who fit in to the above requirement. All the managers of the pool were invited to participate in the study and give the names of minimum 2 subordinates who could rate their managers. The managers' and subordinates' participation is voluntary. 120 supervisors participated in the study.

All the managers and their nominated subordinates were invited to participate in the study. The managers were given the demographic surveys, which were returned by them along with names of two of their subordinates. The subordinates of each manager were given two surveys, one for emotional intelligence, and one for transformational leadership style. The Emotional and Social Competence Inventory (ESCI) rating version was used for measuring the manager's emotional intelligence. The Multifactor Leadership Questionnaire (MLQ) 5x rater form was used for measuring the manager's transformational leadership style. Paper-pencil version of ESCI and MLQ 5x were used in the study.

Both the research instruments were given to the subordinates of the managers for rating emotional intelligence and leadership style. The instruments were given to the participating subordinates in envelopes by the HR department in each organization. The participants were requested to put the completed questionnaires in the same envelope and seal envelopes and return to HR. This was done to ensure participant confidentiality.

MEASUREMENTS

EMOTIONAL & SOCIAL COMPETENCE INVENTORY (ESCI)

Emotional Intelligence was assessed with the Emotional and Social Competence Inventory (ESCI; Boyatzis & Goleman, 2007). The ESCI is multi-rater ("360 degree") measure in which the person's boss, peers, and subordinates are asked to rate the person on a variety of dimensions. Thus it measures the extent to which people actually demonstrate emotional and social competence in their work settings. For each of the 68 items, subordinates of the executives described how frequently he or she demonstrated the behavior described in the item. The test has been shown to have desired reliability and validity (Wolff, 2007). The test also has been shown to have good model fit, and convergent and divergent validity at the scale level (Boyatzis & Gaskin, 2010).

The ESCI measures 12 competencies organized in to four "clusters" (Table 1). Competency clusters are behavioral groups of the competencies. With the ESCI, two clusters are focused on a person's awareness, namely awareness of self (self-awareness) and the awareness of others (social awareness). The other two clusters assess the competency of a person to use their level of awareness to manage self (self management) and one's relations with others (relationship management).

MULTIFACTOR LEADERSHIP QUESTIONNAIRE (MLQ5x)

The Multifactor Leadership Questionnaire (MLQ-5x short) (Bass & Avolio, 1997) is considered widely accepted measurement of transformational, transactional, and laissez-faire leadership styles. However, only the 20 item scale for transformational leadership style was used for measuring the managers' leadership styles as perceived by their subordinates. The MLQ5x is a 360-degree instrument consisting of two parts. One component is a self-assessment for leaders in regards to their leadership style and the second assessment is for subordinates/peers/boss to report on their perceptions of the behaviour and attributes of the behaviour and attributes of their immediate supervisor/peer/subordinate. These two components can be used separately, as part of a 180-degree or a full 360-degree assessment. Both instruments have identical scales and items, except that the item stems refer to the supervisor in one case and the self in another.

The MLQ 5x is a 45-question assessment that contains a 5-point Likert-type scale for each of the questions, with possible answers ranging from *Not at all* to *Frequently, if not always*.

To determine which leadership style a manager uses, a total of 9 factors are measured across three different leadership styles. The factors and leadership styles measured were: (a) transformation leadership; idealized attributes, idealized behaviours, inspirational motivation, intellectual stimulation, individualized consideration; (b) transactional leadership; contingent reward, active management-by-exception; (c) passive/avoidant; passive management-by-exception and laissez-faire.

Transformational leadership consists of four factors as measured by the MLQ5x (Bass & Avolio, 1997); (a) intellectual stimulation, (b) individualized consideration, (c) charisma (idealized attributes and idealized behaviors), and (d) inspirational motivation. Intellectual stimulation gets followers to question the status quo and encourages them to question their methods and seek ways to improve them. A sample item is: "seeks differing perspectives when solving problems". Individualized consideration is where the leader focuses on the unique needs of each follower and works continuously to help them to reach their full potential. Charisma involves gaining respect, trust, and confidence towards the leader and transmitting a strong sense of mission and vision of the desired future to the followers. A sample item is: "Instills pride in me for being associated with him/her". And finally, inspirational motivation is communicating an energizing sense of purpose.

In the present study, to assess transformational leadership style, 5 factors of transformational leadership are measured from MLQ (5x) Rater form. Subordinates rated their supervisors on these five factors are (a) Idealized attributes, (b) Idealized behaviors, (c) Intellectual stimulation, (d) Inspirational motivation, and (e) Individualized consideration.

RESULTS

The correlations among variables are described in Table 2. Emotional competencies and Social competencies are highly positively related to the transformational leadership style. Correlations between transformational leadership and emotional competencies, and social competencies were also significant. We computed two multiple regression analysis with transformational leadership as the dependent variable and the emotional competencies as the independent variables and transformational leadership as the dependent variable and the social competencies as the independent variables. Regression results are shown in Table 3 and Table 4.

Out of emotional competencies, Self management competence was positively associated supervisor's transformational leadership that provided full support to H1. It appears that self management competencies are a very good predictor of supervisor's transformational leadership ($\beta=0.763$, $p<0.01$). Social skills and

relationship management competences of social competences were also positively associated with supervisor's transformational leadership that provided support to H2. It appears that social skills and relationship skills are good predictors of supervisor's transformational leadership ($\beta=0.457$, $p<0.01$) and ($\beta=0.486$, $p<0.01$).

DISCUSSION

Scholars and writers in management emphasise the importance of emotional and social skills on leadership effectiveness. It has been argued that it has been argued that supervisors' beliefs, values and interpersonal competence are of importance to adoption of leadership style.

This study investigated the relationship between emotional and social competences and transformational leadership in Indian organizations. In particular, this study investigates subordinates' perceptions regarding their supervisors' emotional and social competences as well as transformational leadership. The study contributed to the understanding of the linkage among emotional and social competences and transformational leadership. The results provided support for the model, which suggests that supervisors' emotional social competences are positively associated with transformational leadership. According to research findings, supervisors in Indian software organizations try to lead effectively using emotional and social competences. Finding of the study were in line with the expectations. In general the implications of the study are that supervisors need to acquire and use their emotional and social competences to enhance their transformational leadership.

LIMITATIONS AND DIRECTIONS FOR FUTURE RESEARCH

Data were collected from software organizations from national capital region of India. Representative sample from different software hubs of India is required to further investigate the relationship between emotional and social competences and transformational leadership. The analysis also suffers from small sample size, which could be increased by collecting more data from other software hubs of India.

While collecting data for emotional and social competences and transformational leadership responses from subordinates were collected. Further research may be conducted in which data is collected from peers and supervisors as well.

Besides, the use of a cross-sectional design in the present study restricts inferences being drawn regarding the causal relationship between emotional and social competences and transformational leadership. It is suggested that future research might use a longitudinal design. Such an attempt may facilitate the drawing of causal inferences. Further studies may use a research approach that allows emotional and social competences to be assessed first and transformational leadership to be assessed some time later.

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TABLES

TABLE 1: EMOTIONAL & SOCIAL COMPETENCES FRAMEWORK

CLUSTER	COMPETENCIES	COMPETENCY DESCRIPTION
Self-Awareness	Emotional Self-Awareness	Recognizing one's emotions and their effects
Self-Management	Emotional Self-Control	Keeping disruptive emotions and impulse in check
	Adaptability	Flexibility in handling change
	Achievement Orientation	Striving to improve or meeting a standard of excellence
	Positive Outlook	Persistence in pursuing goals despite obstacles and setbacks
Social Awareness	Empathy	Sensing other's feeling and perspectives, and taking an active interest in their concerns
	Organisational Awareness	Regarding a group's emotional currents and power relationships
Relationship Management	Coach and Mentor	Sensing others' development needs and bolstering their abilities
	Inspirational Leadership	Inspiring and guiding individuals and groups
	Influence	Wielding effective tactics for persuasion
	Conflict Management	Negotiating and resolving disagreements
	Teamwork	Working with others towards shared goals, creating group synergy in pursuing collective goals

Source: Hay Group (2011)

TABLE 2: CORRELATION ANALYSIS: EMOTIONAL & SOCIAL COMPETENCES CLUSTERS AND TRANSFORMATIONAL LEADERSHIP

		Self Awareness	Self Management	Social Awareness	Relationship Management
Transformational Leadership	Pearson Correlation	.455**	.690**	.704**	.700**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	120	120	120	120

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

TABLE 3: REGRESSION ANALYSIS: EMOTIONAL COMPETENCES AND TRANSFORMATIONAL LEADERSHIP

	Unstandardized Coefficients		t	Sig.
	B	Std. Error		
(Constant)	-.635	.358	-1.775	.079
Self Awareness	.093	.067	1.388	.168
Self Management	.763	.096	7.924	.000

Note: Dependent Variable: Transformational Leadership

TABLE 4: REGRESSION ANALYSIS: SOCIAL COMPETENCES AND TRANSFORMATIONAL LEADERSHIP

	Unstandardized Coefficients		t	Sig.
	B	Std. Error		
(Constant)	-1.005	.337	-2.980	.004
Social Awareness	.457	.100	4.553	.000
Relationship management	.486	.111	4.397	.000

Note: Dependent Variable: Transformational Leadership

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