

## Contributed Article

# Emotionally Intelligent Managers & Transformational Leadership Styles

Omar Bin Sayeed & Meera Shanker

---

*Emotional Intelligence has become an increasingly popular construct in diverse business environments besides being used as a measure for identifying potentially effective leaders. The present paper attempts to examine multivariate relationships between emotional intelligence and transformational leadership dimensions. The canonical correlation between emotional intelligence and transformational leadership dimensions revealed significant relationships.*

**Omer Bin Sayeed** is professor (Organizational Behaviour/ HRM) in National Institute of Industrial Engineering, Mumbai (E-mail: omersayeed@gmail.com) **Meera Shanker** is Associate Professor in SNDT University, Mumbai. (E.mail: meera.shanker2@gmail.com)

## Introduction

Emotional Intelligence (EI) is the ability to manage one's emotions, an ability to appraise others' emotions (Ekman 1993, Ekman & Friesen 1975), to empathize with other people, and to cope with emotional relationships (Harrison 1997). This, being an aspect of social intelligence (Salovey & Mayer, 1990), was defined as the ability to understand and manage emotions. Salovey and Mayer refined the construct of emotional intelligence as "the ability to process emotional information, more specifically an ability to recognize the meanings of emotions and their relationships, as well as being able to reason out and solve problems. In particular, it involves one's capacity to perceive and assimilate emotional feelings, to understand the information of these emotions and lastly, the management of them." (Salovey & Mayer 1997).

## Theoretical Dimensions

Goleman (1995) heralded and popularized the concept of Emotional Intelligence by positioning it as the best predictor of work and life success

besides attributing the quality of being a good predictor of work outcomes such as job satisfaction, turnover and performance (Goleman 1998, Bachman et. al 2000). Four components of emotional intelligence are: self-awareness, self-regulation, motivation, and empathy. Self-awareness expands a person's understanding and knowledge of his/ her values and goals. A leader, who is self-aware may possess a greater sense of purpose and meaning in life (Sosik & Megerian 1999). Self-regulation is referred to as "managing emotions"; it allows a leader to be sensitive and understanding of subordinates without succumbing to vulnerability of criticism and the need to defend self-esteem (Riggio, Murphy & Pirozzolo 2002). Motivation brings out the force of achievement by harnessing feelings of enthusiasm, zeal, and confidence. Empathy allows an individual to recognize and respond to the changing emotional state of other people resulting in greater sensitivity and social self-confidence (Sosik & Megerian 1999). The first three components of emotional intelligence determine how well people manage themselves. Empathy, however, is that component of emotional intelligence which determines how individuals relate to other people (Smigla & Pastoria 2000).

Mayer and Salovey (1997) have independently created a four segment model of emotional intelligence consisting of: (1) *Emotional perception*: the ability to perceive emotions in oneself and others, as well as in objects, art, and stories; (2) *Emotional facilitation of*

*thought*: the ability to generate, use, and feel emotions in order to communicate feelings, or use them in other mental processes; (3) *Emotional understanding*: the ability to understand and develop social intelligence, defined as the ability to understand subtle, intricate and complex nature of emotions; and (4) *Emotional management*: the ability to be open to emotions and to moderate them in oneself and others.

### **EI in the Organizational Context**

Importance of EI is increasingly accepted in a variety of organizations. It is considered to be one of the most significant and dynamic qualities in employees who produce results, bring about transformational change and lead the organization as the inspiring force. High performing organizations tend to have high levels of emotional intelligence among their constituent members and demonstrate strong links between employees' emotional capabilities and their skills (Goleman 1995). An emotionally intelligent organization's culture deeply emphasizes relationship building, empathy and social responsibility. These attributes enhance trust and commitment and facilitates connection between a new hire and the organization as a prospective employer. Conversely, the emotional incompetence can prevent individuals from reaching their full potential. Smigla and Pastoria (2000) are of the view that the more complex a job is the more emotional intelligence matters.

Studies have shown some evidence that certain trait-based measures of EI

may be related to life outcomes such as life satisfaction, relationship quality, ability to manage moods and the ability to manage oneself effectively (Bar-On 1997, Ciarrochi, Chan & Caputi 2000) and work outcomes such as career commitment (Carson & Carson 1998). Goleman (1998) further claimed that employees who are high on emotional intelligence are more likely to be high on performance characterizing them as “star performers”. Leaders compared with followers tended to be high on emotional intelligence (Vitello-Cicciu 2002).

### **Transformational Leadership**

Leadership can be defined as a social process of influencing other people’s orientation towards achievement of goals irrespective of whether it is in an organization or in a social set-up. (Greenberg, Bar-On, Sales & Owens 2000, Johns & Saks 2001, Yukl 2002). As observed by Vitello-Cicciu (2002) importance of emotional intelligence is more often recognized as a significant aspect of organizational leaders. Transformational leadership is more talked about as a style that evolves around organizational change process directly attributed to the leadership in organization (Yukl 2002). Burns (1978) was probably the first to introduce the concept of transformational leadership in a future context of change and transformation that can shape up the organization to a desired condition and turn it around. It was modified with the advent of “New leadership” theories within which transformational and

charismatic leadership (Bryman 1992) dimensions were pushed forth as two significant leadership styles. Bass (1985) was much more specific in making a distinction between what makes organizational transformation and change possible and what inspires the followers (charisma). However, charisma was construed as a sub-dimension of transformational leadership behaviour (Bass and Avolio 1993).

**Transformational leadership is based on trust and commitment created and sustained in the organization.**

Transformational leadership is based on trust and commitment created and sustained in the organization (Jung & Avolio 1999) and the construct rests fully on the pivot of organizational change process through emphasis on new values and alternative visions of future that surpass the status quo (Gellis 2001). Such leaders are expected to strongly influence positively on followers’ motivation and their ability to achieve or even surpass goals (Barbuto 2005, Feinberg, Ostroff & Burke 2005, Jung & Avolio 1999, Spreitzer, Perttula & Xin 2005). They encourage followers to become part of the overall organizational environment and its culture, and also empower followers by persuading them to propose new and controversial ideas without fear of punishment or ridicule (Kelly 2003, Stone, Russel & Patterson 2003).

## **Transformational Leadership Dimensions**

Bass and Avolio (1989) identified components of transformational leadership as follows:

- (1) *Idealized influence or charisma.* The leader provides vision and a sense of mission, instills pride, gains respect and trust. Such leader excites and inspires subordinates (Simic 1998, Stone, Russell & Patterson 2003).
- (2) *Inspirational motivation.* The leader acts as a model for subordinates; communicates a vision and uses symbols to focus efforts. This dimension is a measure of the leader's ability to engender confidence in the leader's vision and values.
- (3) *Intellectual consideration:* The leader coaches and mentors. He provides continuous and crucial feedback for subordinate development besides serving linking-pin functions amongst his organizational members so as to lead them with organizational mission in sight.
- (4) *Intellectual stimulation:* The leader stimulates followers to rethink about old ways of doing things and to reassess their basic values and beliefs. This dimension is concerned with the degree to which followers are provided with interesting and challenging tasks and encouraged to solve problems in their own way. A number of studies have shown that

transformational leadership exerts profound positive influence on subordinates' effort and satisfaction (Bass & Avolio 1990, Bycio, Hackett & Allen 1995, Howell & Frost 1989, Kirkpatrick & Locke 1996, Parry 2000).

## **EI & Transformational Leadership**

**Emotional intelligence has become increasingly popular as a measure for identifying potentially effective leaders, and as a tool for developing effective leadership skills in diverse businesses**

Emotional intelligence has become increasingly popular as a measure for identifying potentially effective leaders, and as a tool for developing effective leadership skills in diverse businesses (Palmer, Burgess & Stough 2001). Leaders are most likely to lead their followers if they have insights into the needs, values, and hopes of their followers (Bass 1985:46). This insight may be facilitated through a higher level of emotional awareness and sensitivity. Leaders can create emotional responses (for example, a sense of excitement and sharing a feeling of togetherness) in the followers, communicate and instill commitment toward a common vision, create shared norms and tend to "actively shape and enlarge audiences through their own energy, self-confidence, assertiveness, ambition, and seizing of opportunities" (Bass 1985:40). Focusing on individual followers, leaders should be supportive, considerate, empathetic,

caring, and must give personalized attention (Bass 1985). These requirements may be easier for an individual who is high on emotional intelligence, and is able to accurately perceive and understand others' emotions, while managing his/her own emotions.

It was found that emotional intelligence scores were related to subordinates' ratings of transformational leadership (Barling, Slater & Kelloway 2000). The connection between the leader and the follower required by a transformational approach is more likely to relate with the emotional side rather than the other dimensions of managing. An underlying conceptual association can easily be observed between the components of trans-formational leadership and emotional intelligence (Goleman 1995). A relationship between emotional intelligence and transformational leadership is more likely to occur if both the dimensions are well defined and measured. Prati et.al (2005) made a significant point that emotional intelligence predicts variance in leadership effectiveness beyond that which is predicted by personality and intelligence. With the employees advancement to higher echelons of the organization emotional intelligence becomes more important (Golman, Boyatzis, & McKee 2002, Mandell & Shilpa 2003). It is expected that with the progressive change in employees, there will be better leadership outcomes. It is also expected and even confirmed, to some extent, by empirical evidence that a leader should not only be sharp but emotionally mature and more intelligent

than their subordinates. However, empirical findings of direct relationship between leader's emotional intelligence and transformational style of leadership were limited in number. The focus of such studies on various contingency factors that make the organization to be change and transformation oriented are also relatively few. The present study explored the derived dimensions of transformational leadership and sought empirical connections with emotional intelligence evinced by the leaders.

**With the employees advancement to higher echelons of the organization emotional intelligence becomes more important**

#### **Research Question**

A significant research question that needs answer is whether there will presumably be meaningful connection between how emotionally intelligent leaders manage their emotional lives and the working relationship with their subordinates. In other words, subordinates' positive response to the situation is a significant indicator of change and transformation accepted by them. The research question would therefore tend to explore linkages between emotional intelligence dimensions and the factors of transformational leadership styles that build up the group atmosphere considered to be leading to change and transformation and are attributable directly to the leadership dimensions rather than to the dimensions of managing alone.

## Hypotheses

The foregoing review briefly noted that emotional intelligence of the leader was more likely to correlate with the components of transformational leadership and understanding and regulating emotions at the workplace seemingly play a dominant role (Gardner & Stough 2002, Palmer et al 2001). Rosete and Ciarrochi (2005) have also reported that higher emotional intelligence was associated with higher leadership effectiveness.

**Self-regulation allows a leader to be sensitive and understanding of subordinates' needs without succumbing to the vulnerability of criticism and the need to defend his self-esteem.**

The leader's self-awareness as a component of emotional intelligence most strongly is related to transformational leadership (Sosik & Megerian 1999). It was also found that the ability to manage one's emotions was related to an individual's ability to function as a transformational leader. Self-regulation allows a leader to be sensitive and understanding of subordinates' needs without succumbing to the vulnerability of criticism and the need to defend his self-esteem (Riggio et al. 2002). Based on the above studies the following hypothesis was formulated:

Even though there will be overall relationship between emotional intelli-

gence and transformational leadership behaviour, emotional intelligence dimensions will positively relate to transformational leadership styles in a multivariate networking relationship (Tabachnik & Fidell 2006).

## Sample

The study was conducted in organizations located in Western India. The sample was obtained in a manner that ensured sticking to the probability sampling method but with some degree of opportunity sampling bias. The sample represented a cross-section of industries with varied background and differing functional groupings of managers. Some degree of heterogeneity of the sample ensured varying level of attainments of leaders at different hierarchal levels of the organization. In all, 139 executives responded to the questionnaire, of which 21 per cent belonged to upper and 79 per cent to the middle management cadre. The age of respondents varied from 22 years to 60 years (median=37). The work experience ranged from 4 to 23 years (median=16).

## Instruments

*Emotional Intelligence Scale:* Using the framework of Goleman (1998) and also banking upon the conceptualization of Mayer, Salovey and Caruso (2000, 2000a, 2000b,) and Bar-On (1997, 2000) a total of 113 items were prepared which were rated on a 7 point scale. The items have been prepared to connote emotional aspects of what one experiences in day

to day living. The characteristic features of such experiences are seen in one's reactions being positive or negative. Negative reactions building into the repertoire of emotional living will be characteristically undesirable. Hence, it is more indicative of poor emotional intelligence, whereas positive connotation of such reactions, experiences, feelings and behavioural patterns represent ongoing adjustment of the individual towards which he is well-disposed and is suggestive of superior emotional intelligence. Having defined the above features the items covered emotional expressions, experienced stress and reactions, optimism, positive or negative approach to life's problems and activities, feeling of confidence, self-respect, self-awareness, defeatist feelings or problem solving ways of looking at things, feelings of adequacy, assertiveness and conscientious behaviour etc. Using Principal Axis factor analytic technique on a set of 113 emotional intelligence items 10 dimensions were finally extracted and retained (Shanker & Sayeed 2006). These factors were defined as managing emotionality and impulsiveness, self-acceptance, problem solving focus, self-awareness, self-confidence, decisiveness and independence, empathy, managing stress and anxieties, assertiveness and personal fulfilment. Thus, the defined emotional intelligence dimensions were further validated against a global measure of perceived self-rated success and the number of promotions attained during the career.

*Development of Transformational Leadership Styles Scale:* Using the

framework of Multiple Leadership Questionnaire (Bass 1985) where various dimensions of transformational leadership, namely, idealized attributes and behaviours, inspirational motivation, intellectual stimulation and individual considerations were measured, and also using the criteria focused upon by the researchers of transformational leadership (Jung & Avolio 1999, Gellis 2001, Kelly 2003, Stone, Russel & Patterson 2003, Tichy & Devanna 1986, Hackman & Johnson 1991) a pool of 50 items was prepared. The scale items were rated on a 7 point scale ranging from 1 "Not at all true of me" to 7 "A great extent true of me". The data so collected from various levels of managers were subjected to Principal Axis Factoring Technique with varimax rotation procedure. A series of factor analysis was performed which allowed us to sift, eliminate, classify and reclassify those items which were appropriate as per the defined semantic space of Transformational Leadership Styles. In consequence of the problem that items are perceived in a complex way by the respondents, attempts were made to isolate complex and multi-directional items that seem to have loadings on more than one factor. While observing the criterion value of factor loading being .40 and above, a six factor solution with 29 items was finally accepted. The detailed analysis concerned with appropriate level of factor loadings are given in Table (1). The internal consistency estimates or Alpha coefficients were also calculated on the scores of each subset of items derived from the above factor analysis.

Factor analysis was used for scale construction, and the multivariate relationship between emotional intelligence and transformational leadership styles was tested through canonical correlation procedure besides using multiple regression technique for obtaining R-squares in percentage form (explaining variance) each of the

transformational leadership styles as dependent variable.

**Results**

*Transformational leadership:* The varimax rotated factors were interpreted on the basis of the similarity of items under various dimensions (Table 1).

**Table 1: Principal Axis Factor Analysis of Transformational Leadership Items with Varimax Rotation**

Item No.	Items Transformational Leadership Style					
	F1 Resolute and Empowering	F2 Nurtured Task Focus	F3 Visionary	F4 Futuristic	F5 Unconventional & Innovative	F6 Achievement Focused
1. I am not afraid of taking risks to achieve the results	42	24	29	16	-02	15
2. I evoke a sense of confidence and trust by my behaviour.	61	13	-02	17	19	14
3. I am quite open and receptive to new ideas from people	66	23	-02	13	22	.02
4. I give people freedom to decide how to do.	61	26	22	23	-02	-02
5. I am intellectually of high calibre	71	23	15	14	20	24
6. I protect and support people when there is a need	75	17	-02	-02	13	15
7. I provide clear instructions what to do and what not to do.	21	45	28	19	13	34
8. I only tolerate mistakes while achieving results but also protect people, if necessary.	13	54	17	-02	-02	-12
9. I believe that real learning and growth take place when people explore and in the process also make mistakes.	20	73	-02	-02	24	-02
10. I consult relevant people before taking decisions concerning them and their departments.	29	58	26	17	22	-22
11. I believe in consensus building before taking decisions.	30	50	12	15	33	14

12. I consider genuine mistakes at work as a part of learning process, but do not tolerate repeated mistakes due to carelessness.	20	57	-02	27	28	-02
13. I am totally logical and data based and do not believe in relating on the level of feelings and emotions.	-02	46	-02	32	25	27
14. I am good boundary manager, i.e. managing external environment such as government, politicians, head of the other organization and departments.	28	12	49	12	14	-02
15. I set long term goals without compromising with core values and principles.	-02	22	60	20	15	-02
16. I am a quick decision maker.	-02	-02	76	-10	20	10
17. I am a visionary.	10	-02	63	26	-02	17
18. I am an original thinker.	21	13	51	28	40	-02
19. I am future oriented.	23	23	23	45	10	-02
20. I identify and develop people.	25	16	-02	63	16	24
21. I identify opportunity fast.	21	23	15	72	18	-02
22. I initiate and manage change.	-02	23	25	51	28	-10
23. I am innovative and creative.	22	-02	27	-03	47	02
24. I do things, which are unconventional.	-03	14	-02	-02	43	14
25. I agree to loose short- term achievements when long term is guaranteed	20	19	-02	-02	60	12
26. I create internal change agents.	23	26	22	32	49	-02
27. I take decision based on gut feelings /intuition.	-23	-02	-02	-02	-02	61
28. I focus on achievements and outcomes rather than following the rules and procedures.	-02	-02	30	-02	20	56
29. I do not pay much attention to hierarchical positions in the organization.	-03	-02	-19	-02	12	52

Note : Decimals omitted

**Transformational leaders are perceived as resolute and empowering.**

Factor 1: Resolute & Empowering Style: Transformational leaders are

perceived as resolute and empowering. They are expected to take a stand on organizational issues which they have been generally perceived committed to. They take risks and are able to stand against the status quo in the larger

interest of the organization. They largely empower their followers by giving them more autonomy to achieve their fullest potentials. Being high on this dimensions such leaders are characterized as enablers and tend to allow developmental change and transformation initiated by the subordinates.

**Factor 2: Nurturant-Task Focussed Style:** Transformational leaders are perceived as hard task masters by those subordinates who achieve the targets and they do not hesitate to reward them discerningly. Their focus of attention is on the new learning and exploration into best alternatives to perform the job. These attempts are considered to be synonymous for getting consensus among the group members and slowly rebuilding an achieving organization.

**Factor 3: Visionary Style:** Transformational leaders articulate a shared vision among the followers and communicate clearly the transformation process necessary for developing the organization. In the process they become social architects and a driving force for their subordinates be it routine performance or visionary goals of the organization. They seem to believe in the effective performance of the groups and organization as a whole and direct and channel the managers' energy.

**Factor 4: Futuristic Style:** Transformational leaders are explicitly future oriented without any regret for the past. They look into the broader perspective of working life, rather than narrowing down themselves with the present. In

view of the futuristic perspective change and transformation become a sort of challenge for the organization and therefore, rarely produce distraction for the organization to move ahead.

**Factor 5: Unconventional and Innovative Style:** Transformational leaders are non-conventional. They do not follow the old rules and try to do something which has not been done so far. In the process they innovate and create several new ideas. They do not hesitate to challenge the status quo and never accept themselves or their subordinates to remain in a rut. Generating ideas and also creating acceptability for these ideas they always remain in the forefront of the organization.

**Factor 6: Achievement Focused Style:** Transformational leaders are intuitive and high achievers. They make decisions (sometime) on the basis of their intuition and gut feelings even if it amounts to taking a risk. While having a strong focus on achievement of organizational tasks, ignoring hierarchical boundaries that come in the way is a common practice among transformational leaders.

Table 2 presents summary of the item analysis carried out on the finally accepted items of transformational leadership styles. The median corrected item total correlations ranged from .28 for achievement focused Style to .74 for Futuristic Style. Similarly, the reliabilities ranged from a low of .55 for Achievement Focused Style to a high of

.84 for Resolute and Empowering Style. By and large the item validities and internal consistency estimates both indicated a high degree of reliability of the subscales referred to above transformational leadership styles.

**Table 2: Summary of the Item Analysis on Extracted Factors of Transformational Leadership**

Accepted Factors	No. of	Scale Mean	Scale SD	Median of Corrected Item -Total Correlations	Alpha Reliability
1. Resolute and Empowering styles	6	30.61	5.68	.60	.84
2. Nurturant-Task focus style	7	34.14	7.19	.69	.84
3. Visionary style	5	23.03	5.84	.66	.80
4. Futuristic style	4	20.42	4.00	.74	.78
5. Unconventional and innovative style	4	17.15	3.84	.51	.65
6. Achievement focus style	3	12.26	3.25	.28	.55

Table 3 presents square correlation matrix of emotional intelligence and transformational styles dimensions together with respective means and standard deviations. These average scores and respective standard deviations are drawn from the composite scores obtained for each of the emotional intelligence and transformational leadership dimensions. Since the scaling format ranged from 1 to 7 for both the scales, the average scores of respondents were comparable within emotional intelligence and transformational leadership dimensions. It may be noted that higher scores were obtained for 7 out of 10 emotional intelligence factors; self-awareness, self-confidence and assertiveness tended to score low compared with emotionality and impulsiveness, self-acceptance, problem solving focus decisiveness and independence, personal fulfillment, empathy and experienced stress and anxiety. Out of the 6 transformational leadership dimensions

Resolute and Empowering and Futuristic Styles did excel with higher scores compared with Nurturant-Task Focused, Visionary, Unconventional and Innovative and Achievement Focused Styles.

Table 4 presents canonical correlation between emotional intelligence dimensions and transformational leadership dimensions up to two roots. The multivariate relationship obtained for the first canonical root was .83 with F ratio being 6.58, significant well beyond the .001 level of confidence. The second canonical correlation testing residual relationship between the above sets of variables showed the magnitude of .63, significant well beyond the .001 level of confidence. The redundancy statistics showed cumulative variance of 28.72 per cent for emotional intelligence and 34.23 per cent for transformational leadership dimensions.

**Table 3: Descriptive Statistics & inter-correlations between Emotional Intelligence & Transformational Leadership Dimensions.**

	Mean	SD	emo_imp	sif_accept	ps_orient	sif_aware	sif_conf	dec_ind	per_ful	empathy	Anx_str	Assert	TIDim1	TLDIM2	TLDIM3	TLDIM4	TLDIM5	TLDIM6
emo_imp	5.01	1.06	1	.444**	.391**	.295**	.333**	.522**	.587**	.335**	.629**	.126	.263**	.227**	.038	.167	.275**	-.436**
sif_accept	5.03	1.09	.444**	1	.448**	.533**	.526**	.432**	.388**	.382**	.342**	.465**	.525**	.520**	.330**	.406**	.332**	-.097
ps_orient	5.23	1.06	.391**	.448**	1	.442**	.564**	.374**	.410**	.523**	.299**	.339**	.496**	.621**	.300**	.467**	.331**	-.168*
sif_aware	4.85	0.96	.295**	.533**	.442**	1	.444**	.298**	.337**	.287**	.364**	.446**	.482**	.583**	.237**	.395**	.468**	-.071
sif_conf	4.91	1.07	.333**	.526**	.564**	.444**	1	.385**	.410**	.320**	.242**	.287**	.309**	.505**	.420**	.419**	.280**	-.064
Dec_ind	5.09	1.05	.522**	.432**	.374**	.298**	.385**	1	.306**	.158	.409**	.172*	.053	.273**	.224**	.239**	.339**	-.170*
per_ful	5.67	1.20	.587**	.388**	.410**	.337**	.410**	.306**	1	.332**	.461**	.206*	.339**	.401**	.185*	.356**	.185*	-.190*
empathy	5.25	1.03	.335**	.382**	.523**	.287**	.320**	.158	.332**	1	.290**	.196*	.484**	.359**	.205*	.372**	.017	-.315**
Anx_str	5.05	0.99	.629**	.342**	.299**	.364**	.242**	.409**	.461**	.290**	1	.256**	.277**	.150	-.089	.250**	.262**	-.412**
Assert	4.84	1.44	.126	.465**	.339**	.446**	.287**	.172*	.206*	.196*	.256**	1	.497**	.258**	.308**	.384**	.288**	.081
TIDim1	5.11	0.96	.263**	.525**	.496**	.482**	.309**	.053	.339**	.484**	.277**	.497**	1	.577**	.254**	.594**	.439**	-.019
TLDIM2	4.87	1.03	.227**	.520**	.621**	.583**	.505**	.273**	.401**	.359**	.150	.258**	.577**	1	.362**	.606**	.531**	.035
TLDIM3	4.49	1.05	.038	.330**	.300**	.237**	.420**	.224**	.185*	.205*	-.089	.308**	.254**	.362**	1	.411**	.367**	.345**
TLDIM4	5.13	0.96	.167	.406**	.467**	.395**	.419**	.239**	.356**	.372**	.250**	.384**	.594**	.606**	.411**	1	.512**	.059
TLDIM5	4.31	0.97	.275**	.332**	.331**	.468**	.280**	.339**	.185*	.017	.262**	.288**	.439**	.531**	.367**	.512**	1	.184*
TLDIM6	4.08	1.07	-.436**	-.097	-.168*	-.071	-.064	-.170*	-.190*	-.315**	-.412**	.081	-.019	.035	.345**	.059	.184*	1

Note: emo\_imp=Emotionality and impulsiveness; sif\_accept=Self-acceptance; ps\_orient=problem Solving focused; sif\_conf=Self-confidence; dec\_ind = Decisiveness and Independence; per\_ful=personal fulfillment; empathy = Empathy; Anx\_str=Anxiety and Stress; Assert=Assertiveness; TIDim1 =Resolute and Empowering Style; TLDIM2= Nurturant-Task focused Style; TLDIM3=Visionary Style; TLDIM4 = Futuristic Style; TLDIM5 = Unconventional and Innovative Style; TLDIM6= Achievement focused Style.style

The canonical loadings up to two roots are also presented for emotional intelligence dimensions and transformational leadership styles, besides doing an impact analysis of emotional intelligence dimensions over each of the transformational leadership styles. This impact analysis was conducted through

multiple regression taking each transformational leadership dimensions as dependent variable. The goodness of fit statistics ( $R^2$ ) showed emotional intelligence dimensions explaining variance from a minimum of 31.42 for Achievement Focused Style to a maximum of 60.20 for Nurturant Task Focused Style.

**Table 4: Canonical Correlations between Emotional Intelligence & Transformational Leadership Dimensions.**

Root #	Canonical Correlation	Wilks Lambda	F Ratio	Significance	
I	.83	.08	6.58	.001	
II	.63	.24	4.40	.001	
Sr. No.	Independent Variable	Canonical Loading I    II	Dependent Variable	Varimax Rotated Canonical Loading I    II	R <sup>2</sup> (%)
1.	Emotionality & Impulsiveness	-42   -68	Resolute & Empowering Style	.18   .16	53.20**
2.	Self-Acceptance	-73   -13	Nurturant Task Oriented Style	.56   .42	60.20**
3.	Problem Solving Focus	-84   -08	Visionary Style	.49   .63	31.42**
4.	Self-Awareness	-68   -19	Futuristic Style	.82   .20	35.00**
5.	Self-Confidence	-65   -15	Unconventional & Innovative Style	.21   .64	33.14
6.	Decisiveness & Independence	-29   -17	Achievement Focused Style	.14   .18	31.24**
7.	Personal fulfilment	-56   -09			
8.	Empathy	-70   -18			
9.	Anxiety & Stress	-25   -79			
10.	Assertiveness	-44   -10			
	Redundancy (%)	23.80   4.92	Redundancy (%)	25.65   8.58	

\*\*p<.001

**Problem solving focus, self-acceptance, empathy, self-awareness and self-confidence are the factors in that order that have strongly influenced the linear composites of the Transformational Leadership Styles dimensions**

The canonical analysis revealed that problem solving focus, self-acceptance, empathy, self-awareness and self-confidence are the factors in that order that have strongly influenced the linear composites of the Transformational Leadership Styles dimensions consisting of Futuristic Style, nurturant Task Focused Style, Unconventional and

Innovative Styles. The other Transformational Leadership Styles seem to have relatively lower convergence with emotional intelligence dimensions.

The impact analysis of emotional intelligence over the Transformational Leadership factors revealed that emotional intelligence dimension's total impact is greater on Nurturant Task Focused Style (60.2%) followed by Resolute and Empowering Style (53.2%) and Futuristic Style (35.42%).

### Discussion

The main objective of the present study was to identify the dimensions of transformational leadership in terms of certain defining attributes critical for enhancing change and transformation of organizations through leader-subordinate interaction modality. Transformation in organizations may follow through HR level policies or it may result from leadership interventions. The former approach takes longer time whereas the latter approach may be difficult yet more practical due to simultaneous interventions exercised through various levels of leaderships involved within the organization.

The 6 transformational leadership modalities drawn from 50 attributes of leadership behaviour comprised 29 critical aspects which included (1) Resolute and Empowering Style (2) Nurturant-task Focused Style (3) Visionary Style (4) Futuristic Style (5) Unconventional and Innovative Style (6) Achievement Focused Style. It is

presumed that if the managing components of leadership positions in an organization are fully infused with transformation centric behaviour/style, these may create a rewarding work environment in which seniors' roles are perceived not necessarily as 'action oriented for results alone' but as caring, compassionate, committed professionals at the workplace and corporate level. The 6 transformational leadership styles could technically be characterized as relatively orthogonal to each other and had a very few overlaps of loadings with other factors of transformational leadership behaviour. The item validities assessed through item total correlations, factor loadings and also internal consistency estimates obtained for each sub-scale surpassed the standard criterion values generally accepted for psychometric measures (Nunnally 1978).

In addition to defining the leadership construct, the relationship between emotional intelligence and transformational leadership dimensions in a multivariate framework has fully confirmed the hypothesized influence of emotional intelligence temperament at the core managerial level that comprised managing aspects and the soft skills that together maximize superior-subordinate goal directed interaction process. The inner personal qualities of managers such as managing one's emotionality and impulsiveness, self-acceptance, problem solving focus, self-awareness, self-confidence, personal fulfilment, empathy etc. are significant temperamental qualities for coping with strains and stresses of the workplace besides

producing results through people. The strong linkages between the two constructs especially in the areas of Nurturant Task Focused Style, Resolute and Empowering Style and Futuristic Style apart from others showed crucial importance of emotional intelligence in the functioning of managers as leaders. The canonical correlations explaining 28.72 and 34.23 per cents of variance on the side of emotional intelligence and transformational leadership dimensions respectively could be taken as evidence for accepting the role of emotional intelligence in superior-subordinate leadership modality leading to change and transformation at the work place (Barling, Slate & Kelloway 2000, Gardner & Stouch 2002, Paler et al., 2001).

These findings hinted upon the existence of a network of relationships between core temperamental factors and organizationally-valued leadership factors, which may develop the processes of organization for growth or make them defunct depending upon managers' ways of handling tasks and relationship components of their jobs. The positive aspects of the co-occurrence of temperament of managers and their transformational leadership is highly suggestive of an influencing mechanism created and activated by the enabling force of emotional intelligence in one's managerial work. Even though the enabling force of emotional intelligence may affect fully the performance potential of employees, certain pliable soft aspects of climate/culture, conflict handling behaviour, caring and warmth exuding relationships in interpersonal contexts

and within group net-working styles of subordinate etc., are more likely to impact through transformational leadership behaviour of managers, which in turn, is impacted by the level of emotional intelligence one possesses.

**The co-occurrence of temperament of managers and their transformational leadership is highly suggestive of an influencing mechanism created and activated by the enabling force of emotional intelligence.**

A significant issue that needs explanation here is that the leadership potential of a manager is largely determined by one's emotional capability as a person within a position power context. Poor emotional capability forces managers to resort to position power tactics ignoring the negative consequences of such behaviour whereas higher emotional capability becomes an enabler for managing transformation and change processes through goal directed subordinate behaviour (Jung & Avolio 1999). Hence, the higher emotional intelligence, by and large, is a factor of concern for any one who aspires to be a leader in a formal context of the organization

In conclusion, the transformational leadership styles has 6 distinct dimensions, each of them reflective of managerial leadership behaviour as interfaced in an organizational context uniquely demonstrating change/transformation created by the leadership impact. Thus, the leadership is perceived going beyond the task domain

to a change/transformation niche by way of influencing soft organizational processes. The strong linkages between the dimensions of emotional intelligence and transformational leadership fully confirmed the enabling force of emotional intelligence as part of managerial temperament or emotional capability that enormously influences the soft aspects of the organization.

### Implications

Importance of effective leadership is increasingly perceived in organizations to meet the new challenges of growth and development. The role of emotional intelligence is equally significantly recognized for its temperamental impact on the organization through an attempt at transformation and change. Since the enabling mechanism rests at the managers' temperamental level thereby creating emotional capability, there is a need to enhance this enabling force in the organization through HR interventions in the area of selecting emotionally intelligence professionals and training those who are trainable, and who can inculcate a process of transformation through people. To this end, the temperamental dimension or emotional capability of managers need to be strengthened for (a) enhancing softer yet goal-directed behaviour of subordinate employees and (b) engaging them as co-partners of leadership processes and as those who have stake in the development of the organization.

### References

Bachman, J.S., Stein, K.C Sitarenios (2000), "Emotional Intelligence in the Collection

of Debt." *International Journal of Selection and Assessment*, 8: 176-82.

Barbuto, J.E. (2005), "Motivation and Transactional, Charismatic, and Transformational Leadership: a Test of Antecedents," *Journal of Leadership and Organizational Studies*, 11(4): 26-40.

Barling J., Slater F., & Kelloway E.K. (2008), "Transformational Leadership and Emotional Intelligence," *Leadership and Organizational Development Journal*, 21(3): 157-61.

Bar-On, R. (1997), *The Bar-On Emotional Quotient Inventory (EQ-i): Technical Manual*, Toronto, Ontario, Multi-Health Systems.

Bar-On, R. (2000), "Emotional and Social Intelligence: Insights from the Emotional Quotient Inventory (EQ-I)", in Bar-On, R and/Parker, JDA (Eds.), *Handbook of Emotional Intelligence*, San Francisco, Jossey-Boss.

Bass, B.M. (1985), *Leadership and Performance beyond Expectations*, New York, Free Press.

Bass, B.M. & Avolio, B.J. (1989), *Manual for the Multifactor Questionnaire*, Palo Alto, Ca., Consulting Psychologist Press.

Bass, B.M. & Avolio B.J. (1993), "Transformational Leadership: a Response to Critiques", in Chemers and R. Ayman (Eds.), *Leadership Theory and Research: Perspectives and Directions*, New York, Academic Press.

Bass, B.M. & Avolio B.J. (1990), "The Implications of Transactional and Transformational Leadership for Individual, Team and Organizational Development," *Research in Organizational Change and Development*, 4:231-72.

Bryman, A. (1992), *Charisma and Leadership in Organizations*, London, Sage.

Burns, J.M. (1978), *Leadership*. New York, Harper and Row.

- Bycio P., Hackett, R.D., & Allen, J.S. (1995), "Further Assessment of Bass's (1985) Conceptualization of Transactional and Transformational Leadership", *Journal of Applied Psychology*, 80: 468-78.
- Carson, K.D., & Carson, P.P. (1998) "Career Commitment Competencies and Citizenship." *Journal of Career Assessment*, 6: 195-208.
- Ciarrochi, J.V., Chan, A.Y., & Caputi, P. (2000). "A Critical Evaluation of Emotional Intelligence Concept", *Personality and Individual Differences*, 28: 539-61.
- Ekman, P. (1993). "Facial Expression and Emotion", *American Psychologist*, 48: 384-92.
- Ekman, P., & Friesen, W.V. (1975), *Unmasking the Face: A Guide to Recognizing the Emotion from Facial Cues*, Englewood Cliffs, NJ, Prentice Hall.
- Feinberg, B.J., Ostroff, & Burke, W.W. (2005), "The Role of Within-group Agreement in Understanding Transformational Leadership", *Journal of Occupational and Organizational Psychology*, 78: 471-88.
- Gardner, L. (2005), *Emotional Intelligence and Occupational Stress*, Ph.D. Thesis, Swinburne University
- Gardner L., & Stough C. (2002), "Examining the Relationship between Leadership & Emotional Intelligence in Senior Level managers", *Leadership and Organizational Development Journal*, 23 (2): 68-78.
- Gellis, Z.D. (2001), "Social Work Perceptions of Transformational and Transactional Leadership in Health Care", *Social Work Research*, 25 (1): 17-25.
- Goleman, D. (1995), *Emotional Intelligence*, New York, Bantam Books.
- Goleman, D. (1998), *Working with Emotional Intelligence*, New York, Bantam Books.
- Goleman, D., Boyatzis, R., & McKee, A. (2002), *Primal Leadership: Realizing the Power of emotional Intelligence*, Boston, Harvard Business School Press.
- Greenberg, J., Baron, R.A., Sales, C.A., & Owens, F.A. (2000), *Behaviour in Organizations*, Canada, Pearson Education Inc.
- Hackman M. & Johnson C. (1991), *Leadership*, Prospect Heights, Waveland Press.
- Harrison, L. (1997), "Toward a More Effective Model of HIV/AIDS Education: Some Findings from a School-Based Sexuality Education, Pilot Project, Health Promotion." *Journal of Australia*, 7(3):185-88.
- Howell, J.M. & Frost, P.J. (1989). "A Laboratory Study of Charismatic Leadership." *Organizational Behaviour and Human Decision Processes*, 43 (2): 243-69.
- Johns G. & Saks, A.M. (2001), *Organizational Behaviour: Understanding and Managing Life at Work*, Toronto, Addition Wesley Longman.
- Jung, D.I. & Avolio, B.J. (1999), "Effects of Leadership Style and Followers' Cultural Orientation on Performance in Groups and Individual Task conditions," *Academy of Management journal*, 47(2): 208-18.
- Kelly, M.L. (2003), *Academic Advisers as Transformational Leaders. The Mentor*, <http://www.psu.deu/dus/mentor/030101mk.htm>.
- Kirkpatrick, S.A & Locke, E.A. (1996), "Direct and Indirect Effects of Three Core Charismatic Leadership Components on Performance and Attitudes," *Journal of Applied Psychology*, 81: 36-51.
- Mandell, B & Pherwani, S. (2003), "Relationship between Emotional Intelligence and Transformational Leadership Style: a Gender Comparison," *Journal of Business Psychology*, 17(3): 387-404.
- Mayer, J.D., & Salovey, P. (1997), "What is Emotional Intelligence"? in P.S.D. Sluyter (Eds.), *Emotional Development and Emotional Intelligence: Implications for Educators*. New York, Basic Books.
- Mayer, J.D., Salovey, P., & Caruso, D.R. (2000), *MSCEIT Item Booklet (Version 2.0)*.

- Toronto, Ontario, Multi-Health Systems Publishers.
- Mayer, J.D., Salovey, P., & Caruso, D.R. (2002a), Mayor-Salovey-Caruso Emotional Intelligence Test (MSCEIT), Item Booklet. Toronto, Ontario, Canada, MHS Publishers.
- Mayer, J.D., Salovey, P., & Caruso, D.R. (2002b), Mayor-Salovey-Caruso Emotional Intelligence Test (MSCEIT): User's Manual, Toronto, Ontario, Canada, MHS Publishers.
- Nunnally, J.C. (1978), *Psychometric Theory*, New York, McGraw-hill .
- Palmer B., Burgess Z., & Stough, C. (2001), "Emotional Intelligence and Effective Leadership." *Leadership and Organizational Development Journal*, 22(1): 5-10.
- Palmer, B.R., Gardner, L & Stough, C. (2003), "The Relationship between Emotional Intelligence, Personality, and Leadership Effectiveness", Paper presented at the 5<sup>th</sup> Australian Industrial & Organizational Conference, Melbourne.
- Parry, K. (2000), "Does Leadership Help the Bottom Line?" *New Zealand Management*, 47 (3): 38-41.
- Rosete, D. & Ciarrhochi, J (2005), "Emotional Intelligence and Its Relationship to Workplace Performance Outs of Leadership Effectiveness", *Leadership and Organizational Development Journal*, 26 (5): 388-99.
- Riggio, R.E., Murphy, S.E. & Pirozzolo, F.J. (2002) (Eds), *Multiple Intelligences and Leadership*, Mahwah, NJ., Lawrence Erlbaum Associates.
- Salovey, P. & Mayer, J.D. (1990), "Emotional Intelligence." *Imagination, Cognition & personality*, 9:185-211.
- Shankar, M & Sayeed, OB (2006), "Assessing Emotionally Intelligent Managers: Development of an Inventory and Relationship with Managers, Professional Development." *Indian Journal of Industrial Relations*, 42 (2): 227-43.
- Simic, I. (1998), "Transformational Leadership – the Key to Successful Management of Transformational Organizational Changes," *Facta Universitas*, 1(6): 49-55.
- Smigla, J.E. & Pastoria, G. (2000), "Emotional Intelligence: Some Have It, Others Can Learn," *The CPA Journal*, 70(6): 60.
- Sosik, J.J., & Megerian, L.E. (1999), "Understanding Leader Emotional Intelligence and Performance: the Role of Self-Other Agreement on Transformational Leadership Perceptions." *Group and Organization Management*, 24 (3):367-90.
- Spreitzer, G.M., Perttula, K.H. & Xin, K., (2005), "Traditionality Matters: an Examination of the Effectiveness of Transformational Leadership in the United States and Taiwan", *Journal of Organizational Behaviour*, 26: 205-27.
- Stone, A.G., Russell, R.F. & Patterson, K. (2003), *Transformational versus Servant Leadership – a Difference in Leader Focus*, Servant Leadership Roundtable, October 2003. <http://www.regent.edu/acad/csls/2003servantleadershiproundtable/stone.pdf>
- Tabachnik, BG & Fidell, LS. (2006), *Using Multivariate Statistics* (5<sup>th</sup> edn.), New York, Harper Collins.
- Tichy, N.M. & Devanna, M.A. (1986), *The Transformational Leadership*, New York, John Wiley & Sons.
- Vitello-Cicciu, J.M. (2002), "Exploring Emotional Intelligence: Implications for Nursing Leaders," *Journal of Nursing Administration*, 32 (4): 203-10.
- Yukl, G A. (2002), *Leadership in Organizations*, (5<sup>th</sup> edn.). Upper Saddle River, NJ., Prentice Hall.