

## **IMPACT OF EMOTIONAL INTELLIGENCE ON THE DEVELOPMENT OF LEADERSHIP SKILLS: A STUDY OF SERVICE SECTOR**

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### **ABSTRACT**

What affects an organisation's interest is LEADERSHIP; and therefore its perceived importance in business has always attracted the attention of professionals, policy makers and researchers. In order to progress or even sustain in a rapidly changing competitive business environment administering change and managing emotions of employees are critical factors that are largely influenced by the leadership skills. Hence, the ability to understand peoples' emotions and manage accordingly is the key factor to lead an organisation effectively. Peoples' emotions are vital as far as their performance is concerned, so the good leaders are generally use their emotional intelligence while dealing with employees and managing them. Present study makes an attempt to find out the relationship between Emotional Intelligence and Leadership Skills. Leadership is a process of social influence which works to increase the efforts of others in pursuit of a common goal. Leadership refers to the ability to influence, motivate and enable others to contribute to the effectiveness and success of the organisations. Emotional Intelligence is the ability to recognize, understand, manage own emotions and also to influence the emotions of others (Goleman, 1996). It, therefore, becomes imperative to discuss whether or not Emotional Intelligence has an effect on the Leadership skills of professionals in an organisation. The ability to be perceptively in tune with yourself and your emotions, as well as having sound situational awareness can be a powerful tool for leading a team. The act of knowing, understanding, and responding to emotions, overcoming stress in the moment, and being aware of how your words and actions affect others, is described as emotional intelligence. The objective of this paper is to study the

impact of emotional intelligence on the development of leadership skills, which is imperative for the success and growth of the organisation. Emotional intelligence is assessed using the Schutte Self Report Emotional Intelligence Test (SSEIT) consists of thirty three items to be responded. The leadership skills are examined using developing leadership skills questionnaire developed by Peter G. Northouse consisting eighteen items, by means of quantitative study involving a sample of hundred managers from Dehradun districts working in service industry. The findings of this paper demonstrate that there is a positive and significant correlation between EI and the development of leadership skills among managers.

**Keywords:** Leadership skills, Emotional intelligence, Business environment

## **INTRODUCTION**

With the uncertainty of rapidly changing business environment, the issue whether the leaders are born or made has become irrelevant. They are born and made, as organisations are consciously making efforts on developing leadership skills through various leadership development programs (Conger, 1992). Goleman posits that great leaders work through emotions and they are also responsible for driving emotions in the right direction. Emotional Intelligence (EI) is ability of individual to regulate his/her emotions and to influence others' emotions, thinking and actions. If emotions are carefully administered and managed, it helps in the development of trust, loyalty, and commitment and also increases the efficiency and the effectiveness of individual, team and subsequently organizations. The concept of EI has been conceptualized as an important predictor for success at work (Goleman, 1995). He further claimed that well developed training programmes could enhance emotional abilities (contained in EI) within, and amongst employees and leaders, and thus positively influence overall organisational performance and success (Goleman, 1998) .

Researchers believe that leadership skills with emotional intelligence play an important role in the success of leaders in their workplace. Emotional intelligence connects a leader's cognitive abilities with their emotional state (Mayer & Salovey, 1997). Ulrich (1997) stated that HR needs to meet the challenges of change and requires developing new competencies and leadership plays a very significant role in dealing with change in an organisation. Leaders high in emotional intelligence are key to organizational success and they must have the capacity to sense employee's feelings at their work environment, to manage their own

emotions in order to gain the trust of employees, to intervene when problems arise and to understand the political and social environment within an organization (Goleman, 2001). A leader has the capacity to influence organization efficiency and effectiveness by setting a particular work climate. EI is considered to be a vital factor in determining personal and professional success and also influences the psychological well being and emotional health of individual, which further have strong influence on the leadership skills of an individual (Stuart & Paquet, 2001). Carmeli (2003) affirms the importance of studying the role of EI in successful leadership.

The purpose of this paper is to investigate the relationship between emotional intelligence and leadership skills. Development of information technology, changes in organisation structures, globalization, workforce diversity and succession planning are just a few of the changes that have made a significant impact on the organisations' work culture. Organizations and the people who work within the system are more than just machines to accomplish a task. Emotions play a significant role in making tough decisions in a business environment where change is happening minute-by minute. O'Connor and Little (2003) also accept the importance of potential value of EI for improving a leader's professional and personal life. New roles for leaders include not only cognitive abilities, but also the capability to understand and manage one's own emotions and those of others (Bryson, 2004). They support the notion that EI is a more effective predictor of success in a leadership role and life achievement, than general intelligence. EI has been described as an important construct for leadership success and it has proposed screening for EI in the recruitment process may aid in the identification of potentially more successful leaders (Gardner and Stough, 2003).

Batool (2013) believed that EI is an important tool which helps leaders to judge people more clearly and closely and develops a sense of sensitivity, balance feeling and improves cognitive capacity and creative thinking. Olakitan (2014) stated in their study that the leaders who use emotional intelligence in their workplace are able to build strong relationships at their work. Gautam & Khurana (2017), agreed in their study that that emotional intelligence abilities can be learned and taught, entrepreneurs who are able to exploit their emotional intelligence would be able to create competitive edge in negotiations, obtaining and maintaining customers as well as providing required leadership. Therefore, there has been a

significant and sustained growth in interest in the area of leadership and emotional intelligence. This paper is an attempt to study the influence of emotional intelligence on leadership skills of employees and tries to affirm the notion that people with high emotional intelligence are successful leaders in their workplace.

## **EMOTIONAL INTELLIGENCE AND LEADERSHIP SKILLS: A REVIEW OF LITERATURE**

Mayer and Salovey (1990) conducted a research, as an attempt to study the emotions of individuals; exploring that why some individuals were better at reading emotions than others and for the first time the term 'emotional intelligence' was published. Mayer and Salovey followed with a second study shortly thereafter that proposed the first model of emotional intelligence and brought its attention to the research community (Salovey & Mayer, 1990). They presented a framework for emotional intelligence, a set of skills hypothesized to contribute to the accurate appraisal and expression of emotion in oneself and in others, the effective regulation of emotion in self and others, and the use of feelings to motivate, plan, and achieve in one's life. The prominent notion of Emotional intelligence is brought by Daniel Goleman with his mega best-seller, *Emotional Intelligence: Why It Can Matter More Than IQ*, which grabbed the interest of researchers, academia and organisations immediately. He popularised the concept of emotional intelligence which includes self-awareness and impulse control, persistence, zeal and self-motivation, empathy and social deftness (Goleman, 1995).

Emotional intelligence significantly influences the leadership roles, as leaders need everyone to do their jobs as effectively as possible and this requires a high degree of interpersonal effectiveness. Cooper and Sawaf (1997) stated in their book, that seven percent of leadership success is attributable to intellect and remaining comes from trust, integrity, authenticity, honesty, creativity and resilience. Feldman (1999) stated that leaders with high levels of emotional intelligence positively apply social skills to influence others, create strong relationships with clients and employees. Emotional intelligence also has a strong influence on self motivation. Emotionally intelligent leaders, with a great deal of personal efficacy, are more motivated to face situations with confidence, as they feel more secure in their ability to control and influence life events (Sosik and Megerain, 1999). George (2000) suggested in his study that leaders with high EI are able to recognise, appraise, predict and manage emotions in a way that enables them to motivate their team. Ruderman et. al

(2001) has uncovered links between specific elements of emotional intelligence and specific behaviours associated with leadership effectiveness and ineffectiveness.

Leaders are conceived as catalyst for change. They are the individuals who have the capacity to enhance, maintain a performance dependent upon the leadership style that they exhibit (Humphreys, 2002). Leaders also have the propensity to ignite passion and a deep desire that brings out the best in each one of us (Goleman, Boyatzis and McKee, 2002). Leaders with high EI awareness in their personality show high job performance as well as compared to others (Abraham, 2000; Carmeli, 2003). Effective leadership is an ability of a leader to manage a situation appropriately or be able to meet the target of the activities and objectives set by organizations which require the right set of behaviour and traits, which are the consequence of high EI (Rastogi and Dave, 2004). Emotional intelligence contributes to people's capacity to work effectively in teams, manage stress, and lead others effectively (Rosete and Ciarrochi, 2005).

Emotional intelligence is defined as one's ability to use non cognitive skills and competencies, while dealing with demands and pressure of life (Bar-On, 2006). Emotional intelligence is becoming increasingly relevant both for personal development as well as institutional one, since the principles of emotional intelligence offer a new way of comprehending and evaluating the behaviour of the people, their aptitudes, skills, and potential and management styles. Sunindijo, R. Y., Hadikusumo, B., and Ogunlana, S. (2007), in their study observed positive correlations between leadership behaviours and EI dimensions and these correlations show the dimensions of EI that generate particular leadership behaviour. The study also found that EI generates delegating, open communication, and proactive behaviour.

Emotional intelligence improves a leader's capacity of excellent performance in carrying out increasingly more complex and difficult tasks (Green, 2009). Researcher further claims that when we communicate we use our emotional abilities in order to adapt communication to the needs of the audience and to speak convincingly, which helps leaders in the way present day to cope with everyday challenges. Researchers argued that emotionally intelligent employees drive great benefits to organizations. EI is a proven necessity for achieving success in work performance on different levels such as individuals, learning institutes and

organizational groups / teams. The notion of EI is not just a psychological concept or theory it is rather closely connected with different institutional and organizational aspects as well (Beigiand Shirmohammadi, 2009). Aloysius (2010) stated in their study that EI and its various factors are significantly correlated with leadership effectiveness and leadership abilities vary according to level of emotional intelligence. Employees seem to appreciate leaders' abilities to control their impulses and anger, to with stand adverse events and stressful situations, to be happy with life, and to be a cooperative member of the group.

Brown (2014) suggested that there is a link between EI, transactional and transformational leadership styles and sales performance. Both transactional and transformational leadership styles and the level of emotional intelligence acuity can effect and determine the level of performance. Goleman (2014) believed that leadership boils down to a series of social exchanges in which the leader can drive the other person's emotions into a better or worse state. Socially intelligent leader helps people contain and recover from their emotional distress. Nabih et. al (2016) concluded in their study that emotional intelligence is an significant indicator of leadership effectiveness. Self-emotion appraisal and use of emotion were the most important variables of emotional intelligence, impacting leadership effectiveness in the organization. On the other hand, emotion regulation seemed to be difficult to control, thus it's the least affecting factor and use of emotion accounts for more of the variance in leadership effectiveness. Mfikwe and Pelser (2017) studied gender difference and the significance of emotional intelligence and leadership styles in their study. They concluded that emotional intelligence and leadership are two important correlates of which leadership provides the context in which emotional intelligence operates and emotional intelligence is an enabler of leadership. Emotional intelligence factors directly affect leadership decisions and a positive environment.

## **RESEARCH METHODOLOGY**

### ***Objective of the study***

The objective of this research paper is to assess the emotional intelligence of respondents and to determine the relationship between emotional intelligence and leadership development skills of the managers in the service sector, in the Dehradun district of Uttarakhand.

### ***Research Design***

The survey design technique is used for the present research. Survey design is a technique of data collection in which questionnaire is used to collect primary data. According to Shaughnessy and Zechmeister (1997), this design is ideal to address the descriptive functions with correlational research. A quantitative data survey design was used to answer the research objectives of the present study.

### ***Sampling***

The study was conducted on the sample of one hundred managers, working in service sector, ranging in age group from 20 to 60 years, selected through random sampling in the district of Dehradun. For the selection of sample, convenience sampling was followed and executives working in various corporate units were taken as respondents.

### ***Measuring instruments***

The present study used pre-tested questionnaires for assessing the score of emotional intelligence and leadership skills of the respondents. The Schutte Self-Report Emotional Intelligence Test (SSEIT), developed by Schutte (1998), is used for assessing the score of emotional intelligence. SSEIT is a method of measuring general Emotional Intelligence (EI), using four sub-scales: emotion perception, utilizing emotions, managing self-relevant emotions, and managing others' emotions. It includes a 33-item self-report using a 1 (strongly agree) to 5 (strongly disagree) scale for responses. Each sub-test score is graded and then added together to give the total score for respondent.

Leadership Skill Development Questionnaire, developed by Peter G. Northouse is used for studying the profile of leaders showing their strengths and weaknesses. The questionnaire consists of eighteen items, using interpersonal skills, administrative skills and conceptual skills as sub-scales. The respondents were asked to place themselves in the role of a leader while responding to the questionnaire.

**Table-1 Variables and Its Sub-scales**

<b>Variables</b>	<b>Sub Scales</b>
Emotional Intelligence	<ul style="list-style-type: none"><li>• Emotion Perception</li><li>• Utilizing Emotions</li><li>• Managing self-relevant emotions</li><li>• Managing others' emotions.</li></ul>

Leadership Skills	<ul style="list-style-type: none"> <li>• Administrative Skills</li> <li>• Interpersonal Skills</li> <li>• Conceptual Skills</li> </ul>
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**Data Collection**

The study is based on primary data, as well as secondary data. The secondary data is collected through various journals, research papers, magazines and other print and electronic medium. The primary data is collected with the help of well pretested questionnaire in Dehradun district of Uttarakhand. Emotional intelligence is assessed using the Schutte Self Report Emotional Intelligence Test (SSEIT) consists of thirty three items to be responded and the leadership skills are examined using developing leadership skills questionnaire developed by Peter G Northouse consisting eighteen items.

**ANALYSIS OF DATA**

To investigate the relationship between emotional intelligence and leadership, this study employs the descriptive, ANOVA and correlation analyses. Descriptive analysis involves computing of mean, standard deviation, skewness and kurtosis. ANOVA is used to determine whether there are any statistically significant differences between the means of independent groups and dependent groups. Correlation analysis, on the other hand, describes the degree of relationship between two variables i.e., emotional intelligence and leadership skills, and ranges from -1.00 to 1, with -1.00 and 1.00 representing perfect negative and positive relationships respectively.

**Socio-demographic Statistics**

The socio-demographic data of the respondents were also collected for this study. Table 1 summaries the spread of population on different parameters of demographics such as gender, age, educational qualification, and total working experience of the respondents. It shows that 60 percent of the respondents are male and 40 percent respondents are female, between the ages of 20 years to 50 years. The majority of the participants around 61 percent have completed their post graduation degrees. Around 32 percent of the respondents have the total working experience of around 5 to 10 years and 28 percent respondents have 15-20 years of experience.

**Table-2: Socio – Demographics Distribution of the Study**

Variables	Frequency (N=100)	Percentage
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<b>Gender</b>		
Male	60	60
Female	40	40
<b>Age (Years)</b>		
20-30	28	28
30-40	64	64
40-50	8	8
50-60	0	0
<b>Educational Qualification</b>		
Intermediate	0	0
Graduate	23	23
Post Graduate	61	61
Higher Degree	16	16
<b>Total Experience (Years)</b>		
Less than 5	16	16
5-10	32	32
10-15	24	24
15-20	28	28
More than 20	0	0

### *Descriptive Statistics*

This section deals with the detailed descriptive statistics showing the Mean value, Standard Deviation, Standard Error of all the responses collected from the managers for assessing emotional intelligence using ‘The Schutte Self Emotional Intelligence Test’ and Leadership Skills using ‘Leadership Development Skill’ questionnaire. Table-2 shows the results of descriptive statistics of the data collected using pretested questionnaire.

**Table-3: Detailed Descriptive Statistics**

	N	Mean	Std. Dev.	Std. Error	Skewness	Kurtosis
					Statistics	Statistics
<b>Emotional Intelligence</b>	100	135.93	12.609	1.260	.487	-.923
<b>Leadership Skills</b>	100	74.65	7.842	.784	.254	-.893

In the present study the data was checked for normality by comparing the skewness and kurtosis of the interval scaled items. The Mean and Standard deviation presented in the table shows that mean score of emotional intelligence of the respondents is 135.93 and standard deviation is 12.609, while mean score for leadership skills of the respondents is 74.65 and standard deviation is 7.842. The statements can be considered having normal distribution if the skewness and kurtosis falls between +3 and -3. The Table-2 shows that there are no items

which fall outside the required range. Therefore, it was determined that all items had normal distribution.

### Analysis of Variance

**Table-4: ANOVA for Leadership Skills**

LS	ANOVA				
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5517.152	29	190.247	23.298	.000
Within Groups	571.598	70	8.166		
Total	6088.750	99			

ANOVA is a technique that can be used to compare means of two or more samples. ANOVA was conducted to see the significant relationship between the independent variable i.e. Emotional Intelligence and dependent variable i.e. Leadership skills. In order to study the impact of emotional intelligence on leadership skills, following null-hypothesis is framed:

➤ **H<sub>0</sub>: EI has no significant impact on the leadership skills**

The results of the study show that there is a significant impact of EI on leadership skills of the managers in service sector. Table-3 illustrates that for the hypothesis it is evident that the value of  $F(29, 70) = 23.298$  with  $p=0.000$  i.e.  $p<0.05$ , shows that there exists significant impact of EI score on leadership skills of managers in service sector. As the P value is less than 0.05 for 5% significance level, so, Null hypothesis H<sub>03</sub> is rejected.

### Correlation Analysis

**Table-5: Correlation Analysis**

		EI	LS
EI	Pearson Correlation	1	.879**
	Sig (2-tailed)		.000
	N	100	100
LS	Pearson Correlation	.879**	1
	Sig (2-tailed)	.000	
	N	100	100

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

Correlation is defined as the degree to which the values of two or more variables vary together (McMillan, 2008). The result of Table-4 indicates that there is positive and high correlation between the two variables i.e. emotional intelligence and leadership skills. The correlation is reported as,  $r=0.879$  which depicts the strong and significant relationship between the

variables. Positive correlation demonstrates that the higher a respondent scored on EQ, the higher they also scored on leadership skills.

## **DISCUSSION**

This study examines the significant impact of relationship between score of emotional intelligence and leadership. A significant number of relationships between Emotional Intelligence and Leadership skills hypothesised from the review of the literature outlined above are supported by the results of the present study. In the light of the analyses, significant and positive relationship is demonstrated between the variables viz., emotional intelligence and leadership skills. The correlation analysis ( $r=0.879$ ) revealed the ability to perceive and adapt emotions effectively, has a strong relationship with leaders. This implies that in the service sector, managers with high emotional intelligence score are able to demonstrate better leadership skills. Emotional intelligence factors directly effects the leadership decision and creates a positive environment in the organisation. Emotional intelligence is not just an ability to manage one's feelings, but also being able to manage the emotions of others (George, 2000). Hence, the influence of emotional intelligence on the leadership practices is inevitable.

Emotional intelligence has been linked to leader performance in a variety of corporate settings (Cavallo & Brienza 2002; Graves, 1999; Lam & Kirby, 2002; Sosik & Megerian, 1999). Null hypothesis investigated the impact of the emotional intelligence on the leadership skills of managers. The result of ANOVA, where  $p < .000$ , illustrates the strong and significant impact of emotional intelligence score, as independent variable on leadership skills, a dependent variable. This study also helped managers and leaders to gain some useful insights to regulate, control and make good use of their emotions in order to become effective in their organizations.

## **CONCLUSION**

EI is gaining acceptance as an important determinant of success in the workplace. In order to extend the usefulness of EI, the study focused on studying the impact of emotional intelligence on leadership skills. This research paper is an attempt to explore the relationship that may exist between individual emotional intelligence and leadership skills, of managers in service industry. Summarised, the findings of the study suggest that EI as measured using the Schutte Self-Report Emotional Intelligence Test (SSEIT) has a significant impact on the

development of leadership skills of managers. The study supports the notion that emotional intelligence may play an important role in the development of leadership skills among employees in the organisation (Herbst, Maree & Sibanda, 2006).

This research contributes that a deeper understanding of skills and abilities based on emotions could be used in the development of leadership programmes to enhance leadership effectiveness in the organisation. According to Boyatzis (2006), managers working in various organisations throughout the world, who want to be better managers and leaders, do not receive the necessary training. Bharwaney (2006) also suggests that instituting emotional intelligence by means of the concept of 'coaching' could provide the crucial EI skills required to survive in organisations. It seems clear that leaders are required to be trained to achieve the intellectual and emotional maturity and to be successful on an interpersonal level requires identifying feelings of all persons involved, and especially the feelings of key personnel. The present research supports the idea that managers can be trained to use leadership skills in the organisation (Barling et al. 2000; Kouzes and Posner 1995). Leadership comprises both intellectual and emotional facets and both these facets need to be attended to during the training of managers in order to equip them with sufficient leadership skills. Future research could be conducted for studying the impact of emotional intelligence on the development of leadership skills in the sectors other than service (Herbst & Maree, 2008). The research also suggests focusing on the ways in which emotional intelligence abilities can be developed through training and development programmes among managers and leaders.

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