

National College of Ireland

Project Submission Sheet – 2013/2014

Student Name: Karen Murray
Student ID: 08878471
Programme: BA(Hons) HRM **Year:** 4
Module: Dissertation
Lecturer: Fabian Armendariz-Cordova
Submission Due Date: 1st August 2014
Project Title: A study of the relationship between the emotional intelligence capability of self-awareness and leadership development
Word Count: 15,049 (excluding Bibliography and Appendices)

I hereby certify that the information contained in this (my submission) is information pertaining to research I conducted for this project. All information other than my own contribution will be fully referenced and listed in the relevant bibliography section at the rear of the project.

ALL internet material must be referenced in the bibliography section. Students are encouraged to use the Harvard Referencing Standard supplied by the Library. To use other author's written or electronic work is illegal (plagiarism) and may result in disciplinary action. Students may be required to undergo a viva (oral examination) if there is suspicion about the validity of their submitted work.

Signature:

Date:

PLEASE READ THE FOLLOWING INSTRUCTIONS:

1. Please attach a completed copy of this sheet to each project (including multiple copies).
2. Projects should be submitted to your Programme Coordinator.
3. You must ensure that you retain a HARD COPY of ALL projects, both for your own reference and in case a project is lost or mislaid. It is not sufficient to keep a copy on computer. Please do not bind projects or place in covers unless specifically requested.
4. You must ensure that all projects are submitted to your Programme Coordinator on or before the required submission date. Late submissions will incur penalties.
5. All projects must be submitted and passed in order to successfully complete the year. Any project/assignment not submitted will be marked as a fail.

Office Use Only	
Signature:	
Date:	
Penalty Applied (if applicable):	

A study of the relationship between the emotional intelligence capability
of self-awareness and leadership development

By
Karen Murray

A dissertation submitted in partial fulfilment of a
BA (Hons) in Human Resource Management
National College of Ireland

Submitted to the National College of Ireland, August 2014

Abstract

The development of emotional intelligence capabilities can be an effective method for developing leadership skills (Goleman et al, 2002). This dissertation will explore the relationship between the emotional intelligence capability of self-awareness and leadership development. The contemporary working environment requires leaders to engage and motivate others to achieve business objectives. To be successful, the leader will need to develop sustainable working relationships and have the ability to respond appropriately to complex situations as they arise. According to Goleman (1998);

‘If your emotional abilities aren’t in hand, if you don’t have self-awareness, if you are not able to manage your distressing emotions, if you can’t have empathy and have effective relationships, then no matter how smart you are, you are not going to get very far.’

To test the research hypothesis of ‘increasing the emotional intelligence capability of self-awareness is correlated to improved leadership development’, the researcher conducted a quantitative method approach to engage with a suitable population of respondents. The results of the survey were analysed to identify potential trends between self-awareness and leadership development process. The findings were then critiqued using literature review and academic research.

Declaration

I hereby confirm that the work being submitted for this Dissertation is my own work and that all materials consulted and ideas garnered in the process of researching this Dissertation have been properly and accurately acknowledged.

Name of Researcher: Karen Murray

Student Number: 08878471

Programme: BA (Hons) HRM

Signature of Researcher:

Date of Declaration:

Dedication:

For my parents Clare and John, who always provided me with unconditional love and encouragement in everything that I set-out to achieve in life.

In particular, I dedicate my Dissertation to the memory of my Dad who passed away during my studies and who never got to see me graduate. I know that you would be so proud!!

Acknowledgements:

I would like to take this opportunity to thank a number of people who have helped me throughout the process of completing my Dissertation.

I would like to thank my husband Jim and our two daughters Clodagh and Niamh, for their continuous love, support and patience during my college experience. I thank you Jim, for always showing your eternal belief in me and for encouraging me to further my studies.

I would like to thank my supervisor Fabian Armendariz-Cordova, for his time, experience and guidance during the preparation of this Dissertation.

I would like to thank my Mum, family and friends for listening to me throughout the last year and for all their support and understanding.

Finally, I would like to thank all of my classmates for making the last year an enjoyable experience. You are wonderful people and I know that you will all succeed in life.

*“Anyone who stops learning is old, whether at twenty or eighty.
Anyone who keeps learning stays young” – Henry Ford.*

Table of Contents

Abstract	i
Declaration	ii
Dedication:	iii
Acknowledgements:	iv
1 Chapter 1 – Introduction	1
1.1 Background of Topic	1
1.2 Purpose Statement	2
1.3 Structure of the Dissertation	2
2 Chapter 2 – Literature Review	3
2.1 Introduction to Literature Review	3
2.2 What is Emotional Intelligence?	3
2.3 Measuring of Emotional Intelligence	6
2.4 The Emotional Intelligence Capability of Self-Awareness	8
2.5 Self-Awareness and the Johari Window Model	9
2.6 What is Leadership?	11
2.7 Leadership Theories	13
2.7.1 Trait Theories of Leadership	14
2.7.2 Behavioural Theories of Leadership	15
2.7.3 Contingency Theories of Leadership	15
2.8 Attributes of Effective Leadership	17
2.9 The Role of Emotional Intelligence in Leadership Development	18
2.9.1 Emotional Intelligence and Leadership Development	20
2.9.2 Emotional Intelligence and Personality	21
2.9.3 Emotional Intelligence in the Working Environment	24
2.10 Conclusion of Literature Review	25
3 Chapter 3 - Research Problem	28
3.1 Introduction	28
3.2 Research Problem	28
3.3 Research Hypothesis	28
3.4 Context for the Research Hypothesis	29
3.5 Research Aims and Objectives	29
4 Chapter 4 - Methodology	30

4.1	Introduction to Methodology	30
4.2	What is Research?	30
4.3	Defining Paradigms in Research	30
4.3.1	Positivism Paradigm	31
4.3.2	Interpretivism Paradigm	32
4.4	Defining Quantitative or Qualitative Research Method	32
4.5	Research Design	33
4.6	Research Method	34
4.7	Survey Design	36
4.8	Survey Pilot Test	37
4.9	Survey Population	38
4.10	Ethical Considerations	38
4.11	Validity and Reliability	39
4.12	Limitations	40
5	Chapter 5 – Results and Analyse	41
5.1	Introduction	41
5.2	Research Variables	42
5.3	Development of leadership capabilities	45
5.4	Personal Traits for Leaders	47
5.5	Additional Findings	50
6	Chapter 6 – Conclusion / Future Research Recommendations	52
6.1	Introduction	52
6.2	Key Findings	52
6.3	Outcome of Research Hypothesis	54
6.4	Discussion	54
6.5	Limitations of the Research	55
6.6	Personal Learning Reflection	55
6.7	Future Suggestions	56
6.8	One Final Thought...	56
	Bibliography	57
	Glossary of Abbreviations	65
	Appendix A: Survey Cover Letter to Participants	66
	Appendix B: Survey Questions	67

Appendix C: Survey Results	71
Appendix D: Analysis of Survey Results	87

Table of Figures:

Figure 1: Emotional Competency Framework	5
Figure 2: The Johari Window Model	10
Figure 3: Emotional Intelligence Improvement Framework	26
Figure 4: Emotional Intelligence Capabilities & Leadership Development	42
Figure 5: Effect of Leaders Failing to Develop Emotional Intelligence	43
Figure 6: Emotional Intelligence Capability of Self-Awareness	44
Figure 7: Comparison of Capabilities to Support Career Advancement	45
Figure 8: Key Capabilities for Leadership Development	46
Figure 9: Developmental Options for Leadership Capabilities	47
Figure 10: Key Personal Traits for Leadership Development	48
Figure 11: Key Attributes for Successful Leadership	49

1 Chapter 1 – Introduction

1.1 Background of Topic

The theme of this dissertation is to identify the relationship between the emotional intelligence capability of self-awareness and leadership development. Concepts which enhance self-awareness and encourage leadership development will be explored, and the relationship between emotional intelligence and personality will also be discussed. In recent years a number of academic researchers have evaluated the importance of emotional intelligence for leadership development. Evidence from these studies suggests that improving emotional intelligence can positively influence leadership skills. Goleman (1996) stated that;

‘Emotional intelligence is twice as important as IQ and technical skills. The higher up in the organisation you go, the more important emotional intelligence becomes.’

In addition, the researcher will consider the circumstances where emotional intelligence can enhance the leader’s development and assess the methods for supporting the leadership development. To achieve this, successfully it was necessary to undertake a literature review on the chosen topic. The literature review has considered the various methods of measuring emotional intelligence, and the impact of human emotions on the individual and the organisation. A number of theorists have stated the importance of understanding emotional intelligence as a key factor for organisations in the development of leadership.

Goleman (2004) states in his book ‘Primal Leadership – Learning to lead with emotional intelligence’, that being intelligent about your own emotions is an essential element for leadership success. He suggests that organisations need to encourage their employees to become more effective and to enhance their levels of self-awareness of their emotions, both at individual and group levels within the workplace (Goleman, 2004, p. 4-6). The concept of self-awareness is examined and concentrates on how an individual understands their own emotional intelligence and how their emotions differ from others working in similar role functions.

1.2 Purpose Statement

The purpose of this dissertation is to examine and to comprehend the emotional intelligence capability of self-awareness and how it relates to the development of leadership in the working environment.

1.3 Structure of the Dissertation

This dissertation consists of six chapters such as follows:

Chapter 1 – This chapter provides an introduction to the research topic, the purpose of the dissertation and provides an outline structure of the dissertation relating to the emotional intelligence capability of self-awareness for leadership development.

Chapter 2 – The literature review provides theory and justifications for the subject matter from various academic authors. This will include critical analysis of existing academic material and describes emotional intelligence, self-awareness and leadership.

Chapter 3 - This chapter introduces the research problem, research hypothesis and research aims and objectives.

Chapter 4 – This chapter discusses the methodology and the research methods used for data collection.

Chapter 5 – This chapter analyses and interprets the results from the survey data collection. The findings will be used to determine if the emotional intelligence capability of self-awareness is correlated to leadership development.

Chapter 6 – The chapter presents the conclusion of the dissertation and provides possible recommendations for further study.

2 Chapter 2 – Literature Review

2.1 Introduction to Literature Review

It will be necessary to explore the existing literature associated with the principle objectives of the research topic and to demonstrate the theories and concepts of the emotional intelligence capability of self-awareness which contribute to leadership development. This chapter will provide definitions for emotional intelligence, self-awareness and leadership with the main emphasis on the emotional intelligence capability of self-awareness in the development of leaders. The relationship between emotional intelligence and leadership development focuses on motivating and guiding potential leaders to a successful career path (Morley et al., 2004). Emotional intelligence examines how individuals emotionally behave and react to various situations that may arise around them. Emotional intelligence capabilities provide the individual with a range of attributes in which to manage relationships, influence and motivate others.

2.2 What is Emotional Intelligence?

Various journal articles, books and research papers have been published which have defined the topic of emotional intelligence. The concept of emotional intelligence is not regarded as new with many studies which can be traced back to the early 1920's from research conducted by Robert Thorndike. The works of Thorndike focused primarily on identifying what constituted 'intelligence' and the recognition that 'social intelligence' was a component of general intelligence. The general definition of 'social intelligence' has been associated with how individuals understand, interact and deal with other people, this being similar to the existing definitions of emotional intelligence (Austin and Saklofse, 2005). Many other research academics at this time also believed that emotional intelligence was considered to be an aspect of an individual's 'intelligence'.

The term emotional intelligence was normalised by Salovey and Mayer (1990) in which they described a set of competencies for individuals to express their emotional feelings, identify an honest understanding of their own and others behaviours and to develop a sense of self-awareness in achieving success. They suggested that the two different mental processes of an individual such as thinking

and feeling actually worked together in helping to manage emotions. Their theory of emotional intelligence was later redefined as having the ability to examine emotional information and the capability of using this information to guide individuals through self-motivation and observation of their actions. The following is Salovey and Mayer (1997) revised definition of emotional intelligence;

‘Emotional intelligence involves the ability to perceive accurately appraise and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth.’

Further academic research since has been performed that has identified a variety of interpretations of emotional intelligence. Evidence by Dr Reuven Bar-On (1997) demonstrated that emotional intelligence consists of a range of several factors that contribute to success in life. The principle findings of his studies supported the idea that it is necessary for individuals to have effective intra-personal functioning (self-awareness and self-expression) and interpersonal skills (social awareness and social relationships) to better understand and cope with various situations that develop such as solving problems and making decisions. Bar-On (1997) developed the first scientific instrument to assist in the measurement of emotional intelligence and to provide an explanation of why some individuals succeed in life more than others. This model is known as the Bar-On EQi (Emotional Quotient Inventory).

The theory of emotional intelligence became more prominent after the publications of Daniel Goleman’s highly acclaimed books; *Emotional Intelligence* (1995) and *Working with Emotional Intelligence* (1998). Goleman (1999) developed the idea of emotional intelligence which involved individuals having the ability to better cope and adapt to situations occurring in all aspects of their life. His focus was on five basic competencies which consist of the following;

- **Self-awareness:** An individual’s own ability to know how they are feeling at a particular time and how they will response to making decisions based on their own self-confidence

- **Self-regulation:** An individual's way of how to manage their own emotions in order to better deal with the task at hand; having the ability to be conscientiousness, trustworthy and adaptable
- **Motivation:** An individual's desire to guide or assist others towards achieving goals. Be ambitious to be able to inspire others to take initiative and be optimistic to improve
- **Empathy:** An individual's ability to sense and understand other people's feelings, concerns and needs
- **Social skills:** An individual's ability to appropriately manage the emotional aspect of a relationship. Having a clear understanding of social situations with good communication skills to lead, negotiate and cooperate with others

The following diagram (Figure 1) illustrates a typical emotional intelligence competency framework.

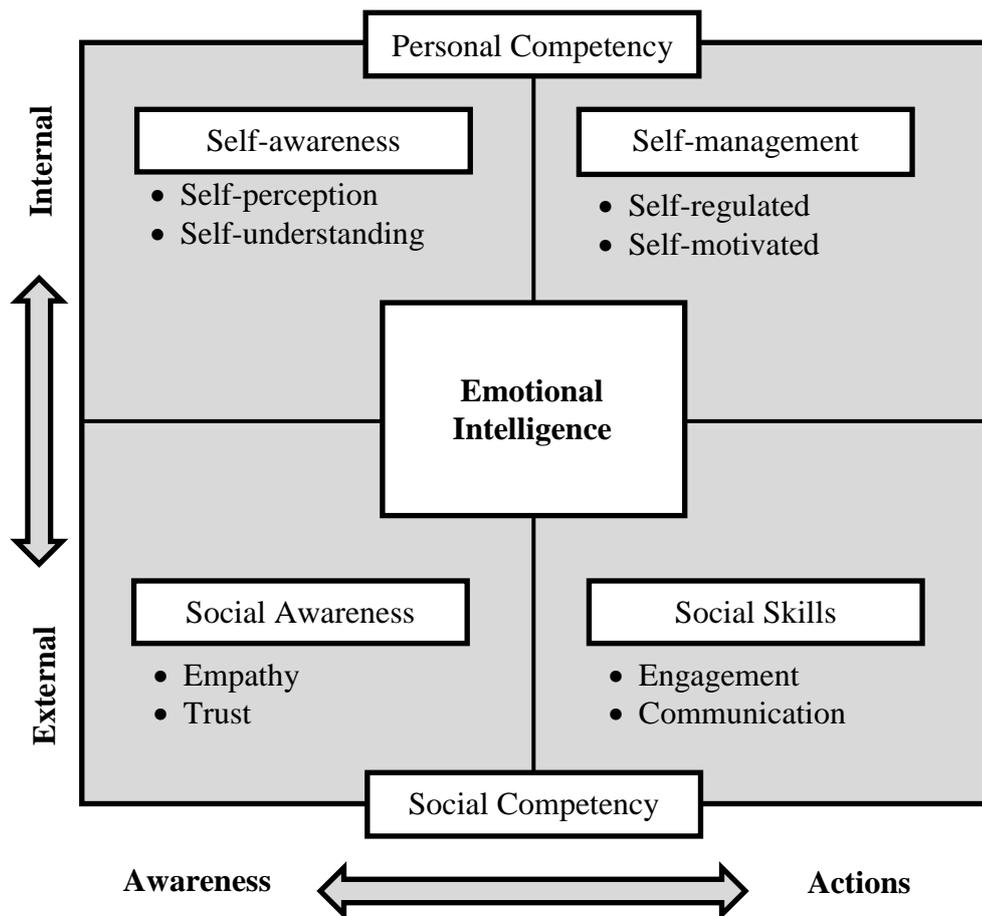


Figure 1: Emotional Competency Framework
Source: Adapted from Francis and Barnard (2004)

The emotional competency framework shows the interdependent relationships between the external and internal dimensions, and how the individual uses their emotional competencies to become aware of issues and acts accordingly.

Goleman (1999) argued that these human competencies play a bigger role than cognitive intelligence in influencing and determining individual's success in life and in the workplace. The five competencies of emotional intelligence which have been identified by Goleman are key building blocks for assisting individuals to relate better to other people and to achieving their goals. It is important to understand that the effective application of the five competencies of emotional intelligence can increase the chances of successfully achieving positive outcomes in life. Goleman suggested that an individual who displays a high level of emotional intelligence is more resilient and more likely to inspire others.

2.3 Measuring of Emotional Intelligence

There are several theories for measuring emotional intelligence and each theory has been challenged to identify a better explanation and understanding of the skills, traits and abilities which are associated with the theory. The three main theories of emotional intelligence which have been accepted are those identified by Bar-On (1988); Mayer and Salovey (1997); and Goleman (1998). These theories have all represented a common desire to understand and measure the abilities and traits related to recognising and regulating emotions in ourselves and others.

Emotional intelligence has increasingly become popular as a consulting tool for organisations (Lam & Kirby, 2002). Some researchers suggest that emotional intelligence can be developed and strengthened, while on the other hand others argue that it is an innate characteristic. The tools for testing emotional intelligence provide tests for measuring and analysing a subject's emotional intelligence. However the content and approach of each test varies in assessing emotional intelligence such as, self-reporting, ability measures and peer report measures (Goleman et al., 1998).

The first emotional intelligence tests consisted of a Self-Report Emotional Intelligence Test (SREIT) which involved individuals rating themselves on a number of characteristics including awareness, stress tolerance, problem solving and happiness (Schutte et al., 1998). According to Brackett and Mayer (2003) the SREIT were highly correlated with standard personality constructs such as anxiety and sociability. The SREIT created two main concerns such as;

- whether the individuals taking the test were sufficiently aware of their own emotional capabilities in order to answer the questions accurately
- whether the individuals truthfully answered the questions

To overcome these concerns, Mayer and Salovey, (1997) established an ability performance measure of emotional intelligence which was known as the Multifactor Emotional Intelligence Scale (MEIS). Mayer (1997) stated that ‘with regard to measuring emotional intelligence, I am a great believer that criterion-report (that is, ability testing) is the only adequate method to employ. Intelligence is a capability and is directly measured only by having people answer questions and evaluating the correctness of those answers’.

An ability based test was constructed by Mayer and Salovey (1997) which involved the test participant being asked to perform tasks designed to assess their ability in the four branch model of emotional intelligence;

- to perceive
- to identify
- to understand
- to utilise emotions

The MEIS was found to be unreliable and failed to provide satisfactory evidence and experienced scoring problems relating to consensual, expert and target scoring for the developers. Amendments were made to the MEIS and it is now known as MSCEIT (Mayer-Salovey-Caruso Emotional Intelligence Test), (Mayer, Salovey and Caruso, 2002). The MSCEIT uses the performance-based measure of emotional intelligence and involves both consensual and expert based scoring.

The WEIP (Workgroup Emotional Intelligence Profile) is associated with the Mayer and Salovey framework of emotional intelligence. It involves a team-based measure of emotional intelligence which is intended to measure the behavioural use of particular emotional intelligence capabilities in a team context (Jordan et al., 2002). The scoring which is provided in the WEIP can produce a single score or individual emotional intelligence or broad scores which provide the ability to deal with the subject's emotions and those of others. The WEIP has been proven to be a valid and reliable measure for emotional intelligence.

2.4 The Emotional Intelligence Capability of Self-Awareness

According to Jordan et al, (2002) being able to understand emotions requires 'walking around' the emotional experience in order to analyse and differentiate between different types of emotion. The ability of an individual to recognise the negative and positive aspects of emotions and to identify the underlying causes of emotional signals is an important foundation of understanding emotional intelligence. The management of our emotions requires individuals to regulate and moderate the expression of their emotions in order to achieve positive outcomes for themselves and others (Morley et al, 2004). Goleman (2002) defines self-awareness as;

'the ability of an individual to accurately understand their own emotions and those of others and to have the ability to express emotions accordingly to any situation'.

Due to it not being fully understood, the capability of self-awareness is often overlooked in the workplace environment. Research undertaken by various academics such as Ashford (1989), Atwater and Yammarino (1992) and Sosik (2001) has established that self-awareness has a positive impact on leadership performance. Their findings suggest that the importance of self-awareness has been associated with desired emotional outcomes and increased leadership effectiveness. Goleman (1998) argued that a leader who is unable to recognise their own emotions will find it difficult to manage their emotions since they have little or no awareness of them. Fitness (2000) emphasised that the lack of self-awareness of emotional intelligence can lead to negative work outcomes and can damage relationships in

the workplace. Further studies by Sosik (2001) provide evidence to suggest that an emotionally intelligent leader who is aware of their emotional intelligence and who has the capacity to recognise their own feelings are more effective and have higher levels of satisfied follower trust and organisational commitment.

The concept of self-awareness has been considered as a principle component of emotional intelligence by the Harvard Business Review in an article titled '*Breakthrough Ideas for Tomorrow's Business Agenda*'. The article stated that the studies of Boyatzis, Mckee and Goleman (2003) argued that "executives who fail to develop self-awareness risk falling into an emotionally deadening routine that threatens their true selves. Indeed a reluctance to explore your inner landscape not only weakens your own motivation but can also corrode your ability to inspire others".

The relationship between self-awareness of emotional intelligence in the development of leaders has proven to be important. Leaders who are self-aware and who have the ability to regulate their own emotions are better equipped to provide a secure working environment, to create a culture of trusted relations among followers and to develop emotional commitment for work interactions (Joseph & Newman, 2010). These factors mean that the emotional intelligence capability of self-awareness can be considered as a key variable for leadership development.

2.5 Self-Awareness and the Johari Window Model

The Johari Window Model was developed in 1955 by American psychologists, Joseph Luft and Harrison Ingham. Their model was named 'Johari' which is a portmanteau comprised of the two founder's first names. The Johari Window has grown in popularity over the decades and is regarded as an easy concept to support those who need to have a better understanding of their self-awareness. The concept can also assist with personal development, particularly when there is a need to improve communications and relationships. The following diagram (Figure 2) provides a graphical representation of the Johari Window Model.

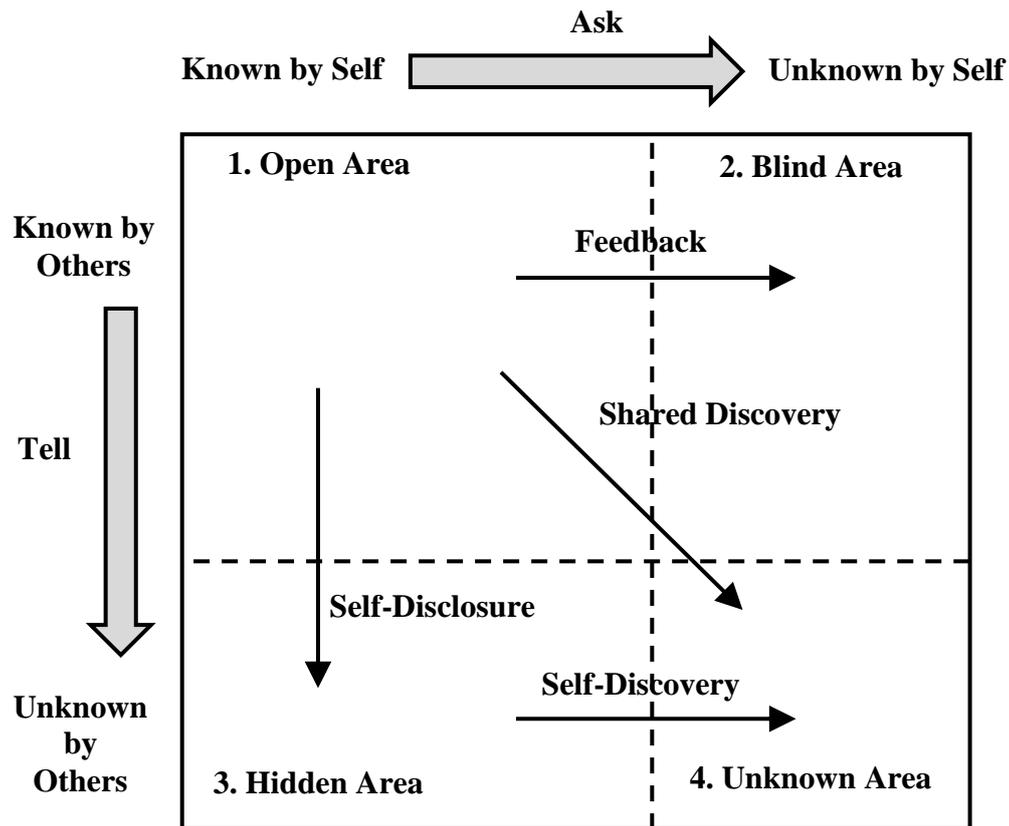


Figure 2: The Johari Window Model
Source: Adapted from Luft and Ingham, (1955)

According to Pareek (1978), the Johari Window Model is a “simple model for self-awareness” as it provides different levels of knowledge about an individual. In the context of emotional intelligence the Johari Window Model provides individuals with the ability to identify, to assess and to manage their own emotions and the emotions of others. Individually or collectively, these factors can enhance self-awareness and subsequently other emotional intelligence capabilities. The Johari Window consists of four quadrants known as ‘window panes’. These window panes categorise self-awareness as follows;

- **Open area** – representing the information that is known about the individual both by themselves and what is known by others about the individual (i.e. behaviour, attitudes, knowledge and skills).
- **Blind area** – representing certain characteristics of the individual that are known to other individuals but are not known to the individual in question

- **Hidden area** – representing the individual’s own knowledge about themselves which they do not reveal to others
- **Unknown area** - representing aspects of the individual which neither the individual or others are aware of

By examining each of the quadrants in the Johari Window, an individual can learn more about themselves and their relationship with others. It is important to understand that different individuals react and behave differently within each quadrant. The ‘open area’ of the Johari Window is regarded as being the most significant quadrant, particularly in the context of achieving effective productivity and higher levels of cooperation and engagement. The process for enlarging the ‘open area’ is known as ‘self-disclosure’, which involves an individual and others with whom they are interacting. The ‘open area’ expands vertically when information is shared with others as this reduces the ‘hidden area’. When feedback is provided to the individual the ‘open area’ expands horizontally reducing the ‘blind area’. If the process is correctly managed there are many benefits for those involved such as better communication skills, higher levels of trust and commitment.

2.6 What is Leadership?

The traditional model of leaders being solely directive in their style has been replaced by a leader who is capable of modifying their style to suit a particular situation. The modern workplace relies on individuals who can accept autonomy and ownership of tasks, but this needs to be done in an overall organisational context. In essence, leadership is something that may not always be visible, but it is usually something that can be sensed. The former US President, Dwight D. Eisenhower, once said that;

“Leadership is the art of getting someone else to do something you want done because he wants to do it”

House and Aditya (1997) suggested there is a great amount still unknown about the leadership phenomenon. Mullins (1991) stated that leadership may be exercised as an attribute of position, or due to personal knowledge or wisdom. Leadership is

generally regarded as an essential function for the success of any organisation and as such, it has been researched by various theorists in many different ways (Statt, 1994). There are many definitions of leadership with one scholarly definition by Bennet (1998) stating that;

‘Leadership is the ability to influence the thoughts and behaviours of others. A leader’s position may be formal and result from designated organisational authority (the jobs of appointed supervisors, for example) or informal and depend on the individuals personal ability to exercise power’.

Leadership has since been identified as a process of motivating people to act in particular ways to achieve specific goals. It provides direction for an organisation by making decisions on various methods and processes to achieve business objectives (Black and Porter, 2009). Research by House and Aditya (1997) suggest that leadership is about providing communication to help provide guidance, support and encouragement for others to create an environment within which goals can be achieved. There are many studies on the theories of leadership and the ability to develop effective leadership has been viewed as one of the most important skills that a leader has (Manz and Sims, 1991).

The understanding of leadership is a complex process and some researchers believe that by identifying the personal attributes of leaders it can support the development of an effective leader. The various views of leadership range from the traditional view that leaders are born and not made, to the present view that leadership can be developed by understanding behaviours, personality traits and general intelligence. The Harvard Business Review (2001) issued a special article by Harris Collingwood entitled *‘Breakthrough Leadership’* which highlighted the importance of leaders to have the ability to understand their own personality trait and the awareness of how these traits affect others.

‘Leadership’s first commandment is ‘Know Thyself’....no tool can help the leader who lacks self-knowledge.’

Personal traits of an individual are an important factor in influencing and developing leadership. Some earlier research by Cattell (1954), a specialist in the

field of personality assessment, developed the leadership potential equation which is now generally used today to determine the traits which recognise an effective leader. Cattell identified the following traits as being important in personal development;

- **Emotional stability** – to be emotionally self-aware and to have the ability to control of their own emotional expression to deal with situations
- **Dominance** – the desire that drives individuals to be successful leaders, strive to take charge, assertive in their thinking and oversee the performance of others
- **Enthusiasm** – to be optimistic, open to change and be able to inspire and motive others toward common goals
- **Conscientiousness** - highly tasks focused with high standards of excellence, dependable and responsible in character and usually are self-disciplined
- **Self-assurance** – to have self-confidence in their own judgments, decisions, capabilities and foster confidence in others. Tend to be unaffected by prior mistakes and failures

Many leadership scholars have recognised the existence and importance of emotional intelligence and the implications for organisational success through effective leadership. Research has suggested that effective leadership behaviours primarily depend on the ability of leaders to solve problems and to make complex decisions to achieve success.

2.7 Leadership Theories

Several leadership theories are used to categorise and analyse a leader's performance. The theories are broken down into groups based on the three key elements such as follows;

- **The Leader** – the person who is performing the role of leader
- **The Group** - the group that are subordinate to the leader
- **The Situation** - the context in which the leader and group are operating

These three key elements are interdependent and all are required for a leadership role to exist, (i.e. a leader must have a group and context for leadership). The

principle leadership theories are categorised by one of the three elements above (Morley et al., 2009). The following are three of the principle leadership theories;

- **Trait Theories** – focuses on leaders possessing certain inherent characteristics
- **Behavioural Theories** – based on the behaviours that leaders exhibit
- **Contingency Theories** – matches the leaders personality to the importance of situational factors

The following sections will address and identify the various aspects of leadership theories which support and provide the evidence of the important relationship between emotional intelligence and leadership development.

2.7.1 Trait Theories of Leadership

The trait leadership theories are traced back to the ancient Greeks, who stated that ‘leaders are born, not made’. Further studies on leadership emerged in the 1950’s which mainly focused on identifying leadership traits, primarily because prominent leaders were considered to demonstrate ‘exceptional characteristics’. This approach was referred to as the ‘Great Man Theory’ (Morley et al., 2004). The main concept of trait theories focuses on identifying individual characteristics and attributes which differentiate leaders from non-leaders. Individuals that acquire certain characteristics such as high intelligence, initiative, and self-assurance can develop as successful leaders (Stogdill, 1948).

Stogdill (1948) suggested that leaders possess certain characteristics that tend to be higher in leaders than other individuals. He argued that there was a lack of consistency in this relationship and concluded that traits explained little in terms of leadership. Stogdill stated that ‘leadership was much more a matter of context and situation. People who exhibited behaviour in one situation may not do so in another...the reason for this was that whatever leadership may be it is always a relationship between people’. This indicates that his theory on leadership is situational dependent. Although trait theories have been perceived as being inconsistent by various academics, there are some such as House and Aditya (1997) who consider that the trait theories do contribute to the context of leadership.

2.7.2 Behavioural Theories of Leadership

Research studies which focused on the study of specific behaviours of a leader were conducted at Ohio State University (Stogdill and Coons, 1957) and the University of Michigan (Likert, 1961). These studies by behavioural theorists concluded that a leader's behaviour was the best predictor of their leadership skills, and the best determinant of leadership success. Stogdill and Coons (1957) studies attempted to identify and explain the different measures of leadership behaviour. Their research consisted of 'Leader Behaviour Description Questionnaires' which contained a list of specific aspects of leadership behaviour. Over 1,000 dimensions of leadership behaviours were measured, resulting in two separate categories of dimensions being consistently identified;

- Initiating Structure Style - task focused
- Considerate Style - people focused

According to Morley et al. (2004) previous research by Likert (1961) focused on the relationship between leaders' behavioural characteristics and performance effectiveness. His research resulted in identifying two styles of leadership, namely;

- Employee-oriented - interpersonal relations within the workplace
- Production-oriented - technical aspects of the work

The science of behavioural based psychology has progressed significantly in recent years and this has resulted in additional research being undertaken on the behavioural traits of leaders.

2.7.3 Contingency Theories of Leadership

Contingency theories of leadership are based on the assumption that there is no one best style of set of attributes that suits all situations. The contingency theories propose that the effectiveness of a particular style of leadership is generally dependent on the context in which it is being carried out. This suggests that leaders may need to adjust their approach in how they appropriately manage certain situations (Morley et al., 2004). The two principle contingency theories include Fiedler (1970) and House (1971) which stated that it was the responsibility of

management to match leaders to situations and teams. Fiedler's theory identified two main leadership styles;

- 'Relationship-Motivated Leaders'
- 'Task-Motivated Leaders'

According to Fiedler (1970), leaders who are relationship-motivated are satisfied from having good relations with others by encouraging engagement and are concerned with the way others see them. By comparison he stated that leaders who are task-motivated mainly focus on task completion and importance on procedures and performance. Fiedler's theory emphasises that leadership effectiveness is dependent on being proficient with both of these leadership styles. He argued that it is necessary to have contingency in leadership because effective leadership will be contingent to the task to be completed and the context in which it is being carried out (Morley et al., 2004). This concept of Fiedler's theory developed the idea of combining the work situation to suit the leader's style and considers how leaders and their followers may behave in different situations.

House's theory (the 'path-goal theory') argued that leaders are effective if they can help and support their subordinates identify a goal and enable them to achieve it. The path-goal theory involves effective leaders to provide support to their team by setting a pathway to follow and remove any roadblocks to ensure that goals are achieved. House (1971) identified four leadership styles which include;

- Directive
- Supportive
- Participative
- Achievement oriented

House (1996) subsequently reformulated his theory as he acknowledged that his original theory was very much a product of its time (Morley et al., 2004). The revised path-goal theory addressed the effect of leaders on followers' motivation, abilities and work unit performance. House (1996) identified six additional leader behaviours to the original four which include;

- Work facilitation

- Interaction facilitation
- Group-oriented decision processes
- Representation and networking
- Value based leader behaviour
- Shared leadership

2.8 Attributes of Effective Leadership

Various academics have expressed ways of considering the attributes and personality requirements necessary for an effective leader. Jack Welch (2001) a prominent business leader and the former CEO of General Electric, refers to the attributes and capabilities that he believes every leader should have in his bestselling book, 'Straight from the Gut'. He refers to them as the "four E's".

- Energy - leaders should have tremendous personal energy / motivation.
- Energize – the ability to energise teams, but not to intimidate them.
- Edge - a competitive edge and a will to win and to succeed.
- Execution – the ability to get the job done and to get a successful result

The "four E's" are undoubtedly a combination of other more widely recognised leadership theories and include attributes such as communication skills, social skills, self-awareness, self-regulation, influence and persuasion. Effective leaders have certain attributes that provide confidence and inspiration to others as well as contributing to the successful growth of the organisation. According to Caruso, Mayer and Salovey (2001);

'Effective leadership directly involves the use of emotion, often through symbolic management [where] the leader uses symbols – stories, rituals, myths, fables –to rouse and motivate staff to guide them toward achievement of a shared vision.'

Studies by Goleman (1998) have indicated that emotional intelligence has a significant impact on a leader's ability to be effective. The attributes of emotional intelligence can improve a leader's development and therefore it is important for a leader to possess them. The lack of these attributes may cause a leader to have difficulty in making decisions and building trustworthy relationships with others

(Goleman, 1998). These attributes can develop confidence within a leader which can influence the performance and productivity of their team. It is therefore essential that an effective leader has the ability to envision team success and to have the ability to translate these visions into actions.

The attribute of communication plays a key role in effective leadership as it is essential that a leader has the ability to communicate their objectives and strategies which can be clearly understood by their team. Effective communication is a two-way process which not only involves talking but also involves listening. An effective leader needs to be able to listen to others so that they can create an environment of trust and engagement, with a better understanding of the needs and desires of their team (Morley et al., 2009). The importance of self-regulation is a key leadership attribute as it primarily focuses on a leader's ability to control their emotions and feelings. As previously outlined, the emotional intelligence capability of self-regulation includes the ability to be conscientiousness, trustworthy and adaptable. The successful management of emotions and feeling can build lasting relationships that are based on trust and loyalty. Leaders with emotional self-regulation are better able to cope and are generally comfortable with changes or challenges that emerge (Goleman, Boyatzis, and McKee, 2008).

Effective leaders need to be able to develop and manage their relationship with their team, so that influencing and persuasion can be used to create direction for the team. The attribute of social skills has an important purpose in the leadership task, which is to get the work done through other people. Socially skilled leaders tend to be passionate about what they are doing and are capable of empathising with the feelings of others. The attributes of an effective leader require ongoing development so that the leader is capable of meeting the increasingly difficult challenges that they will face as they progress through the organisation.

2.9 The Role of Emotional Intelligence in Leadership Development

Emotional intelligence is an important factor in the development of leaders in organisations. Emotional intelligence has been recognised by Paterson (2011) as an essential element to enhance the effectiveness of the organisations workforce. His

views on emotional intelligence highlight the importance of a leader's self-familiarity and understanding of their own emotions and of others with the capability to control their actions and relationships. Paterson acknowledged that there are positive benefits associated with emotional intelligence for an individual regarding their performance and career opportunities and for the organisation such as improved recruitment methods, higher retention of employees and effective leadership (Paterson, 2011). The technical competencies and cognitive abilities of an individual have been viewed to be separate from their emotional intelligence capabilities. Research by Goleman (1996) suggests that the difference between high performers and average performers can be linked to their emotional intelligence, particularly in leadership and managerial roles. Significant features of Goleman's findings were reviewed from previous research carried out by McClelland (1973). McClelland had examined organisations seeking to hire the best person for a specific job such as a leadership position. His recommendation was for an organisation to ignore the standard criteria and instead consider the employees who were already outstanding and high performers in the job and systematically compare them to just average performers working in the same job role.

The studies demonstrated the distinguished competencies, which are the abilities that high performer's possess to the average performer. Individuals who are high in emotional intelligence are regarded to be more successful in work-rated and non-work aspects of life compared to individuals with relatively lower emotional intelligence. McClelland (1973) suggested that organisations should choose employees with those same competencies and help employees to develop these strengths. This application has become the standard practice within organisational settings today. The development of leadership using the "competency model" should help to recognise, guide and encourage present and future leaders for the benefit of the organisation and the individual.

Many academic studies have been undertaken since McClelland (1973) which have provided evidence that improved emotional intelligence has been linked to leadership development with proper training an individual can structure their

emotional skill-set to increase their emotional performance. Bradberry and Greaves (2009) illustrated that emotional intelligence is so essential to the success of performance in all job descriptions and that it is the largest predictor of work performance and the strongest driver of leadership and personal excellence.

2.9.1 Emotional Intelligence and Leadership Development

There is academically accepted evidence that emotional intelligence plays a significant role in leadership development. To fully understand the development challenges, the prospective leader will need to be highly self-aware. Evidence from studies by Sosik and Megerian (1999) have identified that the relationship between emotional intelligence and leadership depended on the self-awareness of the leader, suggesting that leaders who are more self-aware have a stronger relationship between emotional intelligence and leadership compared to leaders who are less self-aware.

There are a number of processes to assist with this process and the field of psychometrics is well developed (Cohen, et al., 2005). As such there are numerous options available and the development practitioner will need to be fully informed of these options to be in a position to provide best advice. Psychometrics is the science of measuring aspects of emotional intelligence, so that relative strengths and weaknesses can be identified (Cohen, et al., 2005). Using this information, a bespoke development plan can be developed and implemented. Goleman (1998) regarded self-awareness as a significant quality for leaders to truthfully and openly express themselves. The ability for individuals to recognise their own strengths and weaknesses can be a difficult process (Niemeyer, 2001).

In the contemporary business environment, organisations seek every competitive advantage and that includes the performance of their people. In addition, those who have strong career ambitions need to stay abreast of best practice development processes. To enable high performing leadership, an organisation must consider the soft-skills development in addition to the conventional 'hard skill-sets'. Goleman (1996) emphasises the importance of 'knowing oneself', and how other personalities might differ, as an essential element of enhancing this self-awareness.

In the modern workplace where the employer - employee relationship has changed significantly, leaders are required to demonstrate greater influencing skills to maximise the value of the people in an organisation. Robertson and Callinan (1998) argued that the renewed interest in the consequences of personality on work behaviour in the organisation. As such the leader is required to fully understand their personal attributes and behaviours, and also be aware of the consequences of their behaviour on others.

2.9.2 Emotional Intelligence and Personality

It is important for individuals to understand the relationship between emotional intelligence and personality for many reasons. Emotional intelligence is an element of human personality, and personality provides the basis in which emotional intelligence is performed. Every individual is unique with their own set of personality characteristics and traits which differentiates them from each other. Several theorists have emphasised how important personality is in helping organisations to function more effectively and to improve levels of self-awareness among their employees (Morley et al, 2004).

The word 'personality' is derived from the Latin word 'persona' which originally referred to the theatrical mask worn by performers to project the different characters that they portrayed, or to disguise their identities. 'Persona' is regarded as the public self, the image which you portray to others whereas 'personality' is regarded as the inner-self, the true or internal mind of your private inner feeling and self-awareness. There is no single definition of personality which has been accepted by all personality theorists, and the following is a definition suggested by Feist and Feist, (2009);

'Personality is a pattern of relatively permanent traits and unique characteristics that give both consistency and individuality to a person's behavior. Traits contribute to individual difference in behaviour, consistency of behaviour over time and stability of behavior across situations.....Characteristics are unique qualities of an individual that include such attributes as temperament, physique and intelligence'.

According to Myers (1998), personality is a specific set of criteria that individuals have such as their feelings, actions, beliefs and emotions. Myers (1998) suggested that these human competencies have been researched through a range of theoretical studies which have involved humanities, cognitive and trait theories. In particular trait theory has been linked to emotional intelligence as focusing on the behaviour of individuals and the manner in which individuals feel and react to certain situations from others (Myers, 1998). A significant factor of work equation is the awareness of your own personality and how it relates and responds to others. For a leader it is essential that they are aware, if they have an extroverted or introverted personality trait. An extroverted personality type prefers to 'talk it through' and is generally energised from the external world of people and the environment around them where as the introverted personality type prefers to 'think it through' and are energised from the inner world of thoughts and ideas. This awareness of personality type is important particularly in situations when a leader is faced with a leadership challenge (Waldock and Rawat, 2004).

According to Pearman and Albritton, (1997) leaders need to understand and manage their own personalities and those of others in order to develop their leadership skills. Research by Goleman (1998b) showed that effective leaders have high emotional intelligence at a two to one ratio against other factors such; as skill levels and intelligence (IQ). Goleman suggests that a leader does have high IQ and high skill levels but are twice as high in their emotional intelligence capabilities. This suggests that a leader who has a high level of emotional intelligence is more aware of their self-understanding and transparency of how their own personality affects others around them.

There are various methods of measuring an individual's personality and describing personality traits. The personality questionnaires are one method for assessing the personality. It is a self-report questionnaire based on an individual's own observation of themselves. The information from these questionnaires can also be used in assessing emotional intelligence and examining how individuals behave and react in certain conditions, producing a profile of the individual's personality traits, preferences and attitudes (Morley et al, 2004). The Myers-Briggs Type Indicator

(MBTI) is an assessment tool which observes differences in human personalities. It was devised by the mother and daughter team of Katherine Cook-Briggs and Isabel Briggs-Myers after additional studies and elaborations of the research work conducted by Swiss psychiatrist Carl G. Jung in 1923. The concepts and theories which were originally identified by Jung were developed further by Briggs and Myers resulting in the 16 types of personality indicated by the MBTI. The MBTI is an assessment tool which is currently used by organisations for understanding normal personality differences within the workplace. It provides and explains basic patterns in human functioning which have been designed into four separate preference scales such as;

- Extraversion-Introversion,
- Sensing-Intuition,
- Thinking –Feeling,
- Judging-Perceiving.

Further research on personality has identified a relationship between key factors and aspects of an individual's personality trait to their behaviour and performance within the workplace (Nord and Fox 2002). According to Costa and McCrea (1997) who agreed with Briggs and Myers findings; stated that the 'Big Five' Personality Factor Model has also been explored and used to demonstrate differences in individual's personalities. This model comprises of five dimensions;

- Emotional stability,
- Extroversion,
- Openness to experience,
- Agreeableness,
- Conscientiousness.

These five dimensions have been frequently linked with various aspects of work performance in a range of different cultural settings (Morley et al, 2004). The impact of different personalities in the workplace can have a significant influence on the types of behaviours that manifest within a business environment. A key requirement for understanding an individual's behaviour is to understand personality and its relationship with emotional intelligence.

2.9.3 Emotional Intelligence in the Working Environment

In the demanding business environment many organisations are becoming more sensitive to the importance of recognising and encouraging emotional intelligence skills of their employees as a vital component to their organisational structure and success. The focus of emotional intelligence whether at an individual level, group level or company level is significant for determining who excels at any job and in particular leadership roles. The importance of emotional intelligence in the workplace was not fully recognised with little emphasis on its potential influence on the organisation (Fineman, 1993; Watson, 2001). Fineman (1993) stated that a valuable element of human behaviour in the organisation was being overlooked and suggested that more research was needed to explore the emotions of people in order to better understand behaviour in the organisational setting.

Studies by Weisinger (1998) identified a direct correlation between high levels of emotional intelligence and success in the workplace. It can be perceived that all individuals show similar emotional intelligence skills in more or less the same way, but Goleman (1998) argued that not all successful leaders have the higher levels of emotional intelligence skills which are necessary to deal with complex human situations. Goleman considered elements of emotional intelligence to be situational based and required different methods depending on the how the individual appreciates a particular scenario.

Cherniss (2000) stated that emotional intelligence capabilities are essential within the workplace to promote efficiency in performance and to support improvements in learning and motivating employees. The workplace has been suggested by Boyatzis (2001) as the best environment in which individuals can recognise the importance of becoming more emotionally intelligent. Boyatzis (2001) argued that being more emotional intelligent at work can lead to an increase in an individual's effectiveness and to develop as a better individual.

Cherniss and Boyatzis's concepts of emotional intelligence within the workplace focus primarily on the importance for both the individual and the organisation to be able to identify their emotions as opposed to ignoring them in order to create a

healthy working environment. These studies suggest that a greater understanding of emotional intelligence is necessary to influence many functions and relationships within the workplace.

2.10 Conclusion of Literature Review

The concept of emotional intelligence has been argued by many as a form of intelligence which is focused on the emotional capabilities of individuals to understand and to manage their emotions. According to Mayer and Salovey (1997) these emotional capabilities have been linked to an individual's ability of knowing what another individual is feeling. They argued that this involves the ability to observe emotions and to generate emotions in order to regulate emotions to promote emotional intelligence growth therefore identifying a correlation between emotion and intelligence.

The review of the literature of this research has primarily been focused on the understanding of emotional intelligence capabilities, in particular self-awareness, leadership theories and the role of emotional intelligence in leadership development. After reviewing the literature which has been gathered for this dissertation, the researcher has developed the concept that emotional intelligence can provide an added value in supporting leaders and can contribute in its own way to create more highly effective leaders.

The leadership role has shifted dramatically over the decades within the workplace due to the evolving working culture and demanding business environments. The leadership emphasis has become more focused on how the leader can motivate and inspire others, as opposed to just being the 'boss'. Effective leaders need to promote positive attitudes, create a sense of enthusiasm and encourage confidence among their follow employees. To improve as a leader it has been suggested by several emotional intelligence and leadership academics that it is necessary for individuals to 'know thyself' in order to be aware of how they response to others and how to manage certain situations that may arise.

The emotional intelligence capability of self-awareness plays an important part in leader's emotions and can have potential opportunities to develop and strengthen the capacity of emotional intelligence in the context that supports the development of leadership attributes, particularly if it is developed and measured correctly as shown in Figure 3.

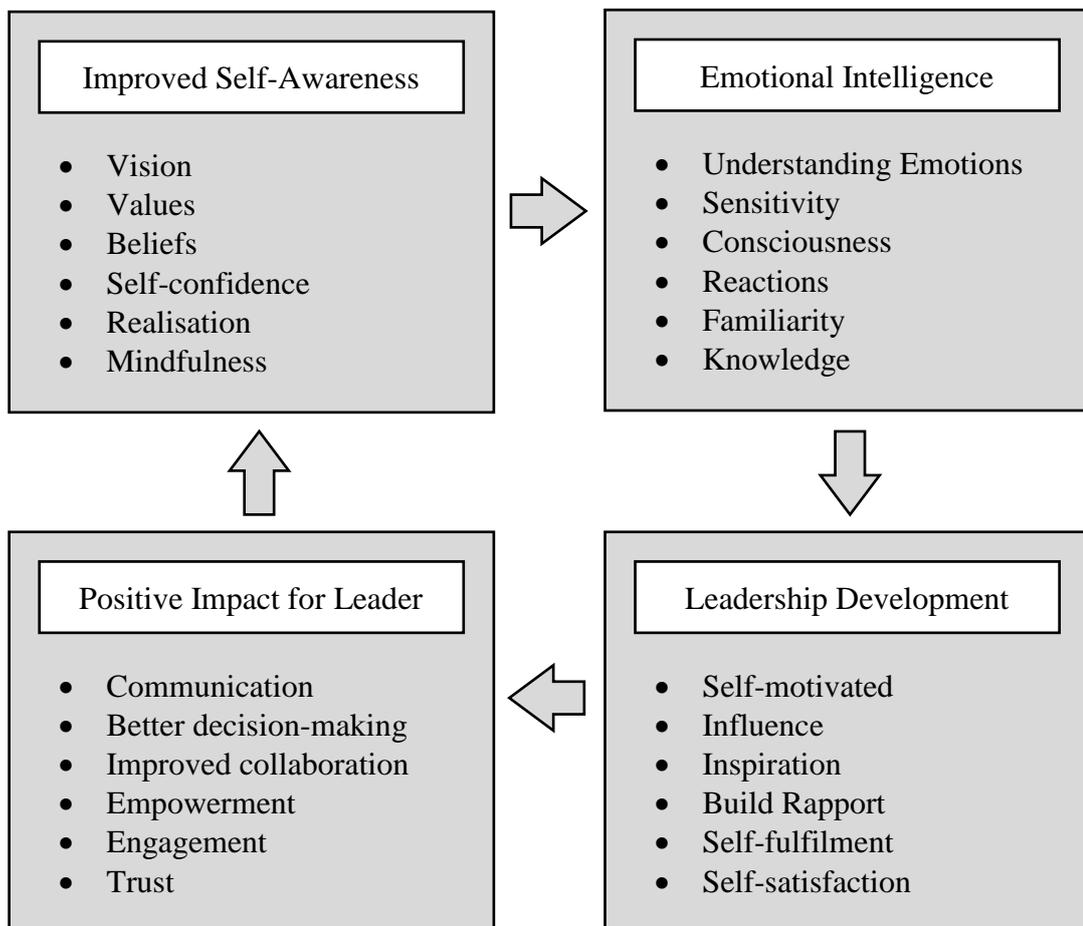


Figure 3: Emotional Intelligence Improvement Framework
Original Source: Compiled by the Researcher from Literature Review

An Emotional Intelligence Improvement Framework (Figure 3) has been developed by the researcher to demonstrate the inter-dependency between the various components of emotional intelligence. Improved self-awareness leads to improved emotional intelligence, which in turn assists with leadership development, which contributes to better outcomes for the leader. The final part of the framework is the self-reflection of the leader which manifests itself as improved self-awareness. The aims and objectives of this research are to determine how the emotional intelligence

capability of self-awareness is perceived in the context of leadership development. The review of the literature has provided the researcher with the theories and research evidence which demonstrates how emotional intelligence can be a beneficial and an effective component in the leadership development process.

3 Chapter 3 - Research Problem

3.1 Introduction

To investigate the importance of emotional intelligence capability of self-awareness for leadership development, it is necessary to identify whether emotional intelligence enhances, or inhabits leadership development. The principle objective of this research is to determine if individuals correlate self-awareness and leadership development.

3.2 Research Problem

According to Goleman (2004) it is essential for potential leaders is to have a clear understanding of what drives emotions for themselves and in others. Goleman states that self-awareness provides potential leaders with the core attributes necessary to achieve their principle or long-time goals. Studies by Atwater and Yammarino (1992); Sosik (2001) suggest that the emotional intelligence of self-awareness has a positive effect on achieving results, and has the potential to increases leadership effectiveness. Their studies also suggest that leaders who are self-aware can change their behaviours by adjusting their emotions to suit a particular situation.

3.3 Research Hypothesis

This section provides the research hypothesis that will be tested to achieve an understanding of the research aims and objectives. Following the literature review, the researcher is of the opinion that leaders who are aware of their emotions, and are able to appropriately regulate these emotions, can more accurately express themselves to others. Leaders with high emotional intelligence are usually more perceptive to the feelings of others and can often determine the reasons behind the emotions of others (Sosik, 2001). Therefore it is reasonable to hypothesise that emotional intelligence capability of self-awareness is correlated with leadership development. The researcher has formulated the following hypothesis to test the research aims and objectives;

'Increasing the emotional intelligence competency of self-awareness is correlated to improved leadership development'.

3.4 Context for the Research Hypothesis

Salovey and Caruso, (2004) suggest that “emotion is not just important but absolutely necessary for us to make good decisions, take optimal action to solve problems, cope with change and succeed”. According to Goleman, Boyatzis and McKee, (2002) they suggest “great leaders move us. They ignite our passion and inspire the best in us. When we try to explain why they are so effective, we speak of strategy, vision, or powerful ideas. But the reality is much more primal: Great leadership works through the emotions”. The concept of emotional intelligence in the development of leadership needs to be addressed by organisations to ensure a better understanding is developed on how to address any existing or potential gaps in their leadership development programs.

3.5 Research Aims and Objectives

This research aims to develop a validated measure of the correlations between the emotional intelligence capability of self-awareness and leadership development. The research will investigate the role that emotional intelligence has in the function of leadership development. The research intends to achieve the following aims and objectives:

- 1) To consider if the emotional intelligence capability of self-awareness is important for leadership development
- 2) To identify if a correlation exists between the emotional intelligence capability of self-awareness and the leadership development process
- 3) To explore potential methods to improve a leaders awareness of their own emotions in the context of leadership development
- 4) To investigate how emotional intelligence is important for leadership development
- 5) To analyse the results of the research survey data and to determine if the findings ‘prove’ or ‘disprove’ the research hypothesis

4 Chapter 4 - Methodology

4.1 Introduction to Methodology

This chapter examines the research design and the preferred methodology which will be used to achieve the aims and objectives of this dissertation. The selected research design, methods of sample selection, data collection and analysis of results will be explained. The reasons for the preferred methodology will be discussed and also the reasons for not using the alternative methodology frameworks will be outlined.

4.2 What is Research?

There are many definitions to explain ‘research’ and one such has been defined by Collis and Hussey (2009) as;

“a systematic and methodical process of enquiry and investigation with a view to increasing knowledge”.

Research is a process that investigates and determines reasons for a topic to be further studied in order to describe, explain, predict and control an observed phenomenon with a view to increasing knowledge. It is necessary for the researcher to use the appropriate methods for collecting and analysing research data and that they apply these methods carefully.

Research is focused on achieving an outcome but this outcome will depend on the type of research design and methodology that the researcher selects in order to conduct the study (Collis and Hussey, 2009). According to Babbie (1998) research involves both inductive and deductive methods. The inductive methods analyses the observed phenomenon to identify the general principles, structures and processes underlying the phenomenon while the deductive methods prove the hypothesised principles through observations.

4.3 Defining Paradigms in Research

The term paradigm has been defined by Willis (2007) as;

“a comprehensive belief system, world view, or framework that guides research and practice in a field”.

According to Saunders et al (2009) they emphasise the importance of the research paradigm in research as it is the framework which guides and supports how research should be conducted. The foundations of the research paradigm are based on the attitudes and beliefs of people towards the world and the nature of knowledge (Collis and Hussey, 2009). Rossman and Rollis (1998) identified research paradigm is a 'shared understandings of reality'.

The philosophical perspective of a paradigm focuses on the following views;

- **Ontology** - the way in which reality is perceived and created (the nature of reality)
- **Epistemology** - the nature of knowledge and what is regarded as acceptable knowledge (the type of knowledge that can be established and the main principles for justifying it)
- **Methodology** - analysing the principles of methods, rules, and postulates employed by a discipline (a disciplined approach for developing that knowledge)
- **Axiology** - concerned with the role of beliefs / actions in conducting social research (the values / behaviour in performing the research)

In addition, there are two principal research paradigms positivism and interpretivism (Collis and Hussey, 2009), which provide context for the research methodology.

4.3.1 Positivism Paradigm

Positivism is a scientific research paradigm which attempts to investigate, confirm and predict patterns of behaviour. This paradigm originated in the natural sciences and it supports that social reality is singular and objective and is not affected by the act of investigation. The research is concerned with a deductive process and generally focuses on the objectivity of the research process to provide explanatory theories for understanding social phenomena (Creswell, 2008). The principle of deductive research concerns a theory which has been reviewed generally is used to form a hypothesis that can be tested and that allows explanations of the theory to be assessed (Bryman and Bell, 2007). The positivism paradigm involves quantitative

methodology which uses experimental methods involving experimental and control groups to measure data scores. The researcher is usually external to the research location and is the controller of the research process.

4.3.2 Interpretivism Paradigm

Interpretivism is a humanistic research paradigm and is influenced by anthropology which aims to understand other cultures from the inside. It emerged in response to criticisms of positivism and assumes that social reality is in our minds. It is subjective and multiple and is affected by the act of investigation. The research is concerned with an inductive process with a view to gain interpretive understanding of social phenomena with a particular context. The researcher interacts with in the culture / participant that they are researching by using methods of informal interviewing, observation and establishing relationships (Creswell, 2008). The interpretivism paradigm involves qualitative research methods as it provides the interpretive researcher with the necessary components to explore the complexity of social phenomena (Wahyuni, 2012). According to Cohen and Hussey, (2009) they suggest that qualitative research essentially focuses on understanding human behaviour, therefore this approach is more appealing for interpretive researchers to conduct their research.

4.4 Defining Quantitative or Qualitative Research Method

Creswell (2008) provides a summary of the philosophical assumptions that refers to the two main research paradigms as quantitative and qualitative paradigms. It is important to understand that one research paradigm is not necessarily 'right' and the other 'wrong', but that the researcher may favour one particular paradigm over the other as it may be more appropriate to investigate their research topic (Cohen and Hussey, 2009). Saunders et al, (2012) suggest that the researcher needs to have a clear understanding of the different quantitative and qualitative data collection techniques (e.g. questionnaires, interviews, focus groups and secondary data) before planning a research strategy. It will be necessary for the researcher to examine both approaches in terms of their philosophical associations, main functions and techniques.

Quantitative research is generally associated with a positivism and deductive approach. It examines relationships between variables which are measured numerically and analysed using various statistical techniques such as questionnaires or data analysis procedure such as graphs or statistics which produces numerical data. The collection data is collected by a standard method and therefore it is necessary to ensure that survey questions are expressed clearly so that the respondents understand what is being asked. This form of research usually uses probability sampling techniques to guarantee generalisation (Saunders et al, 2012). Qualitative research is associated with an interpretive philosophy and an inductive approach (Denzin and Lincoln, 2005). It is important that the researcher understands the subjective and socially constructed meanings known about the phenomenon which is being studied.

This research method is referred to as ‘naturalistic’ as it may require the researcher to conduct their research in a natural setting to establish trust and participation from participants. Qualitative research examines the participants’ meanings and understanding the link between them. Data collection is non-standardised which allows the researcher to alter and amend questions and procedures during the research process. Many forms of data collection techniques and analytical procedures are used to develop a conceptual framework. It is the researcher’s role to build a rapport between the participants in the study to gain cognitive and sensitive access to their data. The principle strategies used in this research method include case study research, action research, ethnography, ground theory and narrative research (Saunders et al, 2012).

4.5 Research Design

Collis and Hussey (2009) suggest that a research design is the overall plan that provides the framework which guides how research should be conducted. This section will discuss the research design that the researcher has selected to conduct the research for this dissertation. The research design will incorporate the various methods which the researcher proposes to use in this research. The methods chosen will support the principle plan of how the researcher will conduct their research to achieve the answer to test the research hypothesis. The sources from which the

researcher intends to collect and analyse data will be considered (Saunders et al, 2012).

An important component of the research design is to determine the research paradigm. The researcher has decided to select a quantitative methodology approach involving a positivism research paradigm. This method will provide the researcher with a better access to a larger survey population from which the researcher can engage with potential respondents as opposed to a qualitative approach. Following a review of the literature regarding self-awareness, emotional intelligence and leadership development the researcher has formulated the research hypothesis which is outlined in Chapter 3. The researcher will adopt a positivist approach which has been suggested by Saunders et al., (2012), as the credible data can only be produced when the phenomena is observed therefore this approach is the most appropriate method to examine the phenomenon surrounding emotional intelligence.

This dissertation will adopt a survey research approach where self-administered questionnaires will be developed to collect data from potential respondents in order to identify and to consider how the emotional intelligence capability of self-awareness as it relates to leadership development. A survey / questionnaire will be circulated to a total of 60 participants within three principle business sources. The results of the survey will be analysed and the findings will be critiqued using the literature review and academic research.

4.6 Research Method

According to Parahoo (2006) the research method that is selected by the researcher in order to research their topic title requires the most appropriate research method available to achieve the aims and objectives of the proposed research question. The researcher concludes from accessing the various research methods available that both quantitative and qualitative are valid approaches to the search for increased knowledge on the chosen research topic.

For the purpose of this research hypothesis the researcher has selected a quantitative research methodology approach as this provides a greater opportunity to engage with a larger number of respondents which allows for generalisation, as opposed to a qualitative research approach which draws from a select number of participants. The quantitative approach involves a positivism research paradigm which is scientific that uses experimental methods and engages in deductive methods to view the respondents' beliefs and attitudes of the topic through observations.

Saunders et al, (2012) state that the usual methods to obtain quantitative data are through the forms of surveys or questionnaires which enable the researcher to examine and explain relationships between variables. Therefore the researcher has decided to develop a questionnaire / survey for respondents as this will provide the appropriate means of engagement. According to Robson (2001) questionnaires work best with standardised questions that will provide reassurance to the researcher that the questions to be answered will be interpreted by all respondents in the same way and to achieve an effective means of collecting responses from all the respondents.

The researcher has selected a Likert-Style Rating Scale for the design of the research questionnaire as this method measures the respondents preferences and attitudes to the set of questions being asked. The respondents are asked to indicate their level of agreement normally in the form of a five-point rating scale ranging from how strongly they agree or disagree with the question (Dillman, 2009). This rating scale was named after Dr. Rensis Likert, who developed this technique. His aim was to create a means of measuring psychological attitudes of respondents in a scientific way (Uebersax, 2006). The questionnaire will also request some demographic information (i.e. position / role status, industry qualifications, time in employment) from the respondents to obtain additional analysis of the data to be reviewed.

4.7 Survey Design

The researcher has selected a quantitative research methodology approach for this dissertation. Surveys are used to conduct the primary research and to collect the specified information necessary to address the research aims and objectives. The researcher is using electronic mail to inform potential participants of the research study and to provide a direct link to the survey provider. The survey was constructed by using an online based survey by subscribing to SurveyMonkey.com at <http://www.surveymonkey.com>. The online survey was constructed by the researcher by using survey monkey which recorded and analysed the respondents' results on their completion of the survey.

The survey questions were compiled from the themes that emerged from the literature review and by assessing and investigating previous surveys which were carried out by accredited academics in the field. The survey consists of an introductory section which provides the participants with a brief explanation of emotional intelligence and a covering letter explaining the purpose of the research study was also included. The survey did not pose any questions which would identify the participants. The participants were all assured that all responses from the research survey would be strictly anonymous to encourage the participants to answer the questions as truthfully as possible.

Research findings by DeVaus, (2002) suggest that the length of your questionnaire can affect the response rate from your survey population. Edwards et al., (2002) advised that longer questionnaires as opposed to shorter questionnaires may reduce the number of respondents. Therefore in order to maximise the responses, a balance was required between the number of questions and the requirement to obtain sufficient information to enable the researcher to test the research hypothesis. The on-line survey consisted of ten questions distributed among the following four sections;

- Background Information of participant
- Career Development of participant
- Emotional Intelligence competencies
- Contemporary views on Emotional Intelligence

The structure of the survey involved a number of different question formats including those using a five point Likert-Style Rating Scale Method. To overcome research bias, the survey questions were constructed in a manner as not to adversely influence the participants towards a particular viewpoint or opinion. The following is an example of the type of question which was asked to the participants in the survey;

Q6. Rate the following Emotional Intelligence capabilities in the order that you consider to be most important for Leadership Development:

- *Self-awareness*
- *Empathy*
- *Self-regulation*
- *Motivation*
- *Social Skills.*

The options provided to the participants included the following; ‘Least Important’, ‘Less Important’, ‘Somewhat Important’, ‘More Important’, ‘Most Important’. By rating these questions with the use of the Likert-Style Rating Scale method, the researcher was able to gather the opinions and attitudes of the participants. The final question of the survey was a free text question in which the participants were able to express their own opinion on the specific issue of emotional intelligence in the challenging economic environment.

4.8 Survey Pilot Test

A pilot test of the survey was conducted prior to the distribution of the final version to the participants. This process allowed the survey to be evaluated and to be tested regarding its effectiveness before distributing to a larger survey population. The survey was completed by a number of selected participants who provided feedback and suggestions to the researcher on the survey and no significant changes were required. The responses from the pilot survey were not included in the final results. The survey was finalised (see ‘Appendix B – Survey Questions’) and distributed via email to participants with a direct link to *survey monkey.com*.

4.9 Survey Population

The population to be considered for a research study has been described by Collis and Hussey (2009) as ‘a precisely defined body of people or objectives under consideration for statistical purposes’. The target survey population for this dissertation was drawn from a combination of three principle business sources. For reasons of confidentiality the researcher has been asked that the identity of these three principle business sources remain anonymous throughout the process of this dissertation. For veracity employees of all levels were invited to participate in the on-line survey. The survey was then distributed to a total of 60 potential participants within the three principle business sources. The researcher received a total of 49 completed surveys representing 81.67% of the target survey population.

4.10 Ethical Considerations

The researcher is required to satisfy a number of ethical principles during the performance of the survey. The ethical issues that may arise during the course of conducting a research study are generally the ones that are most likely to cause concerns and issues for the research participants (Bryman and Bell, 2011). Studies on research ethics undertaken by Diener and Crandall (1978) considered four main areas concerning the ethical issues that can arise in the relationship between researchers and research participants;

- Whether it is likely to cause harm to the participants
- Whether there is a lack of information consent
- Whether there is a potential invasion of privacy
- Whether deception is involved

The researcher has ensured that these ethical principles have been taken into consideration during the performance of this study. The researcher provided a cover letter which was included in the on-line survey to outline the purpose of the research and to inform respondents that participants’ responses would remain confidential. The on-line survey was completed anonymously by the participants to protect their identity and to ensure that they retained their privacy throughout the research process. The survey was a voluntary survey and the participants were under no obligation to complete it. As the on-line survey was both voluntary and

anonymous, the respondents were not required to complete a formal consent relating to the use of the submitted data.

4.11 Validity and Reliability

The validity and reliability of questionnaires in any research study undertaken can create many difficulties for the researcher. The data which is collected and the response rate received back primarily depends on the design of the questions, the structure of the questionnaire and the precision of the pilot test (Saunders et al., p.364, 2007). In terms of validity and reliability regarding the questions and responses to the questionnaires, a researcher must ensure that ‘the question must be understood by the respondent in the way intended by the researcher and the answer given by the respondent must be understood by the researcher in the way intended by the respondent’ (Saunders et al., p.366, 2007).

The internal validity of a questionnaire is concerned with the ‘ability of your questionnaire to measure what you intend to measure’. The survey used to collect the data in this dissertation was considered to be valid as the questions which were compiled by the researcher were adapted from existing research that has shown that an increased emotional intelligence capability of self-awareness can be linked to improved leadership development (as discussed in the literature review). The content validity of a questionnaire relates to ‘the measurement questions in the questionnaire, provides adequate coverage of the investigative questions’ (Saunders et al., p.366, 2007). For this dissertation the researcher distributed a pilot test survey to a selected number of people in order to determine the validity of the proposed questions. Following a review of the pilot survey, no significant changes were made to the final survey. The survey was then distributed to the participants via email.

The construct validity of a questionnaire refers to ‘the extent to which your measurement questions actually measure the presence of those constructs you intended to measure’ (Saunders et al., p.367.2007). The survey questions which were compiled by the researcher for this dissertation aimed to measure the participants’ attitudes and opinions regarding the main themes of the research

hypothesis. There were a number of questions in the survey (Questions 3, 6, 7 and 8) which required the participants to rate their answers. The use of the Likert-Style Rating Scale method was applied to these particular questions in order to gather the perceptions and attitudes of the participants. The final question of the survey was a free text question in which the participants were able to express their own opinion regarding a specific issue relating to the research topic.

4.12 Limitations

There are certain limitations when investigating any research study. The researcher acknowledges that there were some limitations in conducting this dissertation. Due to time constraints and limited access to a survey population, the researcher decided to select a smaller survey population. The survey population was limited to 60 participants and the researcher acknowledges that a larger survey population would have provided a more precise understanding of the research topic.

The risk of response bias is a legitimate risk factor when any research is being conducted. According to Saunders et al., (2012, p.381) respondents often feel the need to provide socially desirable answers in order to avoid bringing notice to themselves. To overcome this limitation the researcher developed a survey in which all participants responses remained completely anonymous and the survey did not request any personal information from the participants. The survey was distributed to participants electronically via email which provided a direct link to a specific survey site on *Survey Monkey.com*. The participants were under no obligation to complete the survey therefore this could account for the fact that there was an 81.67% return in responses.

5 Chapter 5 – Results and Analyse

5.1 Introduction

The purpose of this research was to explore the relationship between the emotional intelligence capability of self-awareness and leadership development. Throughout the research process, the researcher considered the main aims and objectives for testing the research hypothesis;

‘Increasing the emotional intelligence capability of self-awareness is correlated to improved leadership development’.

The results from this research were derived from a quantitative research methodology approach which collected research data that was obtained from the on-line survey that had been conducted within three principle business sources.

The survey was distributed to the participants electronically via email which provided a direct link to the research survey through *Survey Monkey.com* on the 26th May 2014. The results from the survey have since been presented and interpreted according to testing the research hypothesis. As outlined in Chapter 4, quantitative research is generally associated with examining relationships between variables which are measured numerically and analysed by statistical techniques. The data collected from the surveys transforms the respondents’ attributes and opinions into graphs or statistics which produces numerical data (Saunders et al, 2012).

To analyse the results, the researcher used descriptive analysis which are a group of statistical methods that are used to describe, summarise and display the results of the survey data. This method assisted the researcher in summarising the data in a more compact form which allow patterns to be discerned that are not immediately apparent in the raw data, and ‘positively aids subsequent hypothesis detection / confirmation’ (Collis and Hussey, 2009, p.221). The researcher developed tables and graphs to display the results from the dissertations survey. The analysis will address the aims and objectives of the dissertation which were constructed by the researcher in Chapter 3.

5.2 Research Variables

Figure 4 has been developed to provide a graphical representation of the relationship between the independent and dependent variables. These variables were assessed in Question 6 (independent variables) and Question 9 (dependent variables).

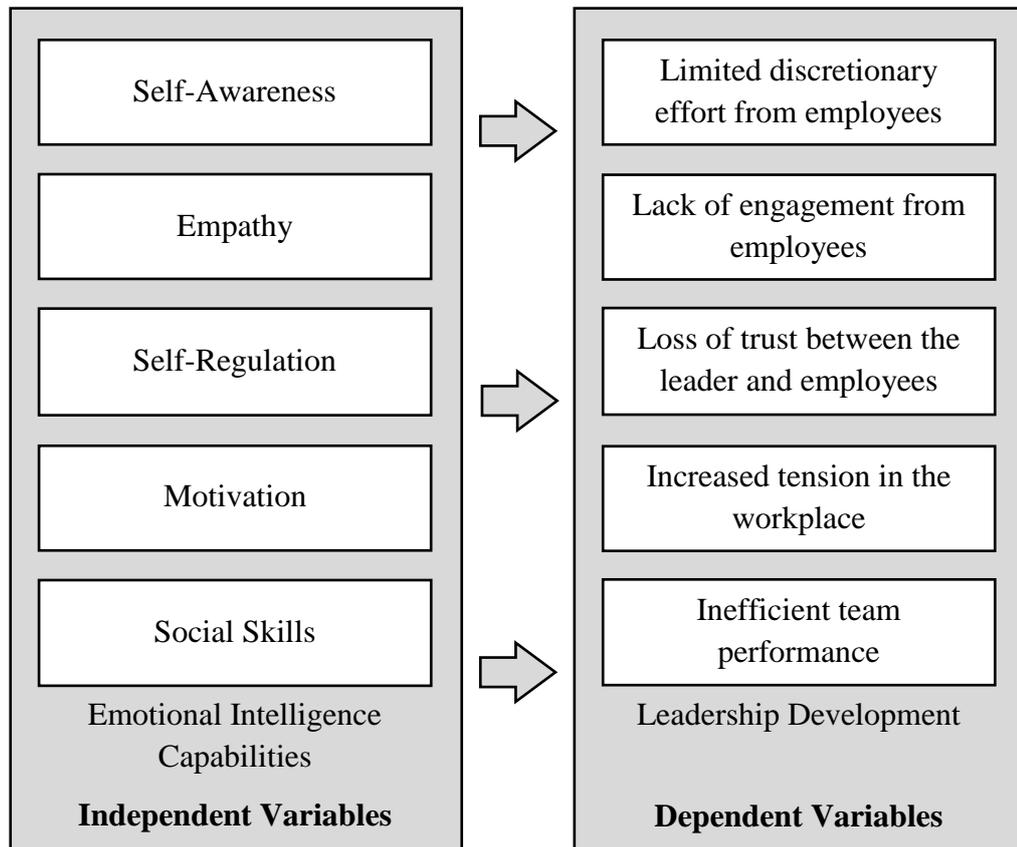


Figure 4: Emotional Intelligence Capabilities and Leadership Development
Original Source: Compiled by the Researcher from Literature Review

It is difficult to prove definitively that there is a direct correlation between the independent and dependent variables and the survey provides the combined opinions of the survey population, which included submissions by:

- Team Members
- Team Leaders
- Team Managers
- Senior Managers
- Senior Executive / Director

Question 9 of the survey asked the participants what they believed to be the consequences of a leader failing to adequately develop their emotional intelligence. The respondent indicated that there were two categories which were rated significantly above the alternative values (standard deviation, $\sigma = 5.27$).

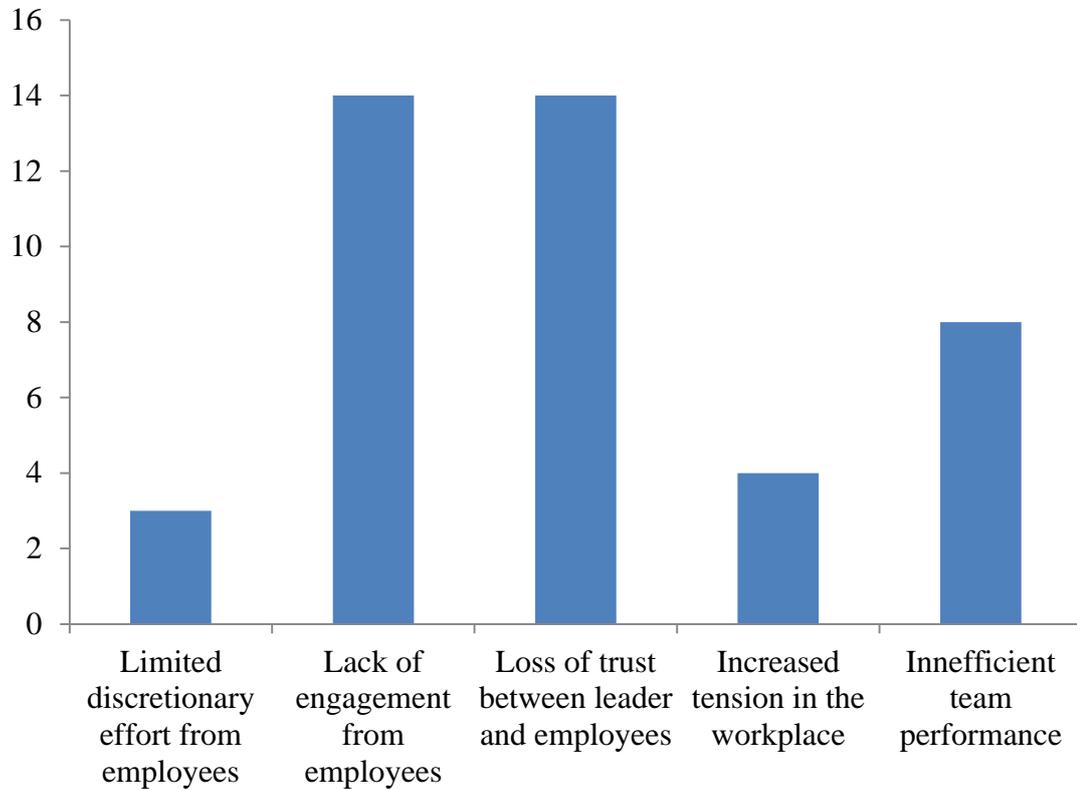


Figure 5: Effect of Leaders Failing to Develop Emotional Intelligence

The respondents indicated that ‘lack of engagement from employees’ and ‘loss of trust between leaders and employees’ are the potential consequences low emotional intelligence in the leader. Evidence from their responses suggests that more than half of the respondents consider both ‘lack of engagement’ and ‘loss of trust’ will have a direct effect on their followers. These results are consistent with the literature review, which according to Sosik (2001) as suggested in Chapter 2, high emotional intelligence leaders have higher levels of satisfied followers, trust and organisation commitment. These leaders induce positive emotions in others and consequently, lack of emotional development in the leader can contribute to the lack of engagement with employees.

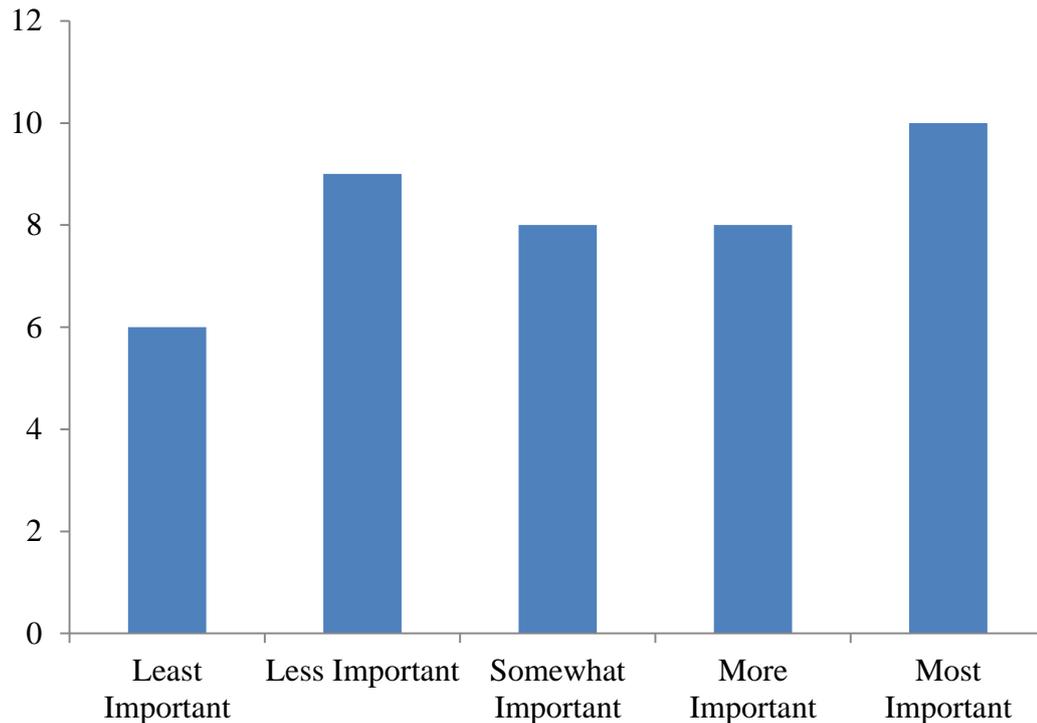


Figure 6: Emotional Intelligence Capability of Self-Awareness

When asked to provide their opinion on the importance of self-awareness for leadership development, the respondents were less clear with their responses. The responses were distributed across the rating options with the respondents showing no clear preference (standard deviation, $\sigma = 1.48$). The results suggest that the respondents do not correlate the emotional intelligence capability of self-awareness with leadership development, when the option is listed among other potential development options.

When the respondents were asked to identify skills from a list that would support career advancement, the need for ‘job skills’ and ‘communication skills’ were most viewed as being ‘of more importance’. As part of the same series of questions, the areas of ‘self-awareness’ and ‘analytical skills’ were rated as being ‘of a lesser importance’. The results indicate that when the self-awareness capability is placed in the general context of ‘career advancement’, the capability of ‘self-awareness’ is viewed less significant by the respondents.

5.3 Development of leadership capabilities

When asked to consider which capability was most important to support career advancement, the survey results indicated that communication skills were viewed as being most important, with the majority of respondents rating communication skills as being ‘more important’ or ‘most important’. The self-awareness capability was viewed by the respondents as being considerably less important. For comparison purposes, Figure 7 below indicates the relative importance of self-awareness and communication skills.

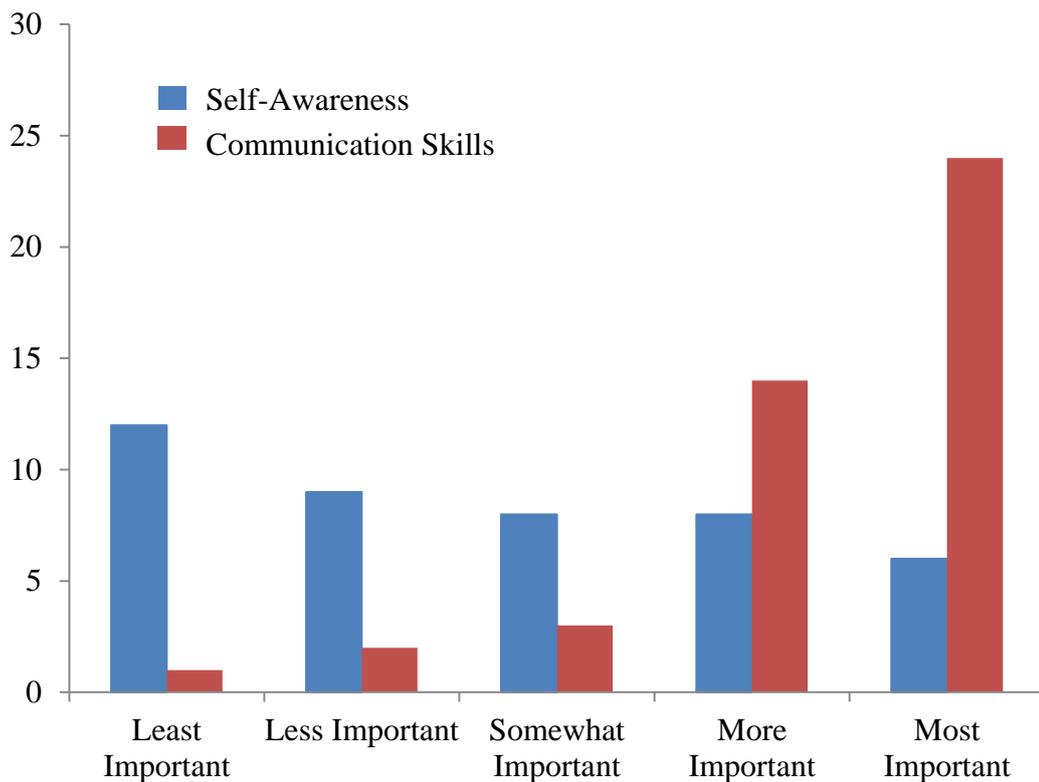


Figure 7: Comparison of Capabilities to Support Career Advancement

When asked to which capability was most important for a leader to develop, the respondents clearly identified the capabilities of ‘communication skills’ and ‘influencing and persuasion’ as those which are most important (Figure 8). The respondents viewed self-awareness as being considerably less important for leadership development. It could be argued that communication skills are inherently linked to self-awareness, since individuals who are not in control of their emotions will have a negative impact of how they communicate with others.

The influencing and persuasion skill-set is an important capability for any leader as ability to make progress will often depend on having a variety of styles and methodologies. Where the leader has charisma, it will invariably be accompanied by the leader having generated a strong ‘sense of self’, which is based on having a high level of self-awareness.

As outlined in the literature review, Cherniss (2000) stated that emotional intelligence capabilities have a positive effect in the workplace and contribute to improved performance and support improvements in learning and motivating employees.

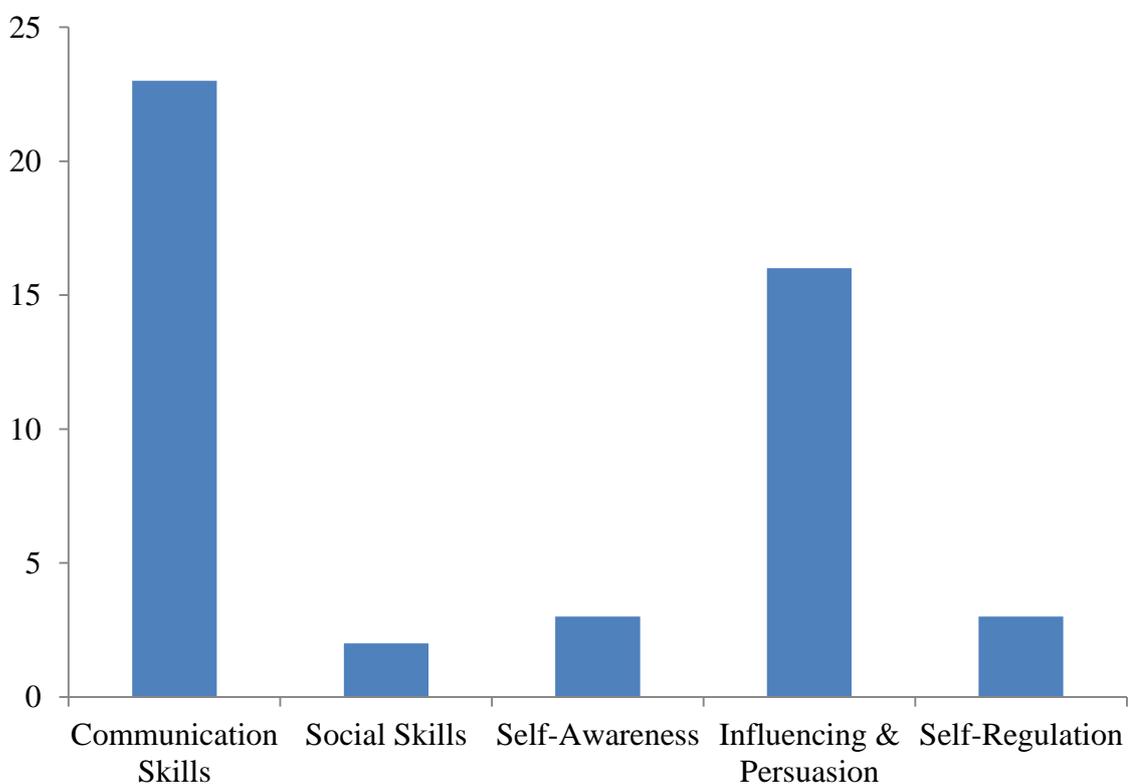


Figure 8: Key Capabilities for Leadership Development

When respondents were asked to state how they believed that leadership capabilities can be developed, the results indicate a strong response for development through a ‘coaching programme’, while ‘on-the-job’ training is also accepted as a method of developing leadership capabilities (Figure 9). As expected, the options of ‘training courses’ and ‘self-training’ are not considered by many

respondents as being the most effective development options for leadership capabilities. Coaching has consistently been advocated for the development of personal attributes and emotional intelligence competencies.

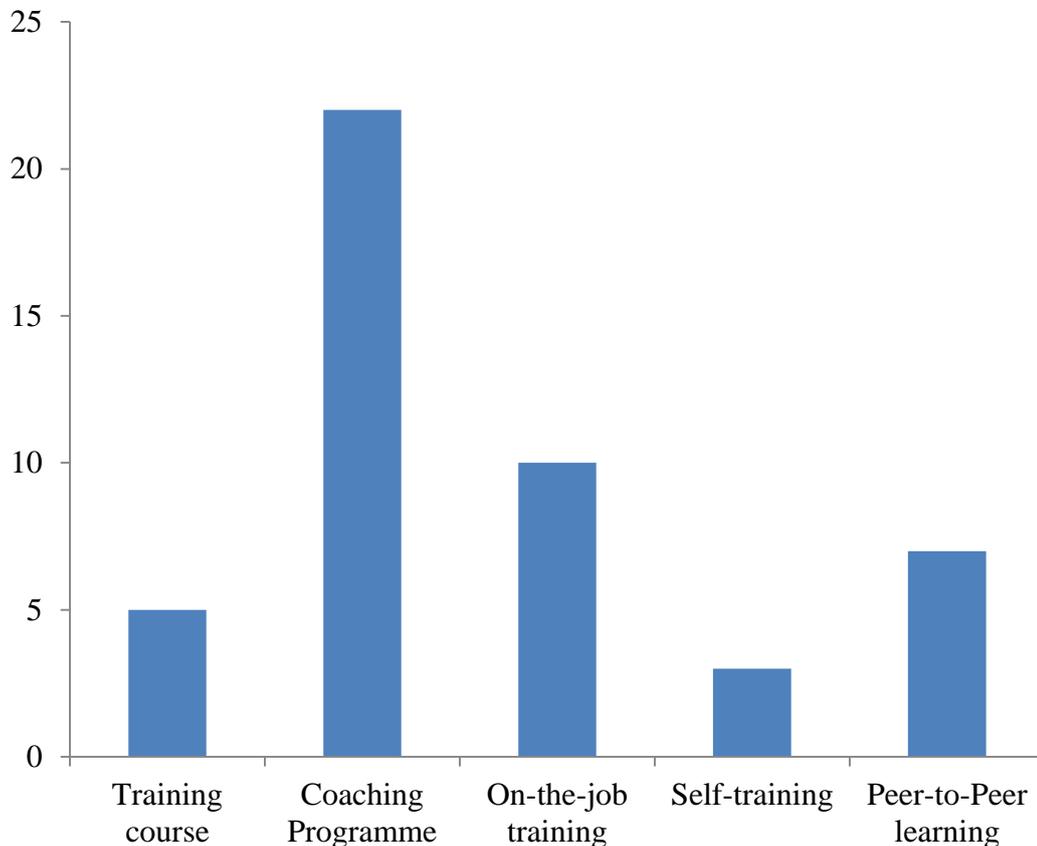


Figure 9: Development Options for Leadership Capabilities

5.4 Personal Traits for Leaders

When the respondents were asked what they considered to be the most important personal trait for a leader to develop, the personal trait of self-assurance was rated the highest. The ratings for emotional stability were dispersed across the five available options which would indicate that the respondents were undecided regarding its importance (Figure 10). Emotional stability involves the emotional self-awareness of the leader and their ability to manage their own emotions whereas self-assurance is the confidence that a leader has in their own judgement. This can have a positive impact on fostering confidence between the leader and their followers.

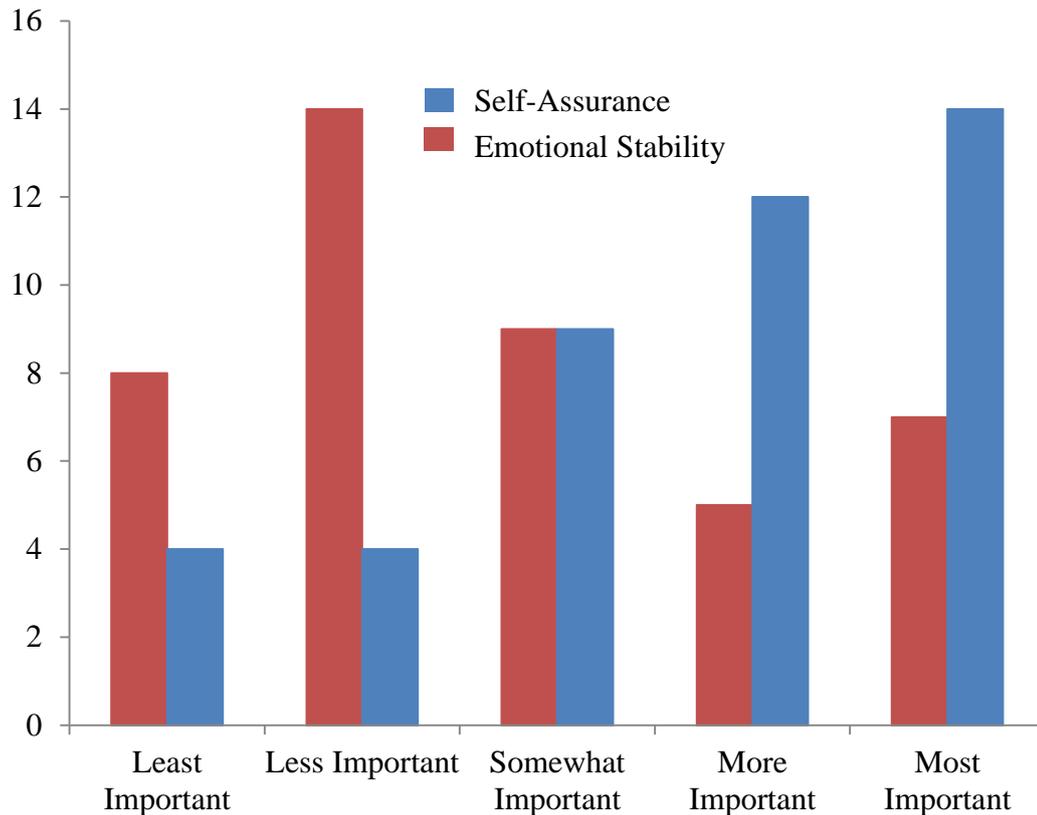


Figure 10: Key Personal Traits for Leadership Development

Respondents were asked to identify what they believed to be the most important attribute for a leader to develop. Self-awareness scored consistently from being least important to most important, indicating that the respondents had no clear view on its importance. The attribute of ‘general intelligence (IQ)’ rated relatively low in the survey, with most respondents viewing this attribute as not being essential for success.

As outlined in Chapter 2, Goleman (1998b) stated that effective leaders have high emotional intelligence at a two to one ratio against other factors, such as skill levels and general intelligence (IQ). Goleman suggests that a leader will typically have a high IQ and high skill levels, but are likely twice as high with their emotional intelligence capabilities. Figure 11 outlines the results for the relationship between ‘self-awareness’ and ‘general intelligence’ (sometimes referred to as IQ).

The survey asked the respondents to rate a number of key leadership attributes in terms of importance. The results for self-awareness were higher at both ends of the rating spectrum, with the rating lowest in the middle section. This suggests that the view of self-awareness ‘polarises’ opinions, with some of the respondents rating it as being ‘least important’ while a number of others rating it as ‘most important’. The views on general intelligence are somewhat different, with the majority of respondents rating it toward the lower end of the importance spectrum.

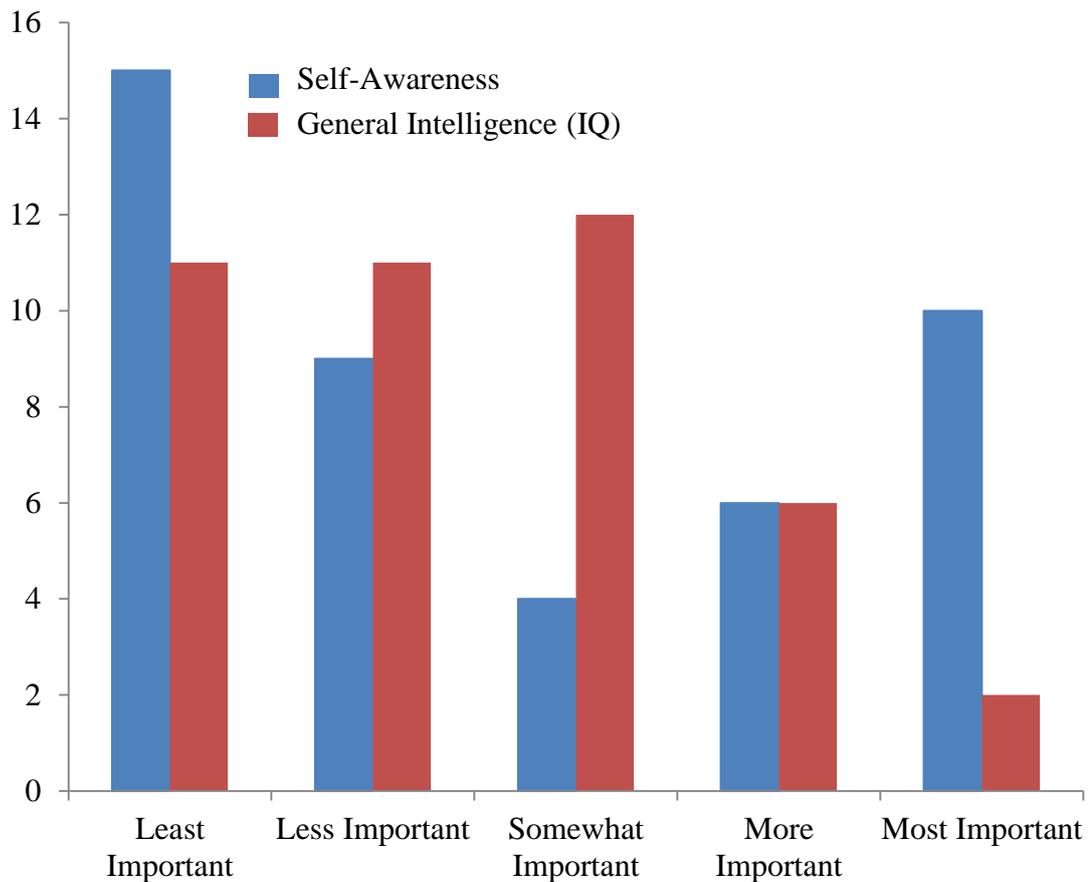


Figure 11: Key Attributes for Successful Leadership

The reference to general intelligence is not complete without saying that there is a minimum level of intelligence required to perform any role, and this also applies to leadership roles. The results would suggest that the views of the respondents are of the opinion that leaders are required to have a particular level of general intelligence, but that general intelligence alone is unlikely to satisfy the requirements of leadership development.

5.5 Additional Findings

As part of the survey (See ‘Appendix B - Survey Questions’), a free-text question in which the participants were asked their view on how the economic crisis has affected how organisations develop the emotional intelligence capability of managers in leadership roles. When the proposed survey questions were being analysed by the researcher, one theme which became apparent was that the development of emotional intelligence capabilities was reduced during difficult economic times, at the precise time that these skills were most required. The general consensus from the respondents was that in times of economic difficulty the importance of emotional intelligence is forgotten about by organisations as the main focus is on the monetary value of the business and not on the individuals.

The following verbatim comments are taken from the survey responses to the following question, ‘How do you believe that the recent economic crisis has altered how organisations develop the Emotional Intelligence capability of managers?’

- i. *The economic crisis has increased pressure on managers to process more work at lower margins and there is less time given to the consideration of 'Emotional Intelligence'.*
- ii. *Since the economic crisis I feel that organisations are no longer investing as much time developing managers' leadership skills. As people are completing more tasks in their roles and are more multi skilled managers no longer have the leverage or time to use their emotional intelligence and are resigned to being very task oriented.*
- iii. *I am not sure but suspect that it will have resulted in the screw being turned a little bit further on people to squeeze out extra performance at the expense of personal development and resulting in greater human cost.*
- iv. *Focus on emotional intelligence has decreased at a time when it is needed most. Organisations have become to focus on the monetary value of the bottom line and not the individuals that help an organisation to thrive.*
- v. *It doesn't seem important that their managers are emotionally aware, if there is a lack of funds this type of thing is the one that gets left out. It's more about results & profits than about how managers are interacting /dealing with staff.*

- vi. *In the current environment Emotional Intelligence is becoming more important but some organisations are slow to put importance on this issue.*
- vii. *The focus has been on negative issues and the reorganisation of business from a financial perspective (staff numbers, costs, etc.) rather than being on the 'softer issues'. Effective leadership requires managers to have a sound understanding of themselves and the situation that they find themselves in. Developing trust between Managers and their staff is a key part of maximising the human contribution to the organisation.*

These verbatim comments are consistent with opinions of Goleman (1998a) in an article in the Harvard Business Review, where he states that “in hard times, the soft stuff often goes away. But emotional intelligence, it turns out, isn't so soft. If emotional obliviousness jeopardizes your ability to perform, fend off aggressors, or be compassionate in a crisis, no amount of attention to the bottom-line will protect your career. Emotional intelligence isn't a luxury you can dispense with in tough times. It's a basic tool that, deployed with finesse, is the key to professional success.”

6 Chapter 6 – Conclusion / Future Research Recommendations

6.1 Introduction

The main components of this research will be summarised in this chapter, including the findings and proposed future recommendations. The researcher will conclude if the research hypothesis has been proven (or otherwise) on completion of the findings. The focus of the dissertation was to identify the relationship between the emotional intelligence capability of ‘self-awareness’ and how it relates to leadership development. In addition, the researcher has assessed the measurement and methods to enhance the emotional intelligence capability of self-awareness, including the significant role that it plays in their leadership development. To achieve the aims and objectives of the research, the researcher conducted a literature review of the following principle themes;

- Emotional intelligence
- Capability of self-awareness
- Leadership
- Leadership development

Following the literature review the research hypothesis was then formulated as follows;

‘Increasing the emotional intelligence capability of self-awareness is correlated to improved leadership development’.

To test the research hypothesis the researcher conducted a quantitative research methodology approach which included a survey, based on a self-administered questionnaire. The survey was circulated to a total survey population of 60 participants within three principle business sources and 49 respondents participated in the survey. The data was collected from participants and the results of the survey were then analysed.

6.2 Key Findings

To summarise the research aims and objectives, the findings indicate that increasing the emotional intelligence capability of ‘self-awareness’ is not viewed by the survey respondents as the ‘most important’ capability for leadership development.

There is some evidence that a significant number of the respondents view self-awareness as being an important leadership capability and this is consistent with the literature review. Additional findings from the research demonstrate that the principle themes identified in the literature review highlight the need to be aware of our emotions, and that this awareness is a key leadership capability.

The research does not find any evidence to directly correlate the ‘emotional intelligence capability of self-awareness’ and ‘leadership development’. When compared to other capabilities such as ‘communication skills’ and ‘influencing and persuasion skills’, the capability of self-awareness is viewed as being less important. However, when assessed individually as an emotional intelligence capability for leadership development, self-awareness scores comparatively well. This discrepancy may suggest that the respondents do not have a high familiarity with the self-awareness capability.

The need for leaders to have a suitable level of emotional intelligence has also been outlined in the literature review, as have the consequences of failing to adequately develop these capabilities. The research indicates that ‘lack of engagement from employees’ and ‘loss of trust between leaders and employees’ are the potential consequences of low emotional intelligence in the leader. It is reasonable to state that potential leaders in the early stages of their careers may not be fully aware of the significance of emotional intelligence. As such, it would be beneficial to highlight these capabilities to potential leaders in the early years of the professional careers.

Increased emotional intelligence can occur through various personal development mechanisms. The survey results indicate a strong response for development through a ‘coaching programme’, while ‘on-the-job’ training is also accepted as a method of developing leadership capabilities. Receiving proper feedback on a regular basis can contribute to an increase in self-awareness, but it may require more formal structures such as personality testing or psychometric testing. Options for testing emotional intelligence such as MBTI have been outlined in Chapter 2.

6.3 Outcome of Research Hypothesis

The research has resulted in an unproven hypothesis. However, the researcher is of the opinion that the literature review provides sufficient evidence to suggest that there is some correlation between the emotional intelligence capability of self-awareness and leadership development. Consequently, the researcher is of the opinion that further research could potentially demonstrate a correlation between the various emotional intelligence capabilities and leadership development.

6.4 Discussion

The findings of this research provide some insight as to what factors actually contribute to increasing the emotional intelligence capability of self-awareness in leadership development. The findings can be beneficial to potential leaders as the results give a clear insight into what is necessary and required to increase emotional intelligence. There is accepted evidence that having high levels of emotional intelligence is one of the principle attributes that distinguishes successful leaders. It is therefore necessary for those who aspire to be leaders to develop these capabilities to achieve success in the demanding working environment. Many organisations are becoming more sensitive to the importance of leadership self-awareness. A leader's emotional intelligence skills repertoire can have a powerful influence on how individuals perform when they work with each another. The increased significance of emotional intelligence has been studied for decades by many academics who suggest that individuals who are aware of their own emotions, and who understand emotions of others, can be happier and more successful than others (Certel et al., 2011).

It is only natural for individuals to have differing levels of emotional intelligence, but an effective leader requires a higher level of emotional intelligence competencies (Goleman, 2002). Having a high emotional intelligence quotient is a positive factor for influencing productivity, efficiency and team collaboration. In particular leaders who suitably develop their emotional intelligence will benefit from having a clear understanding of their own strengths and weaknesses. This will ensure that the leader can accept feedback and recognise the required areas for

improvement. Having a 'strong sense of self' will support the need to understand your abilities and most notably your limitations.

Having an appropriate level of self-awareness is essential to develop and leverage your emotional intelligence capabilities. Essentially, it provides the potential leader with a starting point for learning about themselves and the potential impact that they may have on others.

6.5 Limitations of the Research

The researcher experienced a number of limitations during the investigation of this dissertation. There was a time constraint to the research and as such the researcher was restricted to a short time frame in which to complete the study. The researcher did not have direct access to a survey population and consequently the constitution of the survey population may not have been ideal. The sample population of 60 participants could be considered to be small, and introduces a risk relating to sample size and this would have been mitigated by a larger sample population.

6.6 Personal Learning Reflection

The research and subsequent compiling of this dissertation has provided a significant learning experience for the researcher. At the beginning of the research study the researcher had a brief understanding of the concept of emotional intelligence, having studied the topic previously in a module in college a number of years ago. As the research progressed the researcher gained a greater appreciation of emotional intelligence and a number of specific themes emerged.

During the research study the researcher developed a range of new skills which enabled the researcher to complete the dissertation process. It was necessary for the researcher to perform an accurate literature review and to understand the various research methodologies. The literature review was significant and contributed to the researcher's knowledge and understanding of the research topic. Following the literature review, the researcher refined and optimised the research hypothesis.

The researcher gained valuable experience of developing and structuring report documents addressing complex subject material. The presentation of this material including a number of challenges including the need to become familiar with the methods associated with academic writing and referencing. The interaction with the survey population was a new experience for the researcher and this has resulted in significant learning, particularly relating to the need to structure the survey more effectively.

6.7 Future Suggestions

It is important to recognise that the findings of this dissertation do not provide clear evidence to suggest a correlation between increased emotional intelligence capability of self-awareness and an improvement in leadership development. However, the findings have shown that a high level of emotional intelligence self-awareness is associated with more resilient and dependable leaders who will inspire others and potentially lead to positive outcomes in the workplace.

Therefore the development of a leader's emotional intelligence capability of self-awareness will need to be considered to achieve the best outcome for the individual and the organisation. The development of emotional intelligence needs to be embraced by organisations by investing in leadership development programmes, coaching programmes, 'on the job' training and the creation of an authentic feedback culture.

6.8 One Final Thought...

To finalise this dissertation I quote Maya Angelou, the recently deceased American author, poet and civil rights activist;

“People don't always remember what you say or even what you do, but they always remember how you made them feel.” – Maya Angelou.

Bibliography

Adair, J. (2005) 100 Greatest Ideas for Effective Leadership and Management. England. Capstone Publishing Ltd.

Andrew K. Shenton, (2007) "Viewing information needs through a Johari Window", Reference Services Review, Vol. 35 Iss: 3, pp.487 - 496

Austin, E. J. and Saklofse, D. H. (2005). Far too many intelligences? On the communalities and differences between social, practical and emotional intelligence. In: Schulze, R. and Roberts, R. D. (eds.) The international handbook of emotional intelligence. Gottingen, Germany: Hogrefe.

Bar-On, R. (1999). Bar On Emotional Quotient Inventory: A measure of emotional intelligence (Technical manual). Toronto, Canada: Multi-Health Systems.

Bharwaney, Geetu. (2006). Emotionally Intelligent Living. Revised Edition. Strategies for increasing your EQ. England. Crown House Publishing

Braidfoot, R. & Swanson, A.C. 2013, "Emotional Intelligence of Financial Planners in Mediation", Review of Business & Finance Studies, vol. 4, no. 2, pp. 11-20.

Bratton, V. K., Dodd, N. G. & Brown, F. W. (2010) 'The impact of emotional intelligence on accuracy of self-awareness and leadership performance'. Leadership & Organization Development Journal, 32(2): 127-149.

Bryman, A. & Bell, E. (2011). Business Research Methods. 3rd Edition. USA: Oxford University Press

Carter, Glenn (2011) Effective Leaders [Online] Available at [http://www.pmpconnect.com/_blog/Company_Blog/post/What_makes_a_Leader](http://www.pmpconnect.com/_blog/Company_Blog/post/What_makes_a_Leader_Emotionally_Intelligence_at_Work) Emotional Intelligence at Work [Accessed 26th May 2014]

Bibliography

Caruso, D. R., & Salovey, P. (2004). *The emotionally intelligent manager: How to develop and use the four key emotional skills of leadership*, San Francisco, CA: Josey-Bass.

Cherniss, C. (2000). Emotional intelligence: What it is and why it matters. Paper presented at the annual meeting of the Society for Industrial and Organizational Psychology, New Orleans. LA.

Cherniss, C. & Goleman, D. (2001). *The emotionally intelligent workplace*. San Francisco, CA: Josey-Bass.

Chopra, P.K. and Kanji, G.K., 2010. Emotional intelligence: A catalyst for inspirational leadership and management excellence. *Total Quality Management & Business Excellence*, 21(10), pp. 971.

Cohen, R.J.; Swerddlik, M.E. (2005). *Psychological Testing and Assessment: An Introduction to Tests and Measurement*, Sixth Ed, New York: McGraw-Hill.

Collis, J. & Hussey, R. (2009). *Business Research: A practical guide for undergraduate & postgraduate students*, 3rd Ed. England: Palgrave Macmillan.

Covey, Stephen, R. (1992). *The 7 Habits of Highly Effective People*. Australia. Simon & Schuster.

Elizabeth, S.K. & Wolff, S.B. (2008), "Emotional intelligence competencies in the team and team leader", *The Journal of Management Development*, vol. 27, no. 1, pp. 55-75.

Emmerling, R. J. & Goleman, D. (2003, October). Emotional intelligence: Issues and common misunderstandings. *Issues and Recent Developments in Emotional Intelligence*, 1(1), Retrieved [date], from <http://www.eiconsortium.org>.

Bibliography

Emotional Intelligence [Online] Available at: www.hsys.com/PDFs/CCL
Emotional Intelligence Article. [Accessed 7 November 2013].

Emotional Intelligence Self-Awareness. [Online] Available at:
<http://www.alchemyformanagers.co.uk/topics/RM45LATyZ7hN24zW.html>
[Accessed 5 July 2014]

Fazlani, T.A., Ansari, N.u.H., Nasar, A., Hashmi, P. & Mustafa, M. (2012), "Influence of Emotional Intelligence and Leadership Performance on organizational development in the prospect of Pakistan's corporate culture", *Interdisciplinary Journal of Contemporary Research In Business*, vol. 3, no. 9, pp. 1289-1311.

Fiedler, F.E, (1967), "A Theory of Leadership Effectiveness", New York. McGraw Hill.

Goleman, D. (1997, October). Beyond IQ: developing the leadership competencies of emotional intelligence. Paper presented at the 2nd International Competency Conference, London.

Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. New York: Bantam Books.

Goleman, D. (1998). *Working with Emotional Intelligence*. Great Britain. Bloomsbury Publishing .

Goleman, D. (1998a). What makes a business leader? *Harvard Business Review*, 76(6),93-102. Goleman, D. (1998b). *Working with Emotional Intelligence*. New York: Bantam Books.

Goleman, D., Boyatzis, R., McKee, A., (2004). *Primal Leadership – Learning to lead with Emotional Intelligence*. Boston, Massachusetts. Harvard Business School Press.

Bibliography

Gunnigle, P., Heraty, N., & Morley, M. (2006). *Human Resource Management in Ireland*. 3rd Edition. Dublin, Ireland: Gill & Macmillan.

House, R. (1976). A 1976 theory of charismatic leadership. In J. Hunt, & L. Larson (Eds.), *Leadership: The cutting edge*. Carbondale, Illinois: Southern Illinois University Press.

Kevin S. Groves, Mary Pat McEnrue, Winny Shen, (2008) "Developing and measuring the emotional intelligence of leaders", *Journal of Management Development*, Vol. 27 Iss: 2, pp.225 – 250.

Kerr, R., Garvin, J., Heaton, N., Boyle, E., (2006) "Emotional intelligence and leadership effectiveness", *Leadership & Organization Development Journal*, Vol. 27 Iss: 4, pp.265 – 279.

Khalili, A. 2012, "The Role of Emotional Intelligence in the Workplace: A Literature Review", *International Journal of Management*, vol. 29, no. 3, pp. 355-370.

Jack Welch - The Wall Street Journal - January 23 2004 - <http://online.wsj.com/article/SB107481763013709619.html>.

Jordan, P. J. and Hartel, C. E. J. (2002). Emotional intelligence as a moderator of emotional and behavioral reactions to job insecurity. *Academy of Management Review*, 27, 361-372.

Lead change group, 2012. Emotional Intelligence.[Online] Available at: <http://leadchange.com/5-reasons-why-emotional-intelligence-is-critical-for-leaders>[Accessed 7 November 2013].

Likert Scale, 2014. [Online] Available at: www.performancezoom.com/likert.gif [Accessed 20 Feb 2014].

Bibliography

Lorne Hartman, (1999) "A psychological analysis of leadership effectiveness", *Strategy & Leadership*, Vol. 27 Iss: 6, pp.30 – 32.

Mayer, J. D., Salovey, P., & Caruso, D.R. (2008). *Emotional Intelligence: New Ability or Eclectic Mix of Traits?* *American Psychologist*.

Mayer, J. D., Salovey, P., & Caruso, D. (1998). *Models of emotional intelligence*. In *Handbook of Human Intelligence*, Sternberg, R.J., editor. New York, NY: Cambridge University Press.

Mayer, J. D., Salovey, P. (1998) *What is emotional intelligence?* In *Emotional development and emotional intelligence: Implications for educators*, Mayer, J. D., Salovey, P. Editors. New York, NY: Basic Books.

Michelle M. Morehouse, (2007) "An exploration of emotional intelligence across career arenas", *Leadership & Organization Development Journal*, Vol. 28 Iss: 4, pp.296 – 307.

Morley,M; Moore,S; Heraty,N; Linehan, M; MacCurtain, S,. (2004). *Principles of Organisational Behaviour: An Irish Text*, 2nd Ed, Dublin: Gill and Macmillan.

Muna, F.A. 2011, "Contextual leadership", *The Journal of Management Development*, vol. 30, no. 9, pp. 865-881.

Nakhaei, Aazam. "The Relationship Between Emotional Intelligence And Its Dimensions With Organizational Entrepreneurship." *Advances in Environmental Biology* 7.8 (2013).

Nicky Dries, Roland Pepermans, (2007) "Using emotional intelligence to identify high potential: a metacompetency perspective", *Leadership & Organization Development Journal*, Vol. 28 Iss: 8, pp.749 – 770.

Bibliography

Organisation Behaviour and Development - The Role of Leader's Emotional Intelligence towards the Performance of Organisations 7UDE 1123/SEM II/ 2011/2012.

Pinos, V., Twigg, N.W., Parayitam, S. & Olson, B.J. (2006), "Leadership in the 21st Century: The effect of Emotional Intelligence", *Academy of Strategic Management Journal*, vol. 5, pp. 61-74.

Ramchunder, Y. and Martins, N., 2014. The role of self-efficacy, emotional intelligence and leadership style as attributes of leadership effectiveness. *SA Journal of Industrial Psychology*, 40(1), pp. 1-11.

Research Defined, 2014. [Online] Available at:
www.personal.psa.edu/researchtalk.htm [Accessed 12 Feb 2014].

Ronald E. Riggio, Rebecca J. Reichard, (2008) "The emotional and social intelligences of effective leadership: An emotional and social skill approach", *Journal of Managerial Psychology*, Vol. 23 Iss: 2, pp.169 – 185.

Saunders, M; Lewis,P; Thornhill, A. (2012). *Research methods for business students*. 6th Ed, London: Pearson.

Small business note, 2013.LeadershipTraits.[Online]Available at:
www.smallbusinessnotes.com/managingyourbusiness/leadershiptraits [Accessed 9 November 2013].

Sosik, J. J., Megerian, L. E. (1999) Understanding Leader Emotional Intelligence and Performance. *Group & Organization Management*, 24 No.3, pp. 367-390.

Stogdill, R. (1948). *Personal factors associated with leadership: A survey theory and research*. New York: Free Press.

Bibliography

Svetlana Lazovic, International School for Social and Business Studies. '*The Role and Importance of Emotional Intelligence in Knowledge Management*'. Management, Knowledge and Learning: International Conference 2012.

Talent Management, 2013. Emotional Intelligence. [Online] Available at: www.talentmgt.com/articles/businessbenefitsofemotionalintelligence [Accessed 8 November 2013].

Taylor, P. C., & Medina, M. N. D. (2013). Educational Research Paradigms: From Positivism to Multi-paradigmatic. *The Journal of Meaning-Centred Education*. Volume 1, Article 2.

The Attributes of an Effective Team Leader by George N. Root III, Demand Media. [Online] Available at: <http://smallbusiness.chron.com/attributes-effective-team-leader-11791.html> [Accessed 24 June 2014].

The Effective Leader: Understanding and Applying Emotional Intelligence by John D. (Jack) Mayer and David Caruso. *Leadership*/November/December (2002).

Theories of Personality, 2009. [Online] Available at: [Feist–Feisthttp://www.scribd.com/doc/182002369/Jess-Gregory-Feist-Theories-of-personality-pdf](http://www.scribd.com/doc/182002369/Jess-Gregory-Feist-Theories-of-personality-pdf) [Accessed 10 May 2014].

Thorndike, E.I. (1920). Intelligence and its uses. *Harper's*, 140, 227.

Thought Leader Interview: Daniel Goleman, Christensen, Karen Rotman Magazine. Winter 2014, p10-14. 5p.

Toolkit, 2013. Leadership-traits [Online] Available at: www.toolkit.smallbiz.nsw.gov.au [Accessed 9 November 2013].

Bibliography

Your Future Gets Brighter With Emotional Intelligence. By: Kivland, Cynthia. *Healthcare Executive*. Jan/Feb2014, Vol. 29 Issue 1, p72-75. 3p. [internet 5thfeb2014].

Victor Dulewicz, Malcolm Higgs, (2000) "Emotional intelligence – A review and evaluation study", *Journal of Managerial Psychology*, Vol. 15 Iss: 4, pp.341 – 372.

Victor Dulewicz, Malcolm Higgs, (1999) "Can emotional intelligence be measured and developed?", *Leadership & Organization Development Journal*, Vol. 20 Iss: 5, pp.242 – 253.

Virginia K. Bratton, Nancy G. Dodd & F. William Brown, (2011) 'The impact of Emotional Intelligence on accuracy of Self-Awareness and Leadership Performance'. *Leadership & Organization Development Journal*, Vol. 32 No. 2, pp.127-149.

Waldock, T. & Kelly-Rawat, S. (2004) *The 18 Challenges of Leadership: A Practical, Structured Way to Develop your Leadership Talent*. England. Pearson Prentice Hall.

Welch, J. (2001). *Straight from the Gut*. Great Britain: Headline Book Publishing.

Glossary of Abbreviations

Abbreviated Term	Description
BA (Hons)	Bachelor of Arts (Honours) Degree
CEO	Chief Executive Officer
EQ	Emotional Quotient – the measure of emotional intelligence
EQi	Emotional Quotient inventory
<i>et al</i>	‘and others’
HRM	Human Resource Management
http	Hypertext Transfer Protocol
i.e.	‘that is’ (from <i>id est</i>)
IQ	Intelligence Quotient – the measure of general intelligence
MBTI	Myers-Briggs Type Indicator
MEIS	Multifactor Emotional Intelligence Scale
MSCEIT	Mayer-Salovey-Caruso Emotional Intelligence Test
SREIT	Self-Report Emotional Intelligence Test
WEIP	Workgroup Emotional Intelligence Profile
www	World-Wide Web
σ	Standard Deviation

Appendix A: Survey Cover Letter to Participants

This appendix contains a copy of the ‘cover letter’ text issued to the survey population.

Dear All,

I am currently preparing a Dissertation for my Degree in Human Resource Management at the National College of Ireland. The Dissertation assesses the relationship between specific components of Emotional Intelligence and Leadership Development. All information provided through the survey is provided anonymously and will only be used for the purpose of my Dissertation.

Please use the link below to access the survey.

<https://www.surveymonkey.com/s/CSKL3FB>

Thank you in advance as I am very grateful for your assistance.

With Best Regards,
Karen Murray

Appendix B: Survey Questions

This appendix contains screenshots of the actual survey question from *surveymonkey.com*.

Emotional Intelligence in Leadership Development

Thank You for participating in my survey on Emotional Intelligence in Leadership Development

Daniel Goleman, (1998) defines Emotional Intelligence 'as the ability to recognise your emotions, understand what they are telling you, and realise how your emotions affect people around you. Emotional intelligence also involves your perception of others: when you understand how they feel, this allows you to manage relationships more effectively'.

For my dissertation, I am assessing the relationship between specific components of Emotional Intelligence in Leadership Development.

Thank you for your help.
Karen Murray

[Next](#)

Powered by **SurveyMonkey**
Check out our [sample surveys](#) and create your own now!

Emotional Intelligence in Leadership Development

Background Information

1. What is your role within your organisation?

- Team Member
- Team Leader
- Team Manager
- Senior Manager
- Senior Executive / Director

2. How many years work experience have you got?

- Less than 5 years
- 5 years - 10 years
- 10 years - 15 years
- 15 years - 20 years
- More than 20 years

[Prev](#) [Next](#)

Powered by **SurveyMonkey**
Check out our [sample surveys](#) and create your own now!

3. Considering your career / professional development, which of the following do you consider to be most important to support career advancement?

	Least Important	Less Important	Somewhat Important	More Important	Most Important
Job Skills	<input type="radio"/>				
Communication Skills	<input type="radio"/>				
Analytical Skills	<input type="radio"/>				
Social Skills	<input type="radio"/>				
Self-Awareness	<input type="radio"/>				

4. How do you believe that leadership attributes can be developed?

- Training course
- Coaching Programme
- On-the-job training
- Self-training
- Peer-to-Peer learning

5. Which of the following do you believe is the most important attribute for a Leader to develop?

- Communication Skills
- Social Skills
- Self-Awareness
- Influencing & Persuasion
- Self-Regulation

Emotional Intelligence in Leadership Development

Emotional Intelligence competencies

6. Rate the following Emotional Intelligence capabilities in the order that you consider to be most important for Leadership Development?

	Least Important	Less Important	Somewhat Important	More Important	Most Important
Self-Awareness	<input type="radio"/>				
Empathy	<input type="radio"/>				
Self-regulation	<input type="radio"/>				
Motivation	<input type="radio"/>				
Social Skills	<input type="radio"/>				

7. Which of the following personal traits do you consider to be most important in Leadership Development?

	Least Important	Less Important	Somewhat Important	More Important	Most Important
Emotional Stability - the emotional self-awareness and the ability to control your own emotions	<input type="radio"/>				
Dominance - the desire that drives individuals to be successful leaders	<input type="radio"/>				
Enthusiasm - to be optimistic and inspire others	<input type="radio"/>				
Conscientiousness - dependable and responsible in character, and self-disciplined	<input type="radio"/>				
Self-Assurance - confidence in own judgements and fosters confidence in others	<input type="radio"/>				

8. Which of the following do you believe to be the most important attributes in a successful Leader?

	Least Important	Less Important	Somewhat Important	More Important	Most Important
General Intelligence (IQ)	<input type="radio"/>				
Confidence	<input type="radio"/>				
Self-Awareness	<input type="radio"/>				
Decision-Making Ability	<input type="radio"/>				
Social Skills	<input type="radio"/>				

[Prev](#) [Next](#)

Powered by [SurveyMonkey](#)
Check out our [sample surveys](#) and create your own now!

9. What do you believe are the consequences of a Leader failing to adequately develop their Emotional Intelligence?

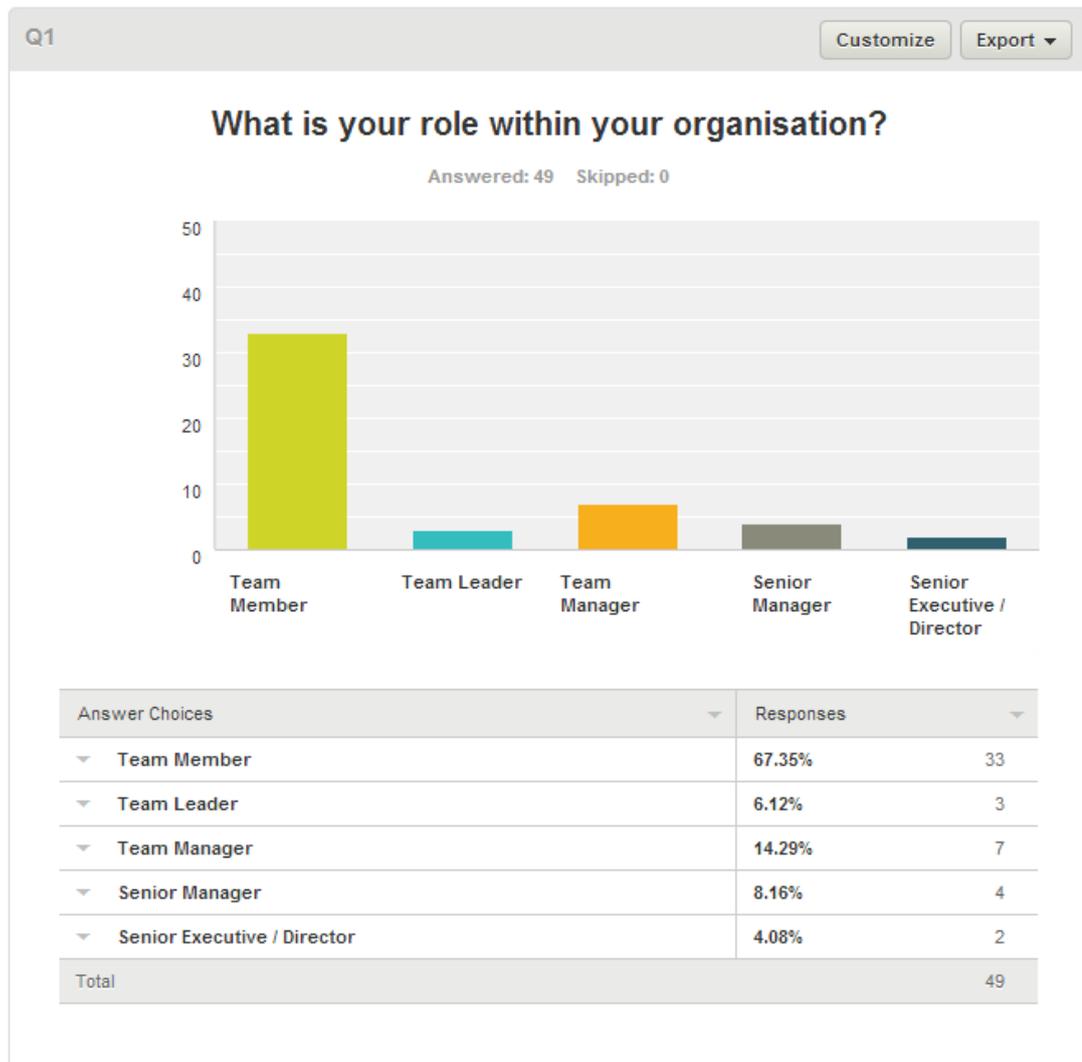
- Limited discretionary effort from employees
- Lack of engagement from employees
- Loss of trust between leader and employees
- Increased tension in the workplace
- Inefficient team performance

10. How do you believe that the recent economic crisis has altered how organisations develop the Emotional Intelligence capability of managers?

Powered by [SurveyMonkey](#)
Check out our [sample surveys](#) and create your own now!

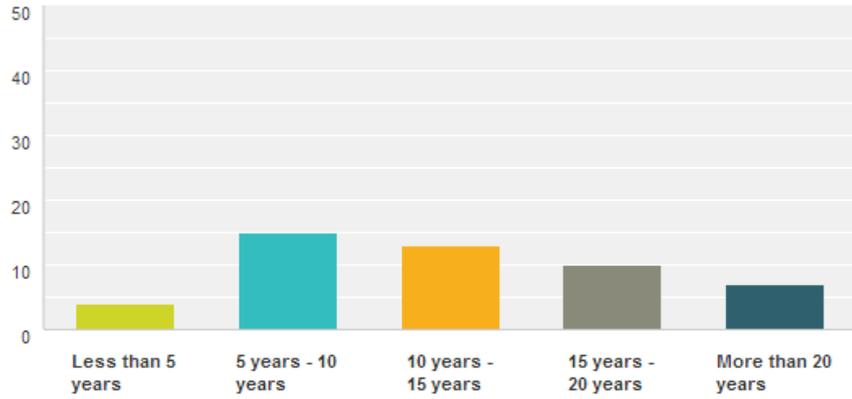
Appendix C: Survey Results

This appendix contains screenshots of the actual survey results obtained through *surveymonkey.com*.



How many years work experience have you got?

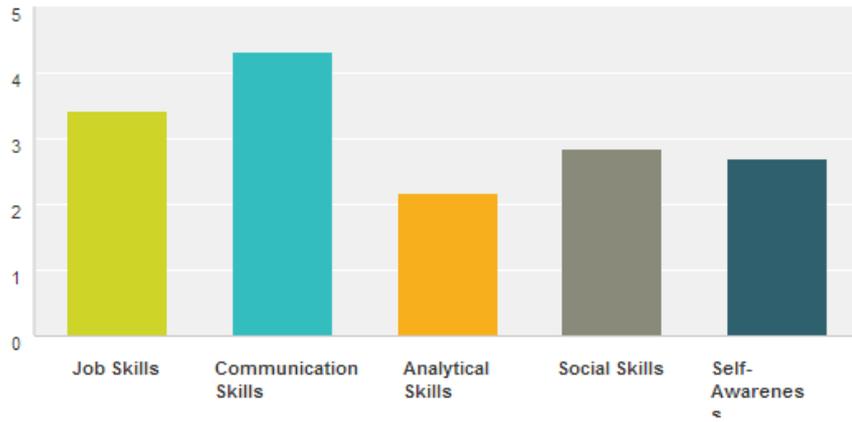
Answered: 49 Skipped: 0



Answer Choices	Responses
▾ Less than 5 years	8.16% 4
▾ 5 years - 10 years	30.61% 15
▾ 10 years - 15 years	26.53% 13
▾ 15 years - 20 years	20.41% 10
▾ More than 20 years	14.29% 7
Total	49

Considering your career / professional development, which of the following do you consider to be most important to support career advancement?

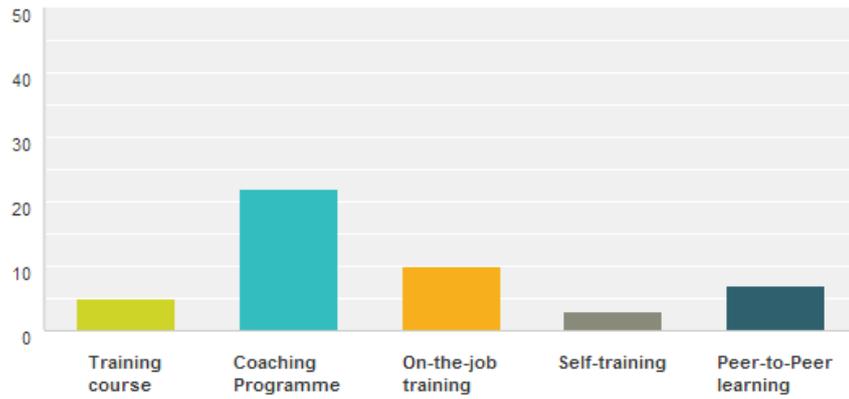
Answered: 47 Skipped: 2



	Least Important	Less Important	Somewhat Important	More Important	Most Important	Total
Job Skills	7.14% 3	23.81% 10	19.05% 8	19.05% 8	30.95% 13	42
Communication Skills	2.27% 1	4.55% 2	6.82% 3	31.82% 14	54.55% 24	44
Analytical Skills	43.18% 19	13.64% 6	31.82% 14	4.55% 2	6.82% 3	44
Social Skills	10.00% 4	30.00% 12	27.50% 11	30.00% 12	2.50% 1	40
Self-Awareness	27.91% 12	20.93% 9	18.60% 8	18.60% 8	13.95% 6	43

How do you believe that leadership attributes can be developed?

Answered: 47 Skipped: 2



Answer Choices	Responses
▼ Training course	10.64% 5
▼ Coaching Programme	46.81% 22
▼ On-the-job training	21.28% 10
▼ Self-training	6.38% 3
▼ Peer-to-Peer learning	14.89% 7
Total	47

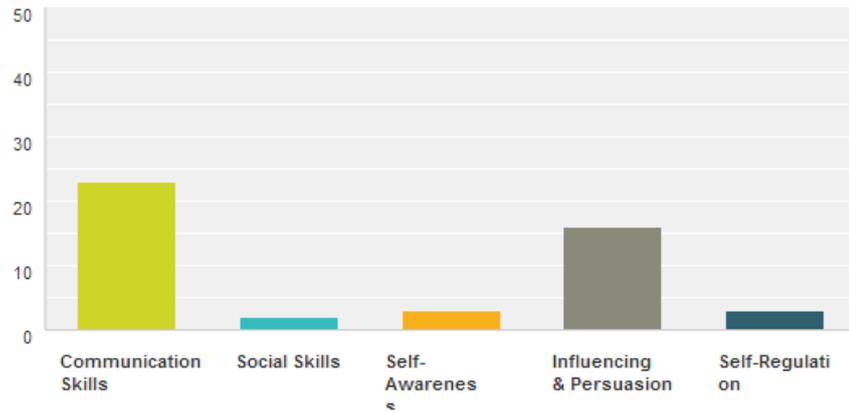
Q5

Customize

Export ▾

Which of the following do you believe is the most important attribute for a Leader to develop?

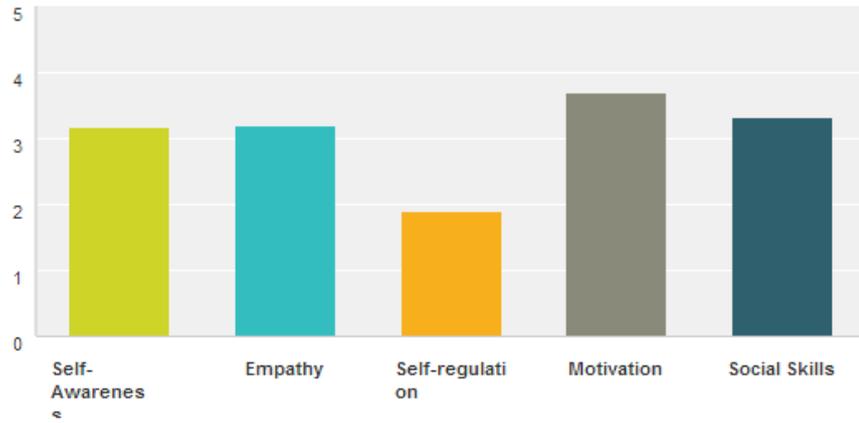
Answered: 47 Skipped: 2



Answer Choices	Responses
Communication Skills	48.94% 23
Social Skills	4.26% 2
Self-Awareness	6.38% 3
Influencing & Persuasion	34.04% 16
Self-Regulation	6.38% 3
Total	47

Rate the following Emotional Intelligence capabilities in the order that you consider to be most important for Leadership Development?

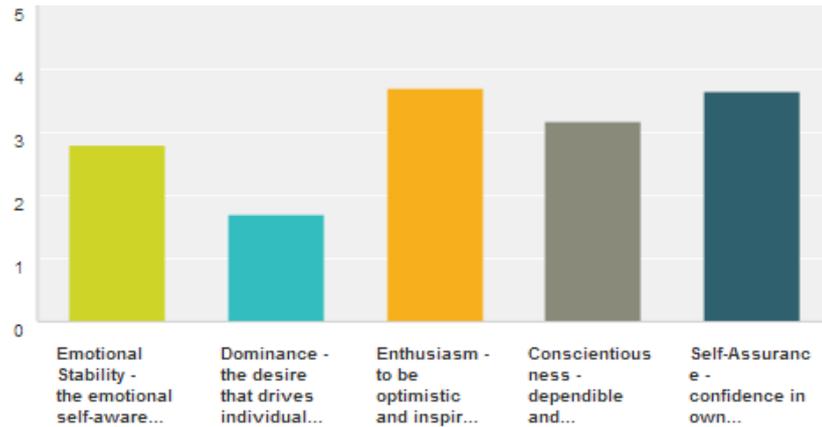
Answered: 45 Skipped: 4



	Least Important	Less Important	Somewhat Important	More Important	Most Important	Total
Self-Awareness	14.29% 6	21.43% 9	21.43% 9	19.05% 8	23.81% 10	42
Empathy	7.14% 3	23.81% 10	21.43% 9	38.10% 16	9.52% 4	42
Self-regulation	51.16% 22	20.93% 9	18.60% 8	4.65% 2	4.65% 2	43
Motivation	11.36% 5	9.09% 4	20.45% 9	15.91% 7	43.18% 19	44
Social Skills	9.09% 4	20.45% 9	22.73% 10	25.00% 11	22.73% 10	44

Which of the following personal traits do you consider to be most important in Leadership Development?

Answered: 45 Skipped: 4



	Least Important	Less Important	Somewhat Important	More Important	Most Important	Total
Emotional Stability - the emotional self-awareness and the ability to control your own emotions	18.18% 8	31.82% 14	20.45% 9	11.36% 5	18.18% 8	44
Dominance - the desire that drives individuals to be successful leaders	61.36% 27	22.73% 10	4.55% 2	6.82% 3	4.55% 2	44
Enthusiasm - to be optimistic and inspire others	0.00% 0	15.56% 7	28.89% 13	26.67% 12	28.89% 13	45
Conscientiousness - dependable and responsible in character, and self-disciplined	11.11% 5	20.00% 9	26.67% 12	24.44% 11	17.78% 8	45
Self-Assurance - confidence in own judgements and fosters confidence in others	9.09% 4	9.09% 4	20.45% 9	29.55% 13	31.82% 14	44

Which of the following do you believe to be the most important attributes in a successful Leader?

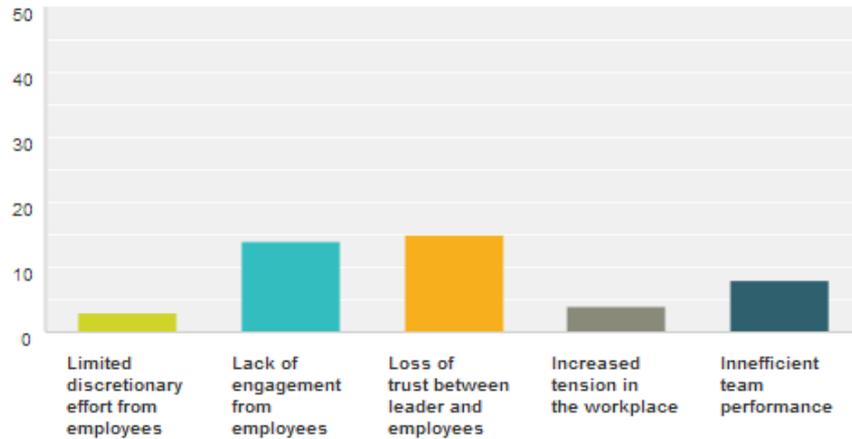
Answered: 45 Skipped: 4



	Least Important	Less Important	Somewhat Important	More Important	Most Important	Total
General Intelligence (IQ)	25.58% 11	25.58% 11	27.91% 12	16.28% 7	4.65% 2	43
Confidence	7.32% 3	17.07% 7	29.27% 12	29.27% 12	17.07% 7	41
Self-Awareness	35.56% 16	20.00% 9	8.89% 4	13.33% 6	22.22% 10	45
Decision-Making Ability	9.30% 4	4.65% 2	13.95% 6	25.58% 11	46.51% 20	43
Social Skills	18.18% 8	29.55% 13	22.73% 10	15.91% 7	13.64% 6	44

What do you believe are the consequences of a Leader failing to adequately develop their Emotional Intelligence?

Answered: 44 Skipped: 5



Answer Choices	Responses
▼ Limited discretionary effort from employees	6.82% 3
▼ Lack of engagement from employees	31.82% 14
▼ Loss of trust between leader and employees	34.09% 15
▼ Increased tension in the workplace	9.09% 4
▼ Inefficient team performance	18.18% 8
Total	44

How do you believe that the recent economic crisis has altered how organisations develop the Emotional Intelligence capability of managers?

Answered: 26 Skipped: 23

● Responses (26)

☁ Text Analysis

📁 My Categories

Categorize as... ▾

Filter by Category ▾

Search responses



Showing 26 responses

Yes - managers have needed to keep employees engaged & motivated during a period of increased change management.

7/1/2014 9:54 PM [View respondent's answers](#)

I believe people are keen to remain seen as having the capability to deal with the economic crisis and have altered there individual traits to make sure they can

6/25/2014 9:59 AM [View respondent's answers](#)

I'm not sure that I see any difference. There is more awareness of the need for engagement and for better communication - but I see little sophisticated effort to develop EI.

5/30/2014 2:05 PM [View respondent's answers](#)

The economic crisis has increased pressure on managers to process more work at lower margins and there is less time given to the consideration of 'Emotional Intelligence'.

5/30/2014 7:42 AM [View respondent's answers](#)

Introduction to Emotional Intelligence has been covered with most team leaders and managers but more development of this is necessary to inincrease performance and credibility of management. Management can be removed from their staff and this leads to unhappiness in the workplace.

How do you believe that the recent economic crisis has altered how organisations develop the Emotional Intelligence capability of managers?

Answered: 26 Skipped: 23

● Responses (26)

Text Analysis

My Categories

Categorize as... ▾

Filter by Category ▾

Search responses



Showing 26 responses

5/30/2014 7:42 AM [View respondent's answers](#)

Introduction to Emotional Intelligence has been covered with most team leaders and managers but more development of this is necessary to increase performance and credibility of management. Management can be removed from their staff and this leads to unhappiness in the workplace.

5/29/2014 9:30 AM [View respondent's answers](#)

The economic crisis has forced organisations to make decisions based on financial pressures putting aside the importance of managers' ability to work on their emotional intelligence

5/28/2014 12:20 PM [View respondent's answers](#)

More than ever, there is a need for leaders to understand the financial turmoil that employees may be experiencing

5/28/2014 10:29 AM [View respondent's answers](#)

Organisations are under more pressure to become efficient and need to improve EI in order to improve performance of a motivated workforce

5/28/2014 9:09 AM [View respondent's answers](#)

Feedback

How do you believe that the recent economic crisis has altered how organisations develop the Emotional Intelligence capability of managers?

Answered: 26 Skipped: 23

● Responses (26)

☁ Text Analysis

📁 My Categories

Categorize as... ▾

Filter by Category ▾

Search responses



Showing 26 responses

5/28/2014 9:09 AM [View respondent's answers](#)

I don't know.

5/28/2014 9:01 AM [View respondent's answers](#)

I think Good will of employees has disappeared. Emotional Intelligence capabilities of managers is now being tested.

5/27/2014 10:41 PM [View respondent's answers](#)

hopefully making companies/management more empathetic to peoples family situations.

5/27/2014 9:29 PM [View respondent's answers](#)

Since the economic crisis I feel that organisations are no longer investing as much time developing managers' leadership skills. As people are completing more tasks in their roles and are more multi skilled managers no longer have the leverage or time to use their emotional intelligence and are resigned to being very task oriented.

5/27/2014 6:28 PM [View respondent's answers](#)

Greater focus on engagement and investment in people.

5/27/2014 8:11 PM [View respondent's answers](#)

How do you believe that the recent economic crisis has altered how organisations develop the Emotional Intelligence capability of managers?

Answered: 26 Skipped: 23

● Responses (26)

☁ Text Analysis

📁 My Categories

Categorize as... ▾

Filter by Category ▾

Search responses



Showing 26 responses

Greater focus on engagement and investment in people.

5/27/2014 6:11 PM [View respondent's answers](#)

The economic crisis of the last number of years has led organisations to have to deal with employees in fair manner thus ensuring continued commitment from them, with regard to emotional intelligence development of managers this is an important aspect of management development as it is a necessary to accomplish many other management aims which foster organisational effectiveness such as good communications etc. I do not believe that the financial crisis has altered this development in organisations but I would assume that good managers with high level of emotional intelligence have been in a position to get more from their workforce than those managers who have less emotional intelligence.

5/27/2014 5:48 PM [View respondent's answers](#)

Organisations are not focusing on their Managers capabilities or developing them to their full potential. They are too busy focusing on cutting costs. This is having a negative impact on the working relationship between Managers and their employees.

5/27/2014 5:42 PM [View respondent's answers](#)

Lack of funding for training and continuous professional development has created gaps in communication and leadership performance which has directly impacted on staff as face to face communication with their

How do you believe that the recent economic crisis has altered how organisations develop the Emotional Intelligence capability of managers?

Answered: 26 Skipped: 23

● Responses (26)

☁ Text Analysis

🔍 My Categories

Categorize as... ▾

Filter by Category ▾

Search responses



Showing 26 responses

Lack of funding for training and continuous professional development has created gaps in communication and leadership performance which has directly impacted on staff as face to face communication with their leader has suffered as well as other forms of information sharing.

5/27/2014 5:14 PM [View respondent's answers](#)

No time for developing such capabilities

5/27/2014 3:30 PM [View respondent's answers](#)

I am not sure but suspect that it will have resulted in the screw being turned a little bit further on people to squeeze out extra performance at the expense of personal development and resulting in greater human cost.

5/27/2014 3:28 PM [View respondent's answers](#)

Depends on organisation, probably no effect on my own organisation

5/27/2014 3:15 PM [View respondent's answers](#)

I believe there was more pressure put on managers if it was a case that targets were not being hit.

5/27/2014 2:38 PM [View respondent's answers](#)

How do you believe that the recent economic crisis has altered how organisations develop the Emotional Intelligence capability of managers?

Answered: 26 Skipped: 23

● Responses (26)

Text Analysis

My Categories

Categorize as... ▾

Filter by Category ▾

Search responses



Showing 26 responses

5/27/2014 2:38 PM [View respondent's answers](#)

Focus on emotional intelligence has decreased at a time when it is needed most. Organisations have become to focus on the monetary value of the bottom line and not the individuals that help an organisation to thrive.

5/27/2014 2:35 PM [View respondent's answers](#)

such abilities are no longer a focus the focus is getting the most out a team in the least amount of time

5/27/2014 12:57 PM [View respondent's answers](#)

They are more driven to meet targets than engage with how staff may be feeling and if any tensions are within the team.

5/27/2014 11:00 AM [View respondent's answers](#)

It doesnt seem important that their managers are emotionally aware, if there is a lack of funds this type of thing is the one that gets left out. Its more about results & profits than about how managers are interacting /dealing with staff.

5/27/2014 10:57 AM [View respondent's answers](#)

In the current environment Emotional Intelligence is becoming more important but some organisations are slow

How do you believe that the recent economic crisis has altered how organisations develop the Emotional Intelligence capability of managers?

Answered: 26 Skipped: 23

● Responses (26)

☁ Text Analysis

📁 My Categories

Categorize as... ▾

Filter by Category ▾

Search responses



Showing 26 responses

They are more driven to meet targets than engage with how staff may be feeling and if any tensions are within the team.

5/27/2014 11:00 AM [View respondent's answers](#)

It doesnt seem important that their managers are emotionally aware, if there is a lack of funds this type of thing is the one that gets left out. Its more about results & profits than about how managers are interacting /dealing with staff.

5/27/2014 10:57 AM [View respondent's answers](#)

In the current enviroment Emotional Intelligence is becoming more important but some organisations are slow to put importance on this issue.

5/27/2014 10:39 AM [View respondent's answers](#)

The focus has been on negative issues and the reorganisation of business from a financial perspective (staff numbers, costs, etc.) rather than being on the 'softer issues'. Effective leadership requires managers to have a sound understanding of themselves and the situation that they find themselves in. Developing trust between Managers and their staff is a key part of maximising the human contribution to the organisation.

5/27/2014 8:10 AM [View respondent's answers](#)

Appendix D: Analysis of Survey Results

This appendix contains the analysed results from the survey.

Q1 - What is your role within your organisation?

Option	Value	%
Team Member	33	67.3%
Team Leader	3	6.1%
Team Manager	7	14.3%
Senior Manager	4	8.2%
Senior Executive / Director	2	4.1%
Total	49	100.0%

Q2- How many years work experience have you got?

Option	Value	%
Less than 5 years	4	8.2%
5 years - 10 years	15	30.6%
10 years - 15 years	13	26.5%
15 years - 20 years	10	20.4%
More than 20 years	7	14.3%
Total	49	100.0%

Q3 - Considering your career / professional development, which of the following do you consider to be most important to support career advancement?

		Least Important	Less Important	Somewhat Important	More Important	Most Important	Total	Standard Deviation
Q3.1	Job Skills	3	10	8	8	13	42	3.65
Q3.2	Communication Skills	1	2	3	14	24	44	9.98
Q3.3	Analytical Skills	19	6	14	2	3	44	7.40
Q3.4	Social Skills	4	12	11	12	1	40	5.15
Q3.5	Self-Awareness	12	9	8	8	6	43	2.19

		Least Important	Less Important	Somewhat Important	More Important	Most Important	Total	Standard Deviation
Q3.1	Job Skills	7.1%	23.8%	19.0%	19.0%	31.0%	100.0%	8.7%
Q3.2	Communication Skills	2.3%	4.5%	6.8%	31.8%	54.5%	100.0%	22.7%
Q3.3	Analytical Skills	43.2%	13.6%	31.8%	4.5%	6.8%	100.0%	16.8%
Q3.4	Social Skills	10.0%	30.0%	27.5%	30.0%	2.5%	100.0%	12.9%
Q3.5	Self-Awareness	27.9%	20.9%	18.6%	18.6%	14.0%	100.0%	5.1%

Q4 - How do you believe that leadership attributes can be developed?

Option	Value	%
Training course	5	10.6%
Coaching Programme	22	46.8%
On-the-job training	10	21.3%
Self-training	3	6.4%
Peer-to-Peer learning	7	14.9%
Total	47	100.0%

Q5 - Which of the following do you believe is the most important attribute for a Leader to develop?

Option	Value	%
Communication Skills	23	48.9%
Social Skills	2	4.3%
Self-Awareness	3	6.4%
Influencing & Persuasion	16	34.0%
Self-Regulation	3	6.4%
Total	47	100.0%
<i>Standard Deviation</i>	$\sigma = 9.56\%$	

Q6 - Rate the following Emotional Intelligence capabilities in the order that you consider to be most important for Leadership Development?

		Least Important	Less Important	Somewhat Important	More Important	Most Important	Total	Standard Deviation
Q6.1	Self-Awareness	6	9	8	8	10	41	1.48
Q6.2	Empathy	3	10	9	15	4	41	4.87
Q6.3	Self-regulation	21	9	8	2	2	42	7.77
Q6.4	Motivation	5	4	9	7	18	43	5.59
Q6.5	Social Skills	4	8	10	11	10	43	2.79

		Least Important	Less Important	Somewhat Important	More Important	Most Important	Total	Standard Deviation
Q6.1	Self-Awareness	14.6%	22.0%	19.5%	19.5%	24.4%	100.0%	3.6%
Q6.2	Empathy	7.3%	24.4%	22.0%	36.6%	9.8%	100.0%	11.9%
Q6.3	Self-regulation	50.0%	21.4%	19.0%	4.8%	4.8%	100.0%	18.5%
Q6.4	Motivation	11.6%	9.3%	20.9%	16.3%	41.9%	100.0%	13.0%
Q6.5	Social Skills	9.3%	18.6%	23.3%	25.6%	23.3%	100.0%	6.5%

Q7 - Which of the following personal traits do you consider to be most important in Leadership Development?

		Least Important	Less Important	Somewhat Important	More Important	Most Important	Total	Standard Deviation
Q7.1	Emotional Stability - the emotional self-awareness and the ability to control your own emotions	8	14	9	5	7	43	3.36
Q7.2	Dominance - the desire that drives individuals to be successful leaders	26	10	2	3	2	43	10.29
Q7.3	Enthusiasm - to be optimistic and inspire others	0	6	13	12	13	44	5.72
Q7.4	Conscientiousness - dependable and responsible in character, and self-disciplined	5	9	11	11	8	44	2.49
Q7.5	Self-Assurance - confidence in own judgements and fosters confidence in others	4	4	9	12	14	43	4.56

Q7 (continued) - Which of the following personal traits do you consider to be most important in Leadership Development?

		Least Important	Less Important	Somewhat Important	More Important	Most Important	Total	Standard Deviation
Q7.1	Emotional Stability - the emotional self-awareness and the ability to control your own emotions	18.6%	32.6%	20.9%	11.6%	16.3%	100.0%	7.8%
Q7.2	Dominance - the desire that drives individuals to be successful leaders	60.5%	23.3%	4.7%	7.0%	4.7%	100.0%	23.9%
Q7.3	Enthusiasm - to be optimistic and inspire others	0.0%	13.6%	29.5%	27.3%	29.5%	100.0%	13.0%
Q7.4	Conscientiousness - dependable and responsible in character, and self-disciplined	11.4%	20.5%	25.0%	25.0%	18.2%	100.0%	5.7%
Q7.5	Self-Assurance - confidence in own judgements and fosters confidence in others	9.3%	9.3%	20.9%	27.9%	32.6%	100.0%	10.6%

Q8 - Which of the following do you believe to be the most important attributes in a successful Leader?

		Least Important	Less Important	Somewhat Important	More Important	Most Important	Total	Standard Deviation
Q8.1	General Intelligence (IQ)	11	11	12	6	2	42	4.28
Q8.2	Confidence	3	6	12	12	7	40	3.94
Q8.3	Self-Awareness	15	9	4	6	10	44	4.21
Q8.4	Decision-Making Ability	4	2	5	11	20	42	7.30
Q8.5	Social Skills	8	13	10	7	5	43	3.05

		Least Important	Less Important	Somewhat Important	More Important	Most Important	Total	Standard Deviation
Q8.1	General Intelligence (IQ)	26.2%	26.2%	28.6%	14.3%	4.8%	100.0%	10.2%
Q8.2	Confidence	7.5%	15.0%	30.0%	30.0%	17.5%	100.0%	9.8%
Q8.3	Self-Awareness	34.1%	20.5%	9.1%	13.6%	22.7%	100.0%	9.6%
Q8.4	Decision-Making Ability	9.5%	4.8%	11.9%	26.2%	47.6%	100.0%	17.4%
Q8.5	Social Skills	18.6%	30.2%	23.3%	16.3%	11.6%	100.0%	7.1%

Q9 - What do you believe are the consequences of a Leader failing to adequately develop their Emotional Intelligence?

Consequence of Leader failing to adequately develop Emotional Intelligence	Number of Respondents	%
Limited discretionary effort from employees	3	7.0%
Lack of engagement from employees	14	32.6%
Loss of trust between leader and employees	14	32.6%
Increased tension in the workplace	4	9.3%
Inefficient team performance	8	18.6%
Total	43	100.0%
<i>Standard Deviation</i>	$\sigma = 5.27\%$	

Q10 - How do you believe that the recent economic crisis has altered how organisations develop the Emotional Intelligence capability of managers?

ID	Verbatim Comments:
10.01	I'm not sure that I see any difference. There is more awareness of the need for engagement and for better communication - but I see little sophisticated effort to develop EI.
10.02	The economic crisis has increased pressure on managers to process more work at lower margins and there is less time given to the consideration of 'Emotional Intelligence'.
10.03	Introduction to Emotional Intelligence has been covered with most team leaders and managers but more development of this is necessary to increase performance and credibility of management. Management can be removed from their staff and this leads to unhappiness in the workplace.
10.04	The economic crisis has forced organisations to make decisions based on financial pressures putting aside the importance of managers' ability to work on their emotional intelligence.
10.05	More than ever, there is a need for leaders to understand the financial turmoil that employees may be experiencing
10.06	Organisations are under more pressure to become efficient and need to improve EI in order to improve performance of a motivated workforce
10.07	I don't know.
10.08	I think Good will of employees has disappeared. Emotional Intelligence capabilities of managers is now being tested
10.09	hopefully making companies/management more empathetic to peoples family situations.
10.10	Since the economic crisis I feel that organisations are no longer investing as much time developing managers' leadership skills. As people are completing more tasks in their roles and are more multi skilled managers no longer have the leverage or time to use their emotional intelligence and are resigned to being very task oriented.
10.11	Greater focus on engagement and investment in people.

ID	Verbatim Comments:
10.12	The economic crisis of the last number of years has led organisations to have to deal with employees in fair manner thus ensuring continued commitment from them, with regard to emotional intelligence development of managers this is an important aspect of management development as it is a necessary to accomplish many other management aims which foster organisational effectiveness such as good communications etc. I do not believe that the financial crisis has altered this development in organisations but I would assume that good managers with high level of emotional intelligence have been in a position to get more from their workforce than those managers who have less emotional intelligence.
10.13	Organisations are not focusing on their Managers capabilities or developing them to their full potential. They are too busy focusing on cutting costs. This is having a negative impact on the working relationship between Managers and their employees.
10.14	Lack of funding for training and continuous professional development has created gaps in communication and leadership performance which has directly impacted on staff as face to face communication with their leader has suffered as well as other forms of information sharing.
10.15	No time for developing such capabilities
10.16	I am not sure but suspect that it will have resulted in the screw being turned a little bit further on people to squeeze out extra performance at the expense of personal development and resulting in greater human cost.
10.17	Depends on organisation, probably no effect on mu own organisation
10.18	I believe there was more pressure put on managers if it was a case that targets were not being hit.
10.19	Focus on emotional intelligence has decreased at a time when it is needed most. Organisations have become to focus on the monetary value of the bottom line and not the individuals that help an organisation to thrive.
10.20	such abilities are no longer a focus the focus is getting the most out a team in the least amount of time
10.21	They are more driven to meet targets than engage with how staff may be feeling and if any tensions are within the team.

ID	Verbatim Comments:
10.22	It doesn't seem important that their managers are emotionally aware, if there is a lack of funds this type of thing is the one that gets left out. Its more about results & profits than about how managers are interacting /dealing with staff.
10.23	In the current environment Emotional Intelligence is becoming more important but some organisations are slow to put importance on this issue.
10.24	The focus has been on negative issues and the reorganisation of business from a financial perspective (staff numbers, costs, etc.) rather than being on the 'softer issues'. Effective leadership requires managers to have a sound understanding of themselves and the situation that they find themselves in. Developing trust between Managers and their staff is a key part of maximising the human contribution to the organisation.
10.25	Yes - managers have needed to keep employees engaged & motivated during a period of increased change management.