Links between Specific Emotional Intelligence Competencies and Transformational Leadership Behaviors

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Abstract

The purpose of this article is to explore emotional intelligence (EQ), transformational leadership and whether or not a relationship exists between EQ competencies and transformational leadership characteristics. This article presents the competencies of EQ, the traits of transformational leadership, the relationship between EQ and transformational leadership and practical implications in the form of leadership recruitment and training. Studies have shown that there is a relationship between a leaders' EQ and their propensity to utilize transformational leadership behaviors. It was found that many of the competencies that compose emotional intelligence lend themselves to a transformational leadership style. Overall, research suggests that there are links between specific EQ competencies and transformational leadership behaviors, however the strength of these connections vary. Organizations can improve their hiring practices by integrating transformational leadership screening via EQ testing into their interview process. Institutions can also adapt their ongoing training practices to include transformational leadership coaching and EQ development exercises.

Keywords: emotional intelligence, leadership, transformational leadership

Introduction

Technology and innovation are changing the business landscape. The pace of business has accelerated and now requires rapid changes and turnarounds at the drop of a dime. As a result of this need for continual change, there is a corresponding need for transformational leadership. Transformational leaders are often at the forefront of change within organizations (İkinci 2004) and provide the impetus for increased productivity. Furthermore, there have been considerable efforts made to investigate what makes a leader effective and how emotional intelligence (EQ) relates to leadership. EQ based leadership can have a profound impact on the effectiveness of people within an organization (Cherniss 2001). The performance of employees

within firms is a key driver for organizational success, as is the capacity for adaptability. Emotionally intelligent and transformative leaders possess the skills to influence others, in order to achieve excellence. The purpose of this literature review is to examine the role of emotional intelligence within transformational leadership. More specifically, to explore associations or lack thereof between EQ competencies and the characteristics of transformational leaders.

Leadership

According to Schneider and Jones (2017), leadership is a vital component of the overall success of an organization. Langton, Robbins and Judge (2016, p. 380) define leadership as "the ability to influence a group toward the achievement of a vision or set of goals." Ansfeld et al. (2016) regard a true leader as one that trusts in the institution they lead with purpose and the value it creates. Leaders are visionaries needed to inspire, engage and empower the workforce and to push boundaries (Langton, Robbins & Judge 2016). Kruse (2013, p. 2) in Forbes had a similar but more specific definition of leadership, he delineates leadership as "a process of social influence, which maximizes the efforts of others, towards the achievement of a goal." What makes this definition unique is that Kruse identifies from where leadership stems, from "social influence, not authority or power". Managers, on the other hand, are traditionally responsible for oversight, creating structure, implementing protocols, overseeing employees and ensuring smooth operations (Langton, Robbins & Judge 2016; Morgan 2015). However, ultimately it is desirable to have managers who are leaders. In today's era, organizations who wish to thrive and be successful must merge the roles of management and leadership (Morgan 2015).

As organizations must continuously adapt to their environment, a logical extension of this reality is that leaders require the ability to detect the need for change (Goleman 2001). That being said, it is equally essential that leaders be receptive to change. Huy's (1999) model of Emotional Dynamics Influence Change Dynamics illustrates that a person's level of receptivity, affects one's ability to consider and respond to change. In support of this, flexibility to change was identified as the fourth most desirable leadership competency in a study by Giles (2015) which surveyed 195 leaders from 15 countries in order to identify the most crucial leadership qualities. The study identified the top three leadership traits as: 1) having a strong moral compass, 2) communicating goals and objectives clearly while allowing freedom in implementation, and 3) transparent communication of expectations (Appendix A) (Giles 2015). Combined, these leadership characteristics enable the creation of a secure and trusting environment which allows "employees [to] relax, invoking the brain's higher capacity for social engagement, innovation, creativity, and ambition" (Giles 2015). This creates a working climate that favors enhanced performance and productivity. Delineating transactional from transformational leadership follows.

Transformational Leadership

Transformational leaders are those who "inspire followers to transcend their self-interests for the good of the organization and can have an extraordinary effect on their followers" (Chi, Chung & Tsai 2011 in Langton, Robbins & Judge 2016, p. 392). Transformational leaders create recognition and acceptance of group goals within their teams by expanding their employees' interests thereby influencing them to "look beyond their own self-interest for the good of the

group" (Bass 1990, p. 21). These leaders create significant change due to their ability to listen unreservedly to different opinions and grow beyond their own limitations (Caprino 2018).
One view held by Stevens (2010) is that transformational leaders focus on their human capital, their employees, to succeed. Transformative leaders understand the importance of meeting four basic human needs in order to ensure the effectiveness of their team.
These four needs are:
1) "The need to love and be loved" which translates to cultivating caring relationships in the workplace.
2) "The need to grow" by creating an environment that allows individuals to develop and flourish.
3) "The need to contribute" this plays on the innate human desire to contribute to something other than ourselves, when employees "[contribute] to the whole, [they] feel fulfilled and empowered" (Stevens 2010, p. 2).
4) "The need for meaning - we are meaning-seeking creatures [and] if our lives lack a clear sense of meaning, if we are not engaged in some larger purpose, we will not be fully satisfied" (Stevens 2010, p. 2).

To further support this focus on personal traits, Bass and Avolio (1994) classified the traits of transformational leaders similar to Stevens needs creating the 4 I's of transformational leadership that will be further explained:
1) Individualized consideration
2) Idealized influence
3) Inspirational motivation
4) Intellectual stimulation
(Bass & Avolio 1994 in Simić 1998, p. 52)

Individualized consideration

Leaders who are individually considerate are those that recognize the individuality of each of their employees. These leaders acknowledge individual differences thereby enabling one-on-one advising and coaching to maximize growth and development within their teams (Bass 1990, pp. 21-22).

Idealized influence

Formerly known as charisma (Bass 1990), idealized influence is a pivotal trait needed to thrive as a transformational leader. A leader with idealized influence (a charismatic leader) has the ability to gain their followers' confidence, trust and appreciation (Bass 1990; Simić 1998). The charismatic leader in essence becomes a role model for their followers, whom then strive to emulate their leader (Bass 1990; Simić 1998). Moreover, they are able to "inspire and excite their employees with the idea that they [can] accomplish great things with extra effort" (Bass 1990, p. 21). Lastly, they "[provide] vision and a sense of mission" to their team (Bass 1990, p. 22).

Inspirational motivation

Originally termed simply as inspiration by Bass, inspirational motivation is a characteristic which encompasses a leader's ability to "[communicate] high expectations, [to use] symbols to focus efforts, [and to express] important purposes in simple ways" (Bass 1990, p. 22).

Intellectual stimulation

"Intellectually stimulating leaders are willing and able to show their employees new ways of looking at old problems [and] to teach them to see difficulties as problems to be solved" (Bass 1990, p. 21). These leaders value intelligence, encourage rationality and thorough problem solving.

Transactional Leadership

Transactional leaders as those who "work within their organizational cultures following existing rules, procedures, and norms" (Bass 1985 in Bass & Avolio 1993, p. 112). Simić (1998, p. 50) defined transactional leadership as "a process in which the relationship leader-follower is reduced to a simple exchange of a certain quantity of work for an adequate price." Specifically, transactional leadership involves: 1) contingent reward: promising reward for good performance (an extrinsic motivator) 2) management by exception: searching for deviations from standards and intervening when they are not met 3) *Laissez-faire* attitude: avoiding decisions and responsibilities (Bass 1990).

Transformational and transactional leadership are not opposites and in fact complement each other (Langton, Robbins & Judge 2016). Interestingly, Rubin, Munz and Bommer (2005) found that many behaviors associated with transactional leadership, were also seen in transformational leaders. The correlation in their study proved to be relatively high (Rubin, Munz & Bommer 2005), which implies that there is a positive relationship between behaviors associated with both leadership styles. Leaders interchange strategies and traits from both styles (Bass 1990) but a leader should adopt more transformational characteristics outweighing transactional ones. Leaders with more transformational characteristics perform at a higher level (Bass 1990) whereas those who are more transactional are low on emotional engagement, initiative and self-efficacy (Harms & Credé 2010). Next emotional intelligence will be explored in terms of leadership.

Emotional Intelligence (EQ)

Salovey and Mayer (1990, p. 185) defined emotional intelligence as "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions." Within this definition is the concept of social intelligence which has been defined as "the ability to perceive one's own and others' internal states, motives, and behaviors, and to act toward them optimally on the basis of that information" (Thorndike 1920 in Salovey & Mayer 1990, p. 187).

Salovey and Mayer (1990) originally broke down specific EQ abilities into three subgroups: the capacity to 1) appraise and express one's own and others' emotions 2) regulate and alter one's own and others' emotions 3) control one's emotion to problem solve effectively (Appendix B). Mayer and Salovey (1997) revised their original work, making modifications to their definition as well as created a model to breakdown EQ skills (Appendix C). The EQ ability subdivisions became known as the four branches of EQ and were simplified and repackaged as: "perceiving, using, understanding and managing emotions" (Mayer & Salovey 1997 in Salovey & Grewal 2005) (Appendix D).

Goleman's Model of Emotional Intelligence

Daniel Goleman was one of the key early researchers who brought EQ into the mainstream. Goleman's framework of emotional intelligence (Appendix E) is made up of "twenty competencies nest[ed] in four clusters of general [EQ] abilities" (Goleman 2001, p. 28). This EQ framework differentiates emotional intelligence abilities from competencies. Goleman defines an emotional competency as "a learned capability based on emotional intelligence that results in outstanding performance at work" (Goleman 1998 in Goleman 2001). When Goleman refers to a capacity being based on EQ he means that in order to be skillful at an EQ competency an individual must possess the EQ ability underlying said competency (Goleman 2001). For example, in order to be capable of empathy *(EQ competence)* one must have social awareness *(EQ ability)*. However, simply having the fundamental EQ ability is not enough to exhibit the associated EQ competencies (Goleman 2001). "Emotional [intelligence] competencies are job skills that can, and indeed must, be learned" (Goleman 2001, p. 27).
The four quadrants of Goleman's EQ model are:

1) Self-Awareness
2) Self-Management
3) Social Awareness
4) Relationship Management

Self-Awareness

The self-awareness ability underlies three emotional intelligence competencies. Emotional self-awareness relates to the acknowledgment and understanding of one's own feelings (Goleman 2001). Accurate self-assessment translates to an individual's ability to recognize in which domains they excel, but also where they fall short (Goleman 2001). Self-confidence relates to having a positive self-image, it's having a sense of assurance regarding one's abilities and skills.

Self-Management

"The self-management cluster of [EQ] abilities encompasses six competencies" (Goleman 2001, p. 34). Emotional self-regulation is associated with being able to stay calm and collected when faced with a distressing situation (Goleman 2001). Trustworthiness translates to being transparent about and living one's values (Goleman 2001). Someone who is trustworthy will admit their shortcomings (Goleman 2001). The "conscientiousness competence include[s] being careful, self-disciplined, and scrupulous in attending to responsibilities" (Goleman 2001, p. 34). Adaptability includes being open to new information and suggestions, being flexible in how things are accomplished (Goleman 2001), this is a paradoxical approach when compared to the adage of doing things a certain way as it's the way it has always been done. "Achievement drive, refers to an optimistic striving to continually improve performance" (Goleman 2001, p. 35). See Appendix E. Leaders who take initiative are those who do not wait to be told what to do, they have foresight and can therefore take anticipatory action (Goleman 2001).

Social Awareness

According to Goleman (2001, p. 35) social awareness "manifests in three competencies": empathy, service orientation and organizational awareness. Empathy is concerned with being able to read and be attentive to "others' emotions, concerns, and needs" (Goleman 2001, p. 35).

Empathy actually stems from another EQ ability, social awareness - "our understanding of others' feelings and concerns flows from awareness of our own feelings" (Goleman 2001, p. 36). Service orientation relates to one's "ability to identify a clients or customer's often unstated needs and concerns and then match them to products or services" (Goleman 2001, p. 36). Organizational awareness is defined by Goleman (2001, p. 36) as "the ability to read the currents of emotions and political realities in groups." All these competencies are related as they revolve around reading emotions of others on an interpersonal or organizational level (Goleman 2001). Bradberry (2014) echoes the importance of social awareness which he defines as the capacity to read others emotions and comprehend the true cause of their emotions.

Relationship Management

There are eight competencies under the relationship management umbrella as developed by Brackett and Salovey (2006) (Appendix F). Developing others relates to the ability to perceive when an employee requires further development, whether relating to the acquisition of new skills or strengthening of existing ones (Goleman 2001). Influence in this case refers to an individual's capacity to read the emotions of others and in consequence moderate one's own emotions to ultimately guide interactions towards collective goals. Goleman believes those who are competent in communication are "effective in the give-and-take of emotional information, deal with difficult issues straightforwardly, listen well and welcome sharing information fully, and foster open communication and stay receptive to bad news as well as good" (Goleman 2001, p. 37). Conflict management is about being able to foresee potential points of disagreement or discontent and appeasing the necessary parties before a conflict erupts (Goleman 2001). Visionary leaders often referred to as transformational, are able to "inspire others to work together toward common goals. They are able to articulate and arouse enthusiasm for a shared vision and mission, to step forward as needed, to guide the performance of others while holding them accountable, and to lead by example" (Goleman 2001 pp. 37-38). Catalyzing change revolves around leaders being able to anticipate a need for change, eliminate any potential obstacles to said change, and "enlist others in the pursuit of new initiatives" (Goleman 2001, p. 38). These leaders typically "challenge the status quo" (Goleman 2001, p. 38). Individuals who can manage relationships effectively may acquire the competency of building optimal bonds. This requires being strategic in selecting who to help out in order to build goodwill with individuals whose services you may need down the line (Goleman 2001). Teamwork and collaboration refer to a team's cumulative EQ competencies and ability to work together (Goleman 2001).

The Role of Emotions in Leadership

While the full extent of the connection between EQ and leadership still remains uncertain, there exists evidence that connects aspects of effective leadership with components of emotional intelligence (Palmer et al. 2001). It can be argued that leadership is an emotional exercise (Kerr et al. 2006) so it follows that a leader with high emotional intelligence would intrinsically be an effective leader. Langhorn (2004) investigated the relationship between emotional intelligence and performance of restaurant general managers and found that EQ was a significant predictor. Performance was measured as a function of team satisfaction, profit and customer satisfaction (Langhorn 2004). Furthermore, the study revealed that a general manager's ability to connect with his team, the community and customers branded them as delivering good

performance (Langhorn 2004). Effective managerial interpersonal relationships lead to higher profits as well as employee and customer satisfaction (Langhorn 2004). Furthermore, employee perception of a supervisor's effectiveness was positively correlated with that supervisor's emotional intelligence scores (Kerr et al. 2006). A manager's ability to regulate their emotions and connect with their subordinates, superiors and colleagues increased the performance rating of the manager (Kerr et al. 2006). These findings support the assertion that EQ is a strong predictor of effective leadership. An emotionally intelligent leader will perform better and may instinctively adopt transformational leadership characteristics. Examining emotions in terms of EQ will be the next challenge as this article delves into transformational leadership.

EQ and Transformational Leadership: The Link?

According to Gardner and Stough (2002), there exists a significant relationship between general emotional intelligence and transformational leadership. More specifically, a positive correlation between the components that make up transformational leadership and attributes of emotional intelligence (Gardner & Stough 2002). These findings are in accordance with Wang and Huang (2009), who found that emotional intelligence was a critical variable in understanding and even predicting transformational leadership. Leaders show increased transformational leadership actions when they possess certain EQ competencies such as self-awareness and emotional regulation (Wang & Huang 2009). Thus, it can be said that EQ competencies are what lay the groundwork for much of transformational leadership (Modassir & Singh 2008). Kim and Kim (2017) confirmed that several empirical studies back the existence of the link between emotional intelligence and transformational leadership behaviors. Therefore, a leader with high emotional intelligence is likely to possess characteristics of a transformational leader, and vice versa. This section will examine: (1) Individualized Consideration and EQ (2) Idealized Influence and EQ (3) Inspirational Motivation and EQ (4) Intellectual Stimulation and EQ.

Individualized Consideration and EQ (Empathy Counts)

Transformational leaders demonstrate behaviors that involve treating each person in a different and individualized manner (Valeriu 2017). This is demonstrated when leaders take the time to appreciate their employees work, understand their needs and recognize their successes (Valeriu 2017). Leaders who identified themselves as having more of a transformational vs. transactional leadership style reported that they were able to not only identify their emotions but also communicate these feelings to others and utilize these capacities when faced with problems (Gardner & Stough 2002). Palmer et al. (2001) found that there exists a significant correlation between managing one's emotions and individualized consideration (Palmer et al. 2001 in Gardner & Stough 2002). Gardner and Stough (2002) further suggest that when a leader is capable of managing own emotions and relationships, this paves the way for them to better understand other people's needs and emotions. Thus, a leader who is self-aware and has self-control is more likely to effectively communicate their emotions with others and exhibit behaviors including one-on-one advising and coaching of their employees, which are more typical and required in transformational leadership. In support of this, Palmer et al. (2001) found that leaders who identified that they pay special attention to their employees, claim that they are also able to manage their own emotions and those of others (Palmer et al. 2001). Rubin, Munz and Bommer (2005) further explored the role of managing emotions and found that emotional management results in an increase in employee empowerment and development. Coaching,

empowering and developing employees are the building blocks which constitute individualized consideration. This would imply that connections exist between the capacity quadrants in Goleman's model of EQ, specifically the competencies of emotional self-control, self-awareness and empathy.

A regression analysis conducted by Gardner and Stough (2002) reported that the ability to identify and comprehend other people's emotions was the most successful predictor of the attributes that make up transformational leadership. Mathews and Gupta (2015) concur with this view as they have proposed that using emotions effectively and demonstrating empathetic behavior in the workplace contributes to a more transformational leadership style. According to their research findings, upon dissecting transformational leadership, empathy was found to be the most consistent antecedent (Mathews & Gupta 2015). In essence, empathy acts as a precursor to transformational leadership behaviors. Building on this, one view expressed by Modassir and Singh (2008) is that leaders who place emphasis on empathy and others tend to effectively manage their relationships and employ more individualized attention. This theory has been further supported by Gardner and Stough (2002), who suggest that when leaders utilise empathy, it assists them to react to and treat their employees in an individualized manner. The links proposed by the aforementioned researchers suggest that transformational leaders who employ empathy are more inclined to utilize individualized consideration with their employees.

Exploring this idea further, individuals with high EQ capacities are usually able to adopt other people's perspectives and regulate their behavior, which usually results in higher quality relationships (Brackett, Rivers & Salovey 2011). This plays an important role in individualized consideration, because in order for interactions to yield opportunities for growth, a leader must acknowledge and adapt to any differences between their team members. In a study by Khalili (2017), it was determined that transformational leadership behaviors coupled with EQ competencies were pivotal in the management of human resources. Also, Modassir and Singh (2008) found that through attention and time spent working with employees, leaders are able to create trust within their teams, thus strengthening relationships. Delving further into this, leaders who display individualized attention behaviors were able to identify important employee accomplishments and areas where the employee could develop their skills further (Palmer et al. 2001), which is a pivotal leadership role. Therefore, the aforementioned evidence demonstrates that the four ability quadrants in Goleman's EQ model correlate to the transformational leadership characteristic of individualized consideration.

Idealized Influence and EQ (Vision and Trust)

Idealized influence, one of the cornerstones of transformational leadership, is the result of trust and respect (Valeriu 2017). Idealized influence stems from a leader's ability to communicate their vision, adhere to strong values and ultimately shape people's objectives for the better (Valeriu 2017). Transformational leaders can leverage EQ competencies to develop and strengthen relationships, consequently enabling them to influence others (Batchelor, Lawlor & Abston 2014). A leader's idealized influence can grow because strong relationships imply trust and a deeper understanding of one another. This notion is explored by Rubin, Munz and Bommer (2005) who claim that in order to build an effective following, a precise understanding and overall evaluation of how others feel is a prerequisite. Furthermore, a leader's capacity to relate to others "paves the way for a high level of organizational commitment" (Jain & Dugall 2016, p. 596). Through understanding and connecting with others, leaders strengthen relationships and in turn gain more influence, a crucial underpinning of leadership.

Leaders that practice idealized influence are often considered role models which typically generates respect and trust amongst subordinates (Goleman 1995; Salovey & Mayer 1990 in Gardner & Stough 2002). Moreover, when leaders have high self-control and are able to deal with their own emotions, it sends a signal to others that they are role models (Goleman 1995; Salovey & Mayer 1990 in Gardner & Stough 2002). In addition to understanding others, a leader must also understand and manage their own emotions as perceived by followers. The EQ competencies of emotional self-awareness and self-control affect how others view, trust and respect a leader.

Trust and respect are important, according to Wang and Huang (2009) it is imperative that a follower identify with their leader and respect them. Without emotional intelligence, it can be challenging to build this type of rapport. Leaders who are inattentive to others and their needs are less able to regulate their emotions (Gardner & Stough 2002) and have more difficulty instilling a strong following amongst their team members. A study done by Palmer et al. (2001) based on a sample of 43 managers found that individuals who were capable of managing their emotions were viewed as more charismatic. As a result, they were more engaging and could better communicate their expectations leading to an identifiable transformational leadership style. In fact, components of transformational leadership were found to be significantly correlated with the ability to manage emotions internally and externally (Palmer et al. 2001 in Gardner & Stough 2002).

Idealized influence can be transmitted from transformational leaders into an organization's culture (Avolio & Bass 1993) to support an overall vision by concentrating people's efforts and establishing long-term goals (Wang & Huang 2009). Because transformational leaders are attuned and understand the needs of their employees, they can leverage the company culture to move the organization forward (Avolio & Bass 1993). An organization's culture is what ties individual employees to the group and is an important variable that contributes to a leader's ability to influence others. According to Wang and Huang (2009) a leader's emotional intelligence, in addition to transformational leadership behaviors, are positively associated with group cohesion. This is corroborated by Miao, Humphrey and Qian (2018) who confirmed that EQ was highly correlated to follower task performance and organizational commitment. Both transformational leaders and those with high EQ understand how others feel and can address their emotional needs (Bass 1990 in Wang & Huang 2009). As a result, a leader's social awareness can enhance a subordinates' attention to tasks and elevate their emotional levels (Wenzlaff & LePage 2000 in Wang & Huang 2009) leading to a collaborative environment. This demonstrates that transformational leadership impacts people not only on the individual level but also at the critical group level. In summary, the research demonstrates that self-awareness, self-control and various relationship management competencies are linked to a transformational leader's ability to engage in idealized influence. Transformational leaders often draw on these competencies to build relationships and inspire action.

Inspirational Motivation and EQ (Motivate Others, Manage your Emotions)

One of the hallmarks of a transformational leader is their ability to inspire and motivate the workforce so they are more productive and engaged. Emotionally intelligent individuals tend to use their emotions to build consensus which can lead to more positive experiences for all in an organization (Salovey & Mayer 1990). A transformational leader can stimulate intrinsic motivation in their employees which is a benefit not only for them, but for the organization as a whole. A leader with high EQ can motivate employees through the use of contagious positive

emotions including enthusiasm and cheerfulness (Prati et al. 2003). Followers have a tendency to mimic these emotions or through empathy develop them (Prati et al. 2003). These positive emotions result in the elevation of a team's emotional state and further motivates them to perform (Ashforth & Humphrey 1995 in Prati et al. 2003). Furthermore, emotionally intelligent leaders use the process of mobilization to motivate and encourage others in order to successfully arrive at decisions and foster collaboration (Huy 1999). A leader possessing transformational leadership and EQ skills can persuade their team members to invest in themselves and inspire them, thereby increasing their motivation (Prati et al. 2003). This results in a win-win scenario for all.

Transactional leaders place importance on exchange, the problem with this is that leaders may not offer rewards which are actually valued by employees (Bass 1990), which can stem from a lack of empathy and insight. Hence, in order to effectively understand what employees value, what their needs are, and how to motivate them, a certain level of EQ is required. Employees value achievement, recognition, challenging work, responsibility and advancement with money being largely a demotivation (Langton, Robbins & Judge 2016). Fulfilling employee desires thereby motivating them can be facilitated by a leader who emphasizes the development of others, an EQ competency. Unsurprisingly, Bass (1990) found that employees exerted less effort with transactional leaders than with transformational ones. Moreover, emotion recognition was not found to be positively associated with contingent reward behavior (which is referred to as a prototype of transactional leadership) (Rubin, Munz & Bommer 2005). Harms and Credé (2010) found that transactional leadership is associated negatively with EQ. Thus, leaders with high EQ who show initiative (Goleman 2001), are less likely to lean towards a transactional leadership style and are more likely to opt for a transformational one. Management-by-exception and a *laissez-faire* attitude, characteristics of transactional leadership, require no insight or empathy which are indicative of transformational leadership (Harms & Credé 2010). Therefore, it can be said that a transformational leader with strong EQ competencies related to relationship management is more likely to effectively motivate their workforce in comparison to a transactional leader.

Palmer et al. (2001) concluded that inspirational motivation has a significant relationship with the ability to manage emotions. If a leader expresses negative emotions such as anger or sadness, this can reduce team effectiveness and motivation as team members may view their leader as "vulnerable, weak or ineffective" (Lewis 2000 in Prati et al. 2003, p. 26). A leader showing negative emotions means they do not have a strong capacity for emotional self-regulation and thus low emotional intelligence. These emotions are often contagious and can be transferred to followers.

Transformational leaders are more adept at tuning into the emotions of their employees and are also considered more interpersonal (Rubin, Munz & Bommer 2005). The ability to read behaviors and attitudes of one's team has many advantages for a leader. For example, an emotionally intelligent leader who can gauge the reactions of their team members will be able to modify their own emotional states accordingly (Prati et al. 2003), leading to better team dynamics. Moreover, leaders can draw on their emotional intelligence to further understand an employee's expectations, which lends itself nicely to inspirational motivation because leaders can use this information to instill higher goals and expectations (Gardner & Stough 2002). Interestingly, a study by Rubin, Munz and Bommer (2005) found that leaders who were able to properly recognize emotions in others, displayed more transformational leadership behaviors. Conversely, not understanding why employees are upset or choosing ineffective responses to

emotional situations will result in lowered team motivation (Langton, Robbins & Judge 2016). Therefore, by being able to manage emotions within and manage other people's emotions, leaders take on transformational leadership characteristics (Palmer et al. 2001) and are better able to motivate their workforce. In summary, to inspire motivation, emotional intelligence and transformational leadership go hand in hand.

Intellectual Stimulation and EQ (Creativity and Empowerment)

One of the conclusions of an exploratory study conducted by Barling, Slater and Kelloway (2000) was that there is no relationship between emotional intelligence and intellectual stimulation. Barling, Slater and Kelloway (2000) hypothesised that the lack of connection is by reason that intellectual stimulation has less to do with emotions and more to do with cognition. While an absence of a relationship seems to indicate that intellectual stimulation does not impact emotions and vice versa, this belief is not held by all. This contrasts with research that reveals that intellectual stimulation works to increase a follower's feeling of self-worth (Valeriu 2017), which in turn can impact the degree of managerial influence. A similar view is held by Kark and Shamir (2002), who describe that providing a challenge sends a message to the employee that the leader has faith in them and their abilities. By promoting this feeling in the employee, the leader tends to provoke an increased amount of motivation and influence (Modassir & Singh 2008).

If leaders desire to stimulate their employees on an intellectual and professional level, there needs to be a supportive relationship established (Mathew & Gupta 2015). As such, a certain degree of emotional intelligence is needed to build a foundation for eventual intellectual stimulation. Palmer et al. (2001) further explain that being able to sense when an employee needs further challenging work or tasks, requires EQ including the ability to perceive and monitor emotions. Therefore, this suggests that identifying an opportunity to stimulate employees and coach them requires competencies in Goleman's social awareness and relationship management domains.

Moving beyond the individual level, transformational leaders "move their organizations in the direction of more transformational qualities in their cultures, [including] intellectual stimulation" (Bass & Avolio 1994 in Ufodiama Ndubuisi & Jamiu 2017, p. 342). Therefore, through moulding a company's values and culture, transformational leaders can influence their employees' individual behaviors. Taking creative problem solving as an example, leaders who instill a creative culture that is innovative, are likely to enable employees to draw upon it and use it when needed (Ufodiama Ndubuisi & Jamiu 2017). In doing so, these leaders empower their employees to view problems differently through provoking their creative intellect. Thus, it can be said that leaders who possess the emotional intelligence capacities required to instill their firm's values into their teams utilize in part intellectual stimulation to do so.

Some Practical Implications: EQ vs. IQ

Based on the above review of literature, there is evidence that leadership effectiveness is enhanced when an individual possesses EQ skills or has transformational leadership traits. However, when recruiting for positions within an organization several factors need to be considered. The goal is essentially to hire the most effective, diligent and devoted candidate. Walter, Humphrey and Cole (2012, p. 214) state that "employees are known to exhibit higher performance if they are smart, reliable, industrious, and stress-resistant." Countless studies support this assertion and prove that IQ and personality have a direct effect on performance at

work (Walter, Humphrey & Cole 2012). This begs the question of how important EQ is compared to both IQ and personality in becoming a transformational leader. Being "book smart" is almost a prerequisite for key leadership positions but being "emotionally smart" is key to long-term success and effectiveness. Rosete and Ciarrochi (2004) studied senior executives and evaluated IQ, EQ and personality versus leadership effectiveness. Their study found that emotional intelligence was the most significant predictor of leadership effectiveness with IQ and personality being largely insignificant (Rosete & Ciarrochi 2004). In this case, the entire study population of senior executives were found to have higher than average IQ's. Moreover, the study found no significant association between EQ and IQ (Rosete & Ciarrochi 2004). Executives require an above average IQ to attain senior management status, but once there, EQ becomes the dominant factor of leadership effectiveness (Rosete & Ciarrochi 2004). Moreover, executives with high EQ demonstrated stronger organizational learning and adaptive performance when compared to executives with low EQ (Pradhan, Jena & Singh 2017). These findings demonstrate that emotional intelligence is a key factor for effective leadership. Accordingly, EQ can be a powerful predictor of effective leadership potential.

Recruiting for Transformational Leader Potential Using Emotional Intelligence

Trait theory purports that if leadership traits could be identified, it would be easier to select candidates to fill leadership roles (Langton, Robbins & Judge 2016). Emotional intelligence measurements may help with the selection of applicants who have the potential of being effective transformational leaders. If candidates have the necessary experience, education, track record, IQ level and desired personality traits for a given position, EQ testing can be integrated into the selection process and become an additional key metric. This could limit the unfortunate occurrence of the Peter Principle where people are promoted internally until they reach a level of incompetence (Langton, Robbins & Judge 2016). There exist several tools to enable the measurement of EQ in an objective manner. EQ tests such as MSCEIT and EQ-I have been shown to be accurate but do have limitations. Annie McKee (2016) in the Harvard Business Review stresses that the self-assessment portions of EQ tests are not accurate. If a candidate lacks self-awareness, they will likely misrepresent themselves in an EQ self-assessment (McKee 2016). This is compounded with the fact that in an interview setting, there is an incentive for a candidate to embellish the truth. McKee (2016) goes on to explain that the best methods for EQ evaluation are via a behavioral event interview and speaking directly with references. Behavioral event interviewing is an excellent tool for evaluating EQ as it reveals how the candidate thinks and feels about situations involving stress, challenge and others (McKee 2016). In addition, asking targeted questions about EQ competencies to references can build a more complete picture of the candidate at hand. However, references may be biased and thus performing a 360-degree assessment can be beneficial. Accurate 360-degree assessments from colleagues are among the best indicators of business performance, leadership effectiveness and engagement (Goleman & Boyatzis 2017). Therefore, EQ testing, behavioral event interviewing and 360-degree assessments can be extremely helpful in assessing whether a candidate has the potential to be an effective transformational leader (Brackett and Salovey 2006).

Effective Emotional Intelligence and Transformational Leadership Training

It has been said that employees who demonstrate EQ capacities when navigating delicate work related situations are well perceived by their superiors (Gill, Ramsey & Leberman 2015 in Broughton 2017). Moreover, it is known that companies in the US spend billions on leadership training programs annually (Beer, Finnström & Schrader 2016). This can be seen as a wise investment, as "bad managers cost businesses billions of dollars each year" (Beck & Harter n.d. in Beck & Harter 2014). It has been found that management and leadership skills improve as emotional intelligence competencies are further developed (Broughton 2017). Thus, EQ development should be integrated into leadership training in order to augment desirable traits including: self-awareness, self-regulation, empathy and social skills. Furthermore, coaching in transformational leadership should also be incorporated in order to increase the effectiveness of the training. Conger (1992) surmised that there are four approaches to leadership development: personal development, conceptual understanding, feedback and skill building. Using Conger's (1992) study as a framework, Sadri (2012) determined how to develop leadership and EQ simultaneously. Sadri (2012) concluded that "[EQ] competencies such as self-awareness, self-regulation and social skills overlap with the personal growth, feedback and skill-building approaches to leadership development identified by Conger" (Sadri 2012, pp. 542-543). As for transformational leadership development, Bass (1990, p. 27) states that "research has shown that leaders at all levels can be trained to be charismatic in both verbal and nonverbal performance."

Leadership development and transformational leadership training can be executed in tandem with EQ training to compound their effects. This triad has significant promise for organizations and their leaders. Bass (1990) explains that one method of training transformational leadership is through self-reflection. This involves some introspection, including asking why certain decisions were made or why discrepancies exist between a leader's self-assessment and those completed by their subordinates. These important reflections can change a leader's current management style to a transformational one. Moreover, participating in this exercise helps develop personal growth outlined by Conger (1992) and the self-awareness component of emotional intelligence (Lowman & Thomas 2015).

Receiving personal attention from a transformational mentor can reinforce the concept of individualized consideration (Bass 1990). The manager or leader in turn can apply their learnings to improve their relationships with their subordinates and build a transformational culture (Bass 1990). Lowman and Thomas (2015) pointed out that a feedback-based leadership development strategy helps develop the self-regulation competency of EQ. The EQ ability of social skills can be developed through team building exercises and networking (Sadri 2012), in turn these interactions can be used to hone charisma. One-on-one interactions or group settings where one must be persuasive can bolster charismatic tendencies which can then be instilled into a leader's persona over time (Antonakis, Fenley & Liechti 2012). Of note, Sadri (2012) found that not one leadership development approach touched upon all EQ competencies. Furthermore, Sadri (2012) recommends that only one EQ competency should be coached at a time. This supports the idea that EQ and transformational leadership development varies on an individual basis and that a multitude of approaches can be utilized to obtain the desired end result.

Summary and Conclusions

Emotional intelligence theories have evolved over time, and although there undeniably remains some scepticism around the scientific aspect of the subject, much research has demonstrated that EQ deserves a seat in the boardroom. Leaders who draw upon core EQ competencies promote more effective leadership within an organization. Transformational leaders demonstrate characteristics that provoke influence by providing individualized attention, fostering motivation and stimulating intellectual thought amongst employees. While there are many leaders that claim to embody this type of leadership, successful transformational changes are rare (Anthony & Schwartz 2017).

Much of the research in the past decade has indicated that EQ and transformational leadership are not definitely linked (Harms & Credé 2010). However, there are several noteworthy associations between emotional intelligence competencies and transformational leadership characteristics, but the degree to which they are linked differs. Of note, research has indicated that there is a subset of emotional intelligence competencies, emotional regulation and self-awareness, that has a significant relationship with transformational leadership.
In summary, the research presented to date leads to the conclusion that idealized influence, inspirational motivation and individual consideration have a stronger connection to EQ, than does intellectual stimulation.

Research on EQ and transformational leadership has practical implications for an organization's human resources department, specifically for recruitment as well as training and development. Firstly, by integrating the notion that EQ and transformational leadership are linked into its recruitment practices, an organization can seek out EQ competencies in candidates to identify those most likely to be transformative. Organizations can also use EQ scores as a metric in candidate selection in order to increase their chances of hiring an effective leader. Finally, by integrating emotional intelligence and leadership modules into training programs, employers can help foster growth internally by developing their existing team which can influence company success. By investing in and developing EQ competencies which share characteristics with transformational leadership, an organization's leaders are more likely to stay abreast of changes in an ever-evolving business landscape, giving the firm a competitive advantage.

Limitations and Suggestions for Further Research

There has been an abundance of research on emotional intelligence in the past, however in more recent years, there lacks wide ranging research and studies that focus on EQ in today's business context. Given the accelerated rate of change, findings only a few years old may no longer be entirely relevant to leaders who face different issues today. Another limitation involves the results yielded in the aforementioned research. Many of the studies on transformational leadership and EQ do not generate definitive associations (Harms & Credé 2010). Moreover, within the studies presented above, EQ competencies were generally identified via self-evaluation or 360-degree assessment. These forms of measurement are not always objective and their reliability is questionable, thus casting uncertainty on the associations found.

It is suggested that emotional intelligence competencies and transformational leadership characteristics be studied further in today's modern business landscape in order to definitively quantify any suspected associations. Also, it is advised that future research use more objective

EQ tests to evaluate EQ competencies, such as those not relying on self-assessment. One such option would be the Mayer, Salovey, and Caruso Emotional Intelligence Test (MSCEIT) which uses an ability-based approach. Less subjective EQ measurements have the potential to mitigate bias challenges thus increasing the confidence one can have with regards to the associations discovered by future research.

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Appendix A

Study results of the ten most crucial leadership competencies (Giles 2015)

Appendix B

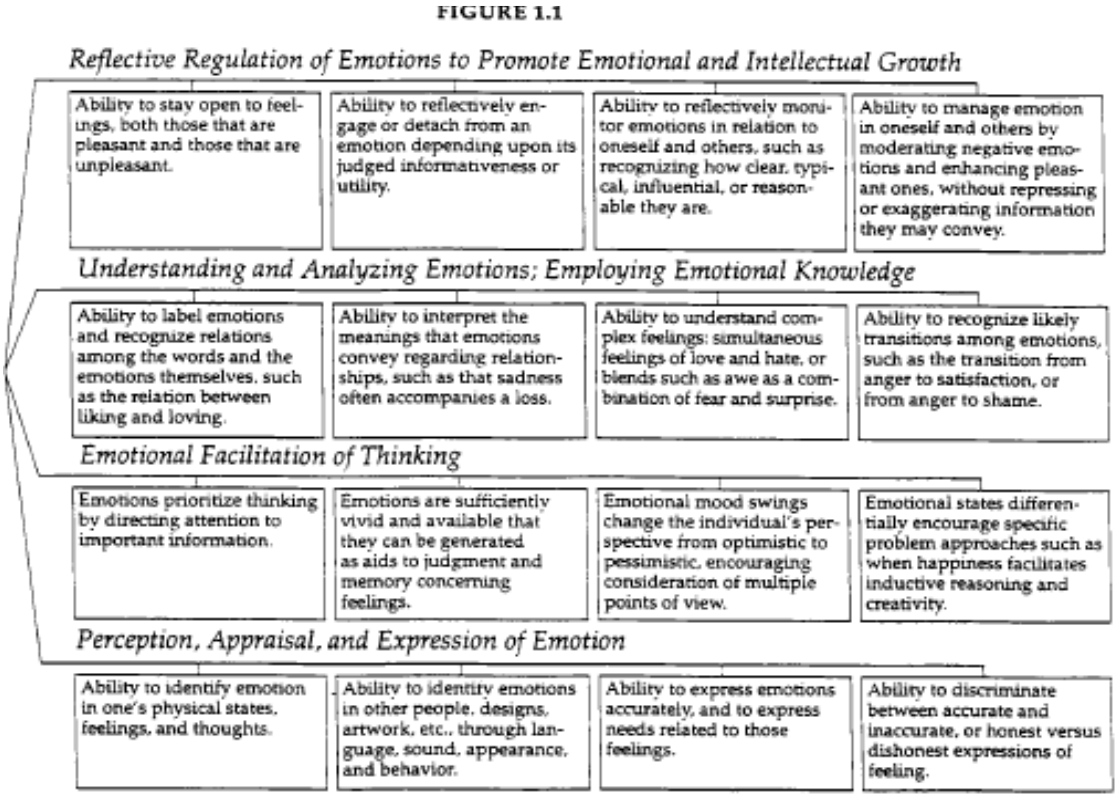


Figure 2. Breakdown of the components of Emotional Intelligence (Salovey & Mayer 1997)

Appendix C

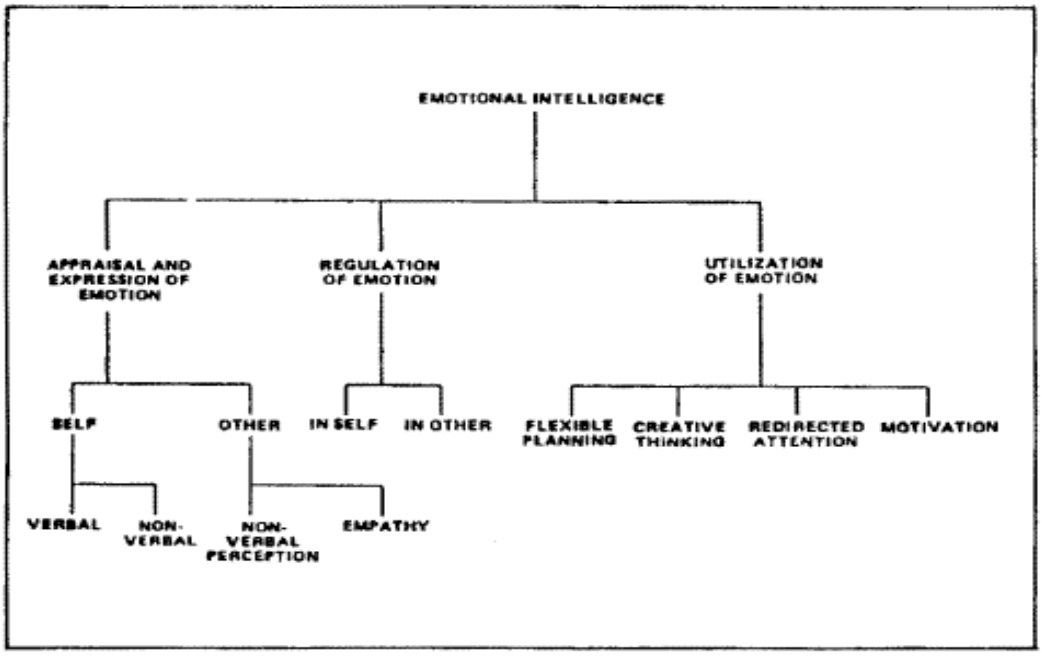
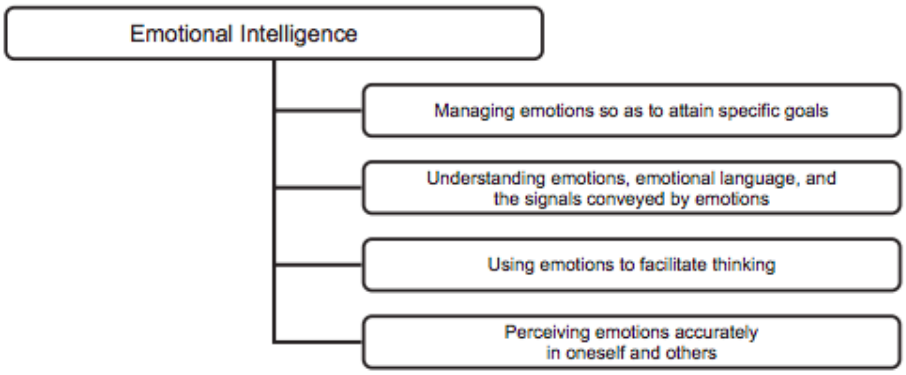


Figure 1. Conceptualization of emotional intelligence.

Figure 1. Breakdown of the components of Emotional Intelligence (Salovey & Mayer 1990)

Appendix D

Figure 1
The Four-Branch Model of Emotional Intelligence (Mayer & Salovey, 1997)



Note. Each branch describes a set of skills that make up overall emotional intelligence. Each branch has its own developmental trajectory, proceeding from relatively easy skills to more sophisticated ones. For example, Perceiving Emotions typically begins with the ability to perceive basic emotions in faces and voice tones and may progress to the accurate perception of emotional blends and to the detection of emotional microexpressions in the face.

Figure 1. Mayer and Salovey's 1997, The four-branch model of emotional intelligence (Mayer, Salovey & Caruso 2008)

Appendix E

FIGURE 3.1. A FRAMEWORK OF EMOTIONAL COMPETENCIES.

	Self (Personal Competence)	Other (Social Competence)
Recognition	**Self-Awareness** • Emotional self-awareness • Accurate self-assessment • Self-confidence	**Social Awareness** • Empathy • Service orientation • Organizational awareness
Regulation	**Self-Management** • Emotional self-control • Trustworthiness • Conscientiousness • Adaptability • Achievement drive • Initiative	**Relationship Management** • Developing others • Influence • Communication • Conflict management • Visionary leadership • Catalyzing change • Building bonds • Teamwork and collaboration

Goleman's model of emotional intelligence (Goleman 2001)

Appendix F

Table 2
The four-branches of emotional intelligence measured by the MSCEIT

Emotional Intelligence Measured by the MSCEIT			
Branch 1: (Perception of emotion)	**Branch 2: (Use of emotion to facilitate thinking)**	**Branch 3: (Understanding of emotion)**	**Branch 4: (Management of emotion)**
Task 1: Faces Participants view photographs of faces and identify the emotions in them	*Task 3: Sensation* Which tactile, taste, and color sensations are reminiscent of a specific emotion?	*Task 5: Blends* Which emotions might blend together to form a more complex feeling?	*Task 7: Emotion management* How effective alternative actions would be in achieving a certain outcome, in emotion-laden situations where individuals must regulate their feelings
Task 2: Pictures Participants view photographs of faces and artistic representations and identify the emotions in them	*Task 4: Facilitation* How moods enhance thinking, reasoning and other cognitive processes	*Task 6:Changes* How emotions progress and change from one state to another	*Task 8: Relationship management* Test-takers evaluate how effective different actions would be in achieving an emotion-laden outcome involving other people

Tasks to measure the four branches of emotional intelligence (Brackett & Salovey 2006)