

The impact of the Line Managers' Emotional Intelligence on employee motivation with special reference to Small and Medium-sized Enterprises (SMEs)

L. Gandhi

Assistant Professor - HRM & OB
gandhi@sdmimd.ac.in

Mousumi Sengupta

Chairperson - SDM RCMS &
Professor - HRM & OB
mousumi@sdmimd.ac.in

Nilanjan Sengupta

Professor – HRM & OB
nilanjan@sdmimd.ac.in

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Preface

SDM Research Center for Management Studies (RCMS), since inception, has endeavored to promote research in the field of management education, in various ways. In this direction, in order to promote applied research, the Research Center has taken a unique initiative to encourage the faculty members to carry out various projects in the areas of management.

After completion of the projects, based on the peer review, reports are published with an ISBN number, by the Institute. The projects help the faculty members, and the students, who assist the faculty members for these projects, in various aspects, to gain practical knowledge, in the field of management.

The institute takes into account the time and resources required by the faculty members to carry out such projects, and, fully sponsors them to cover the various costs of the project work (for data collection, travel, etc).

From the academic viewpoint, these projects provide a unique opportunity to the faculty members and the students to get a first-hand experience, in investigating issues and concerns of targeted organizations or sectors, on a face to face basis, thereby, helping in knowledge creation and its transfer.

Mousumi Sengupta
Chairperson – SDM RCMS

Acknowledgement

“As we express our gratitude, we must never forget that the highest appreciation is not to utter words, but to live by them” -John F. Kennedy

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L. Gandhi
Mousumi Sengupta
Nilanjan Sengupta

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Executive Summary

The major objectives of the study were to understand the impact of SMEs Line Managers' Emotional Intelligence on their employee motivation and to understand the importance of Emotional Intelligence in the professional life of employees.

This study report has been structured into five chapters; chapter one focuses on design and execution of the study which includes the introduction, statement of problem, objective of the study.

This was followed by chapter two which brings out the conceptual framework in which Daniel Goleman's emotional intelligence model was introduced and same has been comprehensively used in the questionnaire which was prepared based on the Emotional Intelligence model propounded by Daniel Goleman. This model includes components such as self-awareness, self-regulation, motivation, empathy for others and also the social skills to measure the Managers' EI on employee motivation. Over 30 literature reviews were presented in chapter three to support the research gap identified. Relevant primary data were obtained by using questionnaire and secondary data were collected from books, journals, magazines and other published sources.

Chapter four depicts the analysis and interpretations of the study; this study analysed around 200 data points collected from SMEs located in Karnataka and Tamilnadu. The collected data were analysed by using appropriate statistical tools including descriptive statistics, Correlation Analysis and other statistical tests.

The study discussions and conclusions are presented in chapter five. In conclusion, the analysis revealed that respondents overall perceived the emotional intelligence of their respective leaders in all the parameters as above average. Their perceived behaviour in sharing information and assigning value to their respective leaders was the highest, on the contrary it was the lowest while recognizing the situations that trigger their own emotions and expression of feelings. This might be due to the leaders' contextual behaviour at workplace. One of the interesting findings revealed that there was no significant difference between the average importance level to the variable, as suggested by the respondents, for all the emotional intelligence components. This can be due to the gender difference in the communication pattern at workplace since the study was carried out for SME's where the Gender Bias is more prevalent. There is a good scope in conducting further research on the topic by identifying different sectors and regions.

Chapter I: Introduction

1.1 Introduction

Human beings are unique in a way that they are at the top of a spectrum of existing intelligence and are better at thinking and ability to articulate their feelings effectively. The human brain has a remarkable set of cognitive skills to process complex information. Human intelligence developed over the years was previously regarded as a unitary factor. However, it was Howard Gardner (1983) who by coining a theory of multiple intelligences discovered that human intelligence encompasses a set of several interconnected and interwoven capabilities, such as the capacities to reason, to plan, to solve problems, to think abstractly, to comprehend ideas, to use language, to learn and so on. As a result, individuals have multiple intelligences situated within different parts of their brain. Gardner grouped these intelligences into seven different components: logical, linguistic, spatial, musical, kinaesthetic, interpersonal and intrapersonal intelligences. He later added naturalistic as well as spiritual/existential intelligences in multiple intelligence and all these can broadly be grouped into one of the three categories, i.e. abstract, concrete and social intelligence. Researchers believe that emotional intelligence has its roots in social intelligence (Bar-On, 2006; Young, 1943, 1967). The recognition of social intelligence received a major boost by the publication of Gardner's highly regarded theory of multiple intelligences in 1983. Both interpersonal and intrapersonal intelligences are closely related with to the phenomenon of emotional intelligence (Bradberry & Su, 2006).

To find out what is this emotional intelligence we must ask ourselves: How well do we connect with ourselves and with others? The ability of a person to identify and manage our emotions for your own well-being as well as wellbeing of people around us is nothing but emotional intelligence. It is said that EI plays a vital role in the workplace because we get vital information from emotions which is "to be better at what we do". People with emotional

intelligence are the star performers and become leaders in future because they possess higher EI than anyone else (Gadaf Rexhepi, 2017).

Emotional intelligence (also known as 'emotional quotient', or EQ) is an important skill that line managers require to thrive in the workplace. It helps line managers to assess and motivate employees in some of the decision-making contexts such as hiring, promoting or firing of the employees and to identify employees having leadership potential. Nearly three-quarters (71%) of hiring managers surveyed by Career Builder in 2011 said they valued an employee's EQ over their IQ. A further three-quarters (75%) said they would be more likely to promote an employee with a high emotional intelligence. More than half (59%) opined that they wouldn't hire a candidate with a high IQ and low EQ. According to Goleman's model, the managers with higher EQ have higher levels of motivation which helps them to decrease their tendency to procrastinate and helps them to focus on business objectives. Managers and leaders with the higher EQ help the teams to collaborate more effectively and identify the drivers which helps to motivate employees.

The employees will have a happier outlook on life and positive attitude, if their manager possesses higher EQ. The ability of line managers emotional intelligence helps in employee motivation. It helps to prevent and resolve conflicts at work with better understanding of the emotions and empathising with people's point of view. Managers with high emotional intelligence possess leadership potential and ability to influence employees easily. Some studies have shown that there is some connection between EQ, well-being and mental resilience (Chignell, 2018).

1.2 Statement of the problem

Emotional Intelligence facilitates employees to build positive relationships at workplace, to complement team members, to control emotions to effectively cope up with stress, enhance performance under pressure and acclimatize to transitions in the organization.

By the emergence of emotional intelligence and models of modern theory in the field of Human Resource Management, the need seems necessary and urgent to check the premises of these theoretical models and assumptions upon which, knowing the extent of the contribution of emotional intelligence in predicting some of the other criterion including Motivation and job performance, which is a still need in-depth research to understand all dimensions contained.

Hence, this study is designed to understand the impact of emotional intelligence of SME Managers on motivation and job excellence of their team members.

1.3 Objective of the study

The major objectives of this study are

- o To study the impact of SMEs Line Managers' Emotional Intelligence on their employee motivation
- o To study the perceptions of SME Managers and employees on Emotional Intelligence
- o To study the leadership traits and interpersonal skills of SME Managers

1.4 Research Methodology

A descriptive research design was adopted in this study. Relevant primary data were obtained by using questionnaire and secondary data were collected from books, journals, magazines and other published sources. The study questionnaire was prepared based on the following Components of Emotional Intelligence propounded by Daniel Goleman,

Self-awareness
Self-regulation
Motivation
Empathy for others and
Social skills

The employees who are associated with SMEs in different zones of India were the Population for the

study. From the population, 200 members representing SMEs were selected as samples by using convenient sampling technique. The collected data were then analysed by using appropriate statistical tools including descriptive statistics, Correlation Analysis and other statistical tests.

The population for the study were the entry and middle level managers, working in the SMEs in the state of Karnataka and Tamil Nadu. The data was collected during the period from April to December 2018. For the current study, 300 respondents, from manufacturing, service and IT SMEs, were requested to participate in the survey, and based on their acceptance, the responses were collected from 200 respondents. Data collection methods include administration of questionnaire by mail and personal visits.

1.5 Area of the study

The area of study includes Karnataka and Tamilnadu.

1.6 Duration of the Study

The duration of the study was from April 2018 to February 2019.

1.7 Limitation of the Study

- o The respondents have faced difficulties in understanding some of the questions in the questionnaire administered because of its technicality and nature, hence, the researchers' intervention was needed to assist the respondents.
- o Some of the respondents were reluctant to fill the questionnaire as they felt it was time consuming.
- o The study findings cannot be generalized to other regions.

Chapter II: Conceptual Framework

Basically, emotional intelligence is an interconnection between feelings and thinking process, i.e., 'feeling about thinking' and 'thinking about feeling'. The human brain's physiology and anatomy not only enables us to understand its process and structure, but also reveal the fact that humans have a triune brain. The theory of 'triune brain' was devised by Paul Donald MacLean (1990), US neuroscientist and emotional intelligence pioneer, to explain the evolution of the human brain and to try to reconcile rational human behaviour with its more primal and violent side. Our triune brain consists of not one brain but three brains, namely, a primate neocortex or thinking brain, a midbrain or emotional brain and a reptilian brain stem. The neocortex, also known as the cerebral cortex, is found in the brain of higher mammals, and is responsible for higher-order thinking skills, reason, speech and sapience. MacLean termed the brain's center of emotions as the limbic system that is comprised of the hippocampus, hypothalamus and amygdala. The limbic system is the source of emotions and instincts. Emotions are produced when this part of the brain is stimulated, such as by mild electric current. The 'reptilian brain', which includes the brain stem and cerebellum, is primarily reactive to direct stimuli and controls the muscles, balance and autonomic functions (e.g. breathing and heartbeat). MacLean proposed that the limbic system had evolved in early mammals to control fight-or-flight responses and react to both emotionally pleasurable and painful sensations.

Ever since the publication of Daniel Goleman's book on emotional intelligence in 1995, the phenomenon of emotional intelligence has become widely known and popular across a wide range of academic and non-academic circles. It is believed to be a better forecaster of excellence than general intelligence and it might predict up to 80% of success in life, based on Daniel Goleman's implication (1995, 1998, 2006). Many other psychologists and researchers seem to agree that

emotional intelligence can really have a significant predictive value. Current research on emotional intelligence measured as ability suggests that it may have some use in predicting important outcomes like reduced rates of emotional behavioural problems. Thus emotional intelligence has immense significance and relevance for self-emotional management, development of human potential, relationship management at home and work, teamwork, effective leadership, job performance, organizational development, creativity and innovation, educational development, stress reduction helper and so on.

Emotional intelligence is the ability to accurately perceive your own and others' emotions; to understand the signals that emotions send about relationships; and to manage your own and others' emotions. Emotional Intelligence being an important area in management and in leading people, it is vital to study the correlation of Leader's emotional intelligence on employees' performance. It has five core components namely Self-awareness, Self-regulation, Internal motivation, Empathy and Social skills.

2.1 Self-awareness

It is our ability to understand and recognise our moods and emotions and how its affecting others. It is one of the critical parts of emotional intelligence. To become self-aware, we must have potential to monitor our own emotions, to recognize different emotional reactions and identify correctly each distinct emotion. If the individuals are self-aware, they analyse the relationship between the things they feel and what is their behaviour. Due to this, the individuals can recognise their merits and demerits, are open to seek new experiences and information, and learn from talking with others. Goleman says that people with good self-awareness possess good sense of humour, they are confident in their work and they are aware of what other people perceive them.

2.2 Self-regulation

It is all about conveying our emotions appropriately. The ability to focus on something a person wants to achieve is high, if he possesses high emotional intelligence. They can easily control and regulate their emotions. This quality portrays that a person will not be distracted by any pulses and will always look for an opportunity to achieve. They are very well aware of what they are working for and pursue their goals. Those who are expertise in self-regulation can adapt well to the changing needs and, they are flexible. They are good at managing conflicts and diffusing critical situations. Goleman says that people with strong self-regulation skills are high in conscientiousness. They know how to influence others and take responsibility of their actions.

2.3 Motivation

People who possess high emotional intelligence are inclined with positive attitude towards life, they have ability to motivate others as well as themselves. They are motivated by things beyond externals results such as money, fame and recognition. They are not demotivated easily because they use emotions in a positive way to get better results. Generally, optimist do not avoid problems hence they overcome fears and depression more easily. They see obstacles as challenges and postpone impulses until the long-term target is achieved. Those who are skilled in this area are typically action-oriented. They take initiative and are committed when a task is put forth before them.

2.4 Empathy for others

It is the ability to sense other people's emotions, feelings and desires. People with high emotional intelligence put themselves in the shoes of others and understand their emotions. It not only involves recognizing the emotional state of others, but also our responses to people based on the information. It is all about faithfulness and mutual understanding. For example, if we see someone

who is low or sad, we treat them with extra care and concern or try to calm them down. Being empathetic, especially in workplace allows people to understand the power dynamics that often influence social relationships. People skilled in this area can sense who possesses power in varied relationships, & understand the feelings and behaviours influenced by these forces.

2.5 Social Skills

It is one of the critical components as it checks the ability to interact well with others.

People with high emotional intelligence can deal with the people they do not know. Since they can manage their own emotions, they can also manage other emotions. They can sense and understand other people interest, motives because they good listeners. In the workplace, managers are benefitted by building relationships with employees, therefore employees can develop good rapport with their managers and leaders. They are also good collaborators and create group synergy. Some important social skills include verbal communication skills, listening skills, persuasiveness and leadership. (Cherry, 2018)

Chapter III: Review of Literature

Susan Tee suan chin, R.N Anantharaman and David Yoon Kin Tong (2011) found that in attracting workforce, SME's have lot of problems. It also measures the EI level among executives especially in SME's from the industrialized sector. The survey is conducted by overall 96 workers from wide manufacturing sections. It's noted that EI does not have significant connection with behaviour and organizational citizenship. The outcome of the study shows that emotional intelligence will affect their working attitudes. The first stage of study provides many overviews that the areas of the respondent show a high level of emotional intelligence and which is also related to the working environment under a high-level stress. (Tong, 2011).

Gillespie et al., (2001) demonstrates that capability of workers in managing their feelings and other workers' feelings will increase their ability to cope with physiological and psychological conditions in achieving efficient job. Overall, it may result in higher job performances in organizations. Emotional intelligence provokes the work performances by engaging people to control their emotions to match effectively with stress, perform well under pressure and flexibility to organizational changes. (al, 2009).

Krishna Kishore, Mousumi Majamdar, Vasanth Kiran (2012) analyzed the various innovative HR Strategies that can direct the management to transform & maintain sustainable future for SMEs. Certain enterprises like Small and medium scale are being unstable in nature to take high amount of risk. That's why it is very important for them to concentrate on the indecision through reliable and loyal work force which will support them in good and bad times. The crucial part in attracting the talent and retaining them is by giving a profession ambitious towards organization culture. Due to low degree of administration and leaner work force arrangement, it is easier for HR to execute modifying management programs in SMEs. The HR confront in sticking to the obeyed policy norms which gives way to the

exemption from the owners. They should know that the owners do not want to feel themselves completely out of decision in policy changes. HR professional should be conscious that professionalism without the loss of liveliness and sensitiveness is the right renovation path for SME's achievement. (Krishna Kishore)

Dr. Ijaz A. Qureshi¹, Rehan Ali, Hassan Raza, Prof. Dr. Mike Whitty (2015) stated in research document that the result of organizational productivity and performance depends on employees' dedication. The study at sports industry of Sialkot explored the impact of leader's Emotional intelligence on worker's dedication. The data of around 170 employees from the first-line and middle level management with minimum of 100 employees were taken. The focus with questionnaires were used to explore the consumption of leader's emotional intelligence and employee commitment prediction. This editorial provides to the field of management by determining the behaviour of leader impacting on the employee towards their organization. Statistical Package for Social Sciences (SPSS) software were used to analyze the data through mean, charts and linear regression tests. It is one of the significant study done to evaluate how a leader might effect on the employee commitment. (Dr. Ijaz A. Qureshi¹, 2015)

Ashkan Khalili (2015) paper says that it is very important to have keen observation on the employees' creativity and innovative behaviour in small to medium enterprises to stay competitive. Leadership behaviour is most significant in the workplace to nurture and enhance subordinates' creative and innovative behaviour. It has been found that it all depends on the contextual and personal variables. The objective of thesis is to inspect the relation between SME leadership behaviour, employees' creativity and innovative behaviour, individuals' perceptions of a supportive climate for innovation, employees' personal initiative, and individuals' emotional intelligence in SMEs in Australia. So, this thesis initialises the research model to test the influence of SME leadership

behaviour on creativity and innovative behaviour of employees. (Khalili, 2012)

Katarzyna Lukasik (2017), explains the importance the training to employees, which directly motivates them to the work in industrial premises in the SME sector. The impact of training on the motivation is assessed after both empirical and theoretical analysis of the research goal. In this research material the assessment is evaluated from various information using domestic and foreign literature and SME employees (54) questionnaire. Finally, this research defines the existence of strong link between motivations of employees to the work and internal training in the company survey. (Lukasik, 2017)

Nadia Botma, Magister Artiunl (2009) paper discusses about the well-being of employee as a significant subject in organisational research. The negative emotion in the workplace always experiences damaging effects on employees' health and well-being. On the other hand, there is drag down of research regarding specific sentimental events at work leading to certain emotions, specifically inside the South African working context. The main aim is to investigate and determine the emotional experiences at work, Causes for emotions and emotional control mechanism. To test the construct validity and reliability of the Greek Emotional Intelligence Scale (GEIS) two different culture groups were preferred to test a structural model of wellness including burnout, emotion work, emotional intelligence and social support for professionals in a working context. (Nadia Botma, 2009)

In the study conducted by Carolyn Kohn titled "Emotional Intelligence, Personality, Emotion Regulation, and Coping", the author argues that EI is not a single construct, but rather it consists of several other constructs that tries to measure different individual traits or abilities. He relates to the two distinctive models of EI i.e., the ability EI and the trait EI. In his study he finds out that trait EI correlates highly with personality traits whereas

ability EI has been found to correlate with coping skills and emotional regulation.

Heffernan et. Al. (2008), in his work titled "Emotional Intelligence in Banking Sector" explored the development of trust for relationships between staff and customers in the banking sector and also instigated possible links between financial performance of relationship manager and their levels of emotional intelligence (EI) and trust. The study revealed that trust was found to be made up of three components: dependability; knowledge; and expectations. Further, there were significant correlations between both trust and EI, when compared to the financial performance of a relationship manager.

In the study conducted by Vanessa Urch Druskat and Steve B Wolff (2001), "Building the Emotional Intelligence of Groups", they found that team EQ is a significant factor in determining overall performance. The study showed that, just like individuals, the most effective teams are emotionally intelligent ones, and that any team can attain emotional intelligence by working to establish norms for emotional awareness and regulation at all levels of interaction, teams can build the solid foundation of trust, group identity, and group efficacy they need for true cooperation and collaboration and high performance overall.

Hopkins & Bilimoria (2008) conducted a study titled "Social and Emotional Competencies Predicting Success for Male and Female Executives" in which they explored the relationship between emotional and social intelligence competencies and organizational success. According to the study there were not many differences between male and female leaders in their demonstration of emotional and social intelligence competencies and also found that when it comes to competency demonstration most successful men and women were more the same than different. However, the study shows that gender did play a reasonable role in the relationship between demonstration of these competencies and success. Though both male and female demonstrated the level of competencies,

male leaders were more successful. The four competencies that divided the most successful male and female leaders from their typical counterparts were Self Confidence, Achievement Orientation, Inspirational Leadership and Change Catalyst.

Carmeli and Josman (2006) in their study titled "The relationship among emotional intelligence, task performance, and organizational citizenship behaviours" suggested a possible connection between emotional intelligence and positive performance in the workplace. Researchers conducted a study on 215 employees of 66 different organizations in Israel to see if there was a connection between emotional intelligence with both altruistic behaviour and compliant behaviour. They say that even though their research suggests that there is a connection between emotional intelligence and positive performance in the workplace, it is typically based on self-reported assessment and it overlooks that work performance is actually multidimensional. They suggested that there is a possible connection between emotional intelligence and positive performance in the work place. Their findings suggest that both altruism and compliance were related to task performance. Researchers also found that three elements of EI (appraisal and expression of emotions, regulation of emotions, and utilization of emotions) were related to task performance and to altruistic behaviours, but only partially to compliance behaviours.

In the study conducted by Nelis, Quoidbach, Mikolajczak and Hansenne (2009) titled as "Emotional Intelligence Interventions to Increase Student success" it focused on the construct of emotional intelligence (EI) which refers to the individual differences in the perception, regulation, processing, and utilization of emotional information. The study investigated on using a controlled experimental design, to understand the possibility of increasing EI. Participants of the experimental group received a brief empirically derived EI training while control participants continued to live normally. The researchers found a significant increase in emotion identification and

emotion management abilities in the training group. Follow-up measures after 6 months revealed that these changes were persistent. No significant change was observed in the control group. These findings suggested that EI can be improved and can be opened new treatment avenues.

The study Conducted by Anne H. Reilly and Tony J. Karounos titled "Exploring the Link between Emotional Intelligence and Cross-Cultural Leadership Effectiveness" suggest that the emotional intelligence trait may be critical to effective global leadership. Their findings suggested that there is a requirement of building long-term relationships among both multicultural clients and colleagues as a good illustration for social skill and an ability to find common ground and build rapport with others. The researchers observed that the companies seeking to strengthen their international leaders' effectiveness sometimes consider utilizing training programs directed at this particular leader attribute. Scholars and practitioners alike have called for emotional intelligence training to help employees recognize the underlying elements of cultural differences and backgrounds. In their study H.Musa, F.R. Azmi, A.R. Abdulla, and M. Sedek (2018) titled as "The Relationship of Emotional Intelligence and Stress in SMEs", they concluded that, understanding others' emotions and emotional decision making are the influencing factors which contribute to the abilities and skills that increase the individual's ability against stress among SMEs in Melaka. There can be some treatment encompassing all of these skills which may help in improving an individual's ability to regulate difficult emotion states more adaptively and thereby lessen aggressive behaviour. They also found out, individuals with higher EI reported less perceived stress and higher levels of life satisfaction and happiness.

The research conducted by Fakhriyeh Hamidianpour, Majid Esmaeilpour, Maryam Saadat Alizadeh, Asiyeh Dorgoee (2015), titled as "The Influence of Emotional Intelligence and Organizational Climate on Creativity and Entrepreneurial Orientation of Small to Medium-

Sized Enterprises”, shows that manager's emotional intelligence has a direct and positive impact on organizational climate and employee's creativity. Their findings suggested that organizational climate is an important factor in motivating and enhancing the employee's creativity and creativity of staff is in turn a significant motivator for entrepreneurial orientation in SMEs. It also suggests that organizational climate does not have any role in accepting the entrepreneurial culture with staff. Since the emotional intelligence of managers have a direct impact on organizational climate and on the other hand organizational climate does not have any effect on entrepreneurial orientation, therefore managers should have high emotional intelligence so that they can create more appropriate organizational climate to motivate entrepreneurship.

Chapter IV: Analysis and Interpretation

4.1 Building of a Questionnaire

In order to achieve the objectives of the study, a questionnaire (Appendix 1) was designed and the responses were collected. The questionnaire consisted of 66 items. The items represented variables (one item for one variable), for total five components of emotional intelligence, namely, Self-awareness, Self-regulation, Motivation, Empathy, and Social skills. These items have been developed, keeping in mind the established framework of emotional intelligence.

El Component: Self-Awareness Emotional Self-Awareness Accurate Self-Assessment Self-Confidence	Question no. 1-3 4-7 8-10
El Component: Self-Regulation Emotional Self-Control Transparency Adaptability	11-13 14-16 17-19
El Component: Motivation Initiative Achievement Optimism Performance Culture	20-23 24-26 27-29 30-32
El Component: Empathy Compassion Organizational Awareness Service Orientation	33-36 37-39 40-41
El Component: Social Skills Developing Others Inspirational Leadership El Component: Social Skills Conflict Management Change Catalyst Teamwork and Collaboration Influence	42-44 45-47 48-50 51-53 54-57 58-61 62-66

The variables (questions) considered in the questionnaire are measured using a 5 point Likert Scale, where 5 indicates strongly agree, 4 indicates agree, 3 indicates neutral, 2 indicates disagree, and, 1 indicates strongly disagree. It is to be noted that, the numbers mentioned here are the weights assigned, based on the preferences given by the respondents.

4.2 Data Analysis and Testing the reliability of the questionnaire

In many studies, related to understanding the perception of the individuals, it is a regular practice to build a questionnaire containing the variables on which responses are collected. Sometimes, a set of variables together are expected to measure a latent construct and in such cases it is important to have internal consistency among the variables in measuring the construct. The responses taken on the variables are used to measure the internal consistency and this is termed as reliability of the questionnaire. To achieve this, it is a regular practice to use Cronbach alpha proposed by Cronbach (1970) to measure the degree of reliability of the questionnaire considered in the current study. The following is the given cut-off points for Cronbach alpha. One can note that a value of alpha close to one is considered to be excellent and a value less than 0.50 is not desirable.

Cut-off points for Cronbach alpha

Cronbach's alpha	Internal consistency
$0.9 \leq \alpha$	Excellent
$0.8 \leq \alpha < 0.9$	Good
$0.7 \leq \alpha < 0.8$	Acceptable
$0.6 \leq \alpha < 0.7$	Questionable
$0.5 \leq \alpha < 0.6$	Poor
$\alpha < 0.5$	Unacceptable

Source: Wikipedia-retrieved on 25.10.2017

In the current study, authors have used Cronbach alpha to check for the consistency of the questionnaire in measuring EI of the line managers, as perceived by the respondents. Table 1 shows high consistency level for the overall questionnaire and each of the EI components.

Table IV.2.1:

EI components	Cronbach alpha
Overall	0.982967
Self-Awareness	0.903818
Self-Regulation	0.903712
Motivation	0.934458
Empathy	0.9056
Social Skills	0.962755

The demographic details of the respondents are as follows (Table IV.2.2):

Table IV.2.2: Demographic details

Work experience	total no.	% (n= 200)
less than 1 yr	13	6.5
1-5 yrs	102	51
5-10 yrs	39	19.5
10-15 yrs	25	12.5
15 yrs and more	21	10.5
Gender		
male	163	81.5
female	37	18.5
Sector		
manufacturing	109	54.5
IT	71	35.5
Service	20	10

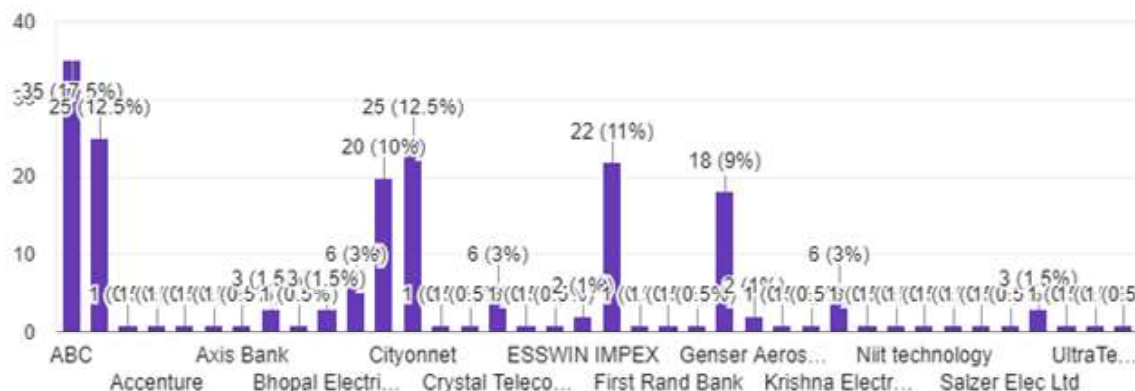
The descriptive statistics of the collected data is stated in the Table IV.4. From the same, it was noted that, the respondents overall perceived the emotional intelligence of their respective leaders in all the parameters as above average (highest mean score = 3.86 and lowest mean score = 3.355). It was also identified that, the respondents perceived behavior in sharing information to foster

collaboration (item no 19b) and behavior involving assigning values, solicits and uses others input (item no 19d), as highest among their respective leaders, whereas, they perceived the behavior involving recognition of the situations that trigger own emotions (item no 1b) and expression of own feelings (item no 1a), as lowest among their respective leaders.

4.3 Data Interpretation

Name of the company:

200 responses

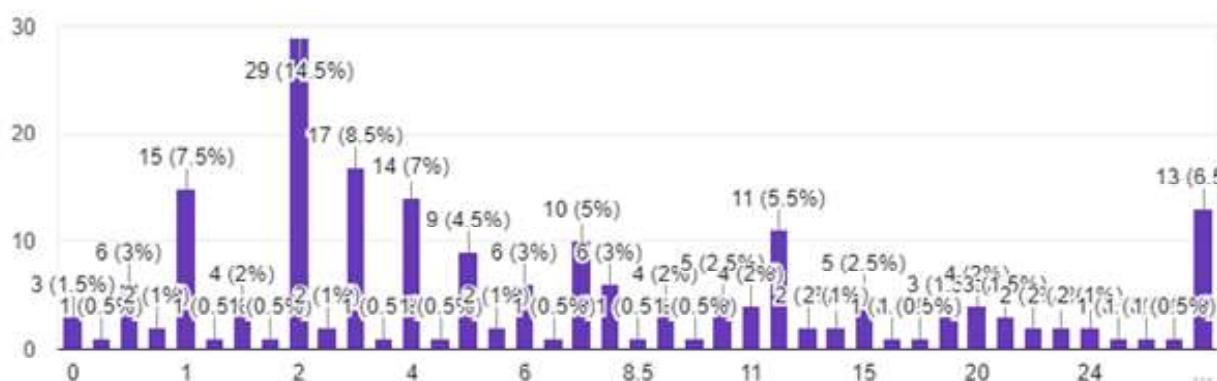


From the above graph, it was interpreted that there were 13 companies from various sectors that were the part of this study. The number of employees

responded & considered from each company were 15-20 on an average.

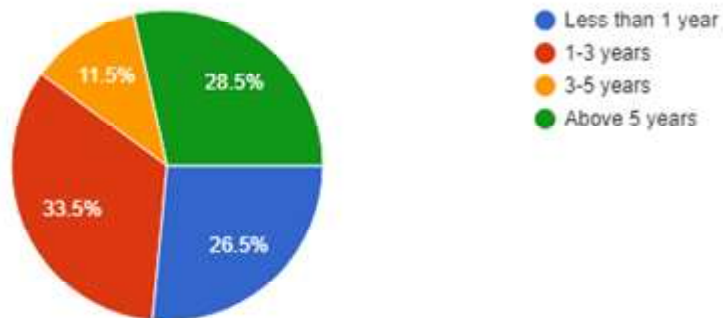
Experience in years:

200 responses



From the above graph it can be inferred that around 50% of the employee had an overall industry experience of 2 years and more.

Experience with the present organization: 200 responses



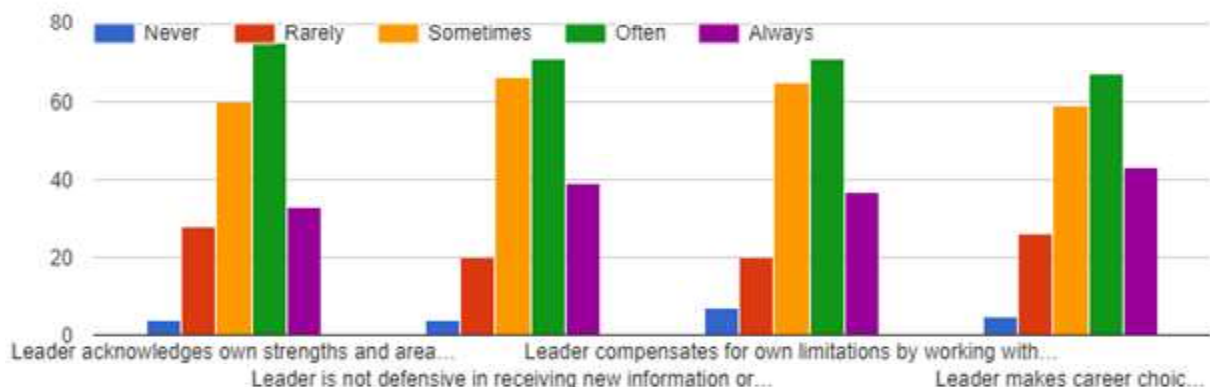
The graph shows that around 33.5% of employees had worked for 1-3 years in the current organisation. Only 11.5% employees had an experience of 3-5 years whereas 28.5% of the employees had worked for more than 5 years with the present organisation.

Emotional Self-Awareness



From the above graph it was observed that, around 70% of leaders were able to express their feelings but 30% of them found it difficult. About recognizing the situations that can trigger emotions, 30-35% leaders were capable enough to recognize these emotions. 33% of leaders very often knew how own feelings impact their performance.

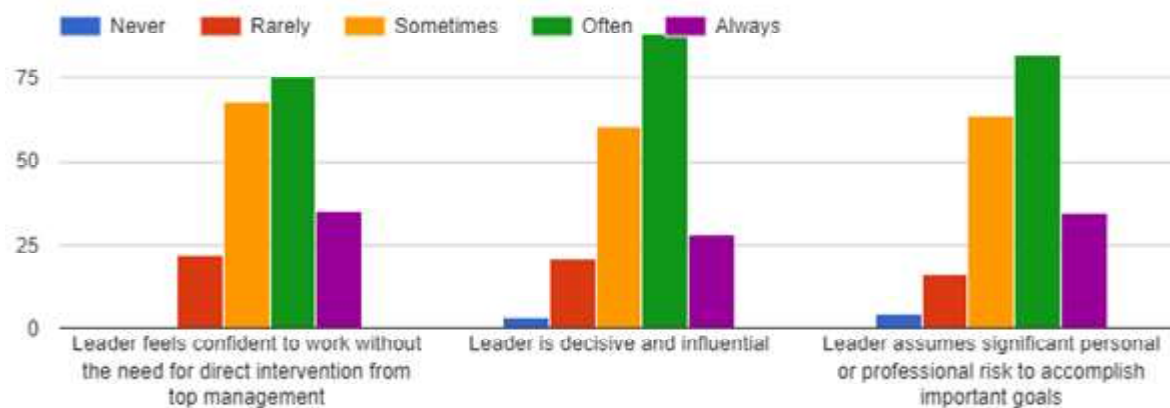
Accurate Self-Assessment



From the above graph, it was observed that around 37% of leaders often acknowledged their own strengths whereas 16% of them acknowledged very rarely. 35% of leaders were often not defensive in receiving new information or perspective about oneself, and 33% were sometimes not defensive. It also showed that 35% of leaders compensated for

own limitations by working with others with necessary strengths, whereas 32% leaders did it sometimes. Also, 35% of leaders have made career choices to leverage opportunities to learn new things or broaden one's experience, but 16% of them did not want to learn new things or very rarely they do.

Self-Confidence



From the above graph, it was identified that 35% of the leaders often felt confident to work without the need for direct intervention from top management whereas 11% of time they rarely felt confident.

Around 44% of the leaders were often decisive and influential. 41% of the leaders assume significant personal or professional risk to accomplish important goals.

Emotional Self-Control



From the above graph, it was noted that 36.5% of the leaders often resisted the impulse to act immediately, whereas 14% of leaders never or rarely resisted to act. Around 40% of leaders often behaved

calmly in stressful situation. Also, 35% of leaders often believed in responding than reacting, while 26% of leaders never or rarely believed in responding.

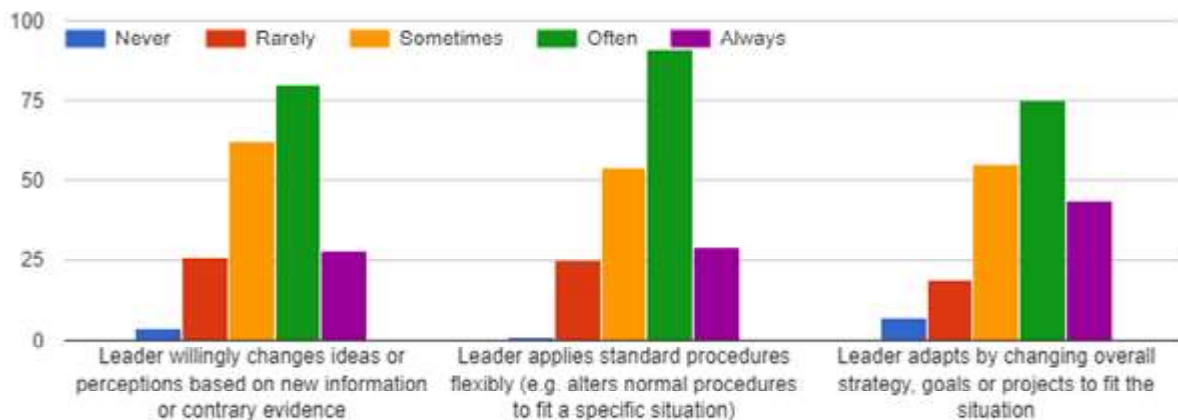
Transparency



It was revealed from the above graph that 38% of leaders often behaved consistently with own stated values and beliefs. Around 40% of leaders often publicly admitted to mistakes even when it is not

easy to do so, but 13% of leaders never or rarely admitted their mistakes. There were 37% of leaders who often acted on own values even when there was a significant risk.

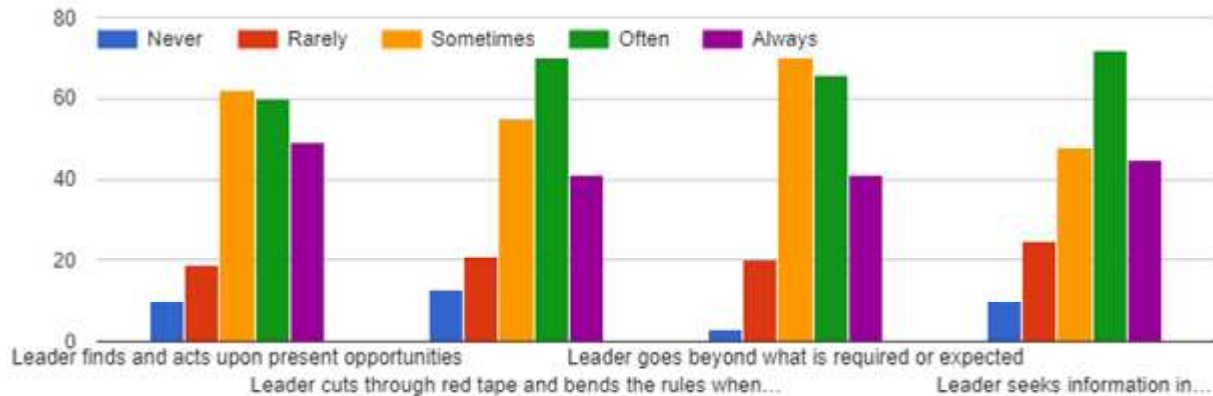
Adaptability



From the above graph, it is understood that 40% of leaders often willingly changed ideas or perceptions based on new information or contrary evidence, whereas 15% of the respondents have never or rarely changed their ideas. Around 45% of leaders often

applied standard procedures flexibly, but 12% of leaders rarely followed this. Also, 37% of leader often adapted by changing overall strategy, goals, or projects to fit the situation.

Initiative



From the above graph, it was observed that 31% of leaders often found and acted upon present opportunities, whereas 5% never followed such things. Around 35% of leaders often cut through red tape and bent the rules when necessary to get the job done, but 17% of them never or rarely bent the

rules. Around 35% of leaders gone beyond what is required or expected, but 11% never or rarely gone beyond what is expected. Also, 36% of leader often sought information in unusual ways or from sources not typically used, but this was not the case with 17% of leaders.

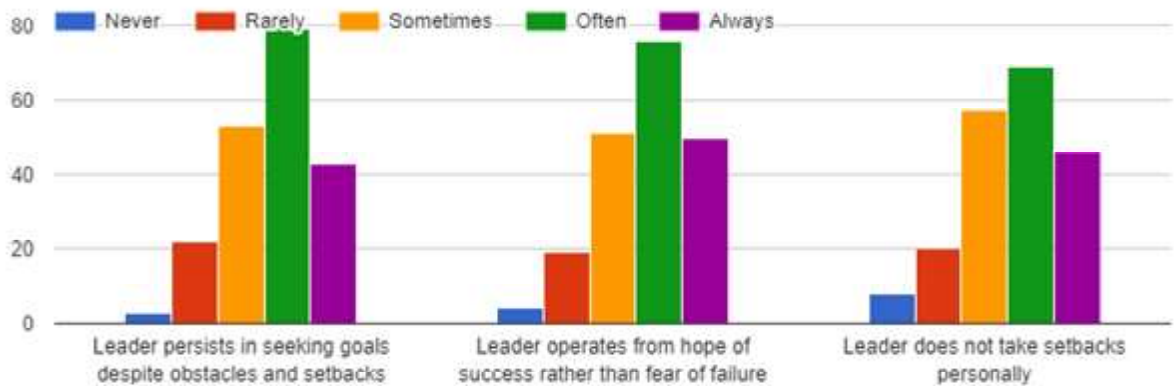
Achievement



It is known from the above graph that 39% of leaders often expressed dissatisfaction with the status quo and seeks ways to improve performance. Around 40% of leaders often made decisions, set priorities

and chose goals on the basis of calculated costs and benefits, but this was not true for 12% of leaders. Also, 35% of leaders often took calculated risks to reach a goal.

Optimism



From the above graph it was inferred that, 39% of leaders often persisted in seeking goals despite obstacles and setback, but this was not always true for 12% of the leaders. Around 38% of leaders often

operated from hope of success rather than fear of failure. 34% of leaders often did not take setbacks personally, but it was not the same with 14% of them.

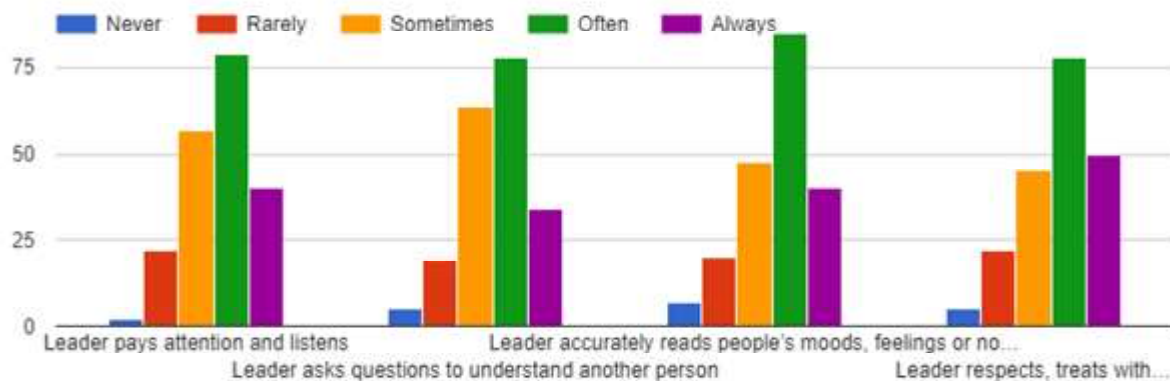
Performance Culture



From the above graph it was observed that 34% of leaders often emphasized on high performing teams, but it was not the same with 11% of them. Around 39% of leaders often identified star

performers and stars. Also, 38% of leaders are often motivated to undergo training to enhance performance, but this was not the same with 11% of them.

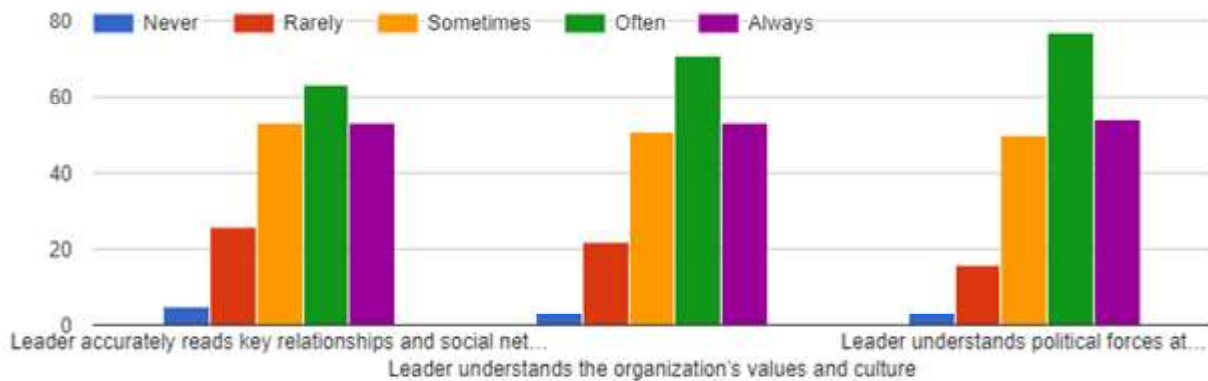
Compassion



From the above graph it was seen that, 39% of leaders often paid attention and listened, but not the same with 12% of them. 39% of leaders asked questions to understand other people. Around 42% of leaders can often read people's mood, feelings

or non-verbal cues accurately, but not the same with 13% of them. Also, 39% of leaders often respected, treated with courtesy and related well to people of diverse backgrounds but was not the same with around 13% of leaders.

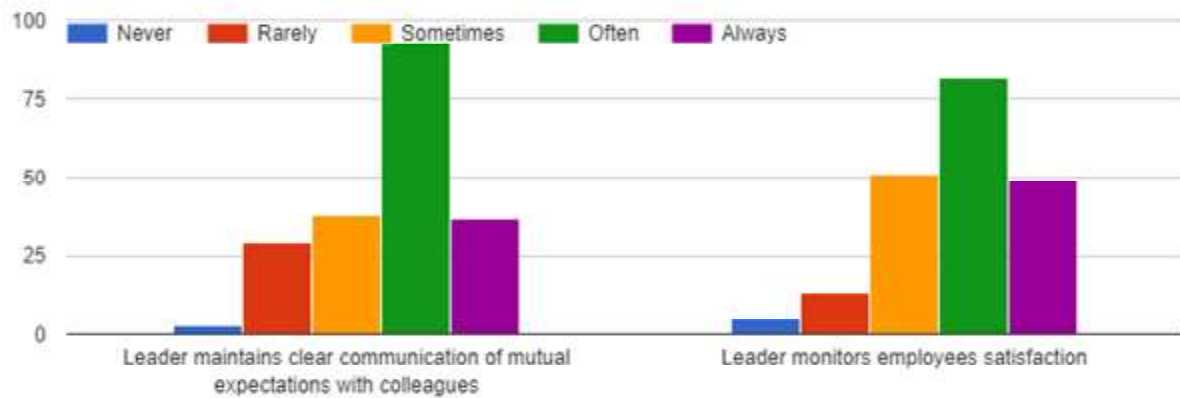
Organizational Awareness



From the above graph, it is revealed that 31% of leaders often read key relationships and social networks in groups, organisation or the wider world, but it was not the same with 15% of leaders. Around

35% of leaders often understood the organisation's values and culture but not the same with 12% of leaders. Also, 38% of leaders often understood political forces at work in the organisation.

Service Orientation



From the above graph it was observed that, 46% of leaders often maintained clear communication of mutual expectations with colleagues, but it was not

the same with 16% of the leaders. Around 41% of leaders often monitored employees' satisfaction.

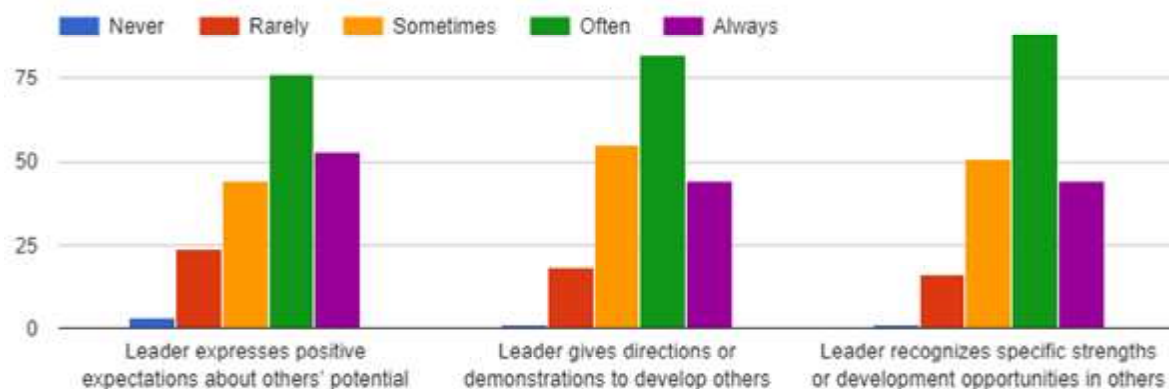
Social Skills



It was identified from the above graph that 38% of the leaders often took personal responsibility for resolving non-defensively but it was not the same with 15% of leaders. Around 43% of leaders often

made self-available to customers or clients. Also, 45% of leaders often matched customer or client services or products, but it was not always true with 9% of leaders.

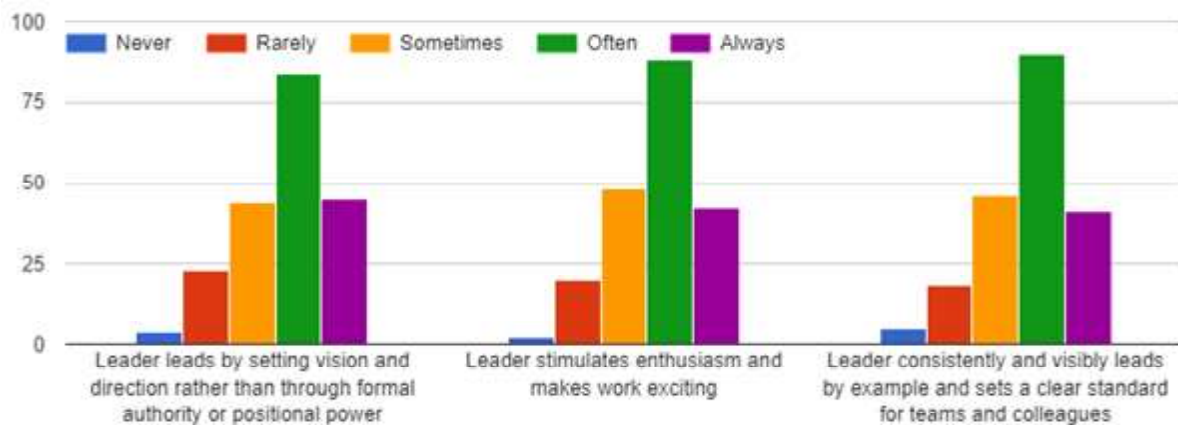
Developing Others



From the above graph it was clear that, 38% of leaders often expresses positive expectations about other's potential, but it was not true for 13% of leaders. Around 41% of leaders often gave

directions or demonstrations to develop others. Also, 44% of leaders often recognized specific strengths or development opportunities in others.

Inspirational Leadership



From the above graph it can be inferred that, 42% of leaders often lead by setting vision and direction rather than through formal authority or positional power, but it was not the same with 13% of leaders.

Around 44% of leaders often stimulate enthusiasm and makes work exciting. Also, 45% of leaders often consistently and visibly lead by example and set a clear standard for teams and colleagues.

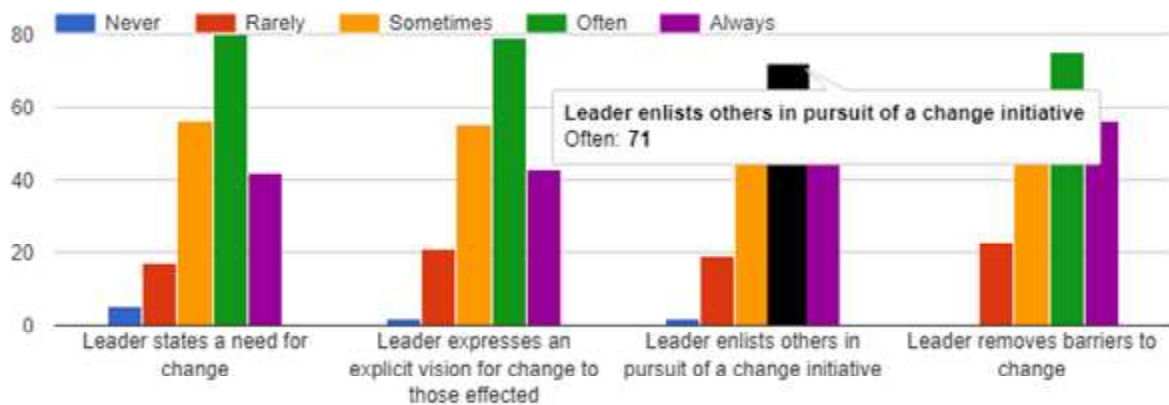
Conflict Management



From the above graph, 33% of leaders sometimes brought disagreements and grievances into the open, but it is not the same with 17% of leaders. Around 40% of leaders often communicated the positions of those involved in a conflict to all

concerned but not the same with 13% of leaders. Also, 31% of leaders sometimes and often focused disagreements on the issues or actions involved rather than on the person.

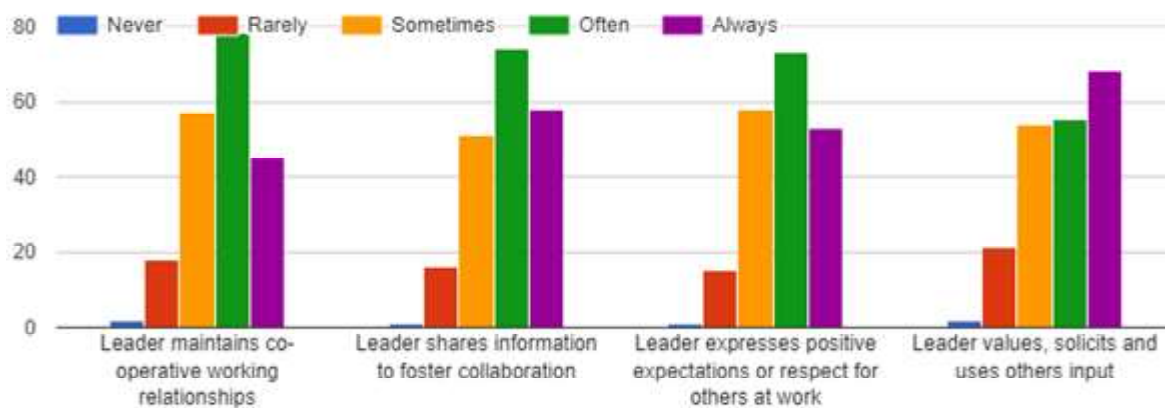
Change Catalyst



From the above graph it was observed that, 40% of leaders often stated a need for change. Around 39% of leaders often expressed an explicit vision for change to those effected, but it was not the same

with 11% of the leaders. 35% of leaders often enlisted others in pursuit of a change initiative. Also, 37% of leaders often removed the barriers to change, but 11% of them rarely followed it.

Teamwork and Collaboration



From the above graph it was observed that, 39% of leaders often maintained cooperative working relationships, but then it was not the same with 10% of leaders. 37% of leaders often shared information to foster collaboration. Around 36% of leaders often

expressed positive expectations or respect for others at work. Also, around 34% of leaders always valued, solicited and used others input but it is not the same with 11% of leaders.

Table IV. 4 : Descriptive statistics

	Mean	Standard Deviation	Kurtosis	Skewness
1.a.Emotional Self-Awareness [Leader expresses own feelings]	3.355	1.046158	-0.53166	-0.19462
1.b.Emotional Self-Awareness [Leader recognizes the situations that trigger own emotions]	3.445	1.035537	-0.1721	-0.42742
1.c.Emotional Self-Awareness [Leader knows how own feelings impact own performance]	3.56	1.054495	-0.31078	-0.41936
2.a.Accurate Self-Assessment [Leader acknowledges own strengths and areas of weakness]	3.525	0.992117	-0.48735	-0.30378
2.b. Accurate Self-Assessment [Leader is not defensive in receiving new information or perspectives about oneself]	3.605	0.976598	-0.34032	-0.31481
2.c. Accurate Self-Assessment [Leader compensates for own limitations by working with others with necessary strengths]	3.555	1.015941	-0.19933	-0.4123
2.d.Accurate Self-Assessment [Leader makes career choices to leverage opportunities to learn new things or broaden one's experiences]	3.585	1.043176	-0.55894	-0.33577
3.a.Self-Confidence [Leader feels confident to work without the need for direct intervention from top management]	3.615	0.900461	-0.76271	-0.07801

3.b.Self-Confidence [Leader is decisive and influential]	3.585	0.909346	-0.10417	-0.4174
3.c.Self-Confidence [Leader assumes significant personal or professional risk to accomplish important goals]	3.63	0.925952	0.023879	-0.42506
4.a.Emotional Self-Control [Leader resists the impulse to act immediately]	3.545	0.996464	-0.35599	-0.34086
4.b. Emotional Self-Control [Leader behaves calmly in stressful situations]	3.71	1.005462	0.030703	-0.61968
4.c.Emotional Self-Control [Leader believes in responding than reacting]	3.74	1.02844	-0.42018	-0.49608
5.a.Transparency [Leader behaves consistently with own stated values and beliefs]	3.53	0.961103	-0.01609	-0.41194
5.b.Transparency [Leader publicly admits to mistakes even when it is not easy to do so]	3.59	0.983226	-0.2017	-0.44637
5.c.Transparency [Leader acts on own values even when there is a significant risk]	3.645	0.945221	-0.12599	-0.35282
6.a.Adaptability [Leader willingly changes ideas or perceptions based on new information or contrary evidence]	3.51	0.95628	-0.31621	-0.34222
6.b.Adaptability [Leader applies standard procedures flexibly (e.g. alters normal procedures to fit a specific situation)]	3.61	0.901088	-0.43603	-0.35443
6.c.Adaptability [Leader adapts by changing overall strategy, goals or projects to fit the situation]	3.65	1.035792	-0.1521	-0.54469
7.a.Initiative [Leader finds and acts upon present opportunities]	3.595	1.10775	-0.3742	-0.46683
7.b. Initiative [Leader cuts through red tape and bends the rules when necessary to get the job done]	3.525	1.125035	-0.31787	-0.54412
7.c.Initiative [Leader goes beyond what is required or expected]	3.61	0.970883	-0.49355	-0.21447
7.d.Initiative [Leader seeks information in unusual ways or from sources not typically used]	3.585	1.117596	-0.41501	-0.54273
8.a. Achievement [Leader expresses dissatisfaction with the status quo and seeks ways to improve performance]	3.61	0.99137	-0.0743	-0.49651
8.b. Achievement [Leader makes decisions, sets priorities and chooses goals on the basis of calculated costs and benefits]	3.665	0.963022	-0.32574	-0.40922
8.c. Achievement [Leader takes calculated risks to reach a goal]	3.735	1.0296	-0.14113	-0.56536
9.a.Optimism [Leader persists in seeking goals despite obstacles and setbacks]	3.685	0.980091	-0.38368	-0.4319

9.b.Optimism [Leader operates from hope of success rather than fear of failure]	3.745	1.002497	-0.25974	-0.52742
9.c.Optimism [Leader does not take setbacks personally]	3.625	1.067743	-0.28135	-0.50545
10.a.Performance Culture [Leader emphasizes on high performing teams]	3.64	1.012683	-0.20516	-0.43139
10.b. Performance Culture [Leader identifies star performers and rewards]	3.785	0.955689	-0.17508	-0.49883
10.c.Performance Culture [Leader motivates to undergo training to enhance performance]	3.74	0.978359	-0.32979	-0.46565
11.a. Compassion [Leader pays attention and listens]	3.665	0.952529	-0.47173	-0.34078
11.b.Compassion [Leader asks questions to understand another person]	3.585	0.963022	-0.09958	-0.41451
11.c.Compassion [Leader accurately reads people's moods, feelings or non-verbal cues]	3.655	1.020383	0.006064	-0.64184
11.d.Compassion [Leader respects, treats with courtesy and relates well to people of diverse backgrounds]	3.73	1.035598	-0.2628	-0.59044
12.a.Organizational Awareness [Leader accurately reads key relationships and social networks in groups, organization or the wider world]	3.665	1.081026	-0.65086	-0.40888
12.b.Organizational Awareness [Leader understands the organization's values and culture]	3.745	1.017424	-0.52377	-0.45351
12.c.Organizational Awareness [Leader understands political forces at work in the organization]	3.815	0.97237	-0.2034	-0.54828
13.a.Service Orientation [Leader maintains clear communication of mutual expectations with colleagues]	3.66	0.989594	-0.35565	-0.56233
13.b. Service Orientation [Leader monitors employees satisfaction]	3.785	0.971335	0.20699	-0.65306
14.a.Social Skills [Leader takes personal responsibility for resolving non-defensively]	3.595	0.997975	-0.57004	-0.34168
14.b. Social Skills [Leader makes self-available to customers or clients]	3.81	0.95838	0.196386	-0.68298
14.c. Social Skills [Leader matches customer or client needs to services or products]	3.795	0.920441	-0.07339	-0.55713
15.a. Developing Others [Leader expresses positive expectations about others' potential]	3.76	1.023542	-0.47597	-0.52605
15.b.Developing Others [Leader gives directions or demonstrations to develop others]	3.75	0.917447	-0.47881	-0.35002
15.c.Developing Others [Leader recognizes specific strengths or development opportunities in others]	3.79	0.894371	-0.30018	-0.42474

16.a.Inspirational Leadership [Leader leads by setting vision and direction rather than through formal authority or positional power]	3.715	1.0044	-0.24155	-0.57471
16.b.Inspirational Leadership [Leader stimulates enthusiasm and makes work exciting]	3.74	0.936367	-0.23845	-0.49702
16.c.Inspirational Leadership [Leader consistently and visibly leads by example and sets a clear standard for teams and colleagues]	3.72	0.972796	0.159152	-0.66948
17.a.Conflict Management [Leader brings disagreements and grievances into the open]	3.585	1.131004	-0.88673	-0.22379
17.b.Conflict Management [Leader communicates the positions of those involved in a conflict to all concerned]	3.645	1.006998	-0.09732	-0.55246
17.c.Conflict Management [Leader focuses disagreements on the issues or actions involved rather than on the person]	3.74	1.038166	-0.41081	-0.44089
18.a.Change Catalyst [Leader states a need for change]	3.685	0.980091	-0.0395	-0.52895
18.b.Change Catalyst [Leader expresses an explicit vision for change to those effected]	3.7	0.956333	-0.45556	-0.37606
18.c.Change Catalyst [Leader enlists others in pursuit of a change initiative]	3.7	0.961573	-0.55106	-0.29116
18.d.Change Catalyst [Leader removes barriers to change]	3.82	0.970727	-0.8189	-0.39716
19.a.Teamwork and Collaboration [Leader maintains co-operative working relationships]	3.73	0.944223	-0.40055	-0.37596
19.b.Teamwork and Collaboration [Leader shares information to foster collaboration]	3.86	0.945978	-0.56046	-0.43566
19.c.Teamwork and Collaboration [Leader expresses positive expectations or respect for others at work]	3.81	0.931795	-0.60905	-0.32715
19.d.Teamwork and Collaboration [Leader values, solicits and uses others input]	3.83	1.047179	-0.81956	-0.42313
20.a.Influence [Leader expresses concern with own image and reputation, or that of one's organization]	3.62	1.049336	-0.4222	-0.42713
20.b.Influence [Leader uses factual arguments to persuade and influence others (e.g. appeals to reason or use of data)]	3.795	0.957895	-0.49098	-0.37527
20.c.Influence [Leader takes symbolic actions to have a specific impact on the audience]	3.695	1.003499	-0.57708	-0.32129
20.d.Influence [Leader convinces by appealing to people's self-interest]	3.815	0.97237	-0.87564	-0.25014
20.e.Influence [Leader develops broad, behind-the-scenes support to increase persuasive impact]	3.77	0.975633	-0.4166	-0.37641

Taking into consideration the average score in the Descriptive statistics (Table 3), one could note that, the respondents assigned similar (in all parameters, mean value > 3) consideration towards almost all the parameters for the respective leader's emotional intelligence components. Taking this as the basis, it was hypothesized that, the average opinion of the respondents towards parameters (variables) explaining the respective leaders' emotional intelligence components were more or less same. That is, there was no significant difference between the average importance levels given to the variables, by the respondents, under each emotional intelligence component. Those were the null hypotheses tested against the alternative that, there were significant difference. The hypotheses were as follows:

$H_{1.0}$: There is no significant difference between the average importance level to the variables, given by the respondents, under the EI Component: Self-Awareness'

$H_{1.A}$: There is significant difference between the average importance level to the variables, given by the respondents, under the EI Component: Self-Awareness.

$H_{2.0}$: There is no significant difference between the average importance level to the variables, given by the respondents, under the EI Component: Self-Regulation

$H_{2.A}$: There is significant difference between the average importance level to the variables, given by the respondents, under the EI Component: Self-Regulation

$H_{3.0}$: There is no significant difference between the average importance level to the variables, given by the respondents, under the EI Component: Motivation

$H_{3.A}$: There is significant difference between the average importance level to the variables, given by the respondents, under the EI Component: Motivation

$H_{4.0}$: There is no significant difference between the average importance level to the variables, given by the respondents, under the EI Component: Empathy

$H_{4.A}$: There is significant difference between the average importance level to the variables, given by the respondents, under the EI Component: Empathy

$H_{5.0}$: There is no significant difference between the average importance level to the variables, given by the respondents, under the EI Component: Social Skills

$H_{5.A}$: There is significant difference between the average importance level to the variables, given by the respondents, under the EI Component: Social Skills

All the above null hypotheses can be tested, using either ANOVA or Kruskal-Wallis Test, based on whether the normality assumptions were satisfied by the data, or not. In order to test the assumption of normality, we used Shapiro-Wilk Test. From the test, we note that, normality assumption was not satisfied by the data (Table 4). Hence, Kruskal-Wallis Test (K-W Test) was used to investigate the proposed hypotheses.

Table IV.5: Shapiro-Wilk Test

	W-stat	p-value	alpha	normal
1.a.Emotional Self-Awareness [Leader expresses own feelings]	0.908227	8.68E-10	0.05	no
1.b.Emotional Self-Awareness [Leader recognizes the situations that trigger own emotions]	0.897114	1.65E-10	0.05	no
1.c.Emotional Self-Awareness [Leader knows how own feelings impact own performance]	0.894883	1.2E-10	0.05	no
2.a.Accurate Self-Assessment [Leader acknowledges own strengths and areas of weakness]	0.896277	1.47E-10	0.05	no

2.b. Accurate Self-Assessment [Leader is not defensive in receiving new information or perspectives about oneself]	0.891891	7.89E-11	0.05	no
2.c. Accurate Self-Assessment [Leader compensates for own limitations by working with others with necessary strengths]	0.893957	1.05E-10	0.05	no
2.d. Accurate Self-Assessment [Leader makes career choices to leverage opportunities to learn new things or broaden one's experiences]	0.895487	1.31E-10	0.05	no
3.a. Self-Confidence [Leader feels confident to work without the need for direct intervention from top management]	0.877584	1.17E-11	0.05	no
3.b. Self-Confidence [Leader is decisive and influential]	0.881158	1.85E-11	0.05	no
3.c. Self-Confidence [Leader assumes significant personal or professional risk to accomplish important goals]	0.882952	2.34E-11	0.05	no
4.a. Emotional Self-Control [Leader resists the impulse to act immediately]	0.896343	1.48E-10	0.05	no
4.b. Emotional Self-Control [Leader behaves calmly in stressful situations]	0.877603	1.17E-11	0.05	no
4.c. Emotional Self-Control [Leader believes in responding than reacting]	0.880432	1.68E-11	0.05	no
5.a. Transparency [Leader behaves consistently with own stated values and beliefs]	0.889946	6.02E-11	0.05	no
5.b. Transparency [Leader publicly admits to mistakes even when it is not easy to do so]	0.889859	5.95E-11	0.05	no
5.c. Transparency [Leader acts on own values even when there is a significant risk]	0.884665	2.94E-11	0.05	no
6.a. Adaptability [Leader willingly changes ideas or perceptions based on new information or contrary evidence]	0.892395	8.46E-11	0.05	no
6.b. Adaptability [Leader applies standard procedures flexibly (e.g. alters normal procedures to fit a specific situation)]	0.874259	7.63E-12	0.05	no
6.c. Adaptability [Leader adapts by changing overall strategy, goals or projects to fit the situation]	0.885756	3.41E-11	0.05	no
7.a. Initiative [Leader finds and acts upon present opportunities]	0.888696	5.07E-11	0.05	no
7.b. Initiative [Leader cuts through red tape and bends the rules when necessary to get the job done]	0.89037	6.39E-11	0.05	no
7.c. Initiative [Leader goes beyond what is required or expected]	0.889898	5.98E-11	0.05	no

7.d. Initiative [Leader seeks information in unusual ways or from sources not typically used]	0.887992	4.61E-11	0.05	no
8.a. Achievement [Leader expresses dissatisfaction with the status quo and seeks ways to improve performance]	0.887599	4.37E-11	0.05	no
8.b. Achievement [Leader makes decisions, sets priorities and chooses goals on the basis of calculated costs and benefits]	0.886173	3.6E-11	0.05	no
8.c. Achievement [Leader takes calculated risks to reach a goal]	0.878549	1.32E-11	0.05	no
9.a. Optimism [Leader persists in seeking goals despite obstacles and setbacks]	0.884916	3.04E-11	0.05	no
9.b. Optimism [Leader operates from hope of success rather than fear of failure]	0.879646	1.52E-11	0.05	no
9.c. Optimism [Leader does not take setbacks personally]	0.888875	5.2E-11	0.05	no
10.a. Performance Culture [Leader emphasizes on high performing teams]	0.887841	4.52E-11	0.05	no
10.b. Performance Culture [Leader identifies star performers and rewards]	0.876027	9.55E-12	0.05	no
10.c. Performance Culture [Leader motivates to undergo training to enhance performance]	0.881092	1.84E-11	0.05	no
11.a. Compassion [Leader pays attention and listens]	0.886085	3.56E-11	0.05	no
11.b. Compassion [Leader asks questions to understand another person]	0.889408	5.59E-11	0.05	no
11.c. Compassion [Leader accurately reads people's moods, feelings or non-verbal cues]	0.877493	1.15E-11	0.05	no
11.d. Compassion [Leader respects, treats with courtesy and relates well to people of diverse backgrounds]	0.877051	1.09E-11	0.05	no
12.a. Organizational Awareness [Leader accurately reads key relationships and social networks in groups, organization or the wider world]	0.886235	3.63E-11	0.05	no
12.b. Organizational Awareness [Leader understands the organization's values and culture]	0.880102	1.61E-11	0.05	no
12.c. Organizational Awareness [Leader understands political forces at work in the organization]	0.872632	6.22E-12	0.05	no
13.a. Service Orientation [Leader maintains clear communication of mutual expectations with colleagues]	0.865931	2.73E-12	0.05	no

13.b. Service Orientation [Leader monitors employees satisfaction]	0.869803	4.38E-12	0.05	no
14.a.Social Skills [Leader takes personal responsibility for resolving non-defensively]	0.890616	6.61E-11	0.05	no
14.b. Social Skills [Leader makes self-available to customers or clients]	0.865635	2.64E-12	0.05	no
14.c. Social Skills [Leader matches customer or client needs to services or products]	0.868555	3.76E-12	0.05	no
15.a. Developing Others [Leader expresses positive expectations about others' potential]	0.874724	8.1E-12	0.05	no
15.b.Developing Others [Leader gives directions or demonstrations to develop others]	0.877586	1.17E-11	0.05	no
15.c.Developing Others [Leader recognizes specific strengths or development opportunities in others]	0.871304	5.28E-12	0.05	no
16.a.Inspirational Leadership [Leader leads by setting vision and direction rather than through formal authority or positional power]	0.876058	9.59E-12	0.05	no
16.b.Inspirational Leadership [Leader stimulates enthusiasm and makes work exciting]	0.8745	7.87E-12	0.05	no
16.c.Inspirational Leadership [Leader consistently and visibly leads by example and sets a clear standard for teams and colleagues]	0.86998	4.48E-12	0.05	no
17.a.Conflict Management [Leader brings disagreements and grievances into the open]	0.881907	2.04E-11	0.05	no
17.b.Conflict Management [Leader communicates the positions of those involved in a conflict to all concerned]	0.884191	2.76E-11	0.05	no
17.c.Conflict Management [Leader focuses disagreements on the issues or actions involved rather than on the person]	0.876691	1.04E-11	0.05	no
18.a.Change Catalyst [Leader states a need for change]	0.882368	2.17E-11	0.05	no
18.b.Change Catalyst [Leader expresses an explicit vision for change to those effected]	0.883763	2.61E-11	0.05	no
18.c.Change Catalyst [Leader enlists others in pursuit of a change initiative]	0.884664	2.94E-11	0.05	no
18.d.Change Catalyst [Leader removes barriers to change]	0.86194	1.7E-12	0.05	no
19.a.Teamwork and Collaboration [Leader maintains co-operative working relationships]	0.881879	2.04E-11	0.05	no
19.b.Teamwork and Collaboration [Leader shares information to foster collaboration]	0.867674	3.38E-12	0.05	no

19.c.Teamwork and Collaboration [Leader expresses positive expectations or respect for others at work]	0.872976	6.5E-12	0.05	no
19.d.Teamwork and Collaboration [Leader values, solicits and uses others input]	0.861603	1.63E-12	0.05	no
20.a.Influence [Leader expresses concern with own image and reputation, or that of one's organization]	0.892033	8.05E-11	0.05	no
20.b.Influence [Leader uses factual arguments to persuade and influence others (e.g. appeals to reason or use of data)]	0.87513	8.52E-12	0.05	no
20.c.Influence [Leader takes symbolic actions to have a specific impact on the audience]	0.88505	3.1E-11	0.05	no
20.d.Influence [Leader convinces by appealing to people's self-interest]	0.863243	1.98E-12	0.05	no
20.e.Influence [Leader develops broad, behind-the-scenes support to increase persuasive impact]	0.875455	8.88E-12	0.05	no

Analysis revealed that there was no significant difference between the average importance level to the variables, given by the respondents, for Factor 1, 2, 4, and 5 (Table 5). Therefore, all the null hypotheses $H_{1.0}$, $H_{2.0}$, $H_{3.0}$, $H_{4.0}$, and $H_{5.0}$ were retained.

Table IV.6: Kruskal-Wallis Test

EI components	p-value	alpha	sig
Self-Awareness	0.234651	0.05	no
Self-Regulation	0.140266	0.05	no
Motivation	0.520098	0.05	no
Empathy	0.324598	0.05	no
Social Skills	0.463949	0.05	no

Further, it was also investigated whether male and female respondents perceived the components of emotional intelligence of their leaders, with significance difference. The hypotheses were as follows:

$H_{6.0}$: There is no significant difference between the average importance level to the variables, given by the male and female respondents, under the EI Component: Self-Awareness'

$H_{6.A}$: There is significant difference between the average importance level to the variables, given by the male and female respondents, under the EI Component: Self-Awareness.

$H_{7.0}$: There is no significant difference between the average importance level to the variables, given by the male and female respondents, under the EI Component: Self-regulation

$H_{7.A}$: There is a significant difference between the average importance level to the variables, given by the male and female respondents, under the EI Component: Self-regulation.

$H_{8.0}$: There is no significant difference between the average importance level to the variables, given by the male and female respondents, under the EI Component: motivation

$H_{8.A}$: There is significant difference between the average importance level to the variables, given by the male and female respondents, under the EI Component: motivation

$H_{9.0}$: There is no significant difference between the average importance level to the variables, given by the male and female respondents, under the EI Component: empathy

$H_{9,A}$: There is significant difference between the average importance level to the variables, given by the male and female respondents, under the EI Component: empathy

$H_{10,0}$: There is no significant difference between the average importance level to the variables, given by the male and female respondents, under the EI Component: Social skills

$H_{10,A}$: There is significant difference between the average importance level to the variables, given by the male and female respondents, under the EI Component: Social skills.

To investigate the above, the average score of each emotional components assigned by the respondents for their respective leaders was computed. Then, Mann-Whitney Test for Two Independent Samples was used to test whether there existed any significant difference in the male and female respondents' perception. Data revealed that, for all the five emotional intelligence components, male and female respondents perceived their leaders significantly different (Table 6). Therefore, null Hypotheses $H_{6,0}$, $H_{7,0}$, $H_{8,0}$, $H_{9,0}$ and $H_{10,0}$ were rejected.

Table IV.7: Mann-Whitney Test for Two Independent Samples

	avg: Self awareness	gender
count	200	200
median	3.6	1
rank sum	60100	20100
U	0	40000
	one tail	two tail
alpha	0.05	
U	0	
mean	20000	
std dev	1156.143013	
z-score	17.29889795	
effect r	0.864944898	
U-crit	18098.31397	17734.00133
p-value	0	0
sig (norm)	yes	yes

	avg: self-regulation	gender
count	200	200
median	3.67	1
rank sum	60100	20100
U	0	40000
	one tail	two tail
alpha	0.05	
U	0	
mean	20000	
std dev	1156.143013	
z-score	17.29889795	
effect r	0.864944898	
U-crit	18098.31397	17734.00133
p-value	0	0
sig (norm)	yes	yes
	avg: motivation	gender
count	200	200
median	3.73	1
rank sum	60100	20100
U	0	40000
	one tail	two tail
alpha	0.05	
U	0	
mean	20000	
std dev	1116.241793	ties
z-score	17.917265	
effect r	0.89586325	
U-crit	18163.94564	17812.20629
p-value	0	0
sig (norm)	yes	yes
	avg: empathy	gender
count	200	200
median	3.725	1
rank sum	60100	20100
U	0	40000
	one tail	two tail
alpha	0.05	
U	0	
mean	20000	
std dev	1116.152652	ties

z-score	17.91869595	
effect r	0.895934798	
U-crit	18164.09226	17812.381
p-value	0	0
sig (norm)	yes	yes
	avg: social skills	gender
count	200	200
median	3.8	1
rank sum	60100	20100
U	0	40000
	one tail	two tail
alpha	0.05	
U	0	
mean	20000	
std dev	1116.30898	ties
z-score	17.91618661	
effect r	0.89580933	
U-crit	18163.83513	17812.0746
p-value	0	0
sig (norm)	yes	yes

Further, it was also investigated whether respondents from different sectors perceived the components of emotional intelligence of their leaders, with significant difference. To investigate the above, the average score of each emotional components assigned by the respondents for their respective leaders was computed. The hypotheses were as follows:

$H_{11.0}$: There is no significant difference between the average importance level to the variables, given by the respondents from different sectors, under the EI Component: Self-Awareness.

$H_{11.A}$: There is significant difference between the average importance level to the variables, given by the respondents from different sectors, under the EI Component: Self-Awareness.

$H_{12.0}$: There is no significant difference between the average importance level to the variables, given by

the respondents from different sectors, under the EI Component: Self-regulation.

$H_{12.A}$: There is significant difference between the average importance level to the variables, given by the respondents from different sectors, under the EI Component: Self-regulation.

$H_{13.0}$: There is no significant difference between the average importance level to the variables, given by the respondents from different sectors, under the EI Component: Motivation

$H_{13.A}$: There is significant difference between the average importance level to the variables, given by the respondents from different sectors, under the EI Component:

Motivation $H_{14.0}$: There is no significant difference between the average importance level to the variables, given by the respondents from different sectors, under the EI Component: empathy

$H_{14.A}$: There is significant difference between the average importance level to the variables, given by the respondents from different sectors, under the EI Component: empathy

$H_{15.0}$: There is no significant difference between the average importance level to the variables, given by the respondents from different sectors, under the EI Component: Social skills.

$H_{15.A}$: There is significant difference between the average importance level to the variables, given by the respondents from different sectors, under the EI Component: Social skills.

Data revealed that, for all the emotional intelligence components of the respective leaders, respondents across the sectors (Manufacturing, IT, Services) had assigned significantly different importance levels (Table 7). Therefore, all the null hypotheses $H_{11.0}$, $H_{12.0}$, $H_{13.0}$, $H_{14.0}$, and $H_{15.0}$ were rejected.

Table IV.8: Kruskal-Wallis Test for sector-specific analysis

Emotional intelligence components	p-value	alpha	sig
Avg. Self Awareness	9.66E-08	0.05	yes
Avg. Self regulation	4.31E-07	0.05	yes
Avg. Motivation	1.87E-09	0.05	yes
Avg. Empathy	1.23E-09	0.05	yes
Avg. Social skills	5.06E-09	0.05	yes

Further pair-wise post-hoc analysis revealed that there was significant difference in perception of respondents from specific sectors about the emotional intelligence of the respective leaders, in specific cases (Table 8).

Table IV.9: Pairwise comparison for Sector specific analysis

Self-Awareness		
group 1	group 2	p-value
Manufacturing	IT	1.59144E-05
Manufacturing	Services	3.92989E-05
IT	Services	0.304936276
Self- regulation		
Manufacturing	IT	0.003991952
Manufacturing	Services	8.99749E-06
IT	Services	0.022400909
Motivation		
Manufacturing	IT	3.75847E-06
Manufacturing	Services	1.64401E-06
IT	Services	0.124065565
Empathy		
Manufacturing	IT	3.75847E-06
Manufacturing	Services	1.64401E-06
IT	Services	0.124065565
Social skill		
Manufacturing	IT	5.36746E-06
Manufacturing	Services	3.51064E-07
IT	Services	0.05553004

Table 8 revealed that respondents from Manufacturing and IT sector, and, respondents from Manufacturing and Services sector differed significantly in perceiving all the emotional intelligence components. However, differences were not significant for respondents from IT and Services sectors.

Further, it was also investigated whether respondents, having different number of years of experience at work, perceived the components of emotional intelligence of their leaders, with significant difference. To investigate the above, the average score of each emotional components assigned by the respondents for their respective leaders was computed. The hypotheses were as follows:

$H_{16.0}$: There is no significant difference between the average importance level to the variables, given by the respondents having different number of years of experience at work, under the EI Component: Self-Awareness.

$H_{16.A}$: There is significant difference between the average importance level to the variables, given by the respondents having different number of years of experience at work, under the EI Component: Self-Awareness.

$H_{17.0}$: There is no significant difference between the average importance level to the variables, given by the respondents having different number of years of experience at work, under the EI Component: Self-regulation.

$H_{17.A}$: There is significant difference between the average importance level to the variables, given by the respondents having different number of years of experience at work, under the EI Component: Self-regulation.

$H_{18.0}$: There is no significant difference between the average importance level to the variables, given by the respondents having different number of years of experience at work, under the EI Component: Motivation

$H_{18.A}$: There is significant difference between the average importance level to the variables, given by respondents having different number of years of experience at work, under the EI Component:

Motivation

$H_{19,0}$: There is no significant difference between the average importance level to the variables, given by the respondents having different number of years of experience at work, under the EI Component: empathy

$H_{19,A}$: There is significant difference between the average importance level to the variables, given by the respondents having different number of years of experience at work, under the EI Component: empathy

$H_{20,0}$: There is no significant difference between the average importance level to the variables, given by the respondents having different number of years of experience at work, under the EI Component: Social skills.

$H_{20,A}$: There is significant difference between the average importance level to the variables, given by the respondents having different number of years of experience at work, under the EI Component: Social skills.

Data revealed that, for all the emotional intelligence components of the respective leaders, respondents, having different number of years of experience at work, had assigned significantly different importance levels (Table 9). Therefore, all the null hypotheses $H_{16,0}$, $H_{17,0}$, $H_{18,0}$, $H_{19,0}$, and $H_{20,0}$ were rejected.

Table IV.10: Kruskal-Wallis Test for respondents having different number of years of experience at work

Emotional intelligence components	p-value	alpha	sig
Avg. Self-Awareness	6.24E-06	0.05	yes
Avg. Self-regulation	0.000155	0.05	yes
Avg. Motivation	0.000257	0.05	yes
Avg. Empathy	0.001706	0.05	yes
Avg. Social skills	0.000186	0.05	yes

Further pair-wise post-hoc analysis revealed that there was significant difference in perception of respondents with different work experience about the emotional intelligence of the respective

leaders, in specific cases. They are mentioned with Bold Font and highlighted colors (Table 10).

Table IV.11: Pairwise comparison for respondents having different number of years of experience at work

Self-Awareness			
group 1	group 2	p-value	Sig.
less than 1 yr	1-5 yrs	0.98496652	No
less than 1 yr	5-10 yrs	0.9603535	No
less than 1 yr	10-15 yrs	0.37112761	No
less than 1 yr	15 yrs and more	0.03998862	yes
1-5 yrs	5-10 yrs	0.28147132	No
1-5 yrs	10-15 yrs	0.00587336	yes
1-5 yrs	15 yrs and more	2.8351E-05	yes
5-10 yrs	10-15 yrs	0.52262418	No
5-10 yrs	15 yrs and more	0.03423918	yes
10-15 yrs	15 yrs and more	0.69704002	No
Self-regulation			
group 1	group 2	p-value	
less than 1 yr	1-5 yrs	0.920037	No
less than 1 yr	5-10 yrs	0.94421904	No
less than 1 yr	10-15 yrs	0.6249822	No
less than 1 yr	15 yrs and more	0.47936463	No
1-5 yrs	5-10 yrs	0.99999988	No
1-5 yrs	10-15 yrs	0.01164369	yes
1-5 yrs	15 yrs and more	0.00662833	yes
5-10 yrs	10-15 yrs	0.04255516	yes
5-10 yrs	15 yrs and more	0.02408984	yes
10-15 yrs	15 yrs and more	0.99767761	No
Motivation			
group 1	group 2	p-value	
less than 1 yr	1-5 yrs	0.4776263	No
less than 1 yr	5-10 yrs	0.58051522	No
less than 1 yr	10-15 yrs	0.98441427	No
less than 1 yr	15 yrs and more	0.79503073	No

1-5 yrs	5-10 yrs	0.99999877	No
1-5 yrs	10-15 yrs	0.0278167	yes
1-5 yrs	15 yrs and more	0.00297085	yes
5-10 yrs	10-15 yrs	0.08462175	No
5-10 yrs	15 yrs and more	0.01346367	yes
10-15 yrs	15 yrs and more	0.94994811	No
Empathy			
group 1	group 2	p-value	
less than 1 yr	1-5 yrs	0.38507318	No
less than 1 yr	5-10 yrs	0.45978742	No
less than 1 yr	10-15 yrs	0.99973356	No
less than 1 yr	15 yrs and more	0.93077133	No
1-5 yrs	5-10 yrs	0.99999966	No
1-5 yrs	10-15 yrs	0.2365792	No
1-5 yrs	15 yrs and more	0.00797499	yes
5-10 yrs	10-15 yrs	0.35918938	No
5-10 yrs	15 yrs and more	0.02454669	yes
10-15 yrs	15 yrs and more	0.77054274	No
Social Skills			
group 1	group 2	p-value	
less than 1 yr	1-5 yrs	0.41753257	No
less than 1 yr	5-10 yrs	0.94112306	No
less than 1 yr	10-15 yrs	0.97262104	No
less than 1 yr	15 yrs and more	0.70951618	No
1-5 yrs	5-10 yrs	0.62111017	No
1-5 yrs	10-15 yrs	0.01266833	yes
1-5 yrs	15 yrs and more	0.00085247	yes
5-10 yrs	10-15 yrs	0.39240971	No
5-10 yrs	15 yrs and more	0.08236624	No
10-15 yrs	15 yrs and more	0.92891192	No

Data revealed significant differences in the certain cases, for respondents having similar number of years of experience at work (**specified in bold and highlighted font**).

Chapter V: Discussions and Conclusion

As discussed, in order to achieve the objectives of the study, a questionnaire was designed and the responses were collected. The questionnaire consisted of 66 items. The items represented variables (one item for one variable), for total five components of emotional intelligence, namely, Self-awareness, Self-regulation, Motivation, Empathy, and Social skills. These items have been developed, keeping in mind the established framework of emotional intelligence.

The population for the study were the entry and middle level managers, working in the SMEs in the state of Karnataka and Tamil Nadu. The data was collected during the period from April to December 2018. For the current study, Judgmental sampling method was used. The responses were collected from 200 respondents. Data collection methods include administration of questionnaire by mail and personal visits.

The descriptive statistics noted that, the respondents overall perceived the emotional intelligence of their respective leaders in all the parameters as above average. It was also identified that, the respondents perceived behavior in sharing information to foster collaboration and behavior involving assigning values, solicits and uses others input as highest among their respective leaders, whereas, they perceived the behavior involving recognition of the situations that trigger own emotions and expression of own feelings, as lowest among their respective leaders. This might be due to the leaders' contextual behavior at workplace.

Analysis revealed that there was no significant difference between the average importance level to the variables, given by the respondents, for all the emotional intelligence components. This is an interesting finding and needs further research to substantiate.

Data revealed that, for all the five emotional intelligence components, male and female

respondents perceived their leaders significantly different. This may be due to the gender difference in the communication pattern at workplace and the resultant reciprocal behavior of the leaders.

Data revealed that, for all the emotional intelligence components of the respective leaders, respondents across the sectors (Manufacturing, IT, Services) had assigned significantly different importance levels. Respondents from Manufacturing and IT sector, and, respondents from Manufacturing and Services sector differed significantly in perceiving all the emotional intelligence components. However, differences were not significant for respondents from IT and Services sectors. This is an interesting finding and future research may be initiated to investigate the reasons.

For all the emotional intelligence components of the respective leaders, respondents, having different number of years of experience at work, had assigned significantly different importance levels. However, it needs further study.

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Appendix

The impact of the Line Managers' Emotional Intelligence on employee
motivation with special reference to Small and Medium-sized
Enterprises (SMEs) in India

Questionnaire

This study questionnaire is prepared with an objective to collect data from SME employees of their Line Managers' Emotional Intelligence on motivation. This questionnaire is collected with the pure academic interest and the data will not be revealed to any other persons/organizations.

Request your earnest cooperation in filling the questionnaire and support to complete this study.

Name (Optional):

Designation:

Name of the company:

Educational Qualification:

Experience in years:

Experience with the present

Organization:

Less than 1 year

☐

1-3 years

☐

3-5 years

☐

Above 5 years

☐

EI Component: Self-Awareness					
Emotional Self-Awareness	Never	Rarely	Sometimes	Often	Always
Leader expresses own feelings					
Leader recognizes the situations that trigger own emotions					
Leader knows how own feelings impact own performance					
Accurate Self-Assessment					
Leader acknowledges own strengths and areas of weakness					
Leader is not defensive in receiving new information or perspectives about oneself					
Leader compensates for own limitations by working with others with necessary strengths					
Leader makes career choices to leverage opportunities to learn new things or broaden one's experiences					
Self-Confidence					
Leader feels confident to work without the need for direct intervention from top management					
Leader is decisive and influential					
Leader assumes significant personal or professional risk to accomplish important goals					

EI Component: Self-Regulation					
Emotional Self-Control	Never	Rarely	Sometim	Often	Always
Leader resists the impulse to act immediately					
Leader behaves calmly in stressful situations					
Leader believes in responding than reacting					
Transparency					
Leader behaves consistently with own stated values and beliefs					
Leader publicly admits to mistakes even when it is not easy to do so					
Leader acts on own values even when there is a significant risk					
Adaptability					
Leader willingly changes ideas or perceptions based on new information or contrary evidence					
Leader applies standard procedures flexibly (e.g. alters normal procedures to fit a specific situation)					
Leader adapts by changing overall strategy, goals or projects to fit the situation					
EI Component: Motivation					
Initiative					
Leader finds and acts upon present opportunities					
Leader cuts through red tape and bends the rules when necessary to get the job done					
Leader goes beyond what is required or expected					
Leader seeks information in unusual ways or from sources not typically used					
Achievement					
Leader expresses dissatisfaction with the status quo and seeks ways to improve performance					
Leader makes decisions, sets priorities and chooses goals on the basis of calculated costs and benefits					
Leader takes calculated risks to reach a goal					

Optimism					
Leader persists in seeking goals despite obstacles and setbacks					
Leader operates from hope of success rather than fear of failure					
Leader does not take setbacks personally					
Performance Culture					
Leader emphasizes on high performing teams					
Leader identifies star performers and rewards					
Leader motivates to undergo training to enhance performance					
EI Component: Empathy					
Compassion	Never	Rarely	Sometimes	Often	Always
Leader pays attention and listens					
Leader asks questions to understand another person					
Leader accurately reads people's moods, feelings or non-verbal cues					
Leader respects, treats with courtesy and relates well to people of diverse backgrounds					
Organizational Awareness					
Leader accurately reads key relationships and social networks in groups, organization or the wider world					
Leader understands the organization's values and culture					
Leader understands political forces at work in the organization					
Service Orientation					
Leader maintains clear communication of mutual expectations with colleagues					
Leader monitors employees satisfaction					
Leader takes personal responsibility for resolving non-defensively					
Leader makes self-available to customers or clients					
Leader matches customer or client needs to services or products					

Developing Others					
Leader expresses positive expectations about others' potential					
Leader gives directions or demonstrations to develop others					
Leader recognizes specific strengths or development opportunities in others					
Inspirational Leadership					
Leader leads by setting vision and direction rather than through formal authority or positional power					
Leader stimulates enthusiasm and makes work exciting					
Leader consistently and visibly leads by example and sets a clear standard for teams and colleagues					