

# EXAMINING THE RELATIONSHIPS BETWEEN EMOTIONAL INTELLIGENCE AND THE COMPONENTS OF TRANSFORMATIONAL LEADERSHIP

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## Abstract

The purpose of this study is to identify the relationships between emotional intelligence and the components of transformational leadership behavior of the supervisors. Data for this study were collected from 166 subordinates (who rated their supervisors' emotional intelligence and the components of transformational leadership behavior) working at different organizations around the UK with the help of a structured questionnaire. Results indicated that emotional intelligence positively correlated with all the components of transformational leadership behavior. Implications, limitations, and future research directions are also discussed.

**Keywords:** Emotional intelligence, transformational leadership, idealized influence, inspirational motivation, intellectual stimulation, individualized consideration.

## บทคัดย่อ

งานวิจัยนี้มีจุดมุ่งหมายเพื่อระบุความสัมพันธ์ระหว่างความฉลาดทางอารมณ์และองค์ประกอบของพฤติกรรมภาวะผู้นำการเปลี่ยนแปลงของหัวหน้างาน งานวิจัยนี้เก็บรวบรวมข้อมูลจากผู้บังคับบัญชาจำนวน 166 คน ซึ่งเป็นผู้ให้คะแนนความฉลาดทางอารมณ์และองค์ประกอบของพฤติกรรมภาวะผู้นำการเปลี่ยนแปลงของหัวหน้างาน ซึ่งทำงานอยู่ในองค์กรต่าง ๆ ในสหราชอาณาจักรโดยใช้คำถามโครงสร้าง ผลการวิจัยชี้ให้เห็นว่าความฉลาดทางอารมณ์มีความสัมพันธ์ทางบวกกับองค์ประกอบของพฤติกรรมภาวะผู้นำการเปลี่ยนแปลง งานวิจัยนี้ยังวิพากษ์ถึงนัยสำคัญข้อจำกัดและแนวทางการวิจัยในอนาคตอีกด้วย

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## INTRODUCTION

Emotional intelligence (EI) is one of the most widely discussed topics not only in psychology but also in organisational studies (OS). Although the concept was developed twenty years ago, in the last ten years it has received extensive popularity among academics and researchers. Goleman (1995), one of the pioneers of this field, has argued that “EI is twice as important as IQ” (p. 34). It (EI) is a critical element for an individual’s effectiveness as well as for improving leadership quality. It includes self-awareness, self-management, social skills, and relationship management which are the “sine qua non” of leadership (Goleman, 1998a, p 94). Although the ingredients of excellent performance are technical skills, IQ, and EI, EI is more significant than the others for jobs at all levels. Goleman (1998b; Goleman, Boyatzis, & McKee, 2002) has reported that EI is positively related to one’s leadership quality and effectiveness. He (1998a) has also suggested that “the most effective leaders are alike in one crucial way; they all have a high degree of what has come to be known as emotional intelligence” (p. 94). Other evidence has suggested that EI is essential for effective leadership (Cooper & Sawaf, 1998; Druskat & Wolff, 2001; Salovey & Shiyter, 1997). In another study, Huy (1999) has suggested that EI facilitates individual adaptation and change. Moreover, Dulewicz and Higgs (2003) found that EI contributes slightly more to career advancement.

Accordingly, leadership researchers have demonstrated that effective leaders should have EI because it is considered vital in in-

spiring subordinates and building strong relationships (Bass 1997; Goleman, 1998a). According to Bass (1985), charismatic leaders must possess strong emotional convictions regarding their values and beliefs in their communication with followers. Ashkanasy and Tse (2000), Lewis (2000) have claimed that effective leaders are recognised as using emotion to communicate a vision and to elicit responses from their subordinates. It has been found that leaders with high EI use positive emotions to improve their decision making leading to major improvements in organisational settings (George, 2000). Gill (2002) argues that managers require managerial skills such as planning, organising and controlling while leaders need to have EI and behavioural skills. Ciarrochi, Forgas, and Mayer (2006) reveal that EI plays an important role in managerial and leadership effectiveness. Several studies have reported that EI and leadership effectiveness are positively correlated (Barling, Slater, & Kelloway, 2000; Boyatzis, 1999; Gardner & Stough, 2002).

Studies on EI in an organisational context are limited, but scholars and writers in OS are beginning to emphasize the importance of EI on leadership behaviors especially on transformational leadership (TFL) behaviors (Avolio & Bass, 2002; Bass & Avolio, 1994; Covey, 1990; Gates, 1995; Goleman, 1995, 1996, 1998a; Megerian & Sosik, 1996; Morris & Feldman, 1996; Shamir, 1995). These theoretical contributions suggest that some aspects of TFL may be associated with EI. Taking lead from these contributions, it is hypothesized that EI is associated with the components of TFL behavior

namely idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. The current study aims to identify the relationships between EI and those components of TFL behavior.

## **LITERATURE REVIEW**

### **Emotional Intelligence**

Different authors take different paths to define EI. Salovey and Mayer (1990) were the first to define the term EI as “a form 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 action” (p. 189). A similar definition was given by Goleman (1998b) as “the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships” (p. 317). It indicates that EI is related to a number of non-cognitive skills, abilities, or competencies that can influence an individual’s capacity. Again, Bar-On (1997) viewed EI as “an array of emotional, personal, and social abilities and skills that influence an individual’s ability to cope effectively with environmental demands and pressures” (p. 14).

Despite some criticisms, it is experienced that EI of an individual can be measured by using EI tools. Among various measures of EI, current study intends to use the Emotional Quotient Index (EQI) developed by Rahim et al., (2002) to measure the five components of EI. The five components are i) self-awareness, ii) self-regulation, iii) moti-

vation, iv) empathy, and v) social skills. These components are the re-characterization of original elements of EI suggested by Goleman (1995). It is a 40-item instrument designed to measure subordinates’ perceptions of their respective supervisors’ EI. Descriptions of these five components are as follows (Rahim et al., 2002, p.305):

1. **Self-awareness:** It is associated with the ability to be aware of which emotions, moods, and impulses one is experiencing and why. This also includes one’s awareness of the effects of his or her feelings on others.

2. **Self-regulation:** It refers to the ability to keep one’s own emotions and impulses in check, to remain calm in potentially volatile situations, and to maintain composure irrespective of one’s emotions.

3. **Motivation:** It represents the ability to remain focused on goals despite setbacks, to operate from hope of success rather than fear of failure, delaying gratification, and to accept change to attain goals.

4. **Empathy:** It refers to one’s ability to understand the feelings transmitted through verbal and nonverbal messages, to provide emotional support to people when needed, and to understand the links between others’ emotions and behavior.

5. **Social Skills:** It is associated with one’s ability to deal with problems without demeaning those who work with him or her, to not allow own or others’ negative feelings to inhibit collaboration, and to handle affective conflict with tact and diplomacy.

### **TFL and Its Components**

Downton (1973) first coined the concept of TFL in his work on rebel leader-

ship. Burns (1978), who is credited as developing the TFL stream, wrote about the differences between transactional leadership (TSL) and TFL in political leaders. Bass (1985) expanded on Burn's idea of TFL and TSL and extended his work by articulating three behaviors of TFL: charisma, intellectual stimulation, and individualized consideration. Bass and Avolio (1990, 1994) expanded the three-factor model by adding a fourth factor: inspirational motivation. Later, the term charisma was replaced with idealized influence by the work of Antonakis, Avolio, and Sivasubramaniam (2003).

According to Bass and Riggio (2006) "transformational leaders motivate others to do more than they originally intended and often even more than they thought possible. They set more challenging expectations and typically achieve higher performances and tend to have more committed and satisfied followers" (p. 4).

Bass, Avolio, Jung, and Berson (2003, p. 208) explained the four components (Four I's) of TFL as follows:

1. **Idealized Influence:** These leaders are admired, respected, and trusted. Followers identify with and want to emulate their leaders. Among the things, the leader does to earn credit with followers is to consider followers' needs over his/her own needs. The leader shares risks with followers and is consistent in conduct with underlying ethics, principles, and values.

2. **Inspirational Motivation:** Leaders behave in ways that motivate those around them by providing meaning and challenge to their followers' work. Individual and team

spirit is aroused. Enthusiasm and optimism are displayed. The leader encourages followers to envision attractive future states, which they can ultimately envision for themselves.

3. **Intellectual Stimulation:** Leaders stimulate their followers' effort to be innovative and creative by questioning assumptions, reframing problems, and approaching old situations in new ways. There is no ridicule or public criticism of individual members' mistakes. New ideas and creative solutions to problems are solicited from followers, who are included in the process of addressing problems and finding solutions.

4. **Individualized Consideration:** Leaders pay attention to each individual's need for achievement and growth by acting as a coach or mentor. Followers are developed to successively higher levels of potential. New learning opportunities are created along with a supportive climate in which to grow. Individual differences in terms of needs and desires are recognized.

## **THEORETICAL CONNECTION BETWEEN EI AND THE COMPONENTS OF TFL**

### **EI and Idealized Influence**

Leaders having idealized influence exhibit positive role model behaviors, put the group's needs ahead of their own needs, and set high standards of conduct and performance for themselves and their followers (Bass & Avolio, 1994). As emotionally intelligent leaders possess self-awareness and self-regulation, they demonstrate strong convictions in their beliefs while maintaining a high degree of self-confidence. Strong convictions and self-con-

confidence is necessary for leaders to earn followers trust and respect (Covey, 1990). Idealized leaders also exhibit self-sacrifice (Bass, 1985). They suppress selfish behaviors and desires for self-gain which may be detrimental to the good of the group. EI enables individuals to consider the needs of others over his/her own personal needs (Goleman, 1995). In addition, idealized leaders set high standards of conduct and performance for themselves and their followers (Bass & Avolio, 1994; Shamir, House, & Arthur, 1993). Emotionally intelligent leaders also possess self-discipline and self-control. Self-discipline enables commitment to civic, moral, and community-based values (Goleman, 1995). Taken together, the following hypothesis is derived:

*Hypothesis 1: There will be a positive relationship between EI and idealized influence measured by subordinates' perception.*

### **EI and Inspirational Motivation**

Leaders with inspirational motivation provide meaning and challenge for followers' work, arouse team spirit and group synergy, display confidence, optimism, and enthusiasm, and articulate attractive future visions for followers (Bass & Avolio, 1994). Emotionally intelligent leaders not only possess self-awareness but also possess a greater sense of purpose and meaning (Levit, 1992). They also possess relationship management skills as well as socio-emotional skills that are necessary to harmonize group efforts (Megerian & Sosik, 1996). In addition, they are self-motivated which have a contagious effect on followers (Shamir, 1991; 1995). Inspirationally

motivating leaders understand their own emotions, observe reactions of followers, and express their emotions appropriately to form positive and motivating emotions for followers (Gardner & Avolio, 1996). They use emotionally expressive language that may be more appealing to followers (Stoltenberg, 1990). Taken together, the following hypothesis is developed:

*Hypothesis 2: There will be a positive relationship between EI and inspirational motivation measured by subordinates' perception.*

### **EI and Intellectual Stimulation**

Leaders having intellectual stimulation encourage followers to question assumptions, view problems from different perspectives, and approach old situations in new ways (Bass & Avolio, 1994). Intellectual stimulation may be related to a particular application of EI. One effective way for emotionally intelligent leaders to intellectually stimulate followers is through constructive criticism (Goleman, 1995). Emotional management skills enable leaders to intellectually stimulate followers to produce desired effects (Goleman, 1995). Leaders who possess good moods may be more inclined to display positive emotions when interacting with followers (Megerian & Sosik, 1996). "Good moods enhance the ability to think flexibly and with complexity, thus making it easier to find solutions to problems" (Goleman, 1995, p. 85). A good mood for both leaders and followers may result in deeper levels of thinking when making decisions (Megerian & Sosik, 1996). Thus, authors propose the following hypothesis:

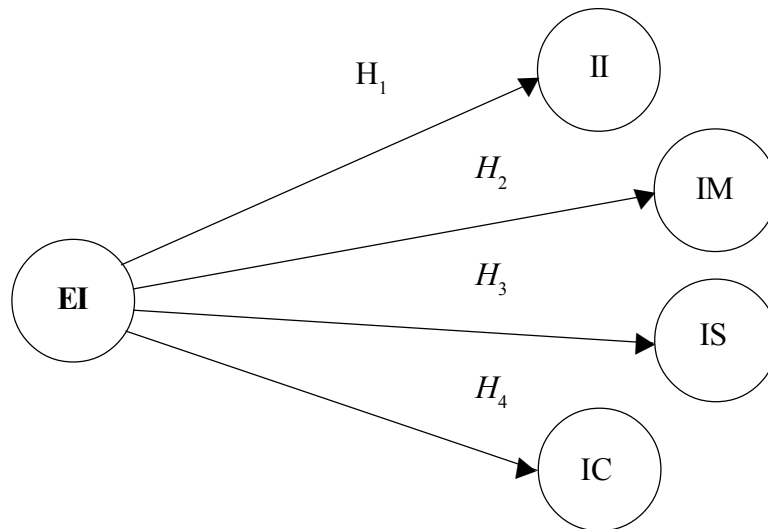
*Hypothesis 3: There will be a positive relationship between EI and intellectual stimulation measured by subordinates' perception.*

### **EI and Individualized Consideration**

Leaders with individualized consideration treat followers as individuals through one to one contact and two-way communication, and mentor followers by creating new learning opportunities (Bass, 1985). As emotionally intelligent leaders are empathetic, they are more likely to recognize and understand emotions in others (Megerian & Sosik, 1996). They are more open-minded and considerate of individual differences (Gates, 1995). Empathy is responsible for showing consid-

eration and recognition of emotions; it enables leaders to display individually considerate behaviors (Megerian & Sosik, 1996). "The most powerful form of non-defensive listening is empathy, which involves actually hearing the feelings behind what is being communicated" (Goleman, 1995, p. 145). Empathy is required for individually considerate leaders to provide followers with fulfilment of their needs for achievement, esteem and self-actualization (Bass, 1985). Therefore, authors suggest the following hypothesis:

*Hypothesis 4: There will be a positive relationship between EI and individualized consideration measured by subordinates' perception.*



**Figure 1: Hypothetical Model**

**Note:** EI = emotional intelligence; II = idealized influence; IM = inspirational motivation; IS = intellectual stimulation; & IC = individualized consideration.

A hypothetical model was developed to exhibit the relationships between EI and the components of TFL behavior as follows:

## **METHODS**

### **Participants**

Data for this study were collected from 166 subordinates (who rated their supervisors' EI and the components of TFL behavior) working at different organizations around the UK. Subordinates were the lower level and/or mid level people who had their supervisors. Supervisors were categorized as managers, team leaders, directors, and/or academic supervisors. Organizations were classified into several groups such as manufacturing, transportation, sales and retail, education, healthcare, financial services, and service industry. Respondents were assured that any information provided would be confidential and used only for academic purposes.

Respondents ranged in age from 18 to 56 years, with a mean of 32.78 (SD = 7.72) years, and 93 (56%) were male while 73 (44%) were female. There was, fortunately, an equal (50%) representation by the lower and mid level employees in this study. The respondents were well educated, as 61 (36.75%) had completed undergraduate/graduate studies and 105 (63.25%) post-graduate studies. In terms of organizational units, 16 (9.6%) belonged to manufacturing, 11 (6.6%) to transportation, 50 (30.1%) to sales and retail, 25 (15.1%) to education, 15 (9.0%) to healthcare, 22 (13.3%) to financial services, and 27 (16.3%) to service industry.

### **Survey Instruments**

The study adopts the following measures to collect data from the participants.

#### **1. Emotional Intelligence**

EI was measured using the EQI developed by Rahim et al., (2002, 2006) to measure subordinates' perceptions of their respective supervisors' EI. The EQI uses 40-items to produce a scale to measure the five components of EI. The five EI components of the EQI are: i) self-awareness, ii) self-regulation, iii) motivation, iv) empathy, and v) social skills. The items are measured on a 7-point Likert scale ranging from 7 (Strongly Agree) to 1 (Strongly Disagree). A higher score indicates a greater EI of a supervisor.

The EQI is an observer-report instrument of EI normed on 1,395 respondents from seven countries (US, Bangladesh, Hong Kong, Greece, Portugal, China, and South Africa). Rahim et al. (2002) reported that reliabilities for the components/subscales of the EQI ranging from .58 to .95 across these seven countries. However, the reliability of the EQI for the current study was 0.97.

There are some justifications to use the EQI instrument as follows: i) it is easy and quick to administer as respondents are more willing to complete a short questionnaire; ii) most of the measurement of EI are self-rated but it does not always generate valid results of the specific individual's EI (Matthews et al, 2004); iii) Dunning & Krugner (1999) and Shipper & Dillard (2001) reported that unsuccessful supervisors overestimate their skills compared to successful supervisors which may provide misleading information; and iv)

the EQI is completed by subordinates that might lead more valid results (Rahim et al., 2002, 2006).

Sample items for the EQI instrument were 'My supervisor is well aware of his/her moods' (self-awareness), 'My supervisor remains calm in potentially volatile situations' (self-regulation), 'My supervisor stays focused on goals despite setbacks' (motivation), 'My supervisor provides emotional support to people during stressful conditions' (empathy), and 'My supervisor handles emotional conflicts with tact and diplomacy' (social skills). The five components consisted of 8 items each.

The mean score of EQI was obtained by totalling the five EQI components scores, consisting of eight items each, and dividing them by the number of components (five), in order to obtain the EQI mean score. For the purpose of this study, only the EQI mean score was used.

## **2. Components of TFL**

The components of TFL were measured using the Multifactor Leadership Questionnaire (MLQ 5X; Bass & Avolio, 2000). The MLQ 5X (Bass & Avolio, 2000) is the most recent version available of the original MLQ form. For the purpose of this study, only 20 items of the MLQ 5X (Bass & Avolio, 2000), which specifically assess the components of TFL, were used. There are two types of forms in the instrument MLQ 5X: self form and rater form. In this study, the rater form was used which measured the subordinates' perceptions of their respective supervisors' TFL components. The items were measured on a 5-point Likert scale ranging from 0 (not at all) to 4

(frequently, if not always). There are five components in TFL including idealized influence attributes, idealized influence behaviors, inspirational motivation, intellectual stimulation, and individualized consideration. Consistent with the procedure employed in a number of previous studies (Barling, Slater, & Kelloway 2000; Brown, Bryant, & Reilly 2006), authors operationalized 'idealized influence' as a single component combining idealized influence attributes and idealized influence behaviors. Bass and Avolio (2000) reported that reliabilities for the components ranged from .73 to .94 while the current study ranged between .68 and .84.

Sample items for the TFL components were 'My supervisor instils pride in me for being associated with him/her' (idealized influence attribute), 'My supervisor talks about his/her most important values and beliefs' (idealized influence behavior), 'My supervisor talks optimistically about the future' (inspirational motivation), 'My supervisor seeks differing perspectives when solving problems' (intellectual stimulation), and 'My supervisor spends time teaching and coaching' (individualized consideration).

The mean score of each component was obtained by totalling the four item scores and dividing them by the number of items (four), in order to obtain the each component mean score.

## **3. Data Collection Procedure**

For selecting the respondents, both convenience and snowball sampling techniques were used in this study. Initially, the first author contacted individuals, employed in different organizations, by utilizing personal, aca-



demic, and colleague referrals. These individuals were requested to act as research representatives in their organizations. First author emailed the online survey link with a cover letter to the representatives and asked them to complete it as well as to forward it among their colleagues, friends, and relatives with a copy to the first author. The survey recipients were also requested to forward the same online link among their known colleagues, friends, and relatives with a copy to the authors. By conducting such a convenience and snowball sampling procedure, a total of 166 responses were received. Therefore, it was not possible to identify the refusal rate or the reasons for not participating.

## RESULTS

The mean (M) and standard deviation (SD) calculated for the EQI and components of TFL are presented in Table 1. The mean and standard deviation for EQI was consistent with the previous research (Ferres &

Connell, 2004; Rahim et al., 2002; 2006; Rahim & Minors, 2003). It is to be mentioned that the mean and standard deviation of the components of TFL were also consistent with previous research findings (Avolio, Bass, & Jung, 1995; Bass & Avolio, 1995; 2000). Correlations between EQI and the components of TFL are also shown in Table 1.

Examination of Table 1 shows that there were significant correlations between EI and the components of TFL. EI was found to relate significantly with the idealized influence ( $r = 0.65, p < 0.01$ ), (leaders are admired, respected, and trusted), inspirational motivation ( $r = 0.67, p < 0.01$ ), (leaders provide challenge and a mutual understanding of objectives), intellectual stimulation ( $r = 0.62, p < 0.01$ ) (leaders stimulate their followers' effort to be innovative and creative), and individualized consideration ( $r = 0.63, p < 0.01$ ) (leaders provide support, mentoring and coaching while accepting followers' individual differences). It indicates that all four hypotheses were supported by the results.

**Table 1: Means, Standard Deviations, Reliabilities, and Correlations among Variables**

Variable	Mean	SD	$\beta$	1	2	3	4	5
1. EQI	4.93	1.01	.97	1				
2. II	2.51	0.72	.84	0.68**	1			
3. IM	2.62	0.71	.80	0.67**	.80**	1		
4. IS	2.55	0.71	.78	0.62**	.70**	.67**	1	
5. IC	2.44	0.73	.71	0.63**	.74**	.71**	.74**	1

**Note:** \*\*. Correlation is significant at the 0.01 level (2-tailed); N = 166; EQI = emotional quotient index; II = idealized influence; IM = inspirational motivation; IS = intellectual stimulation; & IC = individualized consideration.

**Table 2: Summary of Regression Analysis of Potential Covariates with EQI**

Covariates	Co-efficients (β)	S.E. (β)	Value of t-statistic	Value of R <sup>2</sup>	Value of F - statistic (ANOVA)
Gender	.114	.156	.731	11	4.88**
Age	.013	.103	.129		
Position	-.189	.148	-1.274		
Education	.233	.074	3.126**		

**Note:** \*\*. Correlation is significant at the 0.01 level (2-tailed); N = 166

**Table 3: Summary of Regression Analysis regarding EQI and Components of TFL**

Components of TFL (Explained Variables)	EQI (Predictor)				
	Co-efficients (β)	S.E. (β)	Value of t-statistic	Value of R <sup>2</sup>	Value of F-statistic (ANOVA)
II	0.46	0.043	10.85**	.42	113.07**
IM	0.47	0.041	11.44**	.44	130.91**
IS	0.44	0.044	9.97**	.38	99.44**
IC	0.46	0.044	10.33**	.39	106.70**

**Note:** \*\*. Correlation is significant at the 0.01 level (2-tailed); N = 166; EQI = emotional quotient index; II = idealized influence; IM = inspirational motivation; IS = intellectual stimulation; & IC = individualized consideration.

Review of Table 2 demonstrates that about 11% of the variance in EQI was explained by covariates/control variables (gender, age, position, and education) in which education is only significant. On the other hand, Table 3 indicates that about 42%, 44%, 38%, and 39% of the variance in II, IM, IS, and IC was explained by EQI respectively. It is, thus, suggested that EI exclusively can be the significant predictor in explaining the components of TFL.

## DISCUSSION

The present study attempted to examine the relationships between EI and the components of TFL. Authors found several correlations that reinforce the role of EI in TFL components. EI shared positive relationships with each component of TFL perceived by subordinates.

The first purpose of this study was to in-

vestigate the relationship between EI and idealized influence. Hypothesis 1 stated that there would be a positive relationship between EI and idealized influence measured by subordinates' perception. The result of the current study supported this assertion. Thus, individuals who were higher in EI were more likely to be idealized influential leaders. This positive relationship is consistent with the findings of previous studies (Barling, Slater, & Kelloway, 2000; Brown, Bryant, & Reilly 2006; Butler & Chinowsky, 2006; Gardner & Stough, 2002). The finding of the current study also provides support for the theoretical argument that EI is an important factor in determining idealized influential leaders (Bass & Avolio, 1994; Goleman, 1995, 1996, 1998b; Shamir, House, & Arthur, 1993). Essentially, the authors state that idealized influence is dependent on EI i.e. self-awareness, self-confidence, self-discipline and self-control.

The second purpose of the study was to examine the relationship between EI and inspirational motivation. Consistent with hypothesis 2, the relationship between EI and inspirational motivation was found to be positive perceived by the subordinates. This positive relationship is consistent with the findings of previous studies (Barling, Slater, & Kelloway, 2000; Brown, Bryant, & Reilly 2006; Butler & Chinowsky, 2006; Gardner & Stough, 2002). It may be the case that individuals who are high in EI are likely to exhibit inspirationally motivating leaders. This tentative interpretation is made based on the theoretical assumption that EI may be an antecedent of inspirationally motivating leaders (Bass & Avolio, 1994; Levit, 1992; Goleman, 1995, 1996, 1998b; Shamir, 1990) who provide challenge and a mutual understanding of objectives.

The third purpose of the study was to test the relationship between EI and intellectual stimulation. Hypothesis 3 stated that EI would be positively related to intellectual stimulation measured by subordinates' perception. The result of the current study supported this hypothesis. This positive relationship is consistent with the findings of previous studies (Barling, Slater, & Kelloway, 2000; Gardner & Stough, 2002; Butler & Chinowsky, 2006; Brown, Bryant, & Reilly 2006). The finding of the current study also provides support for the theoretical argument that EI may be an important factor in developing intellectually stimulating leaders who stimulate their followers' effort to be innovative and creative (Bass & Avolio, 1994; Goleman, 1995, 1996, 1998a).

The final purpose of the study was to

identify the relationship between EI individualized consideration. Consistent with hypothesis 4, the relationship between EI and individualized consideration was found to be positive perceived by subordinates. The result of the current study supported this assumption. This positive relationship is consistent with the findings of previous studies (Barling, Slater, & Kelloway, 2000; Brown, Bryant, & Reilly 2006; Butler & Chinowsky, 2006; Gardner & Stough, 2002). The finding of the current study also provides support for the theoretical argument that EI may be a critical factor in developing individually considerate leaders (Bass & Avolio, 1994; Gates, 1995; Goleman, 1995, 1996, 1998b) who provide support, mentoring and coaching while accepting followers' individual differences.

## **IMPLICATIONS FOR MANAGEMENT**

The implication of this study is that supervisors need to acquire and use their EI to enhance their own TFL behaviors, such as, idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Basically, emotionally intelligent supervisors contribute more to inspire subordinates via their own EI. Therefore, modern organizations should focus on improving EI of those who use TFL behaviors. In addition, modern organizations should offer positive reinforcements for learning and improving supervisors' EI required for performing specific jobs. Goleman (1998b) suggested that managers need EI training which should "focus on the competencies (EI) needed most for excellence in a given job or role" (p. 251). In addition to training, organizations may have

to adapt the policy of hiring supervisors with TFL characteristics who are likely to be high on EI. Recent literature (Jordan, Ashkanasy, Hartel, & Hooper, 2002) show that learning organizations are using EI tools for selecting their supervisors. Some changes in the organizational culture that offer incentives for learning new competence, like EI skills, should be established with a view to utilizing TFL components. The knowledge gained from the research into EI and TFL increases the understanding and effectiveness of supervisors in developing appropriate instruments for recruiting and selecting new employees.

## LIMITATIONS

There are limitations allied with the present study that should be considered when explaining its findings. The most important limitation was to use convenient and snowball sampling techniques which might limit the generalizability of the findings. A random sampling procedure could be the best alternative to assure generalizability of the results. The sample size (N = 166) posed another limitation of this study. Larger and representative sample is needed to further investigate the relationship between EI and the components of TFL. Presence of common method variance in the measures may have caused inflated relationships between the constructs. One way to overcome this problem is to split the measures of variables by time (Rahim et al., 2006). Finally, it should be noted that the current study used the EQI to measure EI of the supervisors which was short of 360 assessments where supervisors and peers rate participants on the relevant characteristics.

## FUTURE DIRECTIONS

In terms of future research directions, subsequent studies should be attempted to examine the relationships between EI and components of TFL, longitudinally. Due to a small sample size of the current study, future research would benefit from a large sample size, using a variety of samples (Brown, Bryant, & Reilly, 2006). The structural equations model (SEM), which requires large samples, generates more reliable conclusions in terms of the construct validity of the instrument used. Prospective designs would allow for examination of whether EI is predictive of the components of TFL. More research is needed to test the relationship between EI and the components of other leadership paradigms, such as transactional leadership, situational leadership, authentic leadership, and team leadership.

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