

A study on Leadership Styles and Emotional Intelligence among Managers in IT Industries at Chennai

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Abstract: The purpose of this study is to analyse leadership styles and emotional intelligence among managers in IT industries in Chennai. In order to adapt to changes and to survive and grow in new environments, leadership of an organization has certain characteristics and requirements which most managers find hard to meet. Emotional intelligence is one of these characteristics which can help leaders and managers respond to changes. IT employees have to complete their work effectively and efficiently in prescribed time simultaneously they have to balance their family commitment. In this connection many miss to balance in both job and family.

KEYWORDS: Leadership, Self-management, Leadership styles, Emotional intelligence, Employees, Managers, IT Companies.

Introduction

Leadership can be defined as "the process of influencing an organized group towards accomplishing its goals". Keith (2008) states that, "Leadership is ultimately about creating a way for people to contribute to making something extraordinary happen." According to Ken (2000), "effective leadership is the ability to successfully integrate and maximize available resources within the internal and external environment for the attainment of organizational or societal goals." Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent. This definition is similar to Northouse's (2007) definition. Leadership is a process whereby an individual influences a group of individuals to achieve a common goal.

Emotional Intelligence (EQ) is a relatively recent behavioral model, rising to prominence with Goleman's 1995 Book called 'Emotional Intelligence'. The early Emotional Intelligence theory was originally developed during the 1970s and 80s by the work and writings of psychologists Gardner (Harvard), Salovey (Yale) and Mayer (New Hampshire). According to Goleman (1998), emotional intelligence is the capacity to recognize our own feelings and those of others, for motivating ourselves, and for managing emotions well in us and in our relationships. Great leadership works through the emotions. (Goleman et al, 2002). Emotional Intelligence has become a vital part of how today's leaders meet the significant challenges they face. Emotional Intelligence can help leaders in an ever more difficult leadership role, one that fewer and fewer people seem capable of fulfilling. And in the middle of the "Talent War", especially at the highest levels in organizations, emotional intelligence can give developing leaders a competitive edge. Compared to the amount of research already conducted on IQ, the study of emotional intelligence is still relatively new. Nevertheless, EI is increasingly being recognized as an important issue in the workplace. Many studies have shown that high IQ does not necessarily guarantee a successful life. According to Goleman (1995), emotional intelligence is more important than IQ in determining outstanding job performance. Dulewicz and Higgs (2000) supported this assertion by saying that the IQ test has failed to provide sufficient variance in success criteria both in the educational and in the organizational environments. Research has indicated that emotional competencies (i.e., the potential of EI that has translated into practical capabilities) are twice as important as IQ and expertise in contributing to excellent and effective performance (Goleman 1998). Great leaders move us. They ignite our passion and inspire the best in us. When we try to explain why they are so effective, we speak of strategy, vision, or powerful ideas. But the reality is much more primal. The stereotype of women being more "emotional", sex survives to this day. (Grewal & Salovey, 2006). The relationship between the female sex and emotional competencies are closely linked since childhood. (Feldman et al 2000; Garaigordobil & Goldeano, 2006; Sunew, 2004) due to a socialization that is in closer touch with feelings & their nuances (Candela, et al, 2001). From this research it is supposed to examine about the relationship between emotional intelligence and leadership styles and also check whether there is an impact from gender on emotional intelligence.

Objectives of the study

The following are the objectives framed for the study :

1. To identify the relationship between leadership styles and emotional intelligence
2. To analyse main purpose of the study is managing emotions in workplace.
3. To identify the relationship between gender and emotional intelligence

Methodology of the Study

The methodology of the study is based on the primary data collected through scientifically framed and structured questionnaire to elicit the well-considered opinion of IT employees. Multistage random sampling method has been used to collect responses from the respondents. This study has been conducted in two stages form with a preliminary pilot study followed by the main study. The Secondary data were collected from Books, Journals, Periodicals, Websites and company manuals, files and records. A Pilot study is conducted to validate the questionnaire and confirm the reliability of the study .

Literature on Leadership Styles and Emotional Intelligence

Leadership

What make a person a leader is still debated, but according to Bennis (1994) all leaders seem to share some common traits. The first is a guiding vision or purpose. A leader has a clear idea of what she or he wants to do professionally and personally, and will pursue the goal regardless of the setbacks. The second characteristic is passion or enthusiasm and the ability to communicate that passion to others. Third, is integrity, consisting of three ingredients: self- knowledge, candor, and maturity. Self-knowledge knows one's strengths and weaknesses; Candor is being honest with you and is the key to know yourself. Maturity is the result of the lessons learned through following, while observing others, learning to be dedicated, and working with others. It is being truthful and never servile. The last two traits go hand in hand: curiosity and daring. A leader wants to learn as much as possible and is willing to take risks.

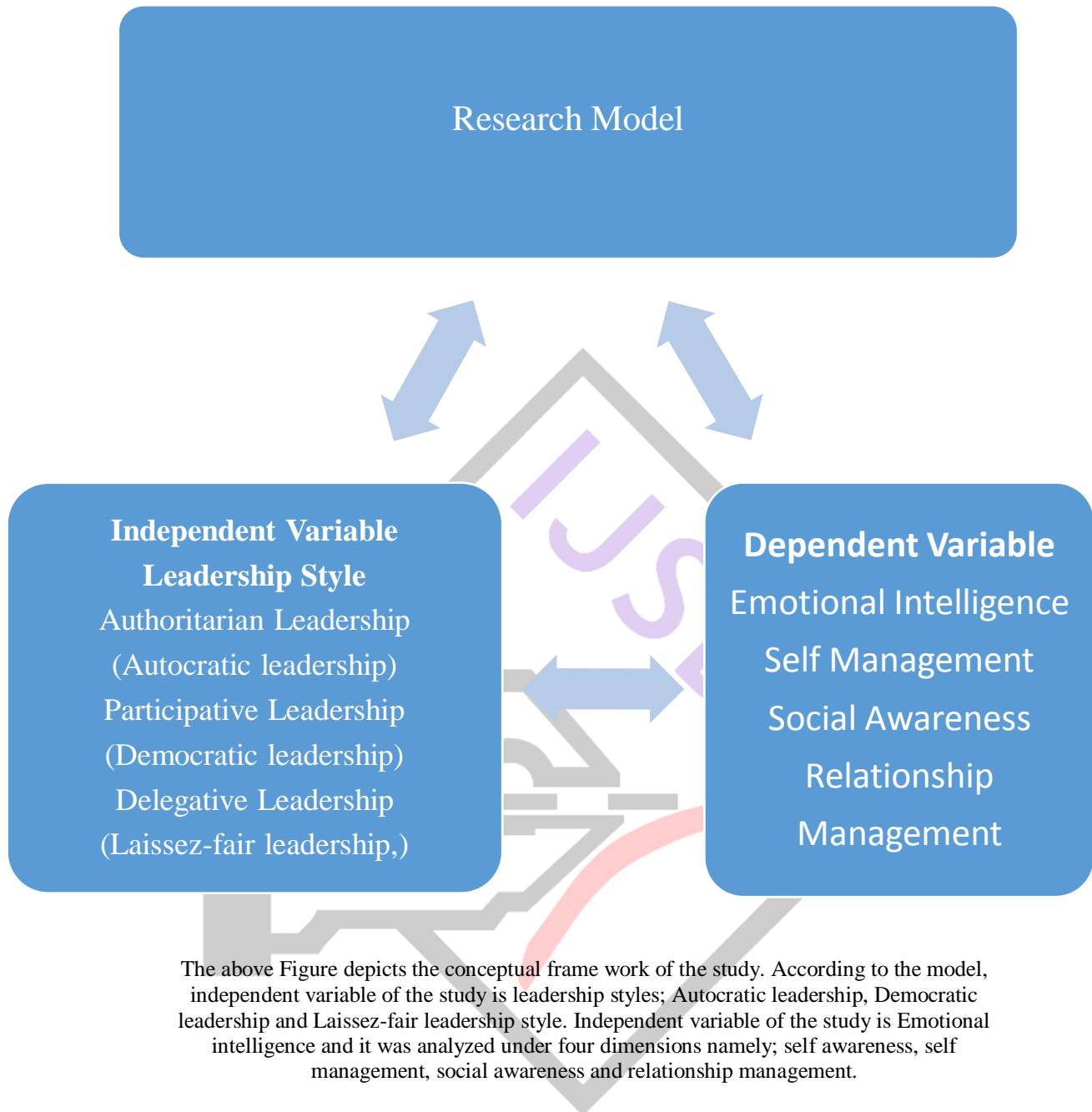
Traditional Styles (Lewin's leadership styles) - In 1939, a group of researchers led by psychologist Kurt Lewin set out to identify different styles of leadership. While further research has identified more specific types of leadership, this early study was very influential and established three major leadership styles. In the study, groups of school children were assigned to one of three groups with an authoritarian, democratic or laissez-fair leader. The children were then led in an arts and crafts project. Researchers then observed the behavior of children in response to the different styles of leadership.

What is Emotional Intelligence?

Emotional intelligence (EI) refers to the ability to perceive, control and evaluate emotions. Some researchers suggest that emotional intelligence can be learned and strengthened, while others claim it is an inborn characteristic. Since 1990, Salovey and Mayer have been the leading researchers on emotional intelligence. In their influential article "Emotional Intelligence," they defined emotional intelligence as, "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (1990).

Emotional intelligence is a combination of competencies. These skills contribute to a person's ability to manage and monitor his or her own emotions, to correctly gauge the emotional state of others and to influence opinions (Caudron, 1999; Goleman, 1998) "Emotional intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions effectively in ourselves and others". An emotional competence is a learned capacity based on emotional intelligence that contributes to effective performance at work.

Goleman's- Mixed models - Goleman, a psychologist and science writer who has previously written on brain and behavior research for the New York Times, discovered the work of Salovey and Mayer in the 1990's. Inspired by their findings, he began to conduct his own research in the area and eventually wrote Emotional Intelligence (1995), the landmark book which familiarized both the public and private sectors with the idea of emotional intelligence. Goleman's model outlines four main emotional intelligence constructs. The first, self-awareness, is the ability to read one's emotions and recognize their impact while using gut feelings to guide decisions. Self-management, the second construct, involves controlling one's emotions and impulses and adapting to changing circumstances. The third construct, social awareness, includes the ability to sense, understand, and react to other's emotions while comprehending social networks. Finally, relationship management, the fourth construct, entails the ability to inspire, influence, and develop others while managing conflict (Goleman, 1998). Goleman includes a set of emotional competencies within each construct of emotional intelligence. Emotional competencies are not innate talents, but rather learned capabilities that must be worked on and developed to achieve outstanding performance. Goleman posits that individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies. The organization of the competencies under the various constructs is not random; they appear in synergistic clusters or groupings that support and facilitate each other (Boyatzis, Goleman, & Rhee, 1999).

Research Model**Working Definitions of the variables****Independent Variable****Leadership Styles**

To identify the leadership styles the model of Lewin's leadership styles was taken. Early research conducted by Kurt Lewin in the 1930's suggested a close link between the different leadership styles and their preferred method of decision-making. Three broad and distinct leadership styles emerged from that research: According to him there are three different leadership styles as follow.

Authoritarian leadership style

This leadership style is more direct and controlling. People tend to be more orientated towards productivity and goals. Their strength is to get thing done and make quick decisions. Autocratic leaders take authority and go headfirst in solving problems. Leader takes decisions without consultation. This style causes the greatest level of discontent from followers in relation to other styles. This style works best if there is no need for a decision and it would not affect the motivational levels of the followers.

Participative leadership style

This leadership style requires input from others. People tend to be more concerned about the process of how the decisions are made and that everyone has a voice. The democratic leader involves people in decision-making. The final decision ranges from

consensus to the leader having the final say. This style is usually appreciated by the followers. Participatory leaders tend to make decisions in a slow, thoughtful process. Generally, these people are good listeners and cooperative. However, if there is a wide range of opinions without a clear way of reaching a final decision, this could be an ineffective style. The original research by Lewin found this style to be the most effective.

Delegative leadership style

This leadership style is more relaxed and supportive. People who are free rein tend to be your regular old Joe. Details are not much of a concern, because things will get done. They are comfortable with teamwork and group activities. Leader consciously minimizes his or her involvement in decision-making. The followers make all the decisions. The leader may remain responsible for the decision outcome. This style is very effective when people are capable, motivated and have no need for direction.

Dependent Variable

Emotional Intelligence

“Emotional intelligence involves the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth” (Mayer & Salvey, 1997, P.35)

In this study Golems (1995) mixed model was used and there are five dimensions under this model.

Self-Awareness concerns knowing one's internal states, preferences, resources and intuitions.

Self-Management refers to managing ones' internal states, impulses, and resources the Self.

Social Awareness refers to how people handle relationships and awareness of others feelings,

Relationship Management concerns the skill or adeptness at inducing desirable responses in others.

Well planned management.

Control Variable

Gender was taken as the control variable and the impact of the gender on the Emotional intelligence is analyzed to see whether there is a different from the gender on leader's Emotional intelligence level.

Factor Analysis

Twenty items were taken for exploratory factor analysis. Before attempting the factor analysis to assess the individual fitness level of the variables, Measure of Sampling adequacy (MSA) statistics was obtained. In SPSS, MSA levels are printed on the diagonal of the anti-image correlation matrix. Variables which were having MSA levels less than 0.6 were eliminated in iterations.

Kaiser-Meyer-Olkin Measure of Sampling Adequacy was employed to examine the appropriateness of the data for factor analysis. High values (between 0.5 and 1) indicate that the factor analysis is appropriate. Further, Bartlett's Test of Sphericity is a test statistics used to examine the hypothesis that the variables are uncorrelated in the population.

From Table 1 it is clear that the data used for the study is conducive for performance of factor analysis. It is also evident from the table that the variables are significantly related to the population. SPSS v20.0 was used to conduct a Principal Component Analysis with varimax rotation for independent variables and the results are shown in Table 1. Wherein four factors emerged with good construct loadings above 0.5. The table also indicates the variance explained by each of the factors in the construct and the eigen values are all above 1.00. Finally, the four factors are created from 20 variables.

The four factors are Democratic Leadership, Participative Leadership, Relationship management and Wellplanned management. For these four factors, researcher conducts the reliability test with the help of cronbach Alpha method and ensure the cronbach Alpha values are greater than 0.60 for each factor.

Table No. 1

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.872
Bartlett's Test of Sphericity	Approx. Chi-Square	5811.676
	df	153
	Sig.	0.000

Table No. 1
Result of Factor analysis

Factor 1 : Democratic Leadership		
Q.No	Items	Loadings
1	They welcome suggestions for improvements from their employees	.740
2	allow their employees to plan their workloads	.721
3	The deadlines they create are realistic	.709
4	they allow their employees to approach their work in their own way	.703
5	They show a consideration for their employees' work life balance	.504
6	they give the right level of job responsibility	.503
Variance explained (%)		24.755
Eigen value		8.417
Cronbach Alpha value		8.12

Factor 2 : Participative Leadership		
Q.No	Items	Loadings
7	They are good role model to their employees	.790
8	They encourage their employees to review how they organise their work	.769
9	They encourage participation from the whole employees.	.732
10	They encourage individuals' input in discussions	.730
Variance explained (%)		13.581
Eigen value		4.618
Cronbach Alpha value		7.66

Factor 3 : Relationship Management		
Q.No	Items	Loadings
11	They treat their employees with respect	.835
12	They clearly communicate job objectives to their employees	.714
13	They act as a mentor to their employees	.687
14	They socialize with their employees	.538
Variance explained (%)		11.128
Eigen value		3.784
Cronbach Alpha value		7.23

Factor 4 : Well planned Management		
Q.No	Items	Loadings
15	They take a consistent approach to managing	.831
16	They deal with problems their self rather than relying on others	.823
17	They develop action plans regularly	.781
18	they see all works till its end	.734
19	they review processes to see if work can be improved	.682
20	They delegate work equally	.654
Variance explained (%)		9.239
Eigen value		3.141
Cronbach Alpha value		6.99

T-Test

The t test is used to know the presence of mean variations between two groups. Normally, this test is applied to know existence of the differences between mean of two groups.

Null Hypothesis:

H_0 - "There is no mean difference between the gender of respondents and their perception towards leadership styles and emotional intelligence".

To test the null hypothesis, the t test was applied and the results shown in the following table

Table No.2**Relationship between the gender of respondents and their perception towards Leadership styles and Emotional Intelligence.**

SL. NO.	LEADERSHIP STYLE	MALE	FEMALE	T-VALUE
1	Democratic Leadership	3.34	3.11	2.82**
2	Participative Leadership	3.23	2.98	3.13**
3	Relationship Management	3.31	3.04	3.528**
4	Well planned Management	3.26	3.00	3.067**

Source: Computed Primary Data

Note : ** denotes significant at 1%

It is evident from the table, ** since p value is less than 0.01, the null hypothesis is rejected at 1% level with regards to management style of textile retailers. Hence there is significant mean difference between gender of the respondents with regards to Demographic leadership, Participative Leadership, Relationship management and Well planned management.

The mean scores of male respondents (3.34) and female respondents (3.11) reveal that male respondents have strongly agreed towards their Leadership style is demographic leadership than female respondents. The mean scores of male respondents (3.23) and female respondents (2.98) reveal that male respondents have strongly agreed towards their leadership style is participative than female respondents. The mean scores of male respondents (3.31) and female respondents (3.04) reveal that male respondents have strongly agreed towards their management style is relationship management than female respondents. The mean scores of male respondents (3.26) and female respondents (3.00) reveal that male respondents have strongly agreed towards their management style is well planned management than female respondents.

Recommendations

Considering the findings of the study following recommendations can be given for the improvements. Leaders must identify about the situation and must try to adapt their leadership style accordingly. The level of emotional intelligence provides a new path for the leaders to become effective and identify the subordinate's reactions. Each and every leader has to identify about their leadership style and place his/ her attention towards an achievement of the common goal with an effective leadership style. Thus it will help them to create a positive outcome with highly satisfied employees. Leaders must have a clear idea about leadership styles and how they must change their leadership style to go with the situation. Thus it is important for all organizations to identify the impact of their leader's emotional intelligence and the interest has to be placed to develop emotional intelligence level of individual leader through emotional intelligence training programs. Individuals can be trained to develop a higher level of emotional intelligence by educating them about the ways which they can develop their Emotional intelligence.

The results indicate that that the process of raising the participants' awareness about emotional intelligence and its applicability to life and work; of broadening their coping repertoire through the empowerment they received; of helping them to learn from their own experiences as managers and leaders; and of allowing them the time and space they required to apply this learning to their every-day functioning, served the ultimate purpose of increasing their overall competences of emotional intelligence. Organizations can hold training programs in order to make this difference among leaders.

Conclusion

The research was conducted with the main purpose of identifying the relationship between leadership styles and emotional intelligence. As the conclusion it can be stated that there is a relationship between leadership styles and emotional intelligence and it is a significant one.

When considering the leadership styles separately it can be stated that there is a difference among them and emotional intelligence level but it is not a significant one. From the males and female leaders females represented a higher value of Emotional intelligence level other than male leaders.

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