
Integrating Goleman's Competencies in Predicting Transformational Leadership

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Abstract- This paper aims at investigating the significance of emotion in transformational leadership (TL) from a theoretical point of view. Basically this paper is centered on a comparison of a refined EI framework of Goleman's model, relating EI competencies with specific dimensions of TL. As this paper is purely conceptual, analysis of it is totally depended on the secondary data like research journal, articles and various website from internet. The resulting relationships between transformational leadership behaviors and emotional competencies are reported in this article along with recommendations for future study.

Keywords; Transformational leadership, Emotional Intelligence, Competencies

Introduction

In today's globalized environment where changes is prevalent in organization, recent standards of work and collaboration exists strain on the relationship between the leader and their followers. Since this relationship can either root or result in both enhanced and flawed effectiveness of change processes (Kiefer, 2002), it needs to be maintained effectively.

The study of leadership continues to be a topic of great interest (Gallos,2008) , but its research in context with the emotional energy has been mostly ignored as emotional dimensions are seen as disturbing rational decision making or rational action (A. Goel & N.Yang 2005). This study aims at considering the positive and insightful role of emotions for effective leadership.

An encompassing approach of leadership research, transformational leadership can be used to describe a wide range of leadership, from very specific attempts to persuade followers on a one-to one level to a very broad attempt to influence whole organizations. The special relevance of TL in the context of change is due to the fact that it triggers a "transforming effect" (Tichy and Devanna, 1986). These leaders are known to generate awareness and acceptance among followers, setting high standards of moral values and ethical conduct to bring about the desired outcomes in them. Transformational leadership is concerned with developing a particular emotion-laden relationship between leaders and followers (Bass and Avolio, 1994; Humphrey, 2002, p 495). Thus this paper aims at investigating the relationship between TL and emotional intelligence competencies of Goleman's model.

Transformational leadership

Over the past 20 years, transformational leadership has generated a great deal of research attention. Downton (1973) first coined the term transformational leadership; however its emergence as an

important approach to leadership began with a classic work by the political sociologist James McGregor Burns titled leadership (1978). He proposed that the leadership process occurs in one of two ways, either transactional or transformational. The work of Burns (1978) was further extended by Bernard M. Bass (1985). He established his concept of transformational leadership on Burn's (1978) conceptualization, with several moderation or elaborations. Unlike Burns, Bass argued that Transformational and Transactional leadership, while at the opposite ends of the leadership continuum, maintained that the two can be complementary and that all leaders display both leadership styles though to different degrees. He further added that the transformational leadership style is likely to be ineffective in the total absence of transactional relationship between leaders and subordinates (Bryant, 2003; Judge Piccolo; Sanders, Hopkins & Geroy, 2003; Yukl, 1989). The major assumption of the transformational leadership theory is the leader's ability to motivate the follower to accomplish more than what the follower planned to accomplish (Krishnan, 2005).

In leadership literature four dimensions of transformational leader are defined: (1) idealized influence; (2) inspirational motivation; (3) intellectual stimulation; and (4) individualized consideration.

Idealized influence or charisma is the first element which involves demonstrating behavior such as serving as a role model, setting high standards of moral values and ethical conduct, communicating the importance of a collective sense of vision and are in the habit of giving up for the benefit of the group. The leaders who possess these qualities are respected, admired and trusted by everyone. The followers of such leaders feel proud for being associated with him/her.

Inspirational motivation the second element involves leaders' ability to motivate followers so that they are able to perform beyond the expectation. This characteristic involves the leader's ability to communicate clearly the shared vision so that the workers gets inspire to achieve important organizational strategic goals. Such leaders use symbols and emotional appeals to focus followers' efforts to achieve more than they would in their own self-interest. They excite and challenge their followers to make them capable of achieving great things.

Intellectual stimulation the third element displays behaviors that increase awareness of problems and challenge followers' assumptions to generate more creative solutions to problems. This type of leadership promotes followers' thinking, things out of their own and engrosses in careful problem solving. Such leaders create a culture of active thinking and thus encouraging innovation. They reframe problems to find new solutions.

Individualized consideration the fourth element involves leader's capability to treat each follower individually by giving them the personal attention. Such leaders are compassionate, responsive and appreciative to the needs of their followers and they thus celebrate individual achievements. Leaders executes as mentors and advisers while trying to aid their followers in enhancing their level of actualization.

Emotional Intelligence

Salovey and Mayer (1990) were the first to introduce the term "emotional intelligence" in the literature on psychology, even though the origin of the concept goes back to early studies of 1920s (Carmeli, 2003). These authors defined EI 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" (p. 189). The term Emotional intelligence came into lime light after the work of Goleman. He (1998a) illustrated an emotional competence as a learned capability based on EI that result in outstanding performance at work. This entails that an elementary EI ability is essential, though not sufficient, to manifest competence in any of the EI domains. Daniel Goleman, inspired by the findings

of Salovey and Mayer (1990's) began to conduct his own research in the area and eventually wrote Emotional Intelligence: Why it matters more than IQ(1995). In his research Goleman has demarcated the four sub-level of competencies i.e self-awareness, self-management, social awareness and relationship management into two clusters of personal and social competencies.

	A Self Personal competencies	B Other Social competencies Recognition	
Recognition	<p>1. <i>Self-awareness (the ability to understand feelings and accurate self-assessment)</i></p> <p>Emotional self-awareness Accurate self-assessment Self-confidence</p>	<p>1. <i>Social awareness (the ability to read people and groups accurately)</i></p> <p>Empathy Service-Orientation Organizational awareness</p>	
Regulation	<p>2. <i>Self-management (the ability to manage internal states, impulses and resources)</i></p> <p>Self-control Trustworthiness Conscientiousness Adaptability Achievement Drive Initiative</p>	<p><i>Relationship management (the ability to induce desirable responses in and with others)</i></p> <p>Developing others Influence Communication Conflict Management Leadership Change Catalyst Building Bonds Teamwork and collaboration</p>	
			Goleman's framework of emotional Competencies

Source:Goleman(2001,p.28)

TL and emotions

Bass (1999, p. 18), has already asserted the connection between TL and emotions who stated that “leadership is as much emotional and subjective as rational and objective in effect”. Roush and Atwater (1992), for example, showed that TL was associated with a “feeling” as opposed to a “thinking” style. Transformational leaders impels to be more nurturing as compared to other leaders, and less dominant, aggressive, and critical (Ross and Offerman, 1990). In addition to it, Ashforth and Humphrey (1995) have also demonstrated that TL emerges to be dependent on the evocation, framing and mobilization of emotions. A study conducted by Gardner and Stough in 2002 revealed that the ability to monitor emotions in one’s self and in others are two basic competencies of effective leadership. Srivastava and Bharamanaikar (2004) revealed a strong relationship was found between transformational leadership behaviors and the leader self-reports of being intuitive, self-aware, innovative motivated, socially adept, empathic, and managing emotions.

In the recent research transformational leadership has been related to the concept of EI (Mayer and Salovey, 1997; Goleman, 1995). This would be demonstrated in the following study. Barling, Slater and

Kelloway (2000) asserted that Emotional intelligence was positively associated with three aspects of transformational leadership, namely idealised influence, inspirational motivation and individualised consideration as well, but no relationship was found between intellectual stimulation and EI. . On the same line, Shannon, Jones, Macaleer, William (2002) found that those leaders who have higher emotional intelligence mostly demonstrate transformational leadership behaviors. Bass (1990b) noted that Transformational leaders must be blessed with multiple types of intelligence especially social and emotional intelligence whereas Kupers & Weibler (2006: 374) note that “as TL demands leaders who are emotionally self-aware and capable of emotional self-management, all transformational components require personal EI competencies.” Mandell and Pherwani (2003) in their empirical study indicated that emotional intelligence can be used to identify leaders who demonstrate positive transformational leadership qualities. In a similar study Sayeed and Shanker (2009) posited a conceptually meaningful links between the dimensions of transformational leadership and different elements of emotional intelligence. Similarly, Sosik and Mergerian (1999) suggested several aspects of EI (empathy, emotion management, and self-awareness) facilitates transformational leadership. They even suggested that the extent to which a leader demonstrates foresight, strong beliefs and consideration for the needs of others reflects her or his self-awareness and emotional intelligence.

The various studies (e.g. Barling et al., 2000; Palmer et al., 2001; Gardner and Stough, 2002; Sivanathan and Fekken, 2002; Leban and Zulauf, 2004; Rosete and Ciarrochi, 2005) have shown that TL seems inherently associated with emotions and EI.

Linking transformational leadership dimensions with personal and social EI competencies

Goleman’s model comprises of 20 competencies nested in two clusters of personal and social EI competencies, which are related to four dimensions of transformational leadership.

Linkage of EI competencies of Goleman's model with transformational components

<i>Idealized Influence</i>	<i>Inspirational Motivation</i>
Self Confidence	Achievement drive
Self Control	Initiative
Empathetic	Develop Others
Influence	Communication
Change Catalyst	Building bonds
	Managing Conflict
	Teamwork and Collaboration
	Influence
	Empathy
<i>Individualized Consideration</i>	<i>Intellectual Stimulation</i>
Trustworthiness	Empathy
Conscientiousness	Initiative
Empathy	Change Catalyst
Communication	
Adaptability	

- a) **Idealized Influence** - To depict an idealized influence characteristic of transformational leadership a leader needs to exert self-confident and self-control competencies of EI. Idealized influence process focuses on interactions with people; hence empathy is also a part of II. Since influence is a emotional competency which implies sensing others' reaction and fine-tune their own responses to move interaction in the best direction (Kupers & Weibler 2005) thus influence is a essential part of idealized influence. In era of a continuous acceleration of change process the "change- catalyst" competence of idealized influence becomes highly valued (Huy, 1999).

- b) **Inspirational Motivation** - Inspirational motivation offers meaning, visions and attractive goals as well as addresses higher order needs, requires achievement drive and initiative which includes being result-oriented, enthusiastic and stubborn to fulfill their purpose and met their standards. Concerning this component transformational leader, needs to be empathic as they act in ways that trigger and spark their followers as well as for granting them meaning and challenges. Furthermore, they motivate by developing others through acknowledging and by valuing people's strengths and accomplishments. Its well-known fact that communication is necessary for inspirational leadership as leader requires practicing healthy dialogue and seeking mutual understanding. Furthermore, building, developing and cultivating bond like relationship helps to maintain networks. Managing conflict is a significant postulate for inspirational motivation as leaders needs to handle challenging people and situations with delicacy and tacts and encourages open conferring win-win long term situations to attain synergic business relationship.

- c) **Individual consideration** - Individual consideration can be particularly linked to the adaptability competencies as leader needs to be flexible in dealing with individual's emotional needs. Trustworthiness and Conscientiousness can be considered related to individual considerate dimensions of TL as leader needs to maintain the standards of morality and purity and has to be reliable and careful in dealing with the followers. Empathy is relevant for all the components of TL, but is of specific significance for IC as it intends an attention to emotional clues of the followers. Such leaders keep emotional relations and communication open to prevent negative feelings to hamper interaction.

- d) **Intellectual Stimulation**- IS needs transformational leaders to be sensitive to others feelings. This displays the quality of being emphatic. Emphatic skills have a particular significance for stimulating social change and identify change. These leaders act as a change catalyst by seeking new ways to old problems. Initiative is also of exclusive relevance for intellectual stimulation as initiative competent leaders offers fresh prospect, entertain and provoke new ideas.

Table II summarizes muddled emotions and personal as well as social EI competencies related to TL components. According to the underlying logic of Goleman's framework, the most efficient leaders, is that one, who incorporate varied components associated to various emotional competencies, switching to the one most appropriate in a given leadership situation.

Conclusion

The research in this paper has configured whether and how the four main dimensions of TL are associated to emotional competencies. The outlined framework provides "bedrock" for more rigorous theory building, further analysis and empirical testing. The study recommends that the management in

organization must take into consideration emotional competencies for improving transformational leadership qualities among academic leaders. The present descriptive study suggests that emotional competencies enhance the effectiveness of the transformational leader which could bring the organizational change and achieve desired outcome.

Recommendations

To grow into a more interdisciplinary endeavor, qualitative and quantitative research on TL needs to be extended to report how frequently they experience a list of feelings and emotional competencies. Then the relationships between emotional competencies and behaviors may be examined using dimensional (aggregate) or discrete (separate) scores for the emotional competencies. The study recommends that the management in organization must take into consideration emotional competencies for improving transformational leadership qualities among academic leaders. The organization must carry out workshops and instruction sessions to promote emotional competencies of the academic leaders.

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