

EMOTIONAL INTELLIGENCE SKILLS FOR HR LEADERSHIP

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ABSTRACT

Emotional Intelligence has become increasingly popular as a measure for identifying potentially effective leaders, and as a tool for developing effective leadership skills. There is little empirical research that substantiates the efficacy of emotional intelligence in these areas. Over the last few decades a continuous growth has been the interest in the area of leadership, with both managers and leadership researchers trying to identify the behaviour which increases a leader's effectiveness. Despite research, there appears to be little emerging consensus regarding what characterizes an effective leader. Recently, emotional intelligence as a predictor of effective leadership has gained the attention of researchers and recruiters. Emotional intelligence can be generally defined as a set of non-cognitive competencies that are linked to interpersonal effectiveness or "people skills" at work. Emotional intelligence has become extremely popular within the fields of management because it is thought to underlie various aspects of workplace performance and success not accounted for by traditional intelligence measures or personality. The main objective of this study is to understand the concept of emotional intelligence, find the relationship between the emotional intelligence skills and effective leadership skills, effects of emotional intelligence and to explore the effective leadership to evaluate the tendency of emotional control of the working class of both male and female at workplace. The researcher has taken communication skills, emotional consciousness, self-awareness, self-management, social awareness, relationship management and inspirational leadership for the present study. A structured questionnaire is designed to collect the views of 100 employees TATA Consultancy Services using simple random sampling. The collected data were analyzed using percentage analysis, correlation, ANOVA and Chi-square with the help of SPSS package. It is evident from the study that emotional intelligence is most important skill when compared to other skills like time management, decision making and communications

and those who are with high emotional intelligence are more successful as a leader than those who are with low emotional intelligence skills.

KEY WORDS: Communication skills, Emotional consciousness, Self-awareness, Self-management, Social awareness, Relationship management, Inspirational leadership

INTRODUCTION

Emotional intelligence (EI) is the ability to understand and manage your own emotions, and those of the people around you. People with a high degree of emotional intelligence know what they're feeling, what their emotions mean, and how these emotions can affect other people. Emotional intelligence is widely known to be a key component of effective leadership. The ability to be perceptively in tune with yourself and your emotions, as well as having sound situational awareness can be a powerful tool for leading a team. The act of knowing, understanding, and responding to emotions, overcoming stress in the moment, and being aware of how your words and actions affect others, is described as emotional intelligence. Emotional intelligence for leadership can consist of these five attributes: self-awareness, self-management, empathy, relationship management, and effective communication.

LITERATURE REVIEW:

Dr. Masud Al Noor et al, 2011, Emotional intelligence was defined by five factors: Self-Awareness, Managing Emotion, Self-Motivation, Relating Well, and Emotional Mentoring. Women were found to score more highly than men in the two Interpersonal factors: Relating Well and Emotional Mentoring. Finally, there was a noticeably higher interaction between three components of EI (Self-Awareness, Self-Motivation and Emotional Mentoring) and the transactional, rather than transformational leadership style. Laura Gillien & Elizabeth Florent treacy, 2011, EI has a significant effect on collaborative behaviours directly affect the inspirational side of leadership performance. Further getting along behaviours were found to fully mediate the relationship between emotional intelligence and getting ahead behaviours.

Marian. R. Ruderman et al, 2001, There is growing evidence that the range of abilities that constitutes what is now common leave known as emotional intelligence plays a key role in determining success in life and in the work place recent CCL research as uncovered links between specific elements of emotional intelligence and the specific behaviours associated with leadership

effectiveness and ineffectiveness. Benjamin, 2001, Emotional intelligence has become increasingly popular as a measure for identifying potentially effective leaders, and as a tool for developing effective leadership skills. Despite, this popularity, however, there is little empirical research substantiate efficacy of emotional intelligence in this areas. The aim of the present paper was to explore the relationship between the emotional intelligence and effective leadership. Emotional intelligence was assessed by a modified of the trade Meta mood scale in 43 participants employed in management roles. Effective leaders were identified as those who displayed a transformational rather than transactional leadership style has measured by the multi factor leadership questionnaire. Emotional intelligence correlated with servile components of transformational leadership suggesting that it may be an important component of effective leadership. In particular, emotional intelligence may account for how effective leaders monitor and respond to subordinates and make them feel at work. L. Melita Prati et al, 2003, Emotional intelligence reflects the ability to read and understand others in social contexts, to detect the nuances of emotional reactions, and to utilize such knowledge to influence others through emotional regulation and control. As such, it represents a critically important competency for effective leadership and team performance in organizations today. In this paper, we develop a conceptual model that brings together theory and research on emotional intelligence, leadership, and team process and outcomes. Additionally, we formulate testable propositions, propose directions for future research, and discuss implications for practice.

Martyn Newman, 2009, Emotional great leaders have their skill to manage their emotions well and influence the emotions of other people towards the positive outcomes. In other words leaders must become masters of mode and lead the organisations that excite energize and enthuse their employees. Yes, what specifically are the skills you need to do this and can you really measure them – more importantly how people in the business can build them quickly and cost effectively to really see a return on investment. Bano Fakhra Batool, 2013, Emotional Intelligence has become increasingly popular as a measure for identifying potentially effective leaders, and as a tool for developing effective leadership skills. There is little empirical research that substantiates the efficacy of emotional intelligence in these areas. The aim of the present paper is to explore the relationship between emotional intelligence and effective leadership to evaluate the tendency of emotional control of the working class both male and female at a managerial level in a private and

public sector of Pakistan mainly Banking sector. A survey of 50 people is conducted by distributing. Random sampling technique is used to answer the instrument of the study. SPSS software was used to analyze the data collected based on descriptive statistics (mean, standard deviation, percentage). The result indicates that the relationship between leadership style and Emotional Intelligence is positive and significant. Cheryl L. Meredith et al, 2002, What characterizes an effective leader? Are there qualities of effective leaders that could be used in developmental processes for new emerging leaders? This study seeks to address these questions by examining the relationship between emotional intelligence and leadership styles among executives leading in non-profit, faith-based organizations based in Colorado. A general questionnaire gathered demographic data related to the perceived importance of basic quality of life and leadership qualities. The Multifactor Leadership Questionnaire (MLQ Form 5X) developed by Avolio and Bass examined the leader's self-reported leadership style. Transformational, transactional, and laissez-faire leadership styles were compared with scores on the BarOn Emotional Quotient Inventory Test (EQ-i). Statistical cluster analysis demonstrated a strong relationship between transformational leadership behaviors and emotional intelligence. In addition, linear regression analysis revealed that five components of emotional intelligence accounted for over half of the variation in transformational leadership behavior. The five were: optimism, self-actualization, empathy, problem solving, and assertiveness. All but empathy scored higher than the general population. The study findings suggest that developing these five areas in executive leaders could increase the likelihood of the use of transformational leadership behaviors. Transformational leadership has been studied extensively and been shown to positively affect organizations. Further study would be needed to demonstrate the breadth of possible application, but it is worthy of consideration that a focus on developing emotional intelligence could result in increased transformational leadership behaviors, positively influencing an organization. Murensky, Catherine Lynn (2000), which measures the following five categories of emotional intelligence: (1) selfawareness, (2) self-management, (3) social awareness, (4) relationship management, and (5) overall emotional intelligence. The principals' leadership performance was measured using the Educational Leadership Improvement Tool (DeFranco & Golden, 2003), which assesses a principal's leadership performance in the following 9 areas: (1) leadership attributes, (2) visionary leadership, (3) community leadership, (4) instructional leadership, (5) data-driven

improvement, (6) organization to improve student learning, (7) organization to improve staff efficacy, (8) cultural competence, and (9) educational management. N.Gayathri, Dr. K.Meenakshi, 2013, Emotional intelligence has become a popular topic in the business press in recent years. Although we have not used the term “emotional intelligence”, the Center for Creative Leadership has helped many leaders understand and develop emotional intelligence competencies for over thirty years. One way that we have successfully helped managers move beyond intellectual know-how and expand their emotional intelligence is through Benchmarks, a multi-rater feedback tool. This study compares scores on Benchmarks to self-reported emotional intelligence as measured by the BarOn EQ-i. We learned that key leadership skills and perspectives are related to aspects of emotional intelligence and the absence of emotional intelligence was related to career derailment.

RESEARCH METHODOLOGY:

The main objective of this study is to understand the concept of emotional intelligence, find the relationship between the emotional intelligence skills and effective leadership skills, effects of emotional intelligence and to explore the effective leadership to evaluate the tendency of emotional control of the working class of both male and female at workplace. The researcher has taken communication skills, emotional consciousness, self-awareness, self-management, social awareness, relationship management and inspirational leadership for the present study. A structured questionnaire is designed to collect the views of 100 employees TATA Consultancy Services using simple random sampling. The collected data were analyzed using percentage analysis, correlation, ANOVA and Chi-square with the help of SPSS package.

ANALYSIS AND INTERPRETATION:

The researcher has conducted chi-square analysis to identify the significant association between the demographic variables with selected emotional intelligence skills.

CHI SQUARE ANALYSIS

TABLE-1- Analysis between Demographic information and EI Skills

S.NO	FACTORS	VALUES	SIGNIFICANCE	RESULTS
1	Emotional consciousness	40.879(a)	.000	REJECTED

(* = H₀ accepted at 5% significance level)

Hypothesis (H₀): There is a significant association between gender and Emotional consciousness.

From the above table it was found that null hypothesis is rejected (p<0.05). The significance value of .000 (typically above 0.05) was observed. The researcher also concluded that there is a high level of significance between gender and emotional consciousness.

TABLE-2- Analysis between Demographic information and EI Skills

S.NO	FACTORS	VALUES	SIGNIFICANCE	RESULTS
1	Emotional consciousness	75.019(a)	.000	REJECTED

(* = H₀ accepted at 5% significance level)

Hypothesis (H₀): There is a significant association between age and Emotional consciousness

From the above table it was found that null hypothesis is rejected (p<0.05). The significance value of .000 (typically above 0.05) was observed. The researcher also concluded that there is a high level of significance between age and emotional consciousness.

TABLE-3- Analysis between Demographic information and EI Skills

S.NO	FACTORS	VALUES	SIGNIFICANCE	RESULTS
1	Self management	109.065(a)	.000	REJECTED

(* = H₀ accepted at 5% significance level)

Hypothesis (H₀): There is a significant association between demographic information and EI Skills

From the above table it was found that null hypothesis is rejected ($p < 0.05$). The significance value of .000 (typically above 0.05) was observed. The researcher also concluded that there is no association between educational qualification and self management. Since the null hypothesis is accepted.

ANOVA ANALYSIS

The researcher has conducted one-way ANOVA analysis to identify the significant difference between the demographic variables with selected emotional intelligence skills.

TABLE NO-4- Relationship between Age of the respondent and their opinion towards EI skills

Age	P Value	Result
Communication skills	.000	Rejected
Emotional consciousness	.004	Rejected
Self awareness	.360	Accepted
Self management	.138	Accepted
Social awareness	.122	Accepted
Relationship management	.122	Accepted
Inspirational leadership	.000	Rejected

Source: Primary data (at 5% level of significance)

As p value (.000) is less than 0.05 the null hypothesis is rejected. And hence there is a significant difference between age and communication skills as p value (.004) is less than 0.05 the null hypothesis is rejected and hence there is a significant difference between age and Emotional consciousness as p value (.360) is more than 0.05 the null hypothesis is accepted and hence there is no significant difference between age and Self awareness as p value (.138) is more than 0.05 the null hypothesis is accepted and hence there is no significant difference between age and Self management as p value (.122) is more than 0.05 the null hypothesis is accepted and hence there is no significant difference between age and Social awareness as p value (.122) is more than 0.05 the

null hypothesis is accepted and hence there is no significant difference between age and Relationship management as p value (.000) is less than 0.05 the null hypothesis is rejected and hence there is a significant difference between age and Inspirational leadership.

TABLE NO-5- RELATIONSHIP BETWEEN GENDER OF THE RESPONDENT AND THEIR OPINION TOWARDS EI SKILLS

Gender	P Value	Result
Communication skills	.159	Accepted
Emotional consciousness	.372	Accepted
Self awareness	.133	Accepted
Self management	.645	Accepted
Social awareness	.000	Rejected
Relationship management	.238	Accepted
Inspirational leadership	.976	Accepted

Source: Primary data (at 5% level of significance)

As p value (.159) is more than 0.05 the null hypothesis is accepted and hence there is no significant difference between age and communication skills as p value (.372) is more than 0.05 the null hypothesis is accepted and hence there is no significant difference between age and Emotional consciousness as p value (.133) is more than 0.05 the null hypothesis is accepted and hence there is no significant difference between age and Self awareness as p value (.645) is more than 0.05 the null hypothesis is accepted and hence there is no significant difference between age and Self management as p value (.000) is less than 0.05 the null hypothesis is Rejected and hence there is a significant difference between age and Social awareness as p value (.238) is more than 0.05 the null hypothesis is accepted and hence there is no significant difference between age and Relationship management as p value (.976) is more than 0.05 the null hypothesis is Accepted and hence there is no significant difference between age and Inspirational leadership.

TABLE NO- 6- RELATIONSHIP BETWEEN MARITAL STATUS OF THE RESPONDENT AND THEIR OPINION TOWARDS EI SKILLS

Marital status	P Value	Result
Communication skills	.734	Accepted
Emotional consciousness	.055	Accepted
Self-awareness	.256	Accepted
Self-management	.425	Accepted
Social awareness	.732	Accepted
Relationship management	.434	Accepted
Inspirational leadership	.029	Rejected

Source: Primary data (at 5% level of significance)

As p value (.734) is more than 0.05 the null hypothesis is accepted and hence there is no significant difference between age and communication skills as p value (.055) is more than 0.05 the null hypothesis is accepted and hence there is no significant difference between age and Emotional consciousness as p value (.256) is more than 0.05 the null hypothesis is accepted and hence there is no significant difference between age and Self-awareness as p value (.425) is more than 0.05 the null hypothesis is accepted and hence there is no significant difference between age and Self-management as p value (.732) is more than 0.05 the null hypothesis is accepted and hence there is no significant difference between age and Social awareness as p value (.434) is more than 0.05 the null hypothesis is Accepted and hence there is no significant difference between age and Relationship management. As p value (.029) is less than 0.05 the null hypothesis is rejected and hence there is a significant difference between age and Inspirational leadership.

CORRELATION ANALYSIS

TABLE-7- THE RESEARCHER HAS PERFORMED CORRELATION TO FIND OUT THE RELATIONSHIP BETWEEN AGE AND INSPIRATIONAL LEADERSHIP

Factor	Variable	R value	Significance	Results
Age	Inspiring a shared vision	.623	.034	Positively correlated
	Developing leadership capacity	.543	.000	Positively correlated
	Developing influencing skills	.257	.010	Positively correlated
	Developing a effective networking skills	.576	.002	Positively correlated

From the above table, it is inferred that there is a significant correlation between the Age of the respondents and inspiring a shared vision, since the p-value less than .05. The r value in Pearson Correlation (0.623) shows the positive relationship between the age of the respondent and inspiring a shared vision. From the above table, it is inferred that there is a significant correlation between the Age of the respondents and developing leadership capacity, since the p-value less than .05. The r value in Pearson Correlation (0.543) shows the positive relationship between the age of the respondent and developing leadership capacity. From the above table, it is inferred that there is a significant correlation between the Age of the respondents and developing influencing skills, since the p-value less than .05. The r value in Pearson Correlation (0.257) shows the positive relationship between the age of the respondent and developing influencing skills. From the above table, it is inferred that there is a significant correlation between the Age of the respondents and Developing an effective networking skills, since the p-value less than .05. The r value in Pearson Correlation (0.576) shows the positive relationship between the age of the respondent and Developing an effective networking skills.

FINDINGS AND DISCUSSION

The chi-square analysis conducted for Age with emotional consciousness, gender and emotional consciousness, Educational qualification and self-management revealed that there is no significant association found which infers that the factors emotional consciousness and self-management is not associated with demographic variables. The ANOVA analysis conducted for Age with EI skills

revealed that there is no significant Variation found which infers that the factors communication skills, Emotional consciousness, Inspirational leadership, is not varied with demographic variables. The ANOVA analysis conducted for Gender with EI skills revealed that there is no significant variation found which infers that the factors Social awareness is not varied with demographic variables. The ANOVA analysis conducted for marital status with EI skills revealed that there is no significant variation found which infers that the factors Inspirational leadership is not varied with demographic variables. The ANOVA analysis conducted for Age with EI skills revealed that there is significant Variation found which infers that the factors Self-awareness, Self-management, Social awareness and relationship management is varied with demographic variables. The ANOVA analysis conducted for Gender with EI skills revealed that there is significant Variation found which infers that the factors Communication skills, emotional consciousness, Self-awareness, Self-management, relationship management, inspirational leadership is varied with demographic variables. The ANOVA analysis conducted for Marital status with EI skills revealed that there is significant Variation found which infers that the factors communication skills, emotional consciousness, Self-awareness, Self-management, Social awareness and relationship management is varied with demographic variables. The Correlation analysis conducted for Age with inspiring a shared vision, developing leadership capacity, developing influencing skills, developing an effective networking skills, revealed that there is a positive relationship found with the same which infers that the factors inspirational leadership is varied with demographic variables. The company should provide behavioural training program to its employees. The company should provide opportunity for its employees to organize informal gathering which would provide a platform for the employees to relieve their workplace stress Management development program focusing on emotional intelligence and relationship management losing transactional analysis could help employees to manage workplace emotions.

CONCLUSION:

The study attempts to find out the impact of emotional intelligence towards HR Leadership. In the research, the study concluded there is a positive relationship between employees' emotional intelligence and HR leadership. Also the dimensions of emotional intelligence and HR leadership dimensions are positively correlated with each other. So managers need to focus on these seven EI dimensions to make their employees engaged in their work.

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