Examination of Emotional Intelligence and Transformational Leadership Profiles of Directors and Managers of Human Resources at Starwood Hotels and Resorts

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ABSTRACT

The demand for excellent service in the hospitality industry is critical. This study evolved from the author's twenty-five years' experience within the hospitality industry where *managing emotions* is vital to quality customer service. This study addresses the existing literature gap of the relationship between emotional intelligence and transformational leadership. A purposeful sample of 37 human resource directors and managers within Starwood Hotels and Resorts completed Schutte's (2002) Assessing Emotional Intelligence Scale, Bass and Avolio's (2004) Multifactor Leadership Questionnaire and a demographic questionnaire. To explore the relationship of emotional intelligence and transformational leadership, the study focused on emotional intelligence and leadership competencies of transformational leadership—idealized influences, inspirational motivation, intellectual stimulation, individualized consideration. These competencies correlate closely with successful culture transformation, and the study demonstrated strong correlation.

Data analyses resulted in observing a statistically significant relationship between pairs of scores to pairs of measures of leadership behaviors . The results support the research of Leban & Zulauf, 2004; Mandell & Pherwani, 2003; Sosik & Mergerian, 1999). A confluence of the data analysis and literature review of the constructs—emotional intelligence and transformative learning—yielded a preliminary conceptual model, *The Transformational Leadership Pathway.* The proposed conceptual model, providing a basis for future research, captures the hierarchy of transformational behaviors that may provide an instructive method to bring about culture change within service organizations.

Four important recommendations for practice and research are included. One research recommendation is to replicate the study as global cross-cultural research to create better understanding of emotional intelligence and transformational leadership. Three recommendations for practice include: (a) a proposed competency model as an antecedent to transformational leadership that advances a leaders' competency in reading and interpreting

social cues of followers, and adjusts behavior to align with the emotional needs of the follower, (b) adoption of ability based measures that may add to the selection process and contribute to the hiring of hospitality professionals in the workplace, and (c) consideration of replicating the study as global cross-cultural research to advance the construct of emotional intelligence contributing to transformational leadership. Additional recommendations for research and practice are included.

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DEDICATION

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CHAPTER 1

INTRODUCTION

Not to have control over the senses is like sailing in a rudderless ship, bound to break to pieces on coming in contact with the very first rock.

- Mahatma Ghandi (1869-1948)

In the workplace, leadership, teamwork, managing emotions, and excellent interpersonal communication are traits of successful leaders. Leaders of today must give their employees encouragement, coaching, feedback, and create an environment where the workplace is engaging and stimulating, and provide an opportunity for collaboration to meet the challenges of leading a successful organization. In the tumultuous hospitality industry, chains and independent enterprises are continuously challenging their leaders to look for ways of cutting costs, improving quality, enhancing customer experiences, increasing profits, and leading their people.

Problem

This study comes out of my experience with the hospitality industry where *managing emotions* is critical to leading. Over the past 30 years, I have observed that the inability to manage change and manage the emotional aspects of changes—whether with your followers or with a client—is a large problem and deserves further research. Research shows that transformational leaders, utilizing their emotional intelligence (EI) abilities, are successful in employing these effective leadership skills (B. J. Avolio, Waldman, & Yammarino, 1991; Barbuto & Burbach, 2006; Bass, 1990; Bradshaw, 2008; Brown & Moshavi, 2005; Caruso, Salovey, & Mayer, 2003; L. Gardner & Stough, 2001; Sosik & Mergerian, 1999). The hotel industry is in flux, and the demand of the hotel guest in such a turbulent environment, coupled with the need for associates to deliver excellent service, is stronger than ever. Human resource directors and managers must lead the organization with fewer resources. In some cases, human resource managers and directors are an "office of one" and must lead the organizational change needed, which often involves increasing the learning, leadership, performance, competency development, and changing role of the human resource professional.

Without adequate leadership tools to adapt to the changes and stress related to their jobs, human resource professionals often experience frustration and are not able to manage either their

emotions or the emotions of others within the organization. Hotels need human resource leaders who can manage the daily stress, create a learning organization and lead their associates to excel in delivering great service. Additionally, in such a complex and changing environment, a human resource professional must also be able to articulate a vision for success, inspire others to embrace the vision, and show empathy in the workplace, all while leading an organizational change effort. There is a gap in the literature in the review of human resource professionals leading culture change in hospitality companies.

Purpose

Despite the importance of this issue, the amount of research on the behaviors of leaders in hospitality is small and in need of new models (Blum, Shumate, & Scott-Halsell, 2007). The purpose of this study is to examine the relationship between EI and transformational leadership (TL) behaviors of human resource professionals in hospitality. In a study published in the *Journal of Business and Psychology* (Mandell & Pherwani, 2003), researchers found that EI scores could predict the transformational behaviors of the leader through regression analysis of self-reported data.

Identifying specific emotional and social competencies that most heavily influence the transformational leader behaviors would contribute the field of educational leadership. Mandell and Pherwani (2003) suggested, "if emotional intelligence scores can predict TL, organizations may find emotional intelligence measures to be valuable tools in the hiring, promotion and development of organizational leaders" (p. 400).

Barbuto and Burbach (2006) investigated the relationship between *trait EI* discussed later in this study, and its ability to predict TL, which then translates into superior leader performance. Their study indicated a link between EI and TL through which EI enables individuals to perceive and understand social contexts, as well as their own and other's emotional state to enhance performance. Since 2007, a trend among hospitality companies continues to increase the use of EI instruction as part of orientation and training programs to include pre-employment testing to assess EI levels and provide follow-up curriculum to increase EI knowledge and application. Additionally, EI modules in the human resource training curriculum assist human resource professionals at the property level (Arzi & Farahbod, 2014; Blum et al., 2007; Brownell, 2010; Dai, Dai, Chen, & Wu, 2013; Foster & Roche, 2014). This is a trend that will continue to

enhance human resource development with an impact on the practice and effectiveness of hospitality industry human resources professionals.

The Hospitality Challenge

Hotels across the globe are in a state of transition as they adapt to a changing environment and increased demands. External forces, such as higher energy prices, regional conflicts, technology, and customer demands have left hoteliers searching for leaders to navigate through the dynamics of change and innovation. Internal challenges such as high staff turnover, job burnout, union organizing pressures, wage inflation and shrinking profit margins make these dynamics that much more difficult to overcome (Brownell, 2010; Kim, 2008; Liao & Chuang, 2007; Mathew & Gupta, 2015)

Listening

The ability to create service excellence with hospitality managers in a hotel can take place in many ways and occur in something as simple as listening to your team and making sure there is the accurate exchange of information to accomplish tasks or the facilitation of strong relationships with the team (Brownell, 2009; Edgar & Nisbet, 1996; Gaby & Lewis, 2000). The support of excellent listening practices in leaders' daily activities is an organizational initiative encouraged by the very best companies in hospitality and can help leaders meet challenges (Brownell, 2009; Edgar & Nisbet, 1996).

Leadership

The following extensive discussion of the definition and characteristics of leadership is a critical part of this dissertation. Agreeing on definitions, operationalization, and the psychological underpinning of leadership are topics of wide-ranging discussion and significant disagreement. This section attempts to define a specific way of understanding and operationalizing leadership that is then used throughout the remainder of the dissertation. To be clear, there are **many** other views of leadership, operational models, and approaches (B. M. Avolio & Bass, 2004; Barbuto & Burbach, 2006; Bennis, 1994; Blum et al., 2007; F. W. Brown & Moshavi, 2005; Clarke, 2010; Collins, 2001; Davidson, McPhail, & Barry, 2010; Druskat & Druskat, 2006; Gill, Fitzgerald, Bhutani, Mand, & Sharma, 2010; Goleman, 2004; Goleman, Boyatzis, & McKee, 2002; Kara, Uysal, Sirgy, & Lee, 2013; Katou, 2015; Leban & Zulauf,

2004a; Mathew & Gupta, 2015; Mumford, Zacarro, Harding, Jacobs, & Fleishman, 2000; Patiar & Mia, 2009; Rosete & Ciarrochi, 2005b).

Strategic leaders give employees the ability and autonomy to exercise decisions over tasks-related behaviors, while serving a client or customer. A level of trust within an organization may grow from delegating the responsibility for deciding on task related behaviors when providing services and empowering their employees to use their judgment (W. L. Gardner, Avolio, & Walumbwa, 2005; Mackoff & Wenet, 2001; Nadler & Nadler, 1998; Rude, 2013). Yukl (2002) observed the scope of leadership behaviors influences the interpretation of external events by members, the choice of objectives and strategies to pursue, the motivation of members to achieve the objectives, and the organization of work activities. Yukl identified leadership behaviors where staff members developed mutual trust, cooperation, skills, and confidence, as well as shared new knowledge and enlisted support and cooperation from outsiders.

It is difficult to settle on one particular operational definition of leadership, but many experts agree that leadership addresses *tasks*, *behaviors* and *outcomes* (Becker, Huselid, & Ulrich, 2001; Bennis, 1994; DePree, 1989; Goleman et al., 2002; Mumford et al., 2000; Yukl, 2002). For my research, the definition of leadership is best provided by Yukl (2002) who stated, "leadership is the process of influencing others to understand and agree what needs to be done and how it can be done effectively, and the process of facilitating individual and collective efforts" (p. 7).

Yukl (2002) identified three types of variables that were relevant for understanding leadership effectiveness: (a) characteristics of leaders, (b) characteristics of followers, and (c) characteristics of the situation. According to Yukl:

> Most leadership theories emphasize one category more than others as the primary basis for explaining effective leadership. Most theories developed over the past half century have emphasized leader's characteristics, and it has been common practice to limit the focus to one type of leader characteristic, namely traits, behaviors, or power. Therefore it is helpful to classify the theories and empirical research into the following five approaches: (a) the trait approach, (b) the behaviour approach, (c) the power-influence approach, (d) the situational approach, and (e) the integrative approach. (p. 11)

Yukl (1989a) concluded that setting and clarifying goals and objectives was one of the most important leadership behaviors. Goleman and Boyatzis (2008) found that skill in goal

setting and planning was among the key determinants of a manager's success. While we would not go so far as to assert that goal setting and its corollaries (feedback, reward, etc.) are all there is to leadership, they may well be at the core of this phenomenon (Locke & Latham, 1990).

For this study, TL theory provides a useful framework for understanding the behaviors of leaders in relation to the goal of gaining commitment of followers. I want to highlight the importance of how leadership transforms followers, creates visions of the goals that may be attained, and articulates for the followers the ways to attain those goals (Bass, 1990; Bennis, 1994; Tichy, 1983). Barling, Slater, & Kelloway (2000) noted the connection of EI to moral development. Building on this research, B. J. Avolio and Gardner (2005) also noted the connections among leader behaviour, and EI to include how EI develops and its connection to business unit performance.

Transformational Leadership

The principles of TL theory incorporate many of the criteria of EI. Several studies have cited the existence of a relationship between EI and TL (Barbuto & Burbach, 2006; Barling et al., 2000; Blum et al., 2007; Farahani, Taghadosi, & Behboudi, 2011; Foster & Roche, 2014; Mathew & Gupta, 2015; Palmer, Gignac, Manocha, & Stough, 2005; Sivanathan & Fekken, 2002; Sosik & Mergerian, 1999; Stough & Gardner, 2002). Goleman (1998) argued that EI is a prerequisite for successful leadership, and why individuals high in EI would be more likely to use transformational behaviors because:

> Such leaders are able to rouse people through the sheer power of their own enthusiasm. Such leaders don't order or direct; they inspire. In articulating their vision, they are intellectually and emotionally stimulating….they excite others about pursuing it with them (p.196).

Emotional Intelligence

With a deeper understanding of EI and leadership, human resource professionals might enhance their roles within organizations to address the challenges associated with training, retention, and employee motivation. Barling et al. (2000) noted:

> …leaders who know and can manage their own emotions, and who display self-control and delay gratification, could serve as role model for their followers, thereby enhancing

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followers trust in and respect for their leaders. This would be consistent with the essence of *idealized influence*. Second, with its emphasis on understanding others' emotions, leaders high in emotional intelligence would be ideally placed to realize the extent to which followers' expectations could be raised, a hallmark of *inspirational motivation*. Third, a major component of *individualized consideration* is the ability to understand followers' needs and interact accordingly. With its emphasis on empathy and the ability to manage relationships positively, leaders manifesting emotional intelligence would be likely to manifest individualized consideration. (p. 157)

Research over the past two decades (Goleman, 1998; Leban & Zulauf, 2004a; Mandell & Pherwani, 2003; Sosik & Mergerian, 1999) has found that EI plays a significant role in TL and identified several EI skills needed for TL success to include empathy, social skills and self-awareness as tools for positive performance. This study will examine these behaviors, testing the association between EI and TL.

Research Design and Approach

After reviewing the characteristics of quantitative, qualitative and case study research, summarizing the advantages and disadvantages of all three, and crafting my research questions, I chose a quantitative approach for this study. This approach linked directly to the research questions and permitted the development of a logical *chain of reasoning* based on the interplay among investigative techniques, data, and hypotheses to reach justifiable conclusions. Shavelson and Towne (2002) noted:

This link between question and method must be clearly explicated and justified; a researcher should indicate how a particular method will enable competent investigation of the interest. Moreover, a detailed description of method—measurements, data collection procedures, and data analyses—must be available to permit others to critique or replicate the study. Finally, investigators should identify potential methodological limitations (such as insensitivity to important variables, missing data, and potential researcher bias). (p.63)

Quantitative researchers are sometimes interested in whether and to what extent *variance* in *x* causes variance in *y*. Qualitative researchers, on the other hand, tend to ask *how x* plays a role in causing y, what the *process* is that connects *x* and *y*. Case study researchers look

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generally at the (a) "how" or "why" questions are being posed, (b) the investigator has little control over events, and (c) the focus is on a contemporary phenomenon within a real-life context (Yin, 2009). In my study where I focused on interrelationships rather than explanations, EI is my *x* variable and TL acted as my *y* variable.

I began with a quantitative approach by administering two questionnaires to a group of selected human resource directors and human resource managers at Starwood branded hotel properties. The questionnaires—Schutte Assessing Emotions (2002) and Bass & Avolio's Multifactor Leadership questionnaire (2004)—assessed EI and TL. From the analysis of the responses to the two questionnaires I integrated the findings and drew conclusions in Chapter 4 and developed implications for future study in Chapter 5.

My professional experience in human resources as a human resource generalist for the past 25 years and involvement in leadership development training programs helped in the overall research of both human resource and leadership competencies. As a human resource generalist and member of the certified human resource profession in hospitality, I had access to the participants—human resource professionals—who were the focus of my study. Also, as a hospitality professional in the field of human resources, I worked for three of the largest hospitality companies in North America. As a trainer of EI models and practitioner of leadership development at the hotel property, I had the advantage of immersing myself in the leadership competencies of EI and TL through quantitative data to answer my research questions. A more detailed discussion of the design and method of the study is the central focus of Chapter 3.

Significance of the Study

As we research and practice the benefits of EI and TL in hospitality across North America and globally (Liao & Chuang, 2007), the construct of EI and TL as a leadership topic for human resource development has the upside to enhance the fine work of theorists and practitioners who have developed sophisticated models of management and leadership. This study was significant because, as this construct and development expands, so will the need for understanding the leadership competencies and practices of EI and determining what elements are enhanced by scholarly research. Sosik and Mergerian (1999) challenged:

> With increased use of 360- degree feedback assessment comes a need to understand what distributional attributes and leadership behaviors are associated with managerial

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effectiveness. Study results indicate that the managers who maintain self-awareness (self-other rating agreement) possess more aspects of EQ are rated as more effective by both superiors and subordinates then those who are not self-aware. Thus, aspects of EQ identified in the present study as being associated with self-aware leadership (personal efficacy, interpersonal control, social self-confidence) may provide human resource managers with criteria for identifying potentially effective management candidates. In addition, given the encouraging results concerning self-awareness as a key aspect of both EQ and effective performance, organizations should promote training programs regarding aspects of EQ (especially self-awareness), TL and performance. Such training programs can address issues relevant to the resource function including enhancement of capacity of team members to shared leadership skills on the job Cooper and Saawaf (1997) provide new sets of emotion-based skills to improve self-learning Greenspan (1989), develop leaders as mentors and transformers of organizational culture Harrison (1987), and assess and develop emotional competencies of organizational members Peter Salovey and Sluyter (1997). (p.387)

In examination of performance dimensions that are task oriented and cognitive in nature with interpersonal and emotional connotations, Lindebaum and Jordan (2012) offered the following insight about EI and project managers, and drew attention to two neglected streams of inquiry in EI research:

In this article, we argued that EI abilities are not only context-specific, but also task-specific. While there have been writers who argue that EI affects performance Goleman (1998), our findings question this view. Managers who work in contexts that are person-oriented or those that deal with tasks that are interpersonal in nature potentially benefit from EI. Those tasks and contexts that require more cognitive skills in nature will not require EI, just as organizational procedures (Peansupap & Walker, 2006) may effectively imply that one cannot harness one's EI, despite being motivated to so. We argue that an implication for our results is that researchers need to pay more attention specific contexts and specific tasks when developing theoretical models regarding the impact of EI in the workplace. (p. 581)

Further research in the leadership studies of EI and TL in hospitality must be conducted to better educate all of the organizational constituents in the hospitality community on exactly

what EI can predict when it comes to TL and the overall impact the behaviors of the human resource leaders on a hotel. In addition, a thorough understanding of the *concept* of EI is needed to identify ways of incorporating the assessment and development of EI to the human resource professional It may also help address the use of EI training to increase the TL qualities in hospitality human resource professionals.

In addition, research is needed to demonstrate the value of developing human resource professionals within the construct of EI. This may assist leaders achieve better performance from subordinates by appealing to the higher order of needs (esteem, self-fulfilment, self-actualization) as described by Maslow (1943), as opposed to transformational leaders who concentrate more on the lower order of needs (food, shelter, safety, need for affiliation) (Koltko-Rivera, 2006) . In a hospitality environment, the *higher order of needs* focus could be on creating a hotel culture to provide a guest with a measurable and personalized service, and not just basic and foundational service. From a functional perspective, this study has significance because it may highlight the importance of developing hospitality human resource professional leadership skills, and EI according to the six principles of EI described in *The Emotionally Intelligent Manager* (Salovey & Caruso, 2004):

- Emotion is information
- We can try to ignore emotions
- We can try to hid emotions, but we are not as good at it as we think
- Decisions must incorporate emotion to be effective
- Emotions follow logical patterns
- Emotional universals exist, but so do specifics.

My interest in this study was how these concepts can be incorporated in EI training in the development of human resource professionals at the property level to benefit the hotel property.

Lastly, by splicing the various leadership competencies to include the relationship of EI to TL, from a theoretical perspective, this research contributes to the community of scholars studying this construct in the business community.

Research Questions

The purpose of this study was to examine the relationship between Starwood hotel's director of human resources' self-assessment of transformational leader behaviors and the

director of human resources' EI. The research questions focused on the relationship of EI and human resource competencies adapted from leadership behaviour identified by Bass and Avolio (1994):

- *Idealized influence* or behavior that arouses strong follower emotions
- *Inspirational motivation* or behavior communicating an appealing vision, using symbols to focus subordinate effort, and modelling appropriate behaviors
- *Intellectual stimulation* or behavior that increases follower awareness of problems and influences followers to view problems from a different perspective
- *Individualized consideration* or behavior providing support, encouragement, and coaching to followers

The research questions, designed to analyze the relationship between EI and four leadership behaviors are:

- **Research Question 1**: To what degree is there a relationship between EI abilities and TL?
- **Research Question 2**: To what degree is there a relationship between EI abilities and the human resources competency of idealized influences?
- **Research Question 3**: To what degree is there a relationship between EI abilities and the human resources competency of inspirational motivation?
- **Research Question 4:** To what degree is there a relationship between EI abilities and the human resources competency of intellectual stimulation?
- **Research Question 5**: To what degree is there a relationship between EI abilities and the human resources competency of individualized consideration?

Organization of the Study

The information presented in this study is organized into five chapters. Chapter 1, a background and introduction to the research, includes discussions and reviews of operational and theoretical definitions, the hospitality challenge, leadership, organizational change, the elements of service delivery, and a suggestion for an adaptive model for organizational change. A general overview of the problem, purpose, and research questions were reviewed along with the significance of the study.

Chapter 2 contains a literature review of the research about EI, strategic leadership, TL, emotions, relationship between TL and EI, and gaps in the literature. This chapter discusses empirical and theoretical foundations of the research that led to this study.

Chapter 3 provides an overview of the methods and procedures to explore the relationships among attributes that other theorists have identified in directors of human resources and managers at Starwood hotels. It also includes descriptions of the procedures examined for EI and organizational change, the sample population, and methods for distributing the quantitative instruments. This chapter ends with a concise description of the data analysis procedures that were deployed in the conduct of this study, pursuant to addressing the referent research questions.

Chapter 4 describes the quantitative analysis of the data. The descriptive statistics about the study participants are also provided, and quantitative findings are presented.

Chapter 5 presents a summary of the research findings, limitations of the study, and the final conclusions. Recommendations for further study are also included in this chapter.

CHAPTER 2

LITERATURE REVIEW

For outstanding leadership [emotional intelligence] counts for just about everything…leadership is all about emotional intelligence
                                        - Goleman

Be the change that you want to see in the world
                                        - Mahatma Ghandi

The purpose of this literature review is to present an overview of the existing literature as it applies to EI, TL, and the relationship between the two constructs, specifically in an organizational setting. The review continues a discussion of the principle of leadership, emotions and leadership and a review of EI and TL.

Leadership

The study of leadership is inherently a practical venture with the hope of improving training, identifying alternative selection and assessment for assessing leaders' strengths and weaknesses and increasing understanding of how executive decisions shape the behaviors of organizations (Hogan, Curphy, & Hogan, 1994). Leadership theories include path-goal (House, 1996), leader-member exchange theory (Graen & Uhl-Bien, 1995), and transformational (Bass & Avolio, 1994)—all focusing on an understanding of leadership and its unique aspects while including leader-follower interactions as the central focus on leadership.

Leader-follower represents one way of understanding the leadership phenomenon; another way to frame this discussion is to focus on the individual leader, or to ask, *what capabilities must an individual possess to perform effectively in organizational leadership roles*? The actual performance of leadership has been explained in terms of *trait theories* which have been used as a potential model for understanding leader performance with leadership being attributed to enduring characteristics of the individual such as intelligence (Bass, 1990). Mumford et al. (2000) developed a *skills based model* of leader performance, that are seen as developing as a function of the interaction between traits and experience. Their model suggests that leader performance is based on three key types of skills: (a) complex problem-solving skills,

(b) solution construction skills, and (c) social judgement skills that determine the nature of leadership and the prediction of leader performance:

> The first and perhaps most basic of these propositions is that these skills, and the associated knowledge structures, can be measured in samples of organizational leaders. Second, assuming these skills can be measured, the model at hand implies that they will predict leader performance accounting for variance above and beyond that attributable to trait measures. Third, the different types of skills should also make unique contributions to predictions. Fourth, these skills should develop as a function of experience in organizational leadership roles with skills emerging at certain times in relation to certain kinds of experiences. Fifth, and finally, acquisitions of these skills should be related to certain patterns of underlying characteristics. (p.157)

This study looks at the skills or traits within a purposeful sample of human resource professionals working for Starwood Hotels and Resorts. Taken as a whole, the study supports the first proposition that skills can be measured among organizational leaders and are important in understanding leader performance and getting staff to work towards business solutions.

Emotions and Leadership

In trying to establish the connection between EI and leadership research, I explored other soft intelligence research for answers. These include multiple intelligences (H. Gardner, 1983) practical intelligence (Sternberg, 1985, 1986) and EI (Cooper & Saawaf, 1997; Goleman, 1995; Kapp, 2002; Lam & Kirby, 2002; Mehrabian, 2000; Salovey & Mayer, 1990). Also called "hot" intelligences, this research holds the promise of understanding questions such as: who leads; who follows; what resides beyond reason; and where do the splits between cognition and ability, intelligence and knowledge, or reason and feelings actually occur?

Theoretical Framework

Theory of Multiple Intelligences. Howard Gardner (1983) proposed seven relatively independent abilities to be part of intelligence: linguistic, logical-mathematical, spatial, musical, bodily kinaesthetic, interpersonal and intrapersonal. Some of Gardner's abilities seem to be reflected in typical intelligence evaluation tools (e.g. linguistic and logical mathematical) and others do not (e.g., musical, intrapersonal, and interpersonal). Gardner also recognized an

emotional element of intelligence when he introduced *intrapersonal* and *interpersonal* intelligences as a part of his theory of multiple intelligences. He saw interpersonal intelligence as the ability to understand other people's moods and mental states. He defined intrapersonal intelligence as the ability to monitor one's own feelings and use this information to guide behavior. A social interpersonal intelligence may actually be significantly more important than cognitive ability and technical expertise combined. Often referred to as *soft skills*, personality, character, and communication skills may be central to understanding why some people succeed and why some seemingly highly skilled people do not (Katou, 2015; Langhorn, 2004; Leban & Zulauf, 2004a; Mayer & Salovey, 1993, 1997; Quebbeman & Rozell, 2002).

Salovey and Mayer's (1990) definition of EI 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 reflectively regulate emotions in ways that promote emotional and intellectual growth.

Practical Intelligence. (Sternberg, Conway, Ketron, & Bernstein, 1981; Sternberg & Smith, 1985) proposed three kinds of intelligence for which the author provided theoretical and empirical support: *componential intelligence,* the ability to interpret information in a hierarchical and taxonomic fashion that is well-defined and unchanging context; *experiential intelligence*, the ability to interpret information in changing contexts, that is, to be creative; *contextual intelligence,* the ability to adapt to a changing environment, such as the ability to react to a culture change. The current emphasis on service culture change by hospitality professionals seems to be on componential intelligence, which may provide a basis and tool for useful assessments of human resource professionals with higher levels of EI.

Emotional Intelligence Defined. During the 20th century, many definitions for Emotional Intelligence (EI) were proposed. EI has its roots in the concepts of social intelligence by Thorndike (1920), multiple intelligences by Gardner (1983), and practical intelligence by Sternberg (1985, 1986). The first usage of the term I was able to find appeared in a doctoral dissertation by Payne (1986).

A discussion on EI calls for definition of the two terms used in the construct. First, *emotions* are defined as responses to an event or situation, either internal or external that have a positive or negative meaning for the person (Salovey, Brackett, & Mayer, 2007). Emotions heighten awareness and redirect attention where needed with the individual. They act as a signal

which requires one of the three following responses: a change in relationship between individuals, a change in the relationship between the individual and the environment, or an internal perception of change in relationships. Each emotion triggers a reaction. For example, fear may cause a fight or flight response.

Next, intelligence has many different meanings but in the context of this study it is defined as the ability to *think abstractly*. EI is the capacity to think abstractly about emotions, and to use emotions to enhance thinking. It includes the abilities to accurately perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth.

Salovey and Mayer (1990) defined EI as "the ability to accurately identify and understand one's own emotional reactions and those of others" (319). This is often cited as the first application of the emotional construct. Salovey and Mayer's definition builds on Howard Gardner's (1983) theory of multiple intelligences. A critical component of connecting the works of the past to Salovey and Mayer's research was Gardner's work. Gardner described EI as consisting of adaptive skills, whereby an emotionally intelligent person has a deep awareness of his or her emotions and the ability to label and draw upon those emotions as a resource to guide behavior.

Goleman (1995) defined EI as "a different way of being smart" (p.22). He hypothesized that the capacity to operate in complex human situations is unrelated to linguistic and logical skills assessed in IQ tests. For example, good leaders have been known to possess and use practical intelligences that allow them to pick up non-verbal and tacit messages in an emotionally charged moment and provide expert leadership— a kind of knowledge in action that is sharpened by training, motivation, and commitment rather than intellect. This knowledge in action by a good leader must be understood within the challenges posed and opportunities offered by the environment and the individual's ability to master the interaction among their environment, themselves, and the people around them. People who exhibit such social intelligence are engaged with their environment and the people around them.

Goleman's *Emotional Intelligence* (1995) provided additional research on the brain, emotions and social behavior to help develop emotional and social skills. His work suggested a

link between emotions and intelligence in a theoretical model called *mixed-model* which will be discussed later in this chapter.

Cooper and Saawaf (1997) defined EI as the "ability to control feelings of self and others around you" (p.35). Furthermore, they described EI as a tool for capitalizing on the power and acumen of emotions in human energy, information, connection, and influence contexts. They and Goleman (1995) agreed that EI, initially referred to as a personal intelligence by Howard Gardner (1983), entailed the management of emotions in self and others.

Goleman (1995) noted five categories of EI that are (to a greater or lesser extent) stressed in different working definitions of the concept of EI: (a) emotional self-awareness or an awareness of one's own emotions; (b) self-regulation (managing or regulating one's emotions); (c) self-motivation or self-efficacy is potentially the most effective aspect of EI; (d) relating well (empathy with, or acknowledgement of, the emotions of others); and (e) emotional mentoring.

Mehrabian (2000) stated that the term *emotional intelligence* was widely used to explain "individual differences associated with life successes that are not specifically measured with traditional intelligence measures" (p. 134).

Kapp (2002) defined EI as "that part of the human spirit which motivates us to perform, which gives us energy to demonstrate behaviors such as intentionality, persistence, creativity, impulse control, social deftness, compassion, intuition and integrity" (p. 152).

Lam and Kirby (2002) suggested that EI involved perceiving, understanding, and regulating emotions. Perceiving emotions consists of recognizing and interpreting the meaning of various emotional states as well as their relation to other sensory experiences. Understanding emotions involves the comprehension of how basic emotions are blend to form complex emotions, how emotions are affected by events surrounding experiences, and whether various emotional reactions are likely in given social settings. Regulating emotions encompasses the control of emotions in oneself and in others.

After reviewing the many definitions of EI, I chose to define EI as *the ability to access and create emotions, perceive emotions, and to regulate emotions to assist thought and to understand meaning*.

Historical Assessment of Emotional Intelligence through Testing Measures

Since the early 1990s, the identification of EI as a specific area of study, many questions and some concerns about EI have arisen (Brown & Reilly, 2006; Davies, Stankov, & Roberts, 1998; Landy, 2005). Is EI an innate, non-malleable mental ability? Can it be acquired with instruction and training? Is it a new intelligence or just the repackaging of existing constructs? How can it be measured reliably and validly? What does the existence of an EI mean in everyday life? In what ways does EI affect mental health, relationships, daily decisions, and academic and workplace performance?

Goleman (1998) elaborated on the concept of EI as it applied to *leadership*. He emphasized that "effective leaders are alike in one crucial way: they all have a high degree of what has come to be known as EI" (p.28). Dasborough (2006) empirically demonstrated that leaders evoke emotional responses in employee's workplace settings. He wrote: "moreover, it is now widely accepted that leadership is an emotion-laden process, and a leader who can manage his/her own emotions and have empathy for others will be more effective in the workplace" (p. 161).

George (2000) emphasized five essential elements for leadership effectiveness: (a) developing collective goals and objectives; (b) instilling in others a sense of appreciation and importance of work; (c) generating and maintaining enthusiasm, confidence, optimism, cooperation, and trust; (d) encouraging flexibility in decision making and change; and (e) establishing and maintaining meaningful identity for the organization. Each of these elements involves emotional aspects, where leaders high on EI may be better at achieving these outcomes.

Models of Emotional Intelligence

The discussion and application of EI has a rich heritage in the literature. The following section provides an overview of the prevalent EI models, their major proponents, and how they have been conceptualized. EI has two "schools:" the *ability* school and the *trait* school. Petrides, Frederickson, and Furnham (2004) spelled out the operationalization of how EI is applied and is measured. Self-report measurements are known as "trait EI," emotional self-efficacy, or Emotional IQ tests. This is a measure used in trait models that define EI as an array of socio-emotional traits such as assertiveness

Petrides et al. (2004) noted, "The primary basis for discriminating between trait EI and ability EI is to be found in the type of measurement approach one chooses to employ and not in the elements of the sampling domains of the various conceptualizations" (p. 142). The distinction is important for this study because even though the theoretical domains might overlap, the measurements are different. Table 2.1 depicts the basic distinctions between *trait* EI versus *ability* EI.

Table 2.1

Trait EI Versus Ability EI Comparison

	Trait EI	**Ability EI**
Measurement	• Self-report	• Performance-based
Conceptualization	• Personality trait	• Cognitive ability
Example Measures	• EQ-I • *SEIS* • TEIQue	• MSCEIT
Properties of Measures	• Easy to administer • Susceptible to faking • Standard scoring procedures • Good psychometric properties	• Difficult to administer • Resistant to faking • Atypical scoring procedures • Weak psychometric properties

Note. EQ-I=Emotional Quotient Inventory (Bar-On, 1997); *SEIS*=Schutte Emotional Intelligence Scale (Schutte et al., 1998); TEIQue=Trait Emotional Intelligence (e.g. Petrides & Furnham, 2003); MSCEIT= Mayer-Salovey-Caruso Emotional Intelligence Test (Mayer et al., 2002).

The competency models that comprise a set of emotional competencies—defined as learned capabilities based on EI Models that combine EI qualities with other personality traits unrelated to either emotion or intelligence—are called *mixed models* of EI (Salovey & Mayer, 1990). Salovey and Mayer added non-ability traits to the existing models in five broad areas: (a) knowing one's emotions, (b) managing emotions, (c) motivating oneself, (d) recognizing emotions in other, and (e) handling relationships. Table 2.2 summarizes the models.

Table 2.2

Summary of Emotional Intelligence Mixed Models

Name of Model	Reference	Ability or Skill	Assessment Format	Dimensions of Emotional Intelligence
Work Group emotional Intelligence Profile	(WEIP)	Ability	30 items; Seven Point Reference Format	Ability to Deal with Own emotions & Ability to Deal with Others
The Emotional Quotient Inventory	(EQ-i)	Ability	133 items; Five Point Scale	Intrapersonal; Interpersonal; Stress Management; Adaptability; General Mood
Emotional and Social Competence Inventory	(ESCI)	Ability	18 Competencies; 360 degree tool	Self-Awareness; Emotional Awareness; Emotional Self Control etc.
The Genos Emotional Intelligence Inventory or Swineburg University Emotional Intelligence Test	(Genos EI or SUEIT)	Skill	70 Items; Seven Factor; 360 degree measure	Emotional Self Awareness; Emotional Expression; Emotional Awareness of Others; Emotional Reasoning; Emotional Self-Management; Emotional Management of Others; Emotional Self Control
The Group Emotional Competence Inventory	(GEC)	Ability	Measures 9 Group Norms	Awareness and Management; Individual, Group Level and Cross Boundary Level
The Mayer-Salovey Caruso Emotional Intelligence Test	(MSCEIT)	Ability	141 Items; Four Branches of Emotional Intelligence	Perceiving Emotions; Facilitating Thought; Understanding Emotions; Managing Emotions
The Schutte Self Report Emotional Intelligence Test	(SSEIT)	Ability	33 Item self-report measure of emotional intelligence; Three Branches	Appraisal and expression of emotion; Regulation of emotion; Utilization of emotion
The Emotional Intelligence Questionnaire	(TEIQue)	Ability	153 item self-report measure; 15 Facets	Adaptability; Assertiveness; Emotion Perception; Emotion Expression etc.
Wong's Emotional Intelligence Scale	(WEIS)	Ability	Self-Report; Four ability dimensions	Appraisal and expression of emotion in the self; Appraisal and recognition of emotion in others; Regulation of emotion in self; Use of emotion to facilitate performance

Note, Adapted from Law et al. (2004), Mayer et al., (2007); Mayer et al., (2004); Schutte, N.S. (2001)

Empathy

Salovey and Caruso (2004) defined empathy as the ability to comprehend another's feelings and to re-experience them oneself. Empathy is a key competence for EI and an important skill to have (Goleman, 1995; Hammett, 2007; Krebs, 1975) Effective leaders walk in another's shoes to create genuine empathy; followers need to know the leader can relate to their feelings, concerns, and desires Blank (2001). According to Hargrove (2008), leaders as empathetic coaches possess "a proven track record of emotional intelligence" (p.66). In their coaching role, leaders leverage the positive, transformational entropy of emotions (Hargrove, 2008). This may require influencing followers to advance beyond an emotional comfort zone (Lencioni, 2005). Heifetz and Linsky (2002) suggested that when influencing people through challenges, leaders "take them [the followers] on an emotional roller coaster" (p.117). As Cohen (2010) stated when citing lessons learned from Drucker, leaders should be emotionally expressive and sensitive, yet in control.

Schutte Assessing Emotions Scale

The Schutte Emotional Intelligence Scale, also known as the Assessing Emotions Scale (*SEIS*), is a self-report EI test. Schutte & Schuettpelz (2001) based the *SEIS* on the original EI ability model proposed by Salovey and Mayer (1990). Schutte & Schuettpelz (2001) determined that the 1990 model lent itself better to conceptualizing the various dimensions of an individual's current state of emotional development related to appraisal of emotion in the self and others, expression of emotion, regulation of emotion in the self and others, and utilization of emotion in solving problems. There are two versions of the scale available: the 33 item version and the 41 item version (Petrides et al., 2004).

Understanding the details of how the *SEIS* evaluated EI helped me understand its relevance to my research and the meaning of its results. Four factors were derived from the thirty-three item questionnaire: perception of emotions, managing emotions in the self, social skills or managing others emotions, and utilizing emotions. Sample means and standard deviation on the *SEIS* for various samples of participants showed central tendency and distributions. The self-report requires participants to rate themselves on a five-point scale and took typically less than five minutes to complete. Scores range from 33 to 165 with the higher scores indicating more characteristics of EI. The *SEIS* measures knowledge, perception,

expression, and regulation and control of emotions. An example item from the *SEIS* is: "I motivate myself by imagining a good outcome to tasks I take on" (Question 29 of the Scale).

The developers of the 33 item version of the *SEIS* showed an internal consistency analysis with a Cronbach's alpha of 0.90. The *SEIS* measure was related to "measures that assess specific aspects of awareness and expression of emotion, outlook on life, depressed mood, ability to regulate emotions and impulsivity" (Schutte et al., 1998, p.171).

- The higher scores on the 33-item *SEIS* scale were associated with less alexithymia as measured by the Toronto Alexithymia Scale [r(24)=-0.65, p<0.0001], which measures difficulties in identifying and describing feelings and great attention to feelings as measured by the Attention subscale of the Trait Meta Mood Scale [r(48)=0.63,p<0.0001];
- Greater clarity of feeling as measured by the Clarity subscale of the Trait Meta Mood Scale [r(47)=0.52, p<0.0001];
- More mood repair as measured by the Mood Repair subscale of the Trait Meta Mood Scale [r(47)=0.68, p<0.0001];
- Greater optimism as measured by the optimism scale of the Life Orientation Test [r(26)=0.52, p,0.006]
- Less impulsivity as measured by the Barratt Impulsiveness Scale [r(55)= -0.39, p<0.003] and the Zung Self-rating Scale [r(37)=-0.37, p<0.021] which measured depressed mood.

Appendix D shows a listing of internal consistency, means and standard deviations which support validity of the *SEIS* scale (Schutte et al., 1998).

Leadership

Since 1995, there has been considerable interest in testing new paradigms of EI in human resources as a field of practice, and continued interest in both leadership and EI (Ashkanasy, 2003a; Blum et al., 2007; Brackett, Rivers, & Salovey, 2011; Brown & Moshavi, 2005; Caruso et al., 2003; Epstein, 2012). Past research has provided insights on EI abilities, including the ability to accurately perceive, appraise, and express emotions; 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

(Goleman, 1995; Langhorn, 2004; Mathews, Zeidner, & Roberts, 2002; Mayer & Salovey, 1993; Quebbeman & Rozell, 2002; Ramachandran, Jordan, Troth, & Lawrence, 2010; Rosete & Ciarrochi, 2005a; Salovey et al., 2007; Salovey & Caruso, 2004; Salovey & Mayer, 1990; Salovey & Sluyter, 1997)   It also included leadership (Barling et al., 2000; Rosete & Ciarrochi, 2005a), team effectiveness (Jordan, Ashkanasy, & Härtel, 2002), project management (Druskat & Wolff, 2001).

Tse, Dasborough, and Ashkanasy (2008) wrote about the emotional underpinnings of TL. In three articles they reported the relationship between a leader's EI and TL. Other researchers have shown similar relationships between EI and TL.

Clark's (2010) study of 67 project managers in the United Kingdom, EI ability measures and TL showed a relationship after controlling for both cognitive ability and personality. Emotional ability—using emotions to facilitate thinking—accounted for a 4% variation in both TL dimensions of idealized influence and individualized consideration after first controlling for personality.

Bardzil and Slaski (2003) cited the key benefits of EI in the service sector, promoting EI and enabling organizational staff to regulate their own emotions when dealing with customers. Stough and Gardner (2002) investigated the influence of EI and leadership further by looking at the workplace. Their findings solidified the predictive abilities of EI for effective leadership when they identified a strong relationship between EI and TL. This was confirmed by Leban and Zulauf (2004a).

In a study by, managers were encouraged to develop awareness of themselves and their relationship with others through an examination of their emotional experiences. Results after six months showed increases in levels of EI and significant improvements in general health, morale and quality of work life. These results confirmed Prati's (2005) findings that EI can be improved through training and development—an insight that allows an organization to explore ways to improve these skills within its staff (Goleman, 1998; Kemper, 1999; Prati, 2005).

Against the background of the case for EI are the criticisms of the construct and claims that it includes discredited research regarding "social intelligences." Social intelligence is defined as the ability to determine the requirements in a particular situation and select an appropriate response. The two primary components of social intelligence are social perceptiveness and behavioral flexibility (Cantor & Kihlstrom, 1987).

Davies et al. (1998), Landy (2005), Mathews et al. (2002), and Murphy (2006) stated that mixed models that define EI to include traits, motivational factors, skills, and outcome behaviors, cover too many different traits and concepts, and resulted in confusion and misuse of the construct. Mayer et al., (2008) suggested that these mixed models approaches have caused divisions in the field of EI research. Locke (2005) argued that EI is an invalid concept because too many researchers reference work in developing their theories, but then go on to use trait-based tests in their empirical work—a violation of Salovey and Mayer's (1990) basic concepts.

Landy (2005) stated that researchers need to be absolutely clear that EI, when considered as an intelligence, is ontologically distinct from concepts of EI when treated as a set of traits or behaviors, which have been found to correlate with the personality measures. Equally, testing actual ability is very different from testing assessment of a person's ability. Theory building that is grounded in Salovey & Mayer's (1990) concept of EI can only tested using an ability test— currently the Mayer, Salovey, Caruso Emotional Intelligence Test (MSCEIT) is the only validated ability test of EI. The MSCEIT is generally accepted as the most academically robust of all of the various models because it is ability based, links emotions and intelligence, and does not overlap with standard personality measures. (Jordan, Ashkanasy, and Hartel, 2002).

Ongoing Research

The research agenda on EI is far from complete. A case study conducted by Farahani et al. (2011) explored the relationship between TL and organizational commitment with a focus on EI. They found that EI moderated the relationship of TL and organizational commitment. Organ, Podsakoff, & Mackenzie (2006) investigated the moderating effect of EI as it relates to organizational commitment and found that it overlaps with *organizational citizenship behavior* (OCB) and the "individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and in the aggregate promotes the efficient and effective functioning of the organization" (p.8). Assessing EI abilities, leadership behaviors and TL may be a focus of ongoing research in the psychological and human resources fields to measure organizational commitment and behavior within an organization and the leader-follower dynamics.

Transformational Leadership

The concept of *transformational leader* (TL) was proposed by Burns (1978) whose work on political leaders suggested that the transforming leader engages with followers in an effort to transcend self-interest for the sake of the team. The transformational leader focuses on higher needs such as self-esteem, self-fulfilment and self-actualization as identified in Maslow's (1943) hierarchy of needs.

Burns is credited with first describing the unique qualities and characteristics of this type of leadership. As cited by Kouzes and Posner (1995), Burns believed TL occurs when people interact to:

> …raise one another to higher levels of motivation and morality. Their purposes, which might have started out as separate but related, as in the case of transactional leadership, become fused…but transforming leadership ultimately becomes moral in that it raises the level of human conduct and ethical aspiration of both the leader and the lead, and thus it has a transforming effect on both (p.78).

Bass and Avolio (1994) defined TL as leadership that occurs when the leader stimulates the interest among colleagues and followers to view their work from a new perspective. They proposed that TL comprised four dimensions, or the *Four I s*: Idealized influence, Inspirational motivation, Intellectual stimulation, and Individualized consideration: The transformational leader generates an awareness of the mission or vision of the organization, and develops colleagues and followers to higher levels of ability and potential. In addition, the transformational leader motivates colleagues and followers to look beyond their own interests towards interests that will benefit the group (Mandell & Pherwani, 2003).

The foundations for TL were introduced into organizational literature by House and Podsakoff (1994). He was attempting to explain the capability among some leaders to arouse devotion and a sense of identification among follower. His theory, based on concepts suggested by Weber in 1920 and Murvar (1985), proposed that charismatic leaders were seen by followers as both heroic and extraordinary individuals with a moral imperative, and as a result, gained their followers' devotion and cooperation. According to House and Podsakoff (1994), charismatic leaders were characterized by three factors: personal characteristics such as high confidence and strong conviction in moral righteousness of beliefs; behaviors such as vision articulation and motive arousal; and situational factors such as followers' susceptibility to influence. These types

of leaders use these factors to engage the self-concepts of followers and get them to personally identify with the leader's vision and membership in the group (Shamir, House, & Arthur, 1993). They explained this phenomenon in the context of path-goal theory, such that charismatic leaders gain the capability to influence their followers' self-concepts, values, and goals by creating intrinsic rewards. These types of leaders empower followers by setting high expectations and conveying confidence in their followers' ability to attain lofty goals.

It was upon these factors outlined by House (1997) that Bass (1985) first articulated three behaviors associated with TL: charisma, individualized consideration, and intellectual stimulation. Bass (1990) added a fourth behavior—inspirational motivation—and the term "charisma" as later referred to as "idealized influence" by Antonakis, Avolio, and Sivasubramaniam (2003). These four behaviors are widely accepted as the major components of TL.

Idealized influence is defined as the leader's demonstration of high standards of moral and ethical conduct, self-sacrifice, and farsightedness. Leaders with idealized influence are held in high personal regard, and have gained both trust from their followers and their belief that the leader's goals can and will be achieved. Charismatic leaders engender loyalty, represent a symbol consistent with their own vision, arouse strong emotions, consider follower's needs, and meet the emotional needs of followers (Bass & Avolio, 1990). These leaders are also described as magnetic, confident, and possessing a "powerful aura" that results in extraordinary effects on their followers (House & Baetz, 1979).

Inspirational motivation is defined as the emotional appeal of the leader's vision. A leader who provides inspirational motivation brings meaning and challenge for the follower through collective actions and high standards, articulates a strong vision for the future based on values and ideals, and stimulates optimism, enthusiasm, and team spirit, and build confidence. Leaders who exhibit inspirational motivation inspire followers using symbolic actions and persuasive language, encouragement, and a shared commitment to mutual goals (Bass, 1985).

Intellectual stimulation behaviors include encouraging followers to question past behaviors and old assumptions, think creatively, and challenge organizational norms. Leaders who are intellectually stimulating also encourage divergent thinking, innovative strategies, articulation of their own views, and viewing problems from a new perspective (Bass, 1985).

Finally, individualized consideration is defined by the degree to which the leader treats all followers equitably and in a manner that is consistent with the follower's needs, abilities, and desired goals. These includes leader behaviors aimed at recognizing the unique growth, developmental, and achievement needs of followers, coaching and consulting with them, establishing strong one-on-one relations, and viewing the employee as an entire person (Bass, 1995).

TL involves a high degree of emotional, intellectual, and personal involvement between the leader and their followers (Barling, 2000) and stands in contrast to transactional leadership. According to Bass and Avolio (1990), transactional leadership includes three behavior categories: contingent rewards, management-by-exception-active, and management-by-exception-passive. They also defined a non-leadership dimension called laissez-faire—the avoidance of leadership and/or the leader taking no action. Contingent reward refers to leadership behaviors focused on exchange of valued resources for follower support. Management-by-exception-active is the monitoring of performance and taking corrective action as necessary when performance deviations arise; management-by-exception-passive involves intervening only when problems become serious. The central tenet of this conceptualization of transactional leadership is that quality of the exchange relationship between leaders and followers determines the quality of the outcomes achieved (Dansereau et al., Graen, 1976; Graen & Cashman, 1975; Graen & Scandura, 1976).

TL theories successfully combine many aspects of previous leadership theories (e.g. traits, behaviors, attributions, and situations) to create what Yukl and Van Fleet (1992) called a hybrid approach to leadership. Both transformational and transactional leadership behaviors are measured using the Multifactor Leadership Questionnaire (MLQ), an assessment developed originally by Bass and Avolio (1990). In an attempt to validate Burns (1978) leadership concepts, Bass (1985) developed the MLQ. By conducting a factor analysis, Bass was able to identify three sub-factors of TL, which he labeled as charisma, personal consideration, and intellectual stimulation and two sub-factors of transactional that he labeled contingent reward and management by exception. Bass suggested that the idea of *transformational* is about performance at a higher level by "instilling pride, communicating personal respect, facilitating creative thinking, and providing inspiration" (p.254).

Bass (1990, 2000) made a clear distinction between transactional and TL. The transactional leader motivates followers through an exchange relationship. The transformational leader, on the other hand, communicates vision and inspires followers by instilling pride, self-respect and faith in the leader. They are able to raise awareness in those around them about what is important and to increase concerns for achievement, self-actualization, and ideals, taking followers beyond their self-interests for the good of the group or community.

TL occurs when leaders broaden and elevate the interests of their employees, generate awareness and acceptance of the purpose and mission of the group, and stir their employees to look beyond their own self-interest for the good of the group.

Bass (1990) suggested that transformational leaders must possess multiple types of intelligence, and that social and EI are critical because these are important to the leader's ability to inspire employees and build relationships. Caruso, Mayer and Salovey (2002) provided support to Bass' (1990) thesis. EI underlies a leader's relationship skills. They contended that organizations should consider EI in the selection and development of leaders.

Relationship Between Emotional Intelligence and Transformational Leadership

A significant body of research links EI to TL (Barbuto & Burbach, 2006; Leban & Zulauf, 2004a; Stough & Gardner, 2002). However, there have also been a number of studies that failed to find statistically significant correlations or produced mixed results (Palmer, 2001; Rosete & Ciarrochi, 2005).

Sosik and Mergerian (1999) suggested four points at which EI and TL intersect: (a) adherence to professional standards of behavior and interaction, which they related to idealized influence or charisma; (b) self-motivation, the ability to control and influence life events, which they related to the inspirational motivation; (c) intellectual stimulation: the leader must be able to stimulate the intellectual and professional development of the followers—building strong supportive member relationships and trust helps accomplish this; and (d) individual focus on others. In their study of 63 managers, 192 subordinates and 63 superiors of focal managers, their research led to several conclusions between EI predictors of leadership and leadership behavior based on "categorization of self-awareness…..significant positive relationships between subordinate ratings of TL behavior and personal efficacy, and interpersonal control emerged in the presence of leader self-awareness" (p.384).

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Studies Covering Emotional Intelligence and Transformational Leadership

Barling et al.'s (2000) exploratory study in the United Kingdom of 49 managers and 187 subordinates administered three questionnaires (the Bar-On's Emotional Intelligence Inventory, the Seligman Attributional Style Questionnaire, and the Bass and Avolio's MLQ 5X-Short) with the results of the study showing EI is associated with three aspects of TL (namely idealized influence, inspirational motivation and individualized consideration), and contingent reward. In contrast, active and passive management-by-exception, and laissez faire management were not associated with EI. Barling suggested that further research is warranted.

Palmer et al. (2001) observed several significant correlations between TL and EI. The ability to monitor and the ability to manage emotions in oneself and others significantly correlated with the inspirational motivation and individualized consideration. They found that the ability to monitor emotions within oneself and others also correlated significantly with the idealized influence.

Leban and Zulauf (2004) found that transformational project leader behavior has a positive impact on actual project performance that EI abilities contributes to transformational project manager leader behavior and subsequent actual project performance. From their study they were able to conclude EI abilities have a direct relationship with TL.

Blum et al. (2007) conceptualized *EI* and *TL* in the hospitality industry. The authors first highlighted the construct TL with the four underlying factors: (a) idealized influence; (b) individualized consideration; (c) intellectual stimulation; and (d) inspirational motivation. The second construct, EI, was combined with the second four underlying factors: (a) relationship management; (b) self –management; (c) social awareness; and (d) self-awareness. The model suggested the positive relationship between the two and the interplay leading to change within the hospitality industry.
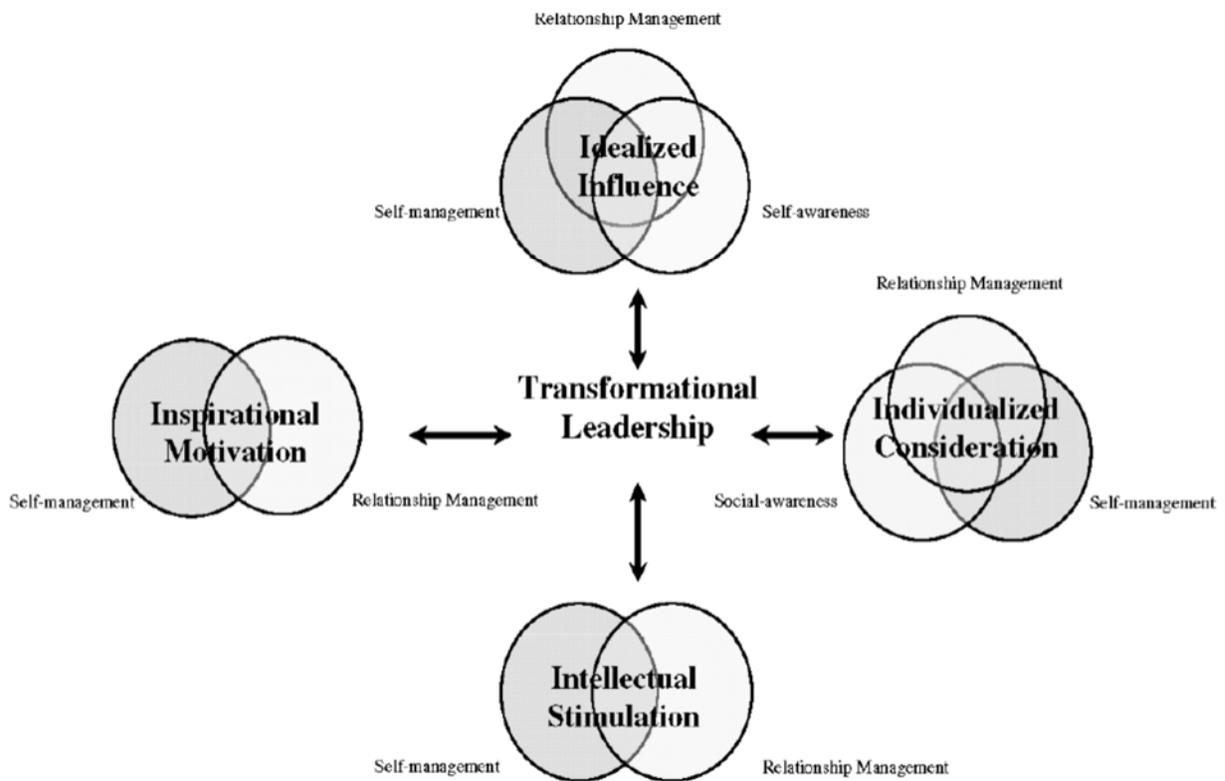
Figure 2.1. Emotional intelligence domains as an indicator of transformational leadership dimensions. From "Using a Model of Emotional Intelligence Domains to Indicate Transformational Leaders in the Hospitality Industry," Dr. Shane Blum, Dr. Steven Shumate, Dr. Sheila Scott-Halsell, 2007, Journal of Human Resources in Hospitality and Tourism, Volume, 7. P. 100 2007 by the Taylor & Francis Group. Reprinted with permission.

Gaps in Literature

The present study tested the relationships between EI and TL. I found several correlations that reinforced the role of EI in leadership. EI shared positive relationships with three of the four self-reported subscales of TL: idealized influences, individualized consideration, and intellectual stimulation. One area in EI that does not appear to have been researched in spite of the globalization of trade, the rise of multi-national corporations such as Starwood Hotels and Resorts, tourism, and migration is that of cross-cultural EI. A weakness is the use of mono-culture centered instruments developed in Western cultures but applied to non-Western cultures—likely resulting in bias problems (Van de Vijver & Leung, 2001). Additionally, when cultural bias (construct, item or method) is uncovered ways to minimize bias (i.e. method bias) in

EI assessment should be examined. This knowledge could then be applied in reducing ethnocentrism within the field (Berry, Poortinga, Segall, & Dasan, 2001).

Contrary to the generally accepted view of EI, there is a lack of scientific scrutiny of measures of EI, the construct is inadequately defined, and lies outside the scientific tent (Antonakis, Ashkanasy, and Daborough, 2009; Lane, 2000). Lindebaum and Cartwright (2010) were critical of the lack of scientific inquiry, establishing the validity and psychometric properties of constructs and their measure data by purveyors of commercial tests. Researchers and commercial test distributors need to work cooperatively for sufficient research data.

Summary

Based on the above review of leadership theory, EI and TL research, I have drawn several conclusions. First, TL a useful theory of leadership, is tied to many positive outcomes in the workplace, and can be reliably measured by the MLQ. Second, research on auxiliary connections to TL is still warranted, because, although variances in TL have been explained by personality, cognitive ability, and positive affect, findings are either not consistent or limited to one or two studies.

Third, given its positive effect on TL, and the basic tenet of TL that the ability to influence subordinates through the use of reasoning and emotion (Bass, 1985), **EI appears to be a likely antecedent to TL when considering the behaviors typically associated with it and their respective emotional components**. Idealized influence is described as the means by which the leader engages or evokes emotion and meets the emotional needs of followers (House, 2002; Bass & Avolio, 1990). Inspirational motivation refers to the emotional appeal of the leader's message and includes the ability to stimulate optimism and enthusiasm (Bass & Avolio, 1990). Individualized consideration includes the leader's ability to recognize and meet the follower's unique needs, abilities, and desired goals. These factors suggest that a large part of TL involves evoking and appealing to the emotions of followers, and those individuals who are higher in EI may be more likely to possess the ability to exhibit these types of TL behaviors.

CHAPTER 3
METHODOLOGY

Human behavior flows from three main sources: desire, emotion, and knowledge.-

Plato

Restatement of Purpose

In the first two chapters I presented an overview of research related to emotional intelligence, leadership and transformational behaviors. The purpose of this study is to examine the relationship between emotional intelligence and TL style on human resource leaders within Starwood Hotels and Resorts. Given the limited research on the relationship of these variables among human resource leaders in hospitality, further examination of their interrelationship may help to provide insight into the hiring practices, leadership programs, and professional development for human resource leaders.

The chapter includes a discussion about the organizational context of the North American Division of Starwood Hotels and Resorts, as well as demographic and educational information that was gathered from each of the participants, information about the two instruments that were used to conduct the study, an explanation on the data collection procedures, and a discussion of the statistical analysis. Based on results of previous studies using the same measurement tools (Clarke, 2010; Leban & Zulauf, 2004), and in an effort to understand the relationship between TL and emotional intelligence, I posed the following research questions:

- **Research Question 1**: To what degree is there a relationship between emotional intelligence abilities and TL?

- **Research Question 2**: To what degree is there a relationship between emotional intelligence abilities and the human resources competency of idealized influences?

- **Research Question 3**: To what degree is there a relationship between emotional intelligence abilities and the human resources competency of inspirational motivation?

- **Research Question 4**: To what degree is there a relationship between emotional intelligence abilities and the human resources competency of intellectual stimulation?

- **Research Question 5**: To what degree is there a relationship between emotional intelligence abilities and the human resources competency of individualized consideration?

Table 3.1 demonstrates the links between specific research questions and the instrumentation that was used to explain relationships among the emotional intelligence and transformational leadership variables described earlier in the study.

Table 3.1

Research Questions and Associated Variables

Research Question	EI Variables	TL Variables
1	Total *SEIS* Score	Total MLQ Score
2	Total *SEIS* Score	MLQ- II (Idealized Attributes)
3	Total *SEIS* Score	MLQ- IM(Inspirational Motivation)
4	Total *SEIS* Score	MLQ- IS (Intellectual Stimulation)
5	Total *SEIS* Score	MLQ- IC (Idealized Consideration)

Hypotheses

As a precursor to most qualitative and quantitative studies, researchers generally articulate basic hypotheses that guide their queries and analysis. Based on the results of previous studies using the same measurement tools, and in an effort to find answers to the research questions, I established the following null hypotheses:

1. Null Hypotheses (H0-1) There is no correlation between emotional intelligence abilities and TL. ($\rho = 0$).
2. Null Hypotheses (H0-2) There is no correlation between emotional intelligence abilities and the human resources competency of idealized influences. ($\rho = 0$).
3. Null Hypotheses (H0-3) There is no correlation between emotional intelligence abilities and the human resources competency of inspirational motivation. ($\rho = 0$).
4. Null Hypotheses (H0-4) There is no correlation between emotional intelligence abilities and the human resources competency of intellectual stimulation. ($\rho = 0$).
5. Null Hypotheses (H0-5) There is no correlation between emotional intelligence and the human resources competency of individualized consideration. ($\rho = 0$).

Alternative Hypotheses

1. Alternative Hypotheses (H-1) There is a correlation between emotional intelligence abilities and transformational leadership ($\rho \neq 0$).
2. Alternative Hypotheses (H-2) There is a correlation between emotional intelligence abilities and the human resources competency of idealized influences ($\rho \neq 0$).
3. Alternative Hypotheses (H-3) There is a correlation between emotional intelligence abilities and the human resources competency of inspirational motivation ($\rho \neq 0$).
4. Alternative Hypotheses (H-4) There is a correlation between emotional intelligence abilities and the human resources competency of intellectual stimulation ($\rho \neq 0$).
5. Alternative Hypotheses (H-5) There is a correlation between emotional intelligence and the human resources competency of individualized consideration ($\rho \neq 0$).

This study examined the relationship among emotional intelligence, transformational leadership, and the four research questions in a hospitality environment, I expected it to reveal that transformational leadership styles do correlate positively with emotional intelligence scores in hospitality.

These research questions were created with the expectation of a positive relationship between emotional intelligence and transformational leadership. Furthermore, I hypothesized that both emotional intelligence and transformational leadership will foster dramatic changes in an organization.

Selecting the Quantitative Method

A quantitative method is appropriate when using an objective scientific approach with defined collected numerical data and statistical analysis (Creswell, 2009). The process of collecting numeric data on leadership and emotional intelligence was appropriate because the two questionnaires, the MLQ and the *SEIS*, produce results on quantifiable attributes (Kelley, 2008).

Creswell (2009) presented three general strategies that clarify the research method applicable to the research questions. One strategy is that the researcher tests a theory by specifying a narrow hypotheses and collection of data to support or refute the hypotheses. A second strategy is to implement an experimental design in which attitudes are assessed both before and after an experiment treatment. When a non-experimental design fits the research

questions, the third strategy recommends that the researcher collect the data using reliable and valid instrumentation that measures attitudes, analyzes the responses using appropriate statistical procedures and hypothesis testing based on empirical observations. According to Crotty (2015) this type of research is a scientific method used in quantitative studies "emerging in this line of thought is the picture of scientists actively constructing scientific knowledge than passively noting laws that are found in nature." (p.31)

For answers to the research questions, I employed the third strategy based on a *postpositivist* theoretical perspective and a non-experimental moderator design. The method included using two on-line surveys with a purposive sample, directors of human resources and human resource managers within Starwood Hotels and Resorts. Second, the sampling strategy to capture data with on-line surveys across a large geographic area fit the target study population and topic. Third, the two instruments were recognized as reliable and valid within the constructs of emotional intelligence (*SEIS*) and TL (MLQ). Finally, a well-defined approach common in quantitative methods suited my style to be structured in approaches to inquiry that look at relationships between variables.

With an understanding of the literature, creating the research questions and bringing a scientific inquiry, I engaged in a systematic approach to the study (Creswell, 2009). For this study, I used bivariate correlational statistics to determine the correlation or relationship between total Emotional Intelligence (EI), as measured by the *SEIS* and Transformative Learning (TL) characteristics as measured by the MLQ. One reason for using correlational research is that it allows researchers to determine not only whether a relationship between variables exists, but also the extent of the relationship between them.

A correlational statistic is a measure of the extent to which the scores on two or more variables covary. A bivariate correlational statistic determines the relationship of only two variables (Gall, Gall, & Borg, 2005). For this study, I used bivariate correlational statistics to determine the correlation between total EI, as measured by the *SEIS* and TL characteristics as measured by the MLQ. I sought key findings from the sample and their emotional intelligence and TL abilities. The goal of this quantitative study was to highlight key findings and examine if there was a relationship between emotional intelligence and TL.

Instrumentation

The instrumentation selected was the Schutte Assessing Emotions Scale and the Multifactor Leadership Questionnaire. Both instruments have good reliability and validity.

Schutte Assessing Emotions Scale (SEIS)

The *SEIS*, also known as the Assessing Emotions Scale, is a self-report emotional intelligence test. This scale, a 33-item self-report measure of EI, is based on Salovey and Mayer's (1990) original multi-dimensional emotional intelligence model, which consisted of appraisal of emotion in the self and others, expression of emotion, regulation of emotion in the self and others, and utilization of emotion in solving problems. The *SEIS* generated an initial pool of 62 items. On the basis of a factor analysis, which generated one strong factor, the final 33 items were selected. The measures included the ability to adaptively recognize emotion, express emotion, regulate emotion, and harness emotions.

Reliability. Schutte et al. (1998) showed an internal consistency analysis of the 33 item version of the *SEIS* with a Cronbach's alpha of 0.90. Internal consistencies of the scales were assessed using a standardization sample as reported in the Schutte User Manual. The full-scale emotional quotient (EIQ) reliability of the *SEIS* was reported as .91 while the experiential and strategic reliability scores were .90 and .86 respectively. The two-week test-retest reliability for the measure was a .78.

Higher scores on the *SEIS* have been found to be associated with greater optimism, more impulse control, more attention to feelings; better mood repair, less alexithymia, less depression, greater empathy, and more self-monitoring; higher first year college grades scores for females than males; higher scores for counselors or clients in substance abuse treatment programs; and higher for senior college students than for freshmen (Schutte et al., 1998). Malouff and Schutte (1998) also reported better paraprofessional counselor performance. The *SEIS* measure was related to "measures that assess specific aspects of awareness and expression of emotion, outlook on life, depressed mood, ability to regulate emotions and impulsivity" (p.171). Researchers (Brackett et al., 2011; Ciarrochi, Chan, Caputi, & Roberts, 2001; Mayer & Salovey, 1993; Schutte, Malouff, Hollander & McKenley, 2002) agreed that the higher scores on the 33-item *SEIS* scale were associated with higher emotional intelligence to everyday behaviors.

Understanding the details of how the *SEIS* evaluated emotional intelligence helped me understand its relevance to my research and the meaning of its results. Four factors were derived from the thirty-three item questionnaire: perception of emotions, managing emotions in the self, social skills or managing others emotions, and utilizing emotions. The self-report requires participants to rate themselves on a five-point scale and took typically less than five minutes to complete. Scores range from 33 to 165 with the higher scores indicating more characteristics of emotional intelligence. An example item from the *SEIS* is: "I motivate myself by imagining a good outcome to tasks I take on" (Question 29 of the Scale).

Norms for the *SEIS* included a sample of 328 men and women (Schutte et al., 2002). The women had a mean score of 130.94 (SD=15.09) and the men had a mean score of 124.78 (SD=16.52). The mean scores of the sample show the difference between the two groups to analyze gender differences. A second group of psychotherapists with a mean score of 134.92 (SD= 20.25), female prisoners (M=120.08, SD=17.71) and substance abuse clients (M=122.23, SD= 14.08).

Validity. The Confirmatory Factor Analysis (CFA) for *SEIS*, a widely used technique for psychometric properties of measurement instruments, tested a pre-specified factor structure and the goodness of fit of the resulting solution (Anderson & Gerbing, 1998; Bagozzi & Fornell, 1982; Bagozzi, Yi, & Phillips, 1991), provides a good model fit and internally reliable. The Five Factor model for *SEIS*: Emotion utilization (α=0.81), Emotion Utilization (α=.75), Emotion Awareness (α=0.74), Emotion Perceiving (0.70) and Emotion Integration (0.89)

Construct validity is measured by comparing the results to other measures which measure the same concept and is determined over a period of many years (Mayer et al., 2002). In respect to convergent validity, this is difficult to evaluate in the case of the *SEIS* (Day & Carroll, 2004).

Convergent Validity. Schutte et al. (1998) found scores on the (*SEIS*) were related to greater attention to emotions, greater clarity of emotions, and less alexithymia (which involves lack of awareness of emotion and inability to express emotion). Brackett and Mayer (2003) found that scores on the (*SEIS*) were correlated with scores on the EQ-I that is based on the MSCEIT and that the relationship was substantial at *r*= .43. Bastian, Burns and Nettelback (2005) found scores on the (*SEIS*) were related to attention to emotions, clarity of emotions and repair of emotions.

Several studies have examined the relationship between (*SEIS*) and the Big Five Dimensions of extraversion, agreeableness, conscientiousness, emotional stability and openness (McCrae & Costa, 1999). These Big Five Dimensions have been repeatedly identified in factor analytic studies and exam individual differences (McCrae & Costa, 1999).

The *SEIS* has been used in over 200 publications listed in the PsycINFO database and in the development of the assessment internal consistency was measured by Cronbach's alpha as a .90 (Schutte, 1998). Researchers also reported a 2-week test-retest reliability scale scores of 0.78.

Overall, *SEIS* is a well-developed instrument that is based on clear theoretical structure. Through the Five Branch Model, emotional intelligence was assessed via the questionnaires. Evidence accumulated on the reliability and validity was mostly favourable.

Multifactor Leadership Questionnaire 5X (MLQ)

Bass and Avolio's MLQ was used to measure the TL style of the directors of human resources and human resource managers. Since 1985 the MLQ has been the most extensively used tool in the business environment for measuring TL in research, commercial settings, educational institutions, religious institutions, military organizations and colleges (Avolio & Bass, 2004). The MLQ measures transformational, transactional, and passive/avoidant leadership styles. The online version of the questionnaire is recommended for organizational survey purposes and research by its authors. The 45 questions focus on the individual behaviors of the leader, with 36 questions addressing the nine leadership factors and nine questions addressing leadership outcomes such as extra effort, effectiveness, and satisfaction. This series of 45 questions asked participants to rate themselves on a 5-point scale ranging from *not at all* to *frequently if not always* to determine the frequency of behaviors in each of three types of leadership styles.

Reliability. Whitelaw (2001) stated comparative and replication studies confirm that the MLQ is considered a reliable and valid instrument. It accurately measures leadership validity and does it consistently in a variety of situations. In a study of 500 Turkish employees, Tuna, Ghazzawi, Tuna, and Catir (2011) found the MLQ Short Form and research variables-- organizational commitment and leadership scales, exceeded the acceptable standard of reliability and organizational commitment 0.7930 and leadership style 0.892 which met the accepted score for Cronbach's Alpha value of reliability.

Validity. Kelloway, Barling, and Helleur (2000) found strong correlations among the subcomponents of MLQ short form transformational leadership questionnaire. Yammarino and Dubinsky (1994) also reported very high loadings of the items in a single transformational scale from the data of 105 salespersons and their 33 sales supervisors. A similar study by Tracey and Hinkin (1998) tested the contractual distinction of the four transformational factors.

Tepper and Percy (1994) examined the MLQ's latent structure using confirmatory analyses at the item and scale level with the two independent samples. In the first sample the results suggested that none of the models obtained a particularly good fit to the data. In the second sample Tepper and Percy only focus on the convergent and discriminant validity of the dimensions underlying the idealized influence, inspirational motivation and contingent reward constructs. Similar to the first sample findings, the results indicated that idealized influences and inspirational motivation scales converged to form a single latent construct and that both scales be be treated as a single underlying dimension.

The Demographic Survey

In addition to the *SEIS* and MLQ, I included the following descriptive questions that generated more data for the study:

1. What is your sex?
2. What is your highest level of educational attainment?
3. Which Starwood brand is your current employer?
4. What is your current role with Starwood?
5. How long have you worked in human resources?
6. What is your racial background?
7. How many years have you been with Starwood Hotels and Resorts?
8. Please provide any observations you would like to share about your service culture transformation?

Administering the SEIS, MLQ, and Demographic Questionnaire

To initiate the data collection process, I opened up an account with Mindgarden, the company holding the proprietary rights for the Multifactor Leadership Questionnaire MLQ, and

purchased 137 licenses, I then added the *SEIS* survey link to the TL survey and added demographic questions.

Nonverbal Aspect of Online Surveys. I wanted to review the nonverbal aspect of the on-line survey. For a web survey, an important element is that the questionnaire's visual design such as flow, form, and layout is concise to avoid misunderstandings. Dillman (2000) recommended that the online version mimics the conventional format of a paper survey. To check the *nonverbal aspect* of the survey, I piloted the Mindgarden link, *SEIS*, and demographic survey with a focus group of three supervisory professionals and one non-supervisory professional who were not in the sample population (Rea & Parker, 2005). As a result of their feedback, I changed the order of the order of the *SEIS*, MLQ, and placement of the demographic questions. Next I took the full questionnaire myself to ensure, as a researcher, that the survey was understandable and to see how I scored if I had been asked to participate (My overall scores on the *SEIS* was 147 and the Multifactor Leadership Questionnaire was 3.5.).

Next, I electronically distributed the questionnaire with a hyperlink to the 137 human resource professionals within Starwood Hotels and Resorts Starwood One Intranet and the Service Brand Culture participants as described under the section of Sampling Participants. Those interested in participating completed the survey. Before the study was closed and the final results obtained, I sent a second e-mail after one month and a third e-mail explaining the purpose of the study, again, and included an informed consent statement. The survey remained open for 30 days during which time I prompted the sample population three times to encourage interest in participating. I received 37 responses (out of a potential 137) and closed the survey.

Once all surveys were received, an excel report was generated and I uploaded the data in JMP, a tool for statistical research. The *SEIS* questions were arranged on a five-point Likert Scale, with 1=Strongly Disagree, 2=Somewhat Disagree, 3=Neither Agree or Disagree, 4=Somewhat Agree, 5=Strongly Agree. Reverse coding was used for question number 5, question number 28 and question number 33. In these cases I reverse-coded the responses on the Excel spreadsheet for the 37 responses-1=Strongly Agree, 2=Somewhat Agree, 3= Neither Agree or Disagree, 4= Somewhat Disagree, 5= Strongly Disagree.

Sample Population

I used purposeful sampling by surveying human resource directors and human resource managers at Starwood Hotels and Resorts in North America. The hotels I surveyed were in the North American division within Starwood stretching in all domestic states within the United States. In April 2014, the *Starwood One*, the company communication intranet hub, had approximately 137 registered human resource professionals at Starwood branded hotels. Through purposeful sampling, I focused my inquiry on the human resource directors and human resource managers

The participants in the study were employed full-time at one or more of the ninety-five Starwood Hotels within the continental United States at both urban and suburban locations. After discussions with the Learning and Development department at Starwood Hotels and Resorts, I emailed an invitation to 137 of directors of human resources and human resource managers requesting them to participate. There were no limiting factors on choice of participants in relation to the Starwood brand, years of experience, education, gender, race or certifications. The questionnaire was completed by 37 directors of human resources and human resource managers who filled in demographic information and both the *SEIS* and the MLQ questionnaires.

Data Analysis

Data analysis included the creation of a Codebook to interpret the data from the excel spreadsheet, descriptive statistics, scatter plots, Pearson product-moment correlation coefficients, and statistical significance levels. The descriptive statistics section included the data collected from the demographic questionnaire. Once data were collected, they were coded, and reverse-coded where appropriate, in accordance with the instruments' direction, and then entered into JMP Pro Statistics Version 12.0, a statistical software package.

Descriptive Statistics for the SEIS and MLQ

Once the *SEIS* and MLQ scores were calculated on JMP analyzed data, for each of the 37 directors of human resources and managers of human resources, I collected descriptive statistics for the sample population and analysed the data to determine if the purposive sample represented the larger group of 137 human resource directors and managers. Next, I conducted the Pearson correlation coefficient test to measure the closeness of the linear relationship between the

variables and to examine the strength of linear relationship between the demographic variables and the constructs of emotional intelligence as measured by *SEIS* and transformative leadership as measured by MLQ. I ran multiple correlations coefficients to see if a significant relationship existed among race, gender and education level. After conducting the tests and analyzing the results, the findings were not central to my research questions.

Correlations and Analysis

A correlational research design was utilized for this study. The data collection procedures for the director of human resources and human resource manager followed a four phase process as identified by Creswell (2012): (a) Phase One – the human resource professionals were contacted to explain the purpose; (b) Phase Two – the directors of human resources and human resource managers received a thank you email for completing the on-line survey; and (c) Phase Three – a second e-mail was sent to those directors of human resources and managers who had not yet responded with a hyperlink to the survey. (d) Phase Four – the data from the Mindgarden account with the list of directors and managers of the purposive sample.

JMP Pro Statistics Version 12.0 software was used to analyze data collected. The MLQ and *SEIS* results were examined descriptively for the directors and managers of human resources. Means and Standard Deviations were calculated for the group using the JMP software.

Scatter Plot

The first step before performing a correlation analysis was to generate and look at a scatter plot for the two variables for each of the five hypotheses. I did this to visually get a preliminary look at the nature of the relationship between the variables. When I reviewed the distribution of scores on the scatter plot and I established that the relationship between the variables was linear, and the scores were evenly spread in a cigar shape, I proceeded with calculating Pearson's coefficient (Pallant, 2007).

Pearson Correlation Coefficient

For each hypothesis, the statistical technique used for each of the sets of scores for total *SEIS* scores and four subsets of the MLQ was the bivariate correlational statistic *r*, also known as the Pearson r and product moment correlation coefficient. Pearson correlation coefficient can only take on values from -1 to +1. I needed to identify the (+) and (-) to understand the absolute

value and strength of the relationship. A correlation of 0 indicates no relationship between the two variables. Correlation coefficients are normally reported as r= (a value between -1 and +1), however, squaring them make them easier to understand. The square of the coefficient r (or r squared) is equal to the percent of the variation in one variable that is related to the variation in the other. After squaring r, the decimal point is ignored. As an example, an r of .5 means 25% of the variation is related.

Statistical Significance Level

The final calculation for each of the hypotheses was the level of statistical significance that indicated how much confidence I should have in the results obtained from the Pearson product-moment correlation technique. The significance of r is rho and is strongly influenced by the size of the sample. In a small sample such as in this study (e.g., n=37), there may be moderate correlations that do not reach statistical significance at the traditional p<.05 level (Gall, Gall, & Borg, 2005).

Regression Analysis

Regression analysis helps explain the relationship between the EI (X) and the TL (Y) variables using linear association. For a known value of X, I performed a regression analysis that created a scatter plot for each of the research questions. After reviewing the scatter plots, I analyzed the X and Y relationships visually by observing the slope of the regression curve and the presence or absence of outliers. I ran an ANOVA to correlate the X and Y variables, and attempted to find a positive significant relationship between the two. Of the five questions, four showed positive, statistically significant relationships. Variations in the responses from the survey participants are due to sampling error or some other unexplained factors that influenced Y values.

An F-test in this research study is used to test statistical significance level, and shows that a relation exists between EI (X) and TL (Y) for four of the five study questions. The relation is inferred from the differences between means for EI and TL. The sum of squares reflects the total variation found in Y for all survey participants. Degree of freedom represents the number of values in the final statistical calculation that are free to vary. In this case, two, which means that

the researcher can reasonably ignore the presence of up to two outliers. This study saw no more than two outliers per question.

The mean square is a measure of how well or how poorly the regression line fits the actual data points. If the F ratio is statistically significant, this implies that the null hypothesis or H0 is rejected. Chapter 4 shows five tables with Analysis of Variance (ANOVA) for each of the hypotheses from the research questions. The source of variation was listed along with the sum squares (SS), degrees of freedom (df), mean square (MS), value of F statistic (F), and the significance value (p). In four of the ANOVAs, the F ration was statistically significant.

Conclusion

The focus of this quantitative study was to explore the relationship between emotional intelligence and TL. In this chapter, I reviewed the research design and approach, methods, limitations of the study, data collection and analysis and sample population. The findings from the study in Chapter 4, displayed great detail and explained through the final chapter, provide useful leadership recommendations regarding emotional intelligence and TL, improved leader-associate relationship quality, and key findings with employee satisfaction during times of organizational change.

CHAPTER 4

DATA COLLECTION AND ANALYSES

There is nothing more difficult to take in hand, more perilous to conduct, or more uncertain in its success, than to take the lead in the introduction on a new order of things.

-Machiavelli

This study examined the relationship between emotional intelligence and the transformational leadership practices of human resources professionals from the North American division of Starwood Hotels and Resorts. Participants for this study included human resource professionals (directors and managers) working at Starwood branded St. Regis, W, Westin, and Sheraton hotels. The first section of this chapter discusses the individual characteristics of those professionals who participated in the study and how information about them was collected. The next section describes the distribution of their scores on instrumentation that provided measures of emotional intelligence and transformational leadership. The various analyses that were performed during the course of this study are then described, as are their results, in an effort to address specific research questions about the relationship between emotional intelligence and transformational leadership. As described in Chapter 1, the research questions that guided this study were:

1. *To what degree is there a relationship between emotional intelligence abilities and transformational leadership?*

2. *To what degree is there a relationship between emotional intelligence abilities and the human resources competency of idealized influences?*

3. *To what degree is there a relationship between emotional intelligence abilities and the human resources competency of inspirational motivation?*

4. *To what degree is there a relationship between emotional intelligence abilities and the human resources competency of intellectual stimulation?*

5. *To what degree is there a relationship between emotional intelligence abilities and the human resources competency of individualized consideration?*

In order to explore these research questions, a series of correlational and regression analyses was performed using data collected from the human resource professionals. The data collected included responses to items from the Schutte Assessing Emotions Scale (SEIS) and the

Multifactor Leadership Questionnaire (MLQ). As described in Chapter 3, these instruments were selected to provide measures of emotional intelligence and transformational leadership practices respectively.

Sampling and Procedures

The human resource professionals that chose to participate in this study were asked to complete a questionnaire, which included several demographic items, as well as the SEIS and MLQ. Invitations to participate were sent to Starwood human resources managers via email and included an explanation of the study, its process, and the reasons for participation. After filling out the survey, data were collected, coded, and reverse-coded where appropriate, in accordance with the instruments' direction, and then entered into JMP Pro Statistics Version 12.0, a statistical software package. I ran a bi-variant fit for each of the five research questions using the responses from the MLQ and SEIS.

Descriptive statistics for the sample included race, gender, level of education, hotel brand, year of experience. The only correlation analysis performed was TL-to-gender; this was selected because of the heavily gender-skewed sample (i.e., 30 women and seven men.) There were no other descriptive variables that indicated the need for similar correlation analysis.

Participants

In total, 37 professionals from North American Starwood properties completed the questionnaire. They were selected via a two part process, because of their (a) position within the Starwoood organization (a potential group of 137 participants), and (b) because of their willingness to participate in the study (37 self-selected participants who fulfilled the conditions of the first criteria). Table 4.1 provides a summary of the demographic characteristics of those who responded. The majority of respondents were white females with at least some level of college. Seventy percent of respondents reported that they had a Bachelor's or Master's degree. The vast majority of respondents were affiliated with either the Sheraton or Westin brand. Again however, all of the respondents worked for privately-owned and managed Starwood properties in North America. The implications for the use of this particular sample and their responses are discussed in greater detail in Chapter 5 under the heading *Limitations to the Study*.

Table 4.1

Demographic Characteristics of Human Resource Participants

Characteristic	Category	*n*	Percentage of Respondents
Gender	Female	30	81.08
	Male	7	18.92
Starwood Brand	Le Meridian/St. Regis	3	9.1
	Sheraton	20	54.0
	Westin	10	27.0
	W Hotel	4	10.0
Race	Missing	4	10.8
	White	22	59.4
	Black or African American	3	8.1
	Asian	1	2.7
	Hispanic	7	8.9
Education Level	Bachelor's Degree	21	56.0
	Master's Degree	5	14.0
	Some College	5	14.0
	High School Diploma	6	16.0

Summary of Scores on SEIS and MLQ

The following section provides a summary of the distribution of participant scores on the SEIS, the MLQ and MLQ subscales respectively. The distribution of SEIS scores ranged from 118 to 142

Table 4.2 summarizes this information by providing average scores with confidence intervals, maximum and minimum scores, quartiles, the variability of scores, the precision of individual scores, the shape of score distributions, and the reliability of data provided by scores on the SEIS, MLQ and MLQ subscales respectively.

Table 4.2

Summary of SEIS and MLQ

Statistic	SEIS	MLQ Scales				
		Total	MLQ-IIA	MLQ-IIM	MLQ-IS	MLQ-IC
Maximum Score	142	3.71	3.75	4	4	4
Third Quartile (P_{75})	138	3.48	3.5	3.65	3.5	3.8
Median (P_{50})	132	3.32	3.25	3.3	3	3.5
First Quartile (P_{25})	123	2.87	2.67	3.15	2.8	3.3
Minimum Score	118	2.35	2	2.5	1.5	2.5
Mean	130.73	3.21	3.05	3.38	3.11	3.42
Standard Deviation	7.69	.36	0.51	0.36	0.52	0.40
Standard Error of Measurement	1.26	.06	0.84	0.06	0.08	0.06
Upper 95% CI for Mean	128.71	3.32	3.22	3.5	3.29	5.56
Lower 95% CI for Mean	133.29	3.09	2.88	3.2	2.93	3.29
Number of Respondents	37	37	37	37	37	37
Skewness	-.27	-0.43	-0.53	-0.07	-0.40	-0.44
Reliability (expressed as Cronbach's α)	.77	.89	.82	.75	.80	.75
Number of Items on Scale	33	45				

Figures 4.1 and 4.2 provide a visual depiction of the distribution of scores on the SEIS and MLQ respectively. Frequencies for each score range on the instrument are illustrated by bars in the histogram. Actual counts for each score range appear at the top of each bar. The boxplot appearing above the histogram depicts the distribution of scores according to rank. That is, the median score, the interquartile range and the bimodal distribution. The diamond appearing in the middle of the boxplot represents the mean score with confidence intervals. The whiskers represent the first and fourth quartiles, and the red bracket is the first standard deviation.
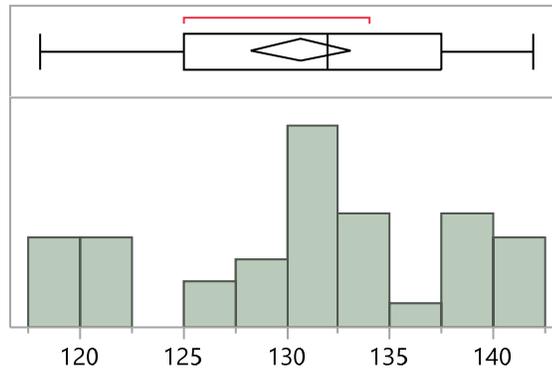
Figure 4.1. Distribution of scores on the Schutte Assessing Emotions Scale (SEIS).

The distribution of values in Figure 4.1 shows the distribution of SEIS scores with a normal distribution curve. .Figure 4.2 shows a stronger bi-modal distribution, with a skewing of the sample toward very high MLQ scores. The regression curve was steeply sloped to the right, indicating there may be a dominance of the TL capabilities within the group. I will not explore this in the study.
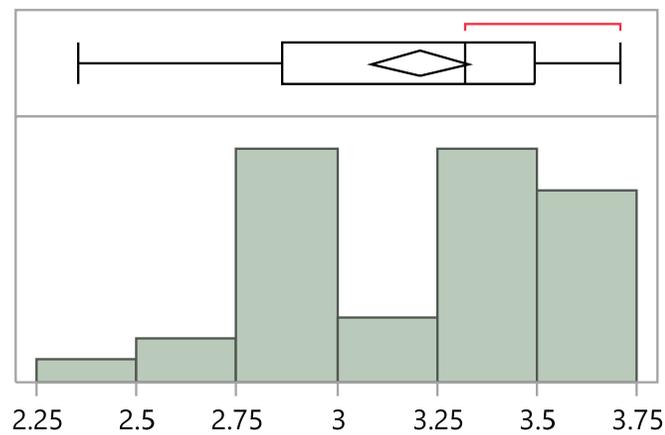
Figure 4.2. Distribution of participant scores on the multi-factor leadership questionnaire.

Results

The following section provides detailed information about how each research question described in Chapter 1 was addressed and the results of those analyses. As an initial step to addressing each research question, the Pearson correlation between pairs of scores on the SEIS,

the MLQ and MLQ subscale scores was calculated. Table 4.4 provides a summary of those correlations and identifies where statistically significant relationships were observed.

Table 4.4

Correlation between pairs of scores on the Schutte Assessing Emotions Scale (SEIS) and the Multifactor Leadership Questionnaire (MLQ)

| | Instrument Scales and Subscales | | | | | | |
	SEIS	TL	MLQ_IIA	MLQ_IIB	MLQ_IM	MLQ_IS	MLQ_IC
SEIS	1.00						
TL	0.50*	1.00					
MLQ_IIA	0.29*	0.69	1.00				
MLQ_IIB	0.56*	0.77	0.42	1.00			
MLQ_IM	0.283	0.85	0.56	0.59	1.00		
MLQ_IS	0.43*	0.73	0.25	0.44	0.52	1.00	
MLQ_IC	0.38*	0.82	0.44	0.51	0.72	0.62	1.00

* Correlation was statistically significant with $p < .0001$.

Research Question 1.

Research Question 1 asked, "*To what degree is there a relationship between emotional intelligence abilities and transformational leadership*?" This question was addressed initially by exploring the Pearson correlation between pairs of total scores on the SEIS and MLQ-TL. If statistically significant results were observed (i.e., $p < .05$), then a bivariate regression analysis was performed using the same two variables. As seen in Table 4.4, there was a statistically significant correlation between pairs of scores on the SEIS and total MLQ-TL, $r(35) = .50$, $p = .001$. That is, as the magnitude of emotional intelligence scores increased, there was a tendency for scores in transformational leadership to increase as well. Given its magnitude, the relationship between these two variables in the sample would be considered strong according to Cohen's (1992) guidelines. Figure 4.3 provides a visual representation of the relationship between pairs of scores on the SEIS and MLQ-TL, where total SEIS scores are positioned along the horizontal axis and total MLQ-TL scores are positioned along the vertical axis.
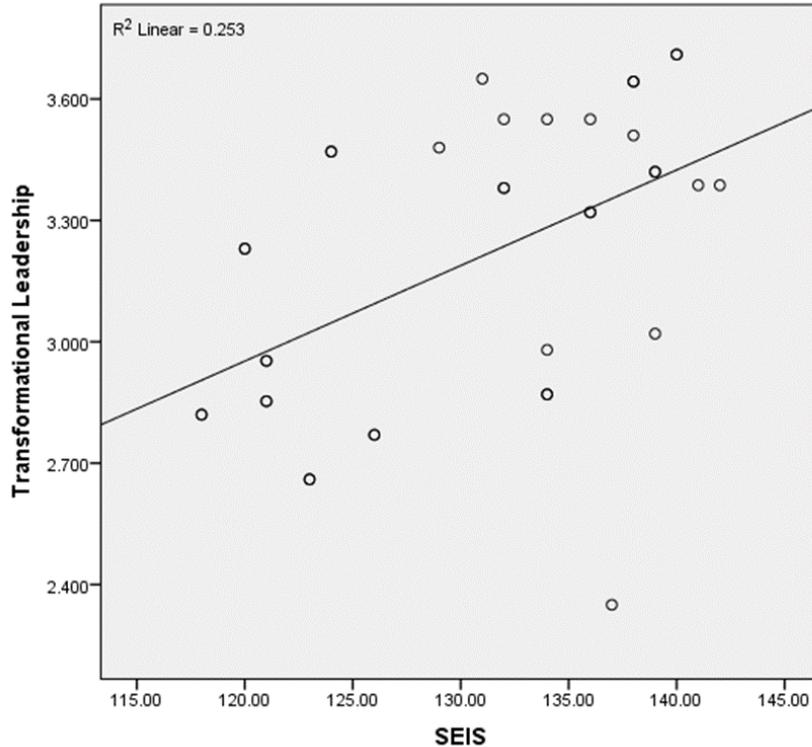
Figure 4.3. Scatterplot of SEIS and total MLQ scores.

     Because a statistically significant relationship between emotional intelligence and transformational leadership was observed (see Table 4.5), MLQ-TL scores were regressed on SEIS scores. As anticipated by the correlation analysis, SEIS scores were able to statistically significantly predict MLQ-TL scores, $\beta = .50$, $t(35) = 3.45$, $p = .001$, resulting in an $R^2 = .25$, $F(1, 35) = 11.87$, $p = .001$ (see Table 4.5). That is, the variability in the distribution of SEIS scores was able to account for about 25% of the variability in the distribution of total MLQ scores. The unstandardized regression equation for this particular analysis was:

$$MLQ\text{-}TL = 0.12 + 0.02*SEIS$$

     Table 4.5 provides a summary of the sources of variability associated with the regression analysis, as well as indices related to a test for its statistical significance.

Table 4.5

ANOVA for Regression of MLQ-TL Scores on SEIS Scores

Source of Variation	SS	df	MS	F	p
Regression	1.19	1	1.19	11.87	.001
Residual	3.50	35	0.10		
Total	4.69				

Research Question 2.

Research Question 2 asked, "*To what degree is there a relationship between emotional intelligence abilities and transformational leadership idealized influences*?" This question was addressed initially by exploring the Pearson correlation between pairs of total scores on the SEIS and MLQ-II. If statistically significant results were observed (i.e., p < .05), then a bivariate regression analysis was performed using the same two variables. As seen in Table 4.4, there was a statistically significant correlation between pairs of scores on the SEIS and total MLQ-II, $r(35)$ = .29, p = .001. That is, as the magnitude of emotional intelligence scores increased, there was a tendency for scores in transformational leadership to increase as well. Given its magnitude, the relationship between these two variables in the sample would be considered strong according to Cohen's (1992) guidelines. Figure 4.4 provides a visual representation of the relationship between pairs of scores on the SEIS and MLQ-II, where total SEIS scores are positioned along the horizontal axis and total MLQ-II scores are positioned along the vertical axis.
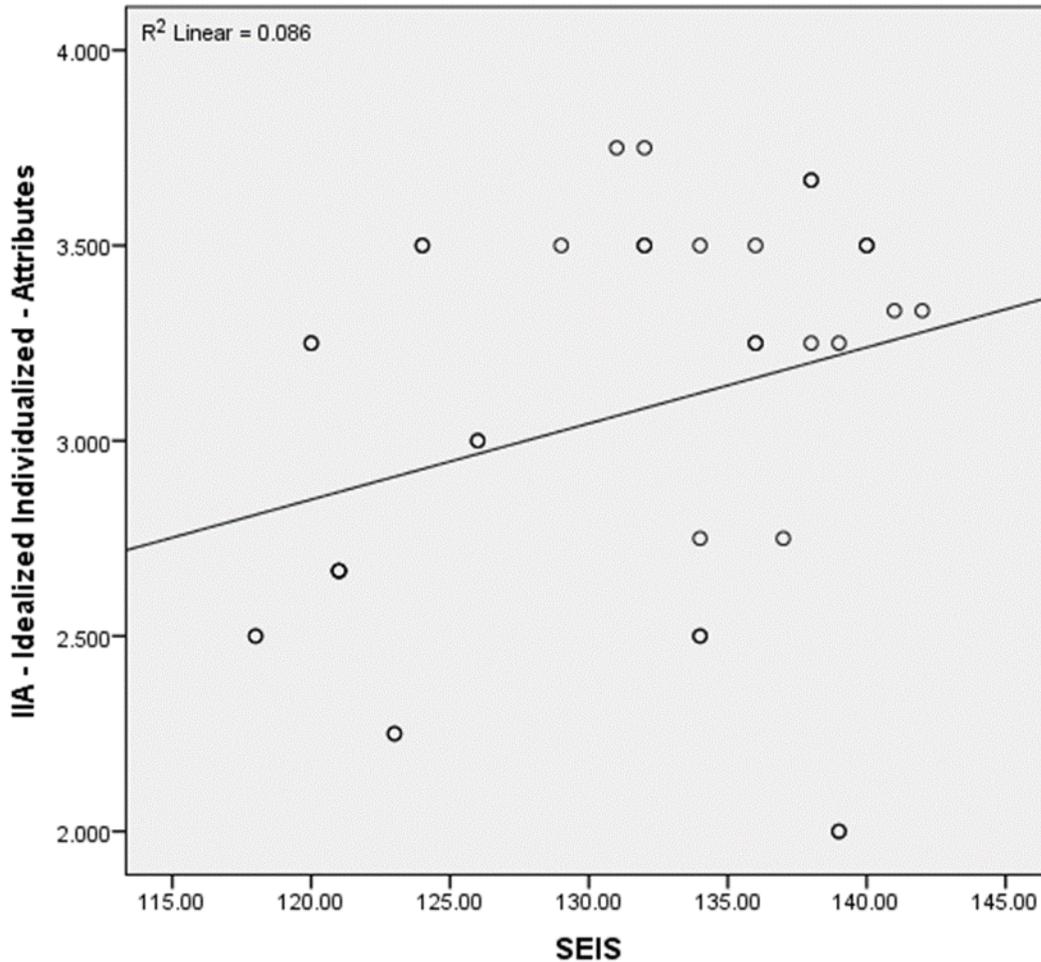
Figure 4.4. Scatterplot of SEIS and MLQ II scores.

Because a statistically significant relationship between emotional intelligence and transformational leadership was observed (see Table 4.4), MLQ-II scores were regressed on SEIS scores. As anticipated by the correlation analysis, SEIS scores were able to statistically significantly predict MLQ-TL scores, $\beta = .29$, $t(35) = 1.81$, $p = .001$, resulting in an $R^2 = .08$, $F(1, 35) = 3.28$, $p = .001$ (see Table 4.5). That is, the variability in the distribution of SEIS scores was able to account for about 8% of the variability in the distribution of total MLQ scores. The unstandardized regression equation for this particular analysis was:

$$MLQ\text{-}TL = 0.51 + 0.02*SEIS$$

Table 4.6 provides a summary of the sources of variability associated with the regression analysis, as well as indices related to a test for its statistical significance.

Table 4.6

ANOVA for Regression of MLQ-II Scores on SEIS Scores

Source of Variation	*SS*	*df*	*MS*	*F*	*p*
Regression	.808	1	.808	11.87	.001
Residual	8.62	35	.246		
Total	9.42				

Research Question 3.

Research Question 3 asked, "*To what degree is there a relationship between emotional intelligence abilities and the human resources competency of inspirational motivation*?" This question was addressed by exploring the Pearson correlation between pairs of total scores on the SEIS and MLQ-IM. As seen in Table 4.4, a statistically significant correlation between pairs of scores on the SEIS and total MLQ-IM could not be determined, $r(35) = .33$, p > .05. That is, the observed significance level (p = .33) exceeded the significance threshold of .05 selected *a priori*. No additional analyses regarding the relationship between these variables were explored. However, additional information to help explain possible reasons for the failure to achieve a statistically significant result is provided in Chapter 5 under the heading *Limitations to the Study*.

Research Question 4.

Research Question 4 asked, "*To what degree is there a relationship between emotional intelligence abilities and transformational leadership intellectual stimulation*?" This question was addressed initially by exploring the Pearson correlation between pairs of total scores on the SEIS and MLQ-IS. If statistically significant results were observed (i.e., p < .05), then a bivariate regression analysis was performed using the same two variables. As seen in Table 4.4, there was a statistically significant correlation between pairs of scores on the SEIS and total MLQ-IS, $r(35) = .43$, $p = .001$. That is, as the magnitude of emotional intelligence scores increased, there was a tendency for scores in transformational leadership to increase as well. Given its magnitude, the relationship between these two variables in the sample would be considered strong according to Cohen's (1992) guidelines. Figure 4.3 provides a visual representation of the relationship between pairs of scores on the SEIS and MLQ-IS, where total

SEIS scores are positioned along the horizontal axis and total MLQ-IS scores are positioned along the vertical axis.
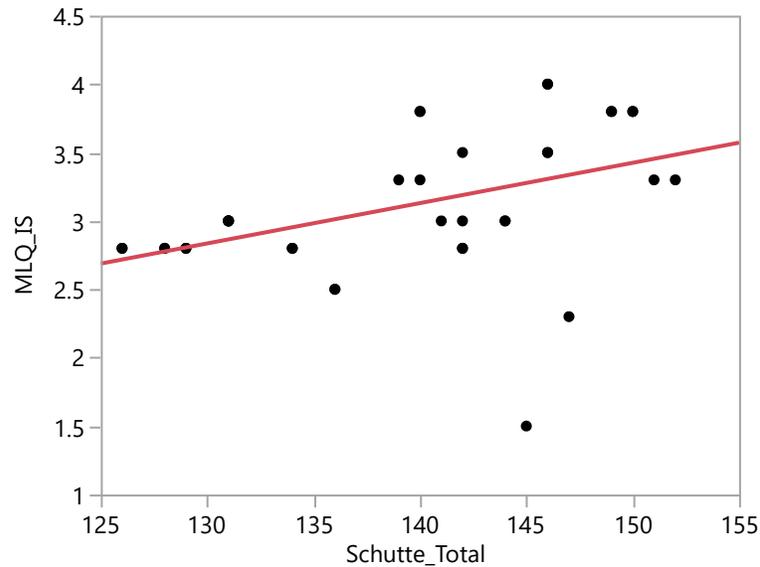

Figure 4.5. Scatterplot of SEIS and total MLQ IS scores.

Because a statistically significant relationship between emotional intelligence and transformational leadership was observed (see Table 4.7), MLQ-IS scores were regressed on SEIS scores. As anticipated by the correlation analysis, SEIS scores were able to statistically significantly predict MLQ-TL scores, $\beta = .28$, $t(35) = 1.77$, $p = .001$, resulting in an $R^2 = .08$, $F(1, 35) = 3.14$, $p = .001$ (see Table 4.5). That is, the variability in the distribution of SEIS scores was able to account for about 8% of the variability in the distribution of total MLQ scores. The unstandardized regression equation for this particular analysis was:

$$MLQ\text{-}TL = 1.58 + 0.14 * SEIS$$

Table 4.7 provides a summary of the sources of variability associated with the regression analysis, as well as indices related to a test for its statistical significance.

Table 4.7

ANOVA for Regression of MLQ-IS Scores on SEIS Scores

Source of Variation	*SS*	*df*	*MS*	*F*	*p*
Regression	1.90	1	1.90	8.13	.001
Residual	8.180	35	0.23		
Total	10.09				

Research Question 5.

Research Question 5 asked, "*To what degree is there a relationship between emotional intelligence abilities and transformational leadership individualized consideration*?" This question was addressed initially by exploring the Pearson correlation between pairs of total scores on the SEIS and MLQ-IC. If statistically significant results were observed (i.e., p < .05), then a bivariate regression analysis was performed using the same two variables. As seen in Table 4.4, there was a statistically significant correlation between pairs of scores on the SEIS and total MLQ-IC, $r(35) = .38$, $p = .001$. That is, as the magnitude of emotional intelligence scores increased, there was a tendency for scores in transformational leadership to increase as well. Given its magnitude, the relationship between these two variables in the sample would be considered strong according to Cohen's (1992) guidelines. Figure 4.3 provides a visual representation of the relationship between pairs of scores on the SEIS and MLQ-IC, where total SEIS scores are positioned along the horizontal axis and total MLQ-IC scores are positioned along the vertical axis.
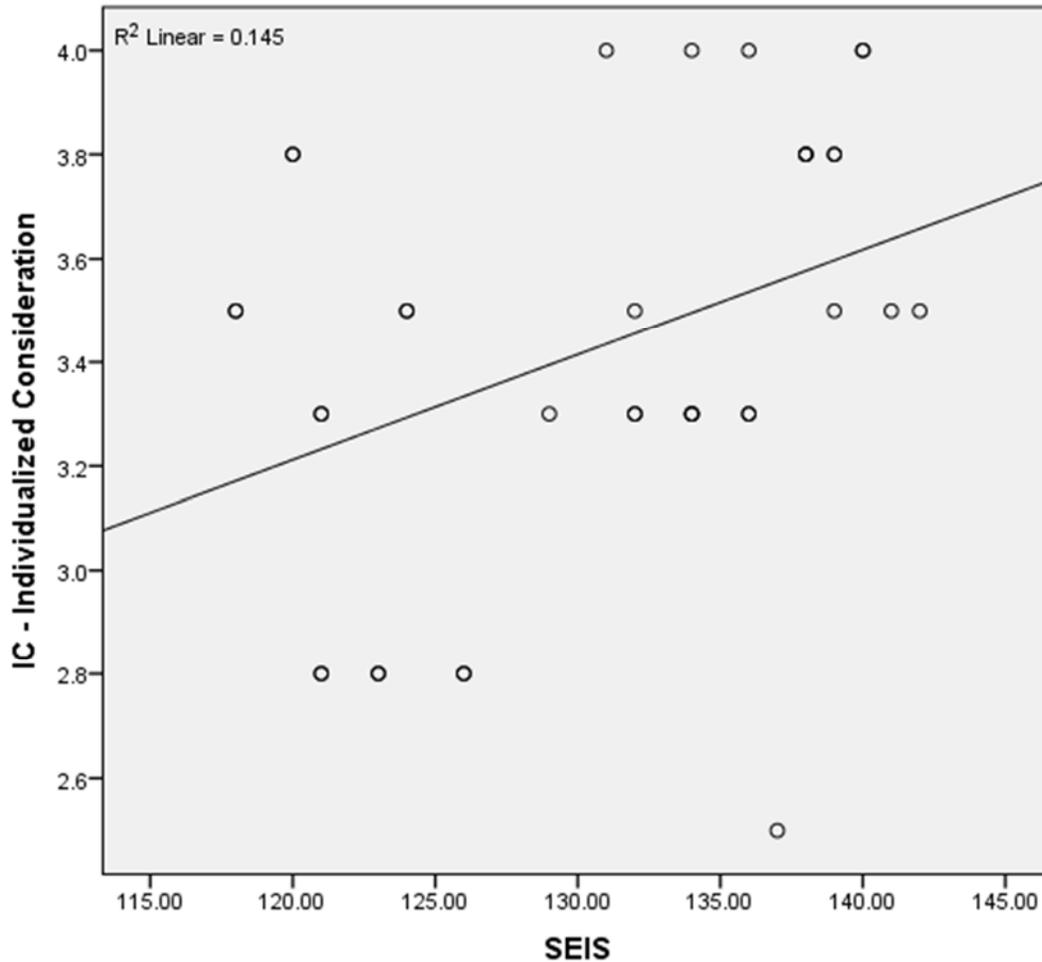
Figure 4.6. Scatterplot of SEIS and total MLQ scores.

      Because a statistically significant relationship between emotional intelligence and transformational leadership was observed (see Table 4.8), MLQ-IC scores were regressed on SEIS scores. As anticipated by the correlation analysis, SEIS scores were able to statistically significantly predict MLQ-TL scores, $\beta = .38$, $t(35) = 2.43$, $p = .001$, resulting in an $R^2 = .14$, $F(1, 35) = 5.943$, $p = .001$ (see Table 4.5). That is, the variability in the distribution of SEIS scores was able to account for about 15% of the variability in the distribution of total MLQ scores. The unstandardized regression equation for this particular analysis was:

$$MLQ\text{-}TL = 0.77 + 0.02 * SEIS$$

      Table 4.8 provides a summary of the sources of variability associated with the regression analysis, as well as indices related to a test for its statistical significance.

Table 4.8

H1 or H0-4 SEIS Total and MLQ- IC

Source of Variation	SS	df	MS	F	p
Regression	.876	1	.876	5.94	.001
Residual	5.16	35	.1470		
Total	6.03				

Summary

The results of these analyses indicated that there were statistically significant relationships between pairs of scores in emotional intelligence (i.e., SEIS scores) and some of the transformational leadership attributes measured by the MLQ. In some cases, measures of emotional intelligence were able to account a substantial amount of variability in measures of transformational leadership. A direct relationship between pairs of total scores on the SEIS and MLQ-TL (Transformational Leadership) was found to be statistically significant (p < .01) and large in strength according the interpretive criteria suggested by Cohen (1992). Within this relationship, SEIS scores were able to account for about 25% of the variability in total MLQ-TL scores. A direct relationship between pairs of scores on the SEIS and MLQ-IS (Intellectual Stimulation) was found to be statistically significant (p < .01) and moderate in strength. Total SEIS scores were able to account for about 19% of the variability in MLQ-IIA scores. And finally, a direct relationship between pairs of scores on the SEIS and MLQ-IC (Individualized Consideration) was found to be statistically significant (p < .05) and moderate in strength. Total SEIS scores were able to account for about 15% of the variability in MLQ-IC scores.

A statistically significant relationship could not be determined between pairs of scores on the SEIS and the MLQ-IIA (Idealized Influences - Attributes.). The probability value observed during its associated test was .08, which exceeded the threshold of .05 selected *a priori*. Likewise, a statistically significant relationship could not be determined between pairs of scores on the SEIS and the MLQ-IM (Inspirational Motivation) given the observed probability of .09. Although we cannot say for certain, the failure to achieve statistical significance for these

relationships may be a function of a lack of power in the analysis. The potential implications on this study for using less than perfectly reliably measures, as well as the use of this particular sample given its size and the method by which participants were selected, are discussed in greater detail in the *Limitations to the Study* section of Chapter 5.

Table 4.9 provides a summary the research questions from Chapter 1 that were explored during the course of this study, an indication of which instruments were used to measure relevant variables, and the results of the individual analyses, which either supported or failed to support a relationship between emotional intelligence and aspects of transformational leadership behaviors.

Table 4.9

Summary of Research Questions and Results

Research Question Explored	Relationship Explored	r	Statistically Significant with $p < .05$	R^2
1	*Emotional Intelligence* (SEIS) and *Transformational Leadership* (MLQ-TL)	.50	Yes	.25
2	*Emotional Intelligence* (SEIS) and *Idealized Influences* (MLQ-IIA)	.29	No	N/A
3	*Emotional Intelligence* (SEIS) and *Inspirational Motivation* (MLQ-IM)	.29	No	N/A
4	*Emotional Intelligence* (SEIS) and *Intellectual Stimulation* (MLQ-IS)	.43	Yes	.19
5	*Emotional Intelligence* (SEIS) and *Individualized Consideration* (MLQ-IC)	.38	Yes	.15

The implications for these results are presented in Chapter 5, as are the limitations and issues associated with the study. In addition, a conceptual model called the Transformation Leadership Pathway is introduced, which operationalizes these results in a format that is potentially useful for practitioners of TL and possessors of EI.

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CHAPTER 5

SUMMARY, RECOMMENDATIONS FOR FUTURE RESEARCH AND

CONCLUSIONS

The quality of a person's life is in direct proportion to their commitment to excellence, regardless of their chosen field of endeavor.

- Vincent J. Lombardi

Educating the mind without educating the heart is no education at all.

- Aristotle

Study Overview

The purpose of this study was to examine and empirically test some of the theoretical ties between the Schutte Emotional Intelligence Scale (*SEIS*) and the transformational multifactor leadership (MLQ) and possibly contribute to the limited scholarly research of EI. This study highlights the relationship between EI and TL skills as human resource professionals further develop their EI and leadership skills and their followers become the recipient of individualized consideration and individual motivation.

To explore the relationship of EI and TL, I surveyed 37 directors and managers of human resources within Starwood Hotels and Resorts North American division. Drawing both from my own perspective as a twenty-five year human resource professional and evolving academic research, I focused on four factors of EI and the four leadership competencies of TL that correlate closely with a successful culture transformation.

Through critical inquiry, and a post positivist perspective, I studied EI and TL. I administered the *SEIS* with the MLQ to 37 directors and managers of human resources. Schutte's emotional intelligence questionnaire and Bass and Avolio's Multifactor Leadership questionnaire provided me the opportunity to analyze to what extent the measures of emotional intelligence and TL. The statistical analysis of the two surveys revealed significant correlations in the areas of idealized influence, individual consideration and intellectual stimulation. The TL Pathways (Figure 5.1). These results may be a starting point for examining leadership competencies and skills for hotel directors and managers of human resources, and specifically, to examine the link between EI and leadership competencies.

Limitations of the Study

The first limitation of the study involves the purposive sample. This study used a relatively small sample size of 37 human resource professionals within Starwood Hotels and Resorts and the selection of the human resource professionals was not random. The human resource professional had to be willing to take the time complete the *SEIS* and MLQ questionnaires. The sample also was comprised of more women than men, thirty women compared to seven men. While human resource professionals within Starwood were encouraged to take the questionnaire by the training and development department at Starwood Hotels, it was ultimately left up to the human resource directors and managers at each property to take the questionnaires.

The second limitation was the pool of human resource directors and managers used in the study consisted of human resource directors and managers in the North American Division of Starwood Hotels and Resorts. The invitations did not include the hotel divisions located in Europe, Asia and Africa. This was done to control sample so that language would not influence who would take the survey.

The third limitation was the relatively modest sample size of 37, noted above. The study consisted of 137 invitations sent to directors of human resources and human resource managers throughout Starwood in the North American Division. This may have increased the risk of statistical Type I errors where results are found to be significant.

Fourth, the study was cross-sectional in nature so does not identify causal relationships as clearly as a longitudinal study would. The research was conducted with a major hospitality company in the United States, so there may be issues with generalizing the results to other regions and other organizational or cultural contexts. In particular, the managers and reports in this sample were knowledge workers and were of a very high educational standard which may not be representative of other organizations. The directors and managers who took part in the study were volunteers, so in that sense they were not a truly random sample, although in terms of age, gender, tenure or education they do not appear to be significantly different from the total manager population in comparable hospitality companies such as Hilton or Marriott.

Fifth, the relationship between EI of leaders and their application or use of TL needed more investigation. This study attempted to address the disparity by investigating if there was a relationship between EI traits and TL characteristics used by senior human resources

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professionals. As such, the purpose of this correlational study was to further the understanding of possible theoretical ties between EI traits as the independent variables, and characteristics of TL as the dependent variables. In addition, to extend the previous investigations of the concepts of EI and TL as separate constructs, into a single, more comprehensive study of the possible relationships that may exist between them, specifically within the field of human resources.

Sixth, the relationship between gender differences and EI needed more investigation as part of the research to be analysed in the results. Gender differences have been observed in self-ratings of EI in studies (Schutte et al., 1998; Slaski, &Cartwright, 2002) suggesting females are more empathetic, adaptable and perceptive (Hall, 1978).

Lastly, I wanted to determine which of the EI traits (regulation of emotion in others and empathy) had a positive or significant relationship with TL characteristics (inspirational motivation, idealized influence, and individualized consideration); and if there were predictive values of these EI traits as antecedents of (or prerequisites for) these TL characteristics.

Discussion

The study has generated many important lessons from the interpretation of the data gathered from both surveys. On different levels with the study I garnered insights from many different perspectives from the sample population. From a geographic perspective, I studied a very diverse group of directors and managers of human resources throughout North America. Although the population was limited to just the North America division of Starwood, the hotels I studied within the United States were very diverse with hotels located in sixteen different states. predominantly in the eastern, southern and western areas of the United States. The sample population—37 human resource professionals—had a gender mix of (8% female and 19% male, with some potential skewing of the results due to the wide variation in gender. Other insights from the survey addressed the importance of relationships at the hotel level, the need to achieve the goals of the culture change, and the important leadership role of directors and managers during the service culture transformation.

Summary

In the next section, a summary of the results for each of the four hypotheses is presented with recommendations for practice and for those involved in developing leaders EI. This is

followed by a more detailed presentation of the conceptual model titled Transformational Leadership Pathway to advance the findings.

Reflections on Applicability #1

This means there is a statistically significant relationship between EI abilities and TL as measured using the *SEIS* and the MLQ. The relationship was moderate in strength and positive, so as emotional intelligence scores increased, so did TL scores. Since the correlation was significant, a regression was done in which emotional intelligence was the predictor variable and TL was the outcome variable.

Relation based approach for practice - applying transformational leadership and the Four *I*s. The human resources professional may find value in exploring the dyadic relationship between the leader and follower (Graen & Uhl-Bien, 1995). A focused mix of relational characteristics like trust, respect, mutual obligation and effective leadership relationships can be developed, maintained and combined into the TL behaviors of idealized influence, individualized consideration, intellectual stimulation and inspirational motivation. In a hotel environment the dynamics of the executive committee—the accepted leadership structure that runs a hotel—can help operationalize the power domains in areas like recognition, reward, culture building and the three domain approaches to leadership. Leader-based, Relationship-based, Follower-based curriculums can be developed to look at the behaviors that constitute leadership. This approach can help reframe the thinking of leadership about multiple-level approaches to promote and stimulate new conceptualizations in TL theory.

Reflections on Applicability #2

There was a statistically significant relationship between EI abilities and human resources competency of idealized influences scores. The relationship was weak and positive, so as EI scores increased, so did human resources competency of idealized influences scores.

Instill *Idealized Influence* behaviors in our leaders' approach for practice. A focus on the behaviors of being trusted, respected, admired in the workplace where followers identify and want to emulate trust. As noted above, Graen and Uhl-Bien's (1995) relationship approach to leadership asserted that trust and respect tend to focus on the relationships and the power domains. This study calls for a workplace environment that considers the EI factors and to use

emotions in building relationships, to practice reflective moments as a leader and to use unplanned learning events in a fast paced service environment. Leader development programs can take a more targeted approach in terms of the importance of relationships, trust and respect. A noted element of the development program is to align the power domains (Leader-based, Relationship-based and Follower-based) to a theoretical foundation of the different domains.

Reflections on Applicability #3

There was not a statistically significant relationship between EI abilities and human resource competency of inspirational motivation scores. Since the correlation was not significant, a regression was not done in which EI was the predictor variable and human resource competency of inspirational motivation scores was the outcome variable.

Socio-emotional competency approach to practice. Riggio and Reichard (2008) proposed competency model as an antecedent to TL. The model suggested that leaders must be competent in reading and interpreting social cues of followers and adjust their behaviors to align emotional needs of the follower. This motivates the team and demonstrates positive affect and optimism during organizational change efforts is a powerful ability inspire and empower followers and view followers work positively. This study assessed participants' TL behaviors and EI during a service culture transformation. Senior leadership within a hospitality company, for example, should advocate a culture that inculcates workplace behaviors about EI and its impact on its leaders.

Reflections on Applicability #4

There was a statistically significant relationship between EI abilities and human resources competency of intellectual stimulation scores. Since the correlation was significant, a regression was done in which EI was the predictor variable and human resources competency of intellectual stimulation scores was the outcome variable.

Training and Development approach to practice. A mixed model of EI can be taught with leaders acquiring emotional knowledge and emotional skills to problem solve and seek alternate approaches to work based challenges (Murphy, 2006; Prentice & King, 2011; Quebbeman & Rozell, 2002; Ramachandran et al., 2010; Salovey et al., 2007). With the position that it can be taught this would serve as an effective leadership tool and a formal instruction in

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emotions to help spur new approaches, re-examine critical assumptions to exact change in culture. When addressing EI in the workplace an approach may start with an examination of a competency model that covers the leadership position, the EI model being employed, the specific emotional skills in the model, and the emotional skills relevant to critical aspects of the leadership position.

Reflections on Applicability #5

There was a statistically significant relationship between EI abilities and the human resource competency of individual consideration scores. The relationship was weak and positive, so as EI scores increased, so did human resources competency of competency of idealized consideration scores.

The practice of the selection process into the organization. Ability based measures of EI may add to the selection process and contribute to the decision making of hiring professionals in the workplace. EI testing as a part of the pre-employment screen could be rolled into a *hiring curriculum* that starts with the understanding of EI and its importance in leader development and to help develop strengths once hired into the workplace. This study recommends that development consider an approach to not only pay attention to individual's need for achievement and growth but to also consider the different needs and abilities being expressed in the workplace (Bass, 1990).

Conceptual Framework for Emotional Intelligence and the Transformational Leadership Pathway

This study supports how EI plays a significant role in TL (Goleman, 1998; Leban & Zulauf, 2004; Mandell & Pherwani, 2003; Sosik & Mergerian, 1999). Leban and Zulauf (2004) found that "transformational project leader behavior has a positive impact on actual project performance, that EI ability contributes to transformational project manager leader behavior and subsequent actual project performance" (pp.561-562). From their study, they were able to conclude that EI abilities have a direct relationship with TL. Sosik and Mergerian (1999) conducted a study to determine if EI levels could predict TL styles. Significance was found between specific self-awareness, motivation, empathy, and social skills dimensions of EI and TL styles.

An interesting result of this study emerged in examining the different relationships between the two constructs, EI and TL—I call this a *Transformational Leadership Pathway* (Figure 5.1). The Transformational Leadership Pathway yielded a vision of how to lead, and how to manage social and personal relationships.

Some kinds of transformational behavior are suggested to be essential for success. As the service culture improves, additional behaviors become apparent. More importantly, transformational leaders are proactive: they seek to optimize individual, group and organizational development and innovation and some appear to be behavior differentiators: emphasizing them in the progression towards improved service culture awareness. This pathway, Figure 5.1, aligns squarely with my own observations as a director of human resource having completed the service culture transformation.

Figure 5.1. Transformational leadership pathway. Copyright © 2016 by Errol D. Alexander, Jr.

Upon review of the research findings, I found the pathway as an effective visual to help gauge the transformational efforts of a human resource professional in the process of organizational change to map out the leadership behaviors. For instance, if the person is progressing on the pathway with an understanding of behaviors they are practicing, then an opportunity is presented to do a diagnostic session to better understand the next stage. The

emotional baseline is the fundamental relationship block to help guide and lead the team on an emotional level. Perception of emotions, managing emotions, managing other's emotions and utilizing emotions serve as the relational behaviors between the leader and the follower as well as the other leaders within the organization. With a closer review of the matrix the behaviors of a transformational leader reframing their position on the matrix begin to emerge. Thus, a person can visualize the implications of leadership behavior on an organization's culture and its links to desired goals and objectives. The transformational and transactional elements exhibited by the leader begin to effect the followers and where the elements of creating awareness with the team, establishing trust and instilling confidence help to change the culture. Transformational leaders have an opportunity to build trust and orient their subordinates towards the desired performance goals with a better understanding of where they are and where they need to be. As stated in my study, the human resource professionals high in EI are practicing TL behaviors with their team. The leadership pathway becomes instructive to the person when they realize their goal is to serve both their followers and their own development and able to see the external changes around them.

Significance of Study

These study results supported Barling et al. (2000) conclusion that individuals high in EI would be more likely to use different TL roles. Human resources professionals who must have the necessary EI traits, and characteristics of TL have the added responsibility of maintaining a positive emotional climate within the organization. The relationship between EI of leaders and their application or use of TL needs more investigation.

This study examined and empirically tested some of these theoretical ties between EI and TL. Past studies that were based entirely on self-report data for EI and TL have shown relationships between the two. However, no study that was based on multiple sources of data has confirmed these relationships (Barling, Slater, & Kelloway, 2000; Gardner & Stough, 2002; Sivanathan & Fekken, 2002). By studying the relationship between EI and TL, further contributions were made to the EI and TL literature, and leadership applications of EI are better understood (Barbuto & Burbach, 2006).

The significance of this research was to further the understanding of the possible relationships between core EI traits as independent variables, and aspects of TL as the dependent

variables. Similar to the study completed by Slaski and Cartwright (2002), the rationale was if the results of this study indicate that any relationships exist between EI and TL then programs aimed at increasing EI may be useful avenues to explore as a means of developing the leadership effectiveness of human resources professionals. Furthermore, such training could be made available to all employees, not just those currently holding leadership positions, thereby expanding the pool of potential leadership candidates for succession planning in organizations. The aim of this study was to extend the previous independent investigations of the concepts of EI and TL as separate constructs, into a single, more comprehensive study of the possible relationships that may exist between them, specifically within the field of human resources and how to create effective training and development programs.

This study looked at the relationships between constructs of EI and TL with special attention given to the question of how EI correlates with TL. The research questions suggest there is a relationship between idealized influences, individualized consideration and inspirational motivation. There are a large number of possibilities for future research around this topic: recruitment and selection, training and development, socio-emotional competency models are areas for future research that will further enhance the literature.

These examples supported Leban and Zulauf (2004) conclusion that transformational project leadership behavior has a positive impact on actual project performance, that EI ability contributes to transformational project manager behavior and subsequently to successful project performance. Secondly, a positive relationship between empathy and TL bring about strong relationships, positive attitudes, and leaders showing consideration and attentiveness to the needs of followers (House & Podsakoff, 1994).

The question of why the core TL dimension of inspiration motivation did not have a significant relationship with *SEIS* is not immediately clear. This raises an interesting point for further investigation as it may be the potential limitation of self-reporting EI measures where people might be motivated to fake their response when completing the questionnaire. Rosete and Ciarrochi (2005a) cited substantial evidence to suggest that self-report measures of EI correlate with personality and this overlap may make the interpretation difficult.

The conclusion derived from the literature reviewed was that despite the popularity of TL in the research literature, researchers know much more about its outcomes than about its antecedents. This disparity is unfortunate because those people seeking transformational leaders

have few means for predicting what behaviors characterize such leaders. Efforts to determine the dispositional and situational antecedents of TL are essential to advancing the TL field (Barbuto & Burbach, 2006). Likewise, efforts to determine the most effective dispositional and situational EI traits as antecedents of TL are essential to advancing the human resources field and the organizations for which these professionals work.

These findings have implications for followers who are seeking to improve their leadership credibility and competence. By building their EI, the follower will improve the extent to which they are perceived by their leaders as having TL ability. This ability is likely to be even more highly prized in the cynical times caused by our current economic difficulties and organizations' wanting to change their culture (Piccolo & Colquitt, 2006). This finding is of particular interest as EI is a developable skill (Caruso et al., 2003) and provides a potential TL development curriculum with EI. Simply put, organization members who want to improve their leadership standing in the eyes of their managers should develop their EI. Similarly, where organizations are seeking to develop a group of leaders they should attend to the development of EI within the organization.

Recommendations for Further Research

The human resource professionals at Starwood Hotels and Resorts in this research study came from a relatively homogenous area of hospitality companies within North America. Starwood Hotels and Resorts is one of many hospitality companies throughout the world. I chose to study highly successful human resource professionals within Starwood (*a homogenous sample*) because they were actively engaged in changing their hotel culture through TL and developing EI. I also can speak from first-hand experience regarding their leadership behaviors. I was interested in sampling participants who could express their leadership behaviors through two questionnaires as it related to culture transformation within their hotel. Perhaps this study could be replicated with highly successful human resource professionals in other hospitality companies (*a heterogeneous sample*) to provide insight into TL and EI. The following is a list of recommendations for further research:

1. **Assessment Tools -** Due to the limited number of assessment tools in EI and limitations of such existing instruments, research in the assessment tools of EI would be valuable to complement the Multi factor Leadership Questionnaire.

2. **Cross Industry** - It is recommended that this study be replicated to include empirical research similar to the Model for the Convergence of EI and TL in Chapter 2. Testing within other service industries such as restaurants or airlines that deal with emotions would help to determine the leadership behaviors of other human resource professionals. A beginning point would be to conduct this study in a similar setting similar to see if the same results occur. For example, a similar hotel company sample might be tested. Similarly, a restaurant organization could be tested and compared to Starwood Hotels and Resorts sample results.

3. **Additional Measures** – Consider using additional measures for measuring organizational effectiveness and EI to include measurements that look at TL and organizational culture (Bass & Avolio, 1994). The Organizational Description Questionnaire (ODO) would highlight the transactional and transformational elements in the culture's assumptions and it examines the transformational culture and transactional culture. The 28 item survey provides a Transactional Culture Score and a Transactional Culture Score. The (ODO) provides an assessment to individual leadership models.

4. **Emotions in the workplace** – Conducting further research on emotions and EI would allow the human resource leaders to use emotional abilities to influence the work outcomes of service employees by reducing the level of emotional frustration employees experience while performing their tasks. Humphrey (2012) proposed that leaders use these emotional abilities to improve productivity and performance. The research can highlight evidence that leader EI is more directly influential for employees with low EI, due to higher susceptibility to frustration, compared to employees with high EI (Jordan, Ashkanasy, Hartel, & Hooper, 2002). The authors proposed that high EI employees are likely to be better self-regulators of emotion, thus requiring less emotional support from leaders.

5. **Cross Cultural** – This study could be replicated within other areas of the world within Starwood Hotels and Resorts, Europe, Asia, Africa to see if there are differences in the relationship between EI and TL in the existing cultures internationally. This would allow a more informative picture of a cross-cultural analysis where training and development programs for human resource professionals are customized and take into consideration cultural differences.

6. **Gender Diversity** – An examination of the gender differences in regards to EI and TL could expand the current level of understanding between the genders with the general question

does gender correlate with EI and TL success within organizations. Additionally, an extension of this question of EI and TL is *how does gender diversity in management enhance performance*.

7. **Mixed Methods Approach** – This research could be replicated for human resource professionals in hospitality with a mixed methods examination and explore the relationship between EI and TL from a qualitative as well as quantitative method. There is a dearth in the mixed methods approach between human resource professionals in hospitality exploring the relationship between EI and TL. Qualitative studies employing interview techniques speak to a broader audience by revealing how human resource professionals within Starwood were able to lead their teams to cultural changes and successful performances at the hotel level. A leadership blueprint, similar to the *Leadership Pathway* mentioned earlier would make a significant contribution to research that provide a description of the human resource professional's voice.

8. **Emotional Literacy in the Workplace** – The Yale Center for Emotional Intelligence has a program for teaching professionals called the "RULER" method. The method identifies emotions in five dimensions: recognize, understand, label, express and regulate. *Ruler* is the application of the teachings and development of EI in education and to infuse emotional literacy instruction into teaching (Brackett et al., 2011). The application from a practice perspective is the instruction of the five dimensions in the workplace and to advance the skills for social interaction, personal growth and learning. For example in the workplace, a human resource professional in the workplace who is feeling stressed and alienated might identify the causes then discuss with their peers their own experiences- a learned strategy for regulating feelings of alienation. The application of the RULER method to the professional workplace could provide valuable skills for a human resource professional.

Conclusion

This study provided a research based approach for organizations to apply the principles of EI and TL in a meaningful way. Based on my own experiences first as a room service server 30 years ago to my current role as a human resource professional, I understood the importance of emotions both as a room service server and professional within an organization. Consequently, to have the opportunity to conduct a study that investigated EI and TL within a hospitality organization was quite telling of the lessons of leadership and organizational change.

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APPENDIX A

IRB APPROVAL LETTER
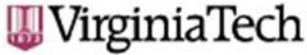
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MEMORANDUM

DATE:	March 5, 2014
TO:	Clare Klunk, Errol D Alexander Jr
FROM:	Virginia Tech Institutional Review Board (FWA00000572, expires April 25, 2018)
PROTOCOL TITLE:	Examination of Emotional Intelligence and Tranformational Leadership within Starwood Hotels and Resorts
IRB NUMBER:	14-113

Effective March 5, 2014, the Virginia Tech Institution Review Board (IRB) Chair, David M Moore, approved the New Application request for the above-mentioned research protocol.

This approval provides permission to begin the human subject activities outlined in the IRB-approved protocol and supporting documents.

Plans to deviate from the approved protocol and/or supporting documents must be submitted to the IRB as an amendment request and approved by the IRB prior to the implementation of any changes, regardless of how minor, except where necessary to eliminate apparent immediate hazards to the subjects. Report within 5 business days to the IRB any injuries or other unanticipated or adverse events involving risks or harms to human research subjects or others.

All investigators (listed above) are required to comply with the researcher requirements outlined at:

http://www.irb.vt.edu/pages/responsibilities.htm

(Please review responsibilities before the commencement of your research.)

PROTOCOL INFORMATION:

Approved As:	Exempt, under 45 CFR 46.110 category(ies) 2
Protocol Approval Date:	March 5, 2014
Protocol Expiration Date:	N/A
Continuing Review Due Date*:	N/A

*Date a Continuing Review application is due to the IRB office if human subject activities covered under this protocol, including data analysis, are to continue beyond the Protocol Expiration Date.

FEDERALLY FUNDED RESEARCH REQUIREMENTS:

Per federal regulations, 45 CFR 46.103(f), the IRB is required to compare all federally funded grant proposals/work statements to the IRB protocol(s) which cover the human research activities included in the proposal / work statement before funds are released. Note that this requirement does not apply to Exempt and Interim IRB protocols, or grants for which VT is not the primary awardee.

The table on the following page indicates whether grant proposals are related to this IRB protocol, and which of the listed proposals, if any, have been compared to this IRB protocol, if required.

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APPENDIX B
ABBREVIATIONS

CR   Contingent Reward

EI   Emotional Intelligence

GFI   Goodness-to-Fit Index

IC   Individualized Consideration

II   Idealized Influence

IM   Inspirational Motivation

IS   Intellectual Stimulation

JMP   Statistical Software Program

LF   Laissez-Faire

MbE   Management-by-Exception

MLQ   Multifactor Leadership Questionnaire

MSCEIT   Mayer-Salovey-Caruso Emotional Intelligence Test

TL   Transformational Leadership

SEIS   Schutte Emotional Intelligence Scale

APPENDIX C

RESEARCH SUPPORTING THE INTERNAL CONSISTENCY, MEANS, AND STANDARD DEVIATION (SD) OF THE SEIS/AES

Author(s) (Year)	Sample	Alpha	Mean	SD
Abraham (2000)	79 Customer Service Employees	.89	*	**
Brackett & Mayer (2003)	207 University Students	.93	123.42	14.52
Guastello & Guastello (2003)	566 University Students		122.27	**
Guastello & Guastello (2003)	465 Mothers of University Students	.86	122.41	**
Guastello & Guastello (2003)	401 Fathers of University Students	.83	117	*
Schutte & Malouf (2002)	103 University Students in a control condition	***	130.79 at pre 131.35 at post	13.73 18.14
Schutte et al. 2002	40 Retail Employees	**	130.00	14.99
Schutte et al. 2002	50 Students and employees	**	133.46	14.62
Schutte et al. 2002	47 Students and Employees	**	131.17	14.37
Schutte et al. 1998	346 Community Members and University Students	.90	128.86	15.57
Schutte et al. 1998	32 University Students	.87	***	**
Schutte et al. 2001	24 University Students	***	126.88	12.18
Schutte et al. 2001	37 Teaching Interns	***	142.51	9.46
Schutte et al. 2001	77 Community members and university students	***	132.84	12.37
Schutte et al. 2001	38 Employees and university students	***	131.61	14.23
Schutte et al. 2001	43 Community members and university students	***	131.56	15.67
Schutte et al. 2001	37 married employees	***	121.13	13.18
Schutte et al. 2001	275 University students	.87	127.39	13.66
Zizzi, Derner & Hirshhorn	61 baseball players	***	128.60	11.25

*Note. * Statistically significant (p <.05); ** Statistically significant (p <.001)*

ASSESSING EMOTIONS SCALE

Table 1
The Assessing Emotions Scale

Directions: Each of the following items asks you about your emotions or reactions associated with emotions. After deciding whether a statement is generally true for you, use the 5-point scale to respond to the statement. Please circle the "1" if you strongly disagree that this is like you, the "2" if you somewhat disagree that this is like you, "3" if you neither agree nor disagree that this is like you, the "4" if you somewhat agree that this is like you, and the "5" if you strongly agree that this is like you.

There are no right or wrong answers. Please give the response that best describes you.
 1 = strongly disagree
 2 = somewhat disagree
 3 = neither agree nor disagree
 4 = somewhat agree
 5 = strongly agree

1. I know when to speak about my personal problems to others.   1 2 3 4 5

2. When I am faced with obstacles, I remember times I faced similar obstacles
    and overcame them.   1 2 3 4 5

3. I expect that I will do well on most things I try.   1 2 3 4 5

4. Other people find it easy to confide in me.   1 2 3 4 5

5. I find it hard to understand the non-verbal messages of other people.   1 2 3 4 5

6. Some of the major events of my life have led me to re-evaluate what is
    important and not important.   1 2 3 4 5

7. When my mood changes, I see new possibilities.   1 2 3 4 5

8. Emotions are one of the things that make my life worth living.   1 2 3 4 5

9. I am aware of my emotions as I experience them.   1 2 3 4 5

10. I expect good things to happen.   1 2 3 4 5

11. I like to share my emotions with others.   1 2 3 4 5

12. When I experience a positive emotion, I know how to make it last.   1 2 3 4 5

13. I arrange events others enjoy.   1 2 3 4 5

14. I seek out activities that make me happy.   1 2 3 4 5

15. I am aware of the non-verbal messages I send to others.   1 2 3 4 5

16. I present myself in a way that makes a good impression on others.   1 2 3 4 5

17. When I am in a positive mood, solving problems is easy for me.   1 2 3 4 5

18. By looking at their facial expressions, I recognize the emotions people
are experiencing.   1 2 3 4 5

19. I know why my emotions change.   1 2 3 4 5

20. When I am in a positive mood, I am able to come up with new ideas.   1 2 3 4 5

21. I have control over my emotions.   1 2 3 4 5

22. I easily recognize my emotions as I experience them.   1 2 3 4 5

23. I motivate myself by imagining a good outcome to tasks I take on.   1 2 3 4 5

24. I compliment others when they have done something well.   1 2 3 4 5

25. I am aware of the non-verbal messages other people send.   1 2 3 4 5

26. When another person tells me about an important event in his or her life, I almost feel as
though I experienced this event myself.   1 2 3 4 5

27. When I feel a change in emotions, I tend to come up with new ideas.   1 2 3 4 5

28. When I am faced with a challenge, I give up because I believe I will fail.   1 2 3 4 5

29. I know what other people are feeling just by looking at them.   1 2 3 4 5

30. I help other people feel better when they are down.   1 2 3 4 5

31. I use good moods to help myself keep trying in the face of obstacles.   1 2 3 4 5

32. I can tell how people are feeling by listening to the tone of their voice.   1 2 3 4 5

33. It is difficult for me to understand why people feel the way they do.   1 2 3 4 5

APPENDIX E

Mindgarden MLQ Permission

Mind Garden, Inc. permits only five sample items of the Multifactor Leadership Questionnaire to be inserted in the Appendices due to copyright requirements.

Multifactor Leadership Questionnaire

Leader Form

My Name: _____ Date: _____

Organization ID #: _____ Leader ID #: _____

This questionnaire is to describe your leadership style as you perceive it. Please answer all items on this answer sheet. If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank.

Forty-five descriptive statements are listed on the following pages. Judge how frequently each statement fits you. The word "others" may mean your peers, clients, direct reports, supervisors, and/or all of these individuals.

Use the following rating scale:

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
0	1	2	3	4

1. I provide others with assistance in exchange for their efforts 0 1 2 3 4
2. I re-examine critical assumptions to question whether they are appropriate 0 1 2 3 4
3. I fail to interfere until problems become serious 0 1 2 3 4
4. I focus attention on irregularities, mistakes, exceptions, and deviations from standards 0 1 2 3 4
5. I avoid getting involved when important issues arise 0 1 2 3 4

To whom it may concern,

      This letter is to grant permission for the above named person to use the following copyright material for his/her research:

      Instrument: ***Multifactor Leadership Questionnaire*** Authors: ***Bruce Avolio and Bernard Bass*** Copyright: ***1995 by Bruce Avolio and Bernard Bass***

      Five sample items from this instrument may be reproduced for inclusion in a proposal, thesis, or dissertation.

      The entire instrument may not be included or reproduced at any time in any published material. Sincerely,

Robert Most
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