THE INFLUENCE OF THE EMOTIONAL INTELLIGENCE ON THE ACT OF LEADERSHIP

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Abstract: *Is the act of leading small groups or not influenced by the level of emotional intelligence? This is the question that was the foundation of this paper. The benefits of self-awareness of the respondents were checked in terms of emphasising their leader features in order to use them. All these were possible by means of a minimum psychological education of the subjects.*

Keywords: leadership, education

1. Introduction

The motivation to conduct a study related to such a theme was the desire to see how emotional intelligence influenced the quality of leadership in small groups. Through this study we wanted to improve the essential features of the leader so that he/she could better cope with the requirements of his/her position. Also, this paper is intended as a beginning for the young managers to enhance their personal performance as leaders.

2. The study's goals

To identify the level where the characteristics of the leader manifest;

To identify the level of emotional intelligence;

To identify the level of the locus of control;

To develop a programme with the help of which the characteristics of the leader can be discussed;

To acquire the lessons learned and to improve the study for a future implementation.

3. Hypotheses

The leaders having a high level of EQ can prove a high level in expressing their characteristics as leaders.

The leaders having a high level of locus of control can show a high level in expressing their characteristics as leaders.

4. Methodology

4.1. Participants

The study was conducted with a group of students, fresh graduates in *Management of organisation*. There were 23 subjects: 13 men and 10 women, aged between 22 and 24. The group is considered to be homogeneous in terms of the educational background (fellow academy and even high school, similar completed studies, habits formed and developed in the same environment; similar skills) and from the point of view of the age, concerns, and social activities. The selection of participants was done on a voluntary basis in this study.

4.2. Variables

The variable of *leadership* (an independent variable) has two possibilities: developed and undeveloped.

The variable of *EQ* (a dependent variable) has two possibilities: low level and high level.

The variable of *locus of control* has two possibilities: internal and external.

4.3. Procedure

After the verbal agreement given by each student participating in this study, we started the presentation of the points we wanted to discuss and debate, and the timetable of activities as well. All the participants were given three questionnaires (at the beginning and at the end of the study), namely:

“EQ” developed by Daniel Goleman, the author of *Emotional Intelligence*.

“Locus of control” developed by Rotter and presented by Adriana Baban in her paper *Stress and personality*;

“Personal Leadership Questionnaire” found on the internet page <http://www.tarleton.edu/~fry/PersonalLeadershipHandComb.pdf>.

The questionnaires were applied individually at the same time, both at the start and at the completion of the programme. Also, all participants completed a questionnaire drawn up by the authors of the research to get a feed-back from this activity.

4.4. Work tools

“EQ” test was adapted by Mihaela Rocco and consisted of 10 questions presenting certain situations (scenarios) in which a person could find himself/herself.

The responses to the test takes into consideration on the one hand, to ensure as far as possible the transposition of the individual in that situation, and on the other hand, to choose a response of the four possible ones which represents some concrete ways to react in the situations

indicated by the questions.

Test assessment:

Up to 100p – scores below average

100p-125p – medium scores

125p-175p – scores above average

200p – exceptional.

“Locus of control” questionnaire has 29 items, 23 of them targeting directly the locus of control, and 6 of them were included by the author for the ambiguity of the test. Each item contains two statements, one referring to internality, the other to externality. The subject is asked to indicate which of the two statements expresses better their situation. The items relate to various areas of life (e.g. academic and professional success, personal relationships, etc.).

The score obtained after adding the options for LOC can vary between 0 and 23. The higher the score is, the more the subject believes that the effects are caused by external factors. A score equal to or greater than 13 shows the external orientation of the subject.

“Leadership”. This questionnaire was designed to measure the key areas of personal leadership. The dimensions measured by this questionnaire are:

- Vision - describes the personal journey through life and why he/she chose that path; defines the person (who you are and what you do);

- Altruism - the moral standards which, if followed, create integrity, harmony, and wellness resulted from care, interest, and appreciation for others;

- Hope / faith – the security that the desired things are achieved, the belief that the vision / purpose / mission will be fulfilled;

- Purpose / vocation - a sense that life has a purpose that makes the difference;

- Membership in the group - meaning that a person is understood and appreciated;

- Loyalty to the organization – a person’s degree of loyalty and attachment to the organization;

- Productivity - efficiency in producing results, benefits, profit.

If your score is below 3 in any area, it means that there is a need for improvement. If the score is between 3 and 4, it means that the area needs your attention. Scores over 4 indicate that the area is okay.

5. The agenda of the study

The study was conducted over five weeks, during 17.01-15.02.2012, with a frequency of two sessions per week, on Tuesdays and Wednesdays starting at 15.00.

The plan of activities had the following structure:

Testing (w 1): - Băban, Locus of control

- Goleman, EQ

- Leadership Questionnaire

Thoughts (w 1)→Emotions→

Behaviour

ABC Pattern (w 2)

Self-esteem (w 2)

Flexibility (w 3)

Empathy (w 3)

Assertion (w 4)

Who is in control (Influence – persuasive communication) (w 5)

Testing (w 5): - Băban, Locus of control

- Goleman, EQ

- Leadership Questionnaire

6. The results of the study

The statistical analysis and interpretation of the results were carried out through SPSS 20 for Windows.

These hypotheses were made following the statistical analyses: the test T for paired samples to analyse the group of students before and after the characteristics development programme:

Table 1 Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	lead_1	3,7909	23	,30394	,06338
	lead_2	3,8565	23	,29814	,06217

Table 2 Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	lead_1 - lead_2	-,06565	,34512	,07196	-,21489	,08359	-,912	22	,371

Table 3 Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	intel_emo1	92,83	23	23,540	4,909
	intel_emo2	97,61	23	17,829	3,718

Table 4 Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	intel_emo1 - intel_emo2	-4,783	32,385	6,753	-18,787	9,222	-,708	22	,486

Table 5 Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	loc_ctrl1	9,09	23	4,055	,846
	loc_ctrl2	7,74	23	3,781	,788

Table 6 Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	loc_ctrl1 - loc_ctrl2	1,348	6,095	1,271	-1,288	3,983	1,061	22	,300

There is an environmental improvement for all three dimensions measured (leadership, emotional intelligence, locus of control) which is a good starting point for future research on these topics. The confidence interval at which the measurements were made was 95%.

Also, the subjects who achieved high scores on emotional intelligence test and locus of control also demonstrated high levels on expressing their leadership skills.

7. The limits of the study

During the short time the survey was undertaken, no topic was studied at a high level;

A small number of practical exercises were carried out due to the short time;

Due to the pioneering in conducting this study both in terms of structure and in terms of the authors' experience, all led to some awkwardness in conducting the meetings;

Carrying out this project for many hours proved to be burdensome due to accumulated fatigue;

The tests were applied in a short period of time, the subjects could possibly have figured out the best way to respond to

them, so the results could not be totally valid, but those the respondents had imagined they wanted to obtain.

8. Future research directions

To obtain good results and to use them in a teaching process, we propose:

a) To develop this approach on the next series of students in the next school year and to spread it to other educational institutions;

b) To implement the survey results in teaching both as forms of communication, presentation, approach and as a form of a new subject in the curriculum for the courses taken by young graduates of various forms of training (academies, schools of warrant and non-commissioned officers).

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