UNIVERSITY OF KWAZULU-NATAL

An evaluation between emotional intelligence and effective leadership styles on corporate culture in a petrochemical organization

by

Viloshni Ramchander

A dissertation submitted in partial fulfilment of the requirements for the degree of Master of Commerce and Leadership

College of Law and Management Studies

Graduate School of Business and Leadership

Supervisor: Dr A Kader

2015

College of Law and Management Studies

UNIVERSITY OF
KWAZULU-NATAL
INYUVESI
YAKWAZULU-NATALI

Supervisors Permission to Submit Thesis/ Dissertation for Examination

Name: Viloshni Ramchander	No:		
Title: **An evaluation between emotional intelligence and effective leadership styles on corporate culture in a petrochemical organization**			
Qualification: MBA	School: GSB&L		
		Yes	No
To the best of my knowledge, the thesis/dissertation is primarily the student's own work and the student has acknowledged all reference sources			
The English language is of a suitable standard for examination without going for professional editing.			
Turnitin Report		10%	
Comment if % is over 10%: N/A			
I agree to the submission of this thesis/dissertation for examination			
Supervisors Name: Dr Abdulla Kader			
Supervisors Signature:			
Date:		29 June 2015	
Co- Supervisors Name: N/A			
Co- Supervisors Signature: N/A			
Date: N/A			

Dedication

This dissertation is dedicated to my better half, my loving husband, Vishel, and my three adorable children Callista, Cashel and Cahel. It has been a long quest informed by growth, discovery, development - and pain. This journey has brought emotional swings from peaks of joy and elation to valleys of depression and despair. However, although long and arduous, this trek has proved to be exceptionally rewarding. Even solitary journeys require support. I also would like to dedicate this dissertation to my late dad Mr Manivasgen Narainsamy who has guided and shaped me into the person I am today. He always emphasized that education is the key to success.

Declaration

I, Viloshni Ramchander, do hereby declare that this dissertation is the result of my investigation and research and that this document has not been submitted in part or in full for any degree to any other university.

-------------------------------------   ------------------------

V Ramchander   Date

Acknowledgements

I would like to thank:

Abstract

The topic of emotional intelligence and effective leadership has attracted considerable interest from researchers for many years. Most of the interest in the area is based on claims that emotional intelligence and organizational culture is linked to leadership effectiveness. Many studies have been conducted on the link between emotional intelligence and leadership effectiveness this studies examines the relationship between three concepts: emotional intelligence, leadership effectiveness and organizational culture.

The aim of this study was to determine the relationship between emotional intelligence and leadership styles with emphasis on corporate culture in a petrochemical organization, and to determine if emotional intelligence can predict an effective leadership style.

Extensive study of pertinent literature was made in establishing the research methodology. Perceptions on the current leadership styles, emotional intelligence and the effect on corporate culture were examined.

An empirical study was then conducted at a petrochemical company to establish the current leadership style and emotional intelligence. A total of eighty participants were selected in the self-administered questionnaire regardless of occupational level, race, gender and grade participated in the study.

The findings were analyzed and the effect upon the employees was reflected in the results and conclusions; while the recommendations gave helpful advice on choice of approaches which would have the intended positive outcomes.

Table of Content

CHAPTER ONE

CHAPTER TWO

CHAPTER THREE

CHAPTER FOUR

CHAPTER FIVE

List of Tables

List of Figures

CHAPTER ONE
INTRODUCTION

1.1   Introduction

The ability of an organization to adapt to continuous changes in its environment will determine its future existence. Organizations can attain growth and sustained profitability once they realize the role of effective leadership in organizational performance. In today's challenging business environments particularly in the petro chemical industry, strong managerial, interpersonal and interpersonal skills are required by organizations in order to remain competitive.

Interpersonal skills have become an integral part of effective leadership (Goleman, 1998). Skills, attitudes and knowledge of manager changes as businesses evolve. As a business evolves, the skills sets, knowledge and attitudes of manages changes. Organization needs to ensure that these managers redefine the functions they accountable for as well as to ensure outcomes are achieved. People are impacted by any change process which in turn will affect their work behavior. It is very important that managers introduce and implement change in the correct way as it can have an impact on the mindset and behavior of their employees. Goleman (1998) argued that even though managers are obliged to have the important IQ and experience it may not generally ensure that they know how to adequately manage subordinates. In leadership literature, the main factor is the ability of an individual to be socially effective is to have emotional intelligence (Kerr, Garvin, Heaton, and Boyle, 2005).

The set of abilities that enables an individual to effectively deal with emotions is referred to as emotional intelligence (Salovey and Mayer, 1990). The most significant factor in job performance is emotional intelligence. Emotional intelligence in managers can assist in restraining anger, doubt and other negative emotions by focusing on positive emotions (Goleman, 1998).

1.2   Problem review

The following topics have been identified:

• Topic 1: Leadership effectiveness
• Topic 2: Interpersonal skills/Emotional Intelligence
• Topic 3: Corporate culture

In order for organizations to remain competitive and sustainable in today's fast paced world, they have to be flexible and adapt to these changes promptly. Multinational organizations sometimes appoint leaders via expatriate contracts and the views, values and beliefs of these leaders maybe different to that of local employees. These differences may be difficult for local employees to understand which causes conflict between managers and employees. Managers need the necessary interpersonal and intrapersonal skills when dealing with conflicting situations and effectively managing subordinates. These skills will enable them to become effective, successful leaders that can drive the organization in the right direction.

1.3   Problem statement

To determine if a relationship exists between emotional intelligence and effective leadership with an emphasis on corporate culture.

1.4   Aim of the study

The aim of this study was to establish if a relationship exists between emotional intelligence and effective leadership styles on corporate culture in a petrochemical organization, and to ascertain if emotional intelligence can assist in predicting an effective leadership style.

1.5   Objectives of and need for the study

1. Evaluating the relationship between emotional intelligence and effective leadership styles in a petrochemical organization.

2. To determine if emotional intelligence is a contributing factor in highly successful managers.

3. To establish which emotional intelligence sub factors contributes significantly to effective leadership.

4. To assess the extent of which these sub factors significantly contributes to effective leadership.

1.6 Questions to be answered in the research

Main Problem:

To determine if a relationship exists between emotional intelligence and effective leadership with an emphasis on corporate culture.

Sub – Problems:

First sub- problem:

What is the relationship between emotional intelligence and effective leadership style after reviewing the contemporary literature?

Second sub – problem:

To what degree does emotional intelligence plays as a contributing factor of highly successful managers?

Third sub – problem:

To what extent does emotional intelligence plays a significant contributing factor to leadership effectiveness and corporate culture?

1.7 Rationale for the study

People are an important resource in the organization and in order to get buy-inn certain decisions it is important to keep the employees informed of any decisions that will affect them. By creating an environment of trust, managers will be able to develop group synergy in the pursuit of a

common goal. It is important to understand why some managers fail dismally at leadership so that the organization is better able to address the issue by developing theses kills.

As managers develop their interpersonal and intrapersonal skills through training they can become insightful people enabling them to develop the skills of their employees and build productive teams. Emotional intelligence helps managers understand themselves as well as others' emotional traits. This will enable them to effectively relate to a wide variety of people. Emotional intelligence can contribute to success in work and everyday life.

1.8   Limitations of the study

Employees may be reluctant to respond to questions or may not be able to supply direct responses required by the researcher due to results been made available to management. The research only focuses on one branch of a petrochemical organization and as such the recommendations should not be generalized and implemented at other petro chemical organizations.

1.9   Delimitations

The proposal is limited to one company.

1.10   Research Methodology

The research design that will be utilized in this study will be a non-experimental research design using a self-administered e-mail questionnaire with closed ended questions.

1.11   Brief outline of the study

1.11.1 Chapter 1: Introduction and overview of the study

This chapter presents an overview of the study, the problem statement, research objectives and research methods.

1.11.2 Chapter 2: Literature review

The literature review in this chapter examines the theories linking emotional intelligence, organizational culture and leadership styles in organizations.

1.1.13 Chapter 3: Research Methodology

This chapter discusses in more detail the particular research methodology that has been adopted. It provides information on how the research was conducted and an insight into the sampling method used, data collection techniques were used to analyse data.

1.1.14 Chapter 4: Research findings and discussions

In this chapter all the results gathered from the research questionnaires are presented with a detailed discussion, regarding the findings of the research study.

1.12   Conclusion

This chapter explored the background to and motivation for this study, with specific reference to emotional intelligence, organizational culture and leadership styles. This chapter's main focus includes the problem statement, the research objectives, research design, as well as the research methods. The theoretical concept of emotional intelligence, organizational culture and leadership styles were examined. The following chapter presents a literature review on emotional intelligence, organizational culture and leadership styles.

CHAPTER TWO

LITERATURE REVIEW

2.1   Introduction

In order to understand and effectively deal with the emotional processes, self- regulation and awareness is needed. Social skills and empathy is also required as it involves the ability to recognize the emotions, feelings of others and it provides assistance to control ones emotions to achieve the desired goals. Motivation is needed as is enables individuals to remain focused in attaining goals (Druskat and Wolf, 2001).The significance and purpose of emotional intelligence is well noted in literature. Goleman (1998) stated that while their "leadership styles may be different, the very best organizational leaders shared common characteristics of empathy, social skills, motivation, self – regulation and awareness". According to Goleman (1998) these skills not only allowed these great leaders to comprehend their own and others' emotional makeup but also gave them the ability to motivate employees to attain the objectives of the organization. Transformational leadership was connected positively with group cohesiveness and emotional intelligence (Wang and Huang, 2009).

Ashkanasy (2002) argued that the emotional intelligence of leaders was enhanced by the quality exchange relationship between leader and subordinate. Zhou and George (2003) also agreed that leadership within a team can be enhanced by emotional intelligence.

2.2 Emotional intelligence

According to Salovey et al. (1990) emotional intelligence can be referred to as the set of abilities and how effective one deals with emotions. For Mayer, his view was that emotional intelligence was the ability of understanding how the emotions of others worked and how to control one's own emotions.

2.2.1 The relationship between emotional intelligence and success

In today's fast- moving business environment, organizations not only require leaders with strong managerial skills but those that possess high emotional intelligence and effective leadership. Goleman (1998) has particularly demonstrated that emotional intelligence is the single most important factor in the execution of one's job. Emotional intelligent can assist the manager in concentrating on positive emotions and controlling anger, doubt and other negative emotions.

Goldman (1998) noted that some leaders emphasized their intelligence at the expense of their emotional intelligence. Goldman (1998) has shown that emotional intelligence is a main contributing factor that can clearly distinguish highly successful managers and those who are less successful. He has emphasized that emotional intelligence is a critical factor for personal adjustment, successful relationships and job performance. He also suggested that in order for leaders to be effective it is their Emotional Intelligence (EI) and not their IQ that is required. Goldman (1998) further demonstrated that IQ is some-what fixed in comparison to EI which can be studied, enhanced, trained and cultivated. An increase in EI in managers allows them to be transformed into leaders.

These managers are able to develop interpersonal skills thereby making them insightful persons. In an analysis conducted by Bradford (1984) it was suggested that in order for leaders to be successful they not only need the ability to control, coordinate and motivate employees but they need to involve them in the decision making process. Leadership effectiveness is linked to self – confidence, intelligence, levels of motivation, ambition, integrity and emotional intelligence, all of which can be developed by training, analyzing and experience. Cooper and Sawaf (1997) have shown that emotional intelligence aids in strategic decisions making, technical breakthroughs, open honest communication, innovation, customer loyalty, teamwork and trusting relationships. Emotional intelligence has contributed immensely to the success in organizations by helping managers to recognize and grasp the emotions of themselves as well as other people, to manage the pertinent reaction to feelings and viably apply them.

2.2.2 The representation of Emotional Intelligence in leadership

The increase levels of self- awareness related to EI allows leaders to exhibit self – confidence thus gaining the respect and trust from subordinates. Self –regulated leaders are able to objectively consider the needs of their followers instead of concentrating on their own feelings. Leaders that are able to succeed in motivating themselves and maintaining balance are able to become good role models that assist in motivating and inspiring followers. The skill to relate with others and manage interpersonal relationship will enable the leader to motivate and inspire followers. EI allows leaders to identify and appreciate followers with sentiments, assessments and thoughts hence empowering them to be dealt with as persons with distinctive needs and capacities.

Empathetic leaders use their social skills to assist followers in enhancing their – image and self-worth, allowing them to grow and develop thereby helping followers to meet their needs and attain their goals.

2.2.3Factors of Emotional Intelligence and leadership

George (2000) has shown that researchers have concentrated their attention on relating emotional intelligence to leadership, displaying how the factors of emotional intelligence such as empathy which are important skills that enhances leadership. The increase in literature on the leadership domain has historically been devoted to analyzing the effects of emotional leaders on the performance of senior managers. The issue with this work was that it barely considers the critical behaviors, conduct, attitudes and attitudes are imperative when assessing whether an individual can be seen as effective leader. According to Whetten and Cameron (2001) suggested that "management skills lies at the heart of leadership" and that emotional intelligence could have a vital part in the development of effective leadership by clearly identifying the need to develop and achieve skills needed for managing followers.

A study led by George (2000) exhibited the significance of emotional intelligence and it perspectives, for example, evaluation and communicating of feelings, using feelings to increase cognitive ability, learning, decision making and management of emotions have contributed to effective leadership. Gardner (1993; 1999) acknowledged that his concepts of intrapersonal and interpersonal intelligences were related strongly related to EQ and that it provided a basis for the conceptualization of EQ., the ability to comprehend one's emotions is referred to as intrapersonal whereas the interpersonal intelligence is the ability to understand the emotions of others. Goleman (2001) indicated that this intelligence is linked to empathy and social skills. Gardner (1983) and Goleman (1995) suggested that EQ on all job levels is a more critical factor than technical skills and IQ. They also demonstrated the increasingly essential role that EQ plays in organizations especially at senior levels.

2.2.4 Emotional Intelligence – the balancing act of organizational and individual emotional needs

Given the existence and intricacy of these internal and external forces, leaders of organizations are frequently challenged with the prospect of responding to continuous changes in the internal and external environment. Therefore effective leaders must possess emotional intelligence, self-awareness, self-regulation, motivation, empathy and social skills. In addition, these leaders need to introduce these same behaviors throughout the organization. This process can often result in tension and conflict between the needs of individuals and the organization. It can be argued that an increased level of emotional intelligence in a leader is required to balance these interests. To be able to recognize the tension and conflicting interests between the individual and organization is one thing but having knowledge of how to react and control it is quite another (Taylor, Levy, Boyacigiller and Beechler, 2008).

2.2.5 Emotional Intelligence and organizational development

Goleman (1998) identified characteristics such as self-awareness, self- regulation, motivation, empathy and social skills that are needed in individuals in order to classify them as emotionally intelligent.

Blattner and Bacigalupo (2007) stated that utilizing the principles of emotional intelligence can develop a sense of culture which can transform emotional intelligence behavior from individual to groups in the organization. Even though EI plays an important role in increasing individual's performance as well as career prospects of all in the organization, the concept is still in its introductory stage. They require more information on what is EI, how does a person develop EI, the methods, techniques and tools that are available to increase and integrate EI into one's behavior. These questions are raised due to fact that even though EI has become a multimillion rand industry, the data outputs from EI scholars are still expected to achieve a more extensive group. It was demonstrated by Gardner, et al. (1999; 2002) that emotional intelligence performance of senior leaders revealed that managers who possess self – awareness and understand the emotions of others, have the capacity to use that comprehension to inspire, challenge and move others more successfully than the traditional leaders who isolates any feelings in the organization and is structured, detached and micro manages subordinates.

Morehouse (2007) studies that shown that emotional intelligence can increase the performance of individuals and teams. The enhanced ability of EI enables the management of emotions assist in the resistance of emotions that are distracting. It was established that EI skills are able to link the individual cognitive-based and team task performance skills. In the studies led on groups, Jordan and Troth (2004) showed that individuals from groups having a higher EI had a tendency to perform ideally and showed elevated task performance abilities compared to groups that demonstrated limited emotional intelligence. Goleman (1998) in his earlier studies concluded that technical and complex positions requires EI as it assist in cognitive performance and gives the individual the capability to accomplish tasks. Therefore it seems in a diverse career environment, EI has a pervasive impact on job performance and research has revealed that EI competencies are critical in career advancement as people move across various levels in the organization. Langley (2000) in his research indicated that EI was the most important criterion when screening   promotion readiness of senior leaders. Dulewicz and Higgs (2003) in their studies observed that EI was a stronger determinant compared to intellect and other management capabilities when predicting career advancement of leaders.

They also evaluated the skills needed at the different levels in the organization and were able to establish that there were significant differences between senior leaders and managers. Senior leaders have shown significantly higher levels on overall EI compared to managers, no different existed between senior leaders and managers in relation to intellect and other managerial skills.

2.3 The effectiveness of leadership

Although considerable amount of studies have been conducted on leadership, there still seems to be uncertainty surrounding the requirements to be an effective leader. Rosete and Ciarrochi (2005) have indicated that many questions still persist around why intelligent and experience leaders are sometimes unsuccessful in dealing with environmental demands. It was suggested that these leaders require emotional intelligence, rather than cognitive intelligence. The competitive and ever changing business environment requires leaders to possess more than task capabilities or technical knowledge (George, 2000). A study conducted by Riggio, Murphy and Pirozzolo (2002) that in order for leaders to be effective they need to possess many different forms of intelligence, thereby allowing them to achieve success when responding to various situations. Carmeli (2003) noted that emotional skills are critical for effective performance in senior leaders and this becomes increasingly significant as individuals progress through the various levels in the organization.

2.3.1 Leadership styles

Research on leadership over the past decade has assisted in a better understanding into the different leadership styles and the various approaches used historically and the impact it has had on society. Leadership was seen as having an inherent ability to impact others by dealing with the conduct of others but since then the evolution of leadership styles has extended beyond influencing others to incorporate motivation to enable subordinates to achieve their goals (Caldwell and Dixon, 2010). Contemporary writings have centered its investigation on behaviors that promote effective leadership. The emergence of transformational and transactional leadership in the late 1970 was underpinned by this doctrine. The development of transformational and value-based authority in the late 1970 was supported by this precept.

Transactional leaders as defined by Burns (1978) are individuals that places great emphasis on work standards, and are very task oriented. It was noted by Burns (1978) transactional leaders are governed by current rules and regulations and perform their leadership duties within organizational constraints. Their aim is to ensure all organizational duties are done timorously. Character traits such as power, authority and control are entrenched in this behavior and subordinates are either rewarded or disciplined in their aim to achieve organizational targets. A reward would be forthcoming once the required task is completed satisfactorily. According to Burns (1978) stated that this type of reward based action was utilized to impact and enhance performance in subordinates. It was also evident that the research has revealed that transactional approach contrasted transformational style. The characteristics of transformational leadership are associated to that of nurturing and caring; it is the ability of leaders to demonstrate consideration and assist in the development of followers so that they can achieve their maximum potential. As stated by Burns (1978) leaders are prone to encourage and motivate employees as it become greatly beneficial for the organization to produce and develop self-worth, confidence individuals. Further research done by Bass (1994) has indicated that transactional style is viewed as a transaction between leader and subordinate where the subordinate is either rewarded or disciplined based on the expected performance outcomes. These leaders often use an autocratic style to gain power and control over followers. Individual strengths are identified and explained, agreements are formalized with subordinates whereby rewards, incentives and outcomes that needs to be achieved within the required timelines (Avolio and Bass, 2004). Transformational leaders according to Bass (1997) have the ability to stimulate awareness, raise confidence and assist in motivating of individuals and groups to achieve the objectives of the organization. Lowe and Kroeck (1996) in their research suggested that leaders investigate better ways of improving performance, exploring opportunities and prefer effectiveness instead of efficiency.

Transformational leaders urge their subordinates to perform beyond the set up guidelines and objectives; emphasis is also placed on empowering employees rather than dependence (Yammarino and Dubinsky, 1994). Transactional leadership as demonstrated by Bass (1978) is a reciprocal relationship between a leader and subordinates whereby the needs of the subordinates are fulfilled by the leader in exchange for the agreed performance.

Yammarino et al. (1993) indicates that transactional leaders will avoid risk thereby assisting subordinates in building their confidence thus enabling them to achieve their goals. The third part to this model is known as "laissez – faire" leadership whereby a "do nothing" leadership approach. Negative relationship is created between leader and subordinate regarding performance. These types of leaders are often missing when required, refusing accountability and disregard requests from subordinates for assistance (Bass, 1997). Evidence has suggested that transformational leadership in more effective compared to transactional style It has been found that transformational leaders are consistent in promoting organizational performance (Lowe et al., 1996).

Transformational style of leadership comprises of practices connected with shared characteristics, which are, in a broad sense, attributes that help with improving collaboration, development of subordinates' abilities and providing support in order to achieve the organizational goals. These characteristics are critical for transformational leadership as it assist them in obtaining the commitment from the organizational members (Lowe et al., 1996). The multifactor leadership questionnaire (MLQ) provided a comprehensive understanding of the development of transactional and transformational leadership (Sarros, Gray and Densten, 2002; Avolio et al., 2004; 1989). The four principle sub-scales that particularly depicted by transformational initiative are: idealized influence, inspirational motivation, intellectual stimulation and individualized consideration (Avolio et al., 2004).

2.3.2 Emotionally intelligent leaders

The competitive and ever changing business environment requires leaders to possess more than task capabilities or technical knowledge (George, 2000).

It was proposed by Riggio et al. (2002) that in order for leaders to be effective they need to possess many different forms of intelligence, thereby allowing them to achieve success when responding to various situations. Carmeli (2003) noted that emotional skills are critical for effective performance in senior leaders and this becomes increasingly significant as individuals' progress through the various levels in the organization.

In his research Goleman (1998, p. 93) states that "All effective leaders have a common trait of having an increased level of emotional intelligence" and proposes EI is the life blood of leadership. Rubin, Munz and Bommer (2005) established that possessing the ability to identify emotions, keep a positive effect and display agreeableness can assist in predicting transformational leadership behavior. Bass (1997) indicated that transformational leadership was seen as a more effective form of leadership compared to the traditional transactional leadership as it engages with followers as well as it can predict the positive outcomes of individual and organization. It has been suggested that leaders that engage in transformational behaviors are confident and are able to control their own emotions as well as emotions of followers. Bar-On (1997) likewise proposed that people having expanded levels of emotional intelligent have the ability manage challenging situations without losing control are composed when dealing with others even while encountering extreme emotions. According to Sasik and Megerian (1999) emotionally intelligent people are more confident in their capability to manage and change life events and as a result, are able to administer individual attention on others as well as intellectually encourage and inspire followers. In the research conducted by Abraham (1999) emotionally intelligent leaders appeared content and have shown more commitment to their organization, thereby achieving greater success, perform optimally, use positive emotions to aid in decision-making and by using interpersonal relationship skills instill a sense of excitement, commitment and co-operation. George (2000) has indicated that previous research have only examined the leadership qualities and how it assist in decision making and that more research is still needed in order to identify the effects of a leader's emotions not only on their work but the work of their subordinates, and the role that emotional intelligence plays in leadership.

The author has demonstrated the critical role that emotional intelligence plays in leadership effectiveness and the capacity to understand, control temperaments and emotions in one-self and in others hypothetically adds to the effectiveness of leaders. Emotional intelligence enhances the ability of a leader in solving problems, addressing challenges and opportunities that faces them and their organization. In particular George (2000) recommends that leaders with elevated levels of emotional intelligence are able utilize positive feelings to bring about critical improvements to the organization.

Emotional intelligent leaders are able to correctly evaluate the feelings of followers and by utilizing this information can control their subordinates' feelings, to ensure that they become supportive and responsive to the goal and objectives of the organization.

Mayer et al. (1997) and Goleman (1995) have indicated that leaders who have the ability to understand and control their emotions, showing self – control are seen as good examples for subordinates, expanding the trust and admiration of the followers for the leader; this is consistent with the component (conceptualization of idealized influence) of transformation leadership. The second component (transformational sub-component of inspirational motivation) indicates that leaders that have increased emotional intelligence are able to recognize the limit of which the followers' expectations can be raised. Emotionally intelligent leaders have the ability to understand the needs of followers and respond accordingly by managing their emotions and relationships. In theory emotional intelligence appears to have solid legitimacy in the forecast of effective leader; be that as it may, experimental studies are extremely constrained. Barling, Slater and Kelloway (2000); Palmer, Walls, Burgess and Stough (2001) endeavored to give empirical justification supporting the connection between emotional intelligence and effective leadership; however the findings were disputable as both studies tested very small samples (under 49 participants) and as highlighted by Gardner and Stough (2002) both studies did not use emotional intelligence as a measure particularly intended for utilization in the organization.

2.3.3 The relationship between emotional intelligence and leadership

Bradford's (1984) indicated that in order for leaders to be successful they need the ability to motivate, manage and control subordinates and include them in the decision making process. He also elaborated that the effectiveness of leaders are strongly linked to ambition, motivation, honesty, trust, confidence in oneself and emotional intelligence, all of which is possible by training, development and experience. Palmer et al. (2001) led study in which a survey report on emotional intelligence was used to measure 43 managers to establish if a link existed between emotional intelligence and a leadership style. The evidence suggested a strong correlation with many of the components in the transformational leadership model.

In particular, the motivational, inspiration and individualized thought parts essentially connected with the leaders capacity to perceive and control feelings. Exploratory studies were conducted by Barling et al. (2000) to assess if a relationship existed between emotional intelligence and transformational leadership.

The findings supported the connection that emotional intelligence is connected to the three segments of transformational leadership, namely, idealized influence, inspirational motivation and individualized consideration. It was assumed that leaders that exhibited these behaviors were more effective in the organization. Gardner et al. (2002) and later Palmer et al. (2003) used the Swinburne University Emotional Intelligence Test (SUEIT) to examine if the self-report can measure emotional intelligence, and the Multifactor Leadership Questionnaire (MLQ) that measures personality and effectiveness of leadership (Bass et al., 1990). The evidence suggested that emotional intelligence in particular the capacity to perceive and comprehend the feelings of others, reported for bulk variances in transformational leadership as compared to other personality measures. The link between self- reported emotional intelligence and competence to do the job function was examined by Dulewicz and Higgs (1999) and their focus was not on the transformational-transactional model but on the effectiveness of leadership. By using the self-report measure of emotional intelligence it was evident that they were able to account for variances in individual advancement either cognitive intelligence or personality traits. Ashforth and Humphrey (1995) suggested that transformational leadership was seen as being dependent on selection of emotions, whereas transactional leadership was viewed as dependency of subordinates' cognitions, whereby reward of pay and security are used as motivation for employees to achieve the basic goals.

2.3.4 The role of emotional intelligence in different leadership styles

Salovey et al. (1990) at first conceptualized emotional intelligence as the capacity to precise perceive, assess and express feelings; the ability to evaluate one's feelings and to produce feelings; the competency to grasp feelings and emotional knowledge; ability to control feelings and enhance one's emotional growth.

The authors found evidence that suggest that the main distinctiveness our emotional intelligence is related to our capacity to evaluate one's own feelings and the feelings of others. Further recommendations demonstrate that individuals possessing an increased level of emotional intelligence are more accepting to internal experiences, and are more equipped to label and convey those experiences.

Three other models of construct have been suggested since the original conceptualization of Mayer et al. (1998) emotional intelligence model. These models range from the ability model of Mayer et al. (1998) to Bar – On (1997) non – cognitive models and the competency models by (Goleman, 2001). Emotional intelligence is defined in Mayer and Salovey's model as "intelligence" in the conventional sense whereby individuals possess the mental abilities to process emotional information that can in general add to logical and intelligence thoughts. These capacities are characterized from the most fundamental psychological procedures to the most complex and with experience developed over time in a similar manner as crystallized abilities. According to Mayer et al. (1993) the additionally traits and talents were considered to be separate and the favorable way of behaving. The second model the Bar- On (1997) non-cognitive model portrays emotional intelligence as assortment of non-cognitive capabilities, abilities and expertise that can impact the capacity of a person to be fruitful in managing with the demands and pressures of the environment.

This model has been categorized into 15 applied segments identifying with five specific measurements of emotional and social intelligence. It is represented by intrapersonal emotional intelligence such as an individual having the ability, capability, competency, and skills that pertain to internal identity; interpersonal emotional intelligence which speaks to interpersonal skills and functioning; the ability to adapt to emotional intelligence – this represents the ability to succeed when faced with environmental demands and challenges; management of emotional intelligence- this is the ability of an individual to effectively manage tension; and the general state of mind emotional intelligence – refers to the capability that an individual can enjoy life and keep a positive disposition. As stated by Bar- On (1996) these 15 segments of the model describes as non-cognitive variables that reflect identity characteristics traits.

Bar- On demonstrates that the parts of this model be produced over a long time, change continuously and can be improved via training and development programs, and that the model ought to identify with the potential for performance.

The third model of emotional intelligence by Goleman (2001) is the competency- based model which has been especially designed for organization applications.

This emotional intelligence theory of performance consists of 20 competencies that differentiate individual variation in the organization performance (Goleman, 2001). The competencies have four general abilities such as having awareness of one's self that is the capacity to understand one's sentiments and precisely evaluate one's self; management of self – capacity to control one's motivations, interior state and resources; social mindfulness – the capacity to precisely perceive people; and management of relationships – the ability to bring out the desired responses from others'.

As noted by Bass et al. (1995) the limited theoretical and empirical research done on emotional intelligence have forced the utilization of one of the above models of EI, thus the measurement of leadership was based on the transformational and transactional model. George (2000) has indicated that previous research have only examined the leadership qualities and how it assist in decision making and that more research is still needed in order to identify the effects of a leader's feelings on their work and subordinates , and the part that emotional intelligence plays in leadership.

The author has demonstrated the critical role that emotional intelligence plays in leadership effectiveness and the capacity to understand and control dispositions and feelings in oneself and in others hypothetically adds to the effectiveness of leaders. Emotional intelligence focuses on the capability of leaders in solving problems, addressing challenges and opportunities that faces them and their organization. In particular George (2000) proposes that leaders with greater level of emotional intelligence have the ability to utilize positive feelings to bring about significant changes to the organization. Leaders with higher levels of emotional intelligence have the ability to accurately evaluate the feelings of their subordinates and use this information to influence their subordinate feelings, so they react and support the objectives and goals of the organization.

Schwartz (1990) has indicated that leaders with this conceptualization have the ability to enhance the decision making process by using their knowledge of emotions to accurately identify whether the emotion is linked to opportunity or challenges that is faced by the organization.

Barling et al. (2000) in his exploratory research analyzed the leadership and emotional styles of 49 managers and was able to conclude that emotional intelligence had a positive relationship to idealized influence, inspirational motivation, and individualized consideration, the three components of transformational leadership, and it was also linked to contingent reward which is a component of transactional leadership. It was also established that " laissez-faire" leadership were identifiable to emotional intelligence as the dimension of understanding one's emotions was of critical importance when measuring the effectiveness of leadership. The EQ-I (Bar – On, 1997) was used by the authors to measure emotional intelligence and only a total emotional score was reported. In the evaluation of emotional intelligence greater measurement was needed particularly when assessing perception, evaluating; emotional facilitation and communicating of feelings; understanding and breaking down emotion and management of emotions.

2.3.5 Culturally-linked leadership styles

There are different contrasts that exist between societies, particularly as far as qualities, disposition, and practices of people, and this disparity has an effect on the initiative of the leadership of the organization (Hofstede and Hofstede, 2005; Alves, Lovelace, Manz, Matsypura, and Toyasaki, Ke, 2006).

The definition of leadership and its importance appears to differ across cultures (Wood and Jogulu, 2006; Dorfman, 2004; Jung and Avolio, 1999). Leadership is now faced with numerous challenges and opportunities due to globalization and the expansion or organizations across borders. The difference in social convictions and values made a prominent need for leaders to comprehend and obtain culturally – linked leadership styles. It became important for leaders to acknowledge that cultures are often different from one' own belief and value system, and being receptive towards others cultures was critical for effective leadership. Traditional leadership

theories developed in individualistic communities associated the action of producing greater profitability as a representation of effective leadership.

These theories were formulated on manifestations on self-interest consisting of mentoring, forming networks and other personal initiatives that was prevalent in individualistic cultures. Leaders in collective cultures see the effectiveness of leadership as a long term objective, where allegiance from subordinate, increased effort and fulfillment of the leader is prevalent. It was also demonstrated that collective cultures gave priority to the needs of the community in general when engaging in leadership action.

Therefore it was recommended that leaders and subordinates have shared values, suggests that leaders protect and provide the subordinate with direction in exchange for allegiance and working towards a common goal. According to Hofstede (1980) typical leadership theories advocated a fair view in accomplishing leadership roles, contending that it is possible for "anyone to reach the top". However, the author has note that this type of concept is drawn from individualistic perspective established on the cultural variable of low power distance. As explained by Hofstede (2005) small power distance cultures were of belief that parts and obligations of individuals can be changed in view of the effort of the individual, and that a person that is my subordinate today could be my manager tomorrow. In contrast leaders and subordinates are considered unequal in high power distance culture as titles, positions and social status command the way leaders treat subordinates. Therefore it is anticipated that leadership styles in high power cultures will investigate ways in which tolerance, respect for elders, compromise and agreement which is acceptable to all is reached.

Avolio et al. (2004) contended that although there are limitations in the research conducted by Jung et al. (1999) it is suggested that transformational and transactional theories can be universally applied as these models have ability to adapt to various cultural settings. Some authors have proposed that within collective cultures, transformational leadership assist in promoting higher participation as there is a greater probability that followers, due to the high power distance culture and acceptance for authority are more likely to accept and identify with the ideology of their leader (Jung et al., 1999). Studies conducted by Yokochi (1989) from a sample of senior leaders in Japanese organization as well as principals of a high school in

Singapore indicated that in collectivist cultures, transformational style is linked to leadership success (Koh, 1990).

Despite the research done it was proposed that more exploration is required to determine the generalize ability of culturally- linked leadership styles. It is most likely that the importance and concept of leadership varies across cultures due to perception, evaluation and diversity of leadership styles. Evidence suggests that there are limited studies that have taken contemplated the likelihood of effect of cultural influences on leadership styles and how the different leadership approaches varies across countries. It has been proposed that due to the limited research on the cultural influences on leadership styles, worldwide studies are needed to find new relationships thereby compelling more investigations to expand cultural variables.

From a management view point the various leadership styles creates complex challenges for the organization, particularly if the organization expands internationally. These corporations may discover that the cultural is diverse and very different internationally. Therefore it is critical that the impact of different cultural leadership styles be examined in greater detail.

2.3.6 Transformational leadership contribution to team effectiveness

Hull (2006) elaborated on the requirements faced by leaders to develop, implement and if deemed significant challenge organizational processes, projects management and the leading of teams. It was indicated that the most challenging aspect of a supervisor is motivating team members. Latham and Gary (2004) stated that empowering members to do their jobs would make the work teams more successful in accomplishing the objectives of the organization. Restricting employees' authority and responsibility may reduce their levels of commitment (Steers, Mowday and Shapiro, 2004). The authors suggested that employees may continue to perform satisfactorily but with little eagerness for improving productivity and quality. Regular informal meetings between leaders and subordinates can assist in decision making and stimulate participation. Polychroniou (2005) identified that the existence of job descriptions which are accurate is positively associated with effective allocation of task thereby reducing conflicts. It was noted that organizational goals can be achieved and team effectiveness improved when the process is transparent and subordinates are allocated tasks that is suited to their abilities and

preferences. Successful leaders use team mechanisms to develop the skills of the team as well as promote team spirit (Harris and Harris, 1996).

The process of teamwork is further enhanced when training and skills development are considered. The literature on job design clearly suggests that a positive climate is important for job design efforts to be successful as it evaluates the relationship between satisfaction and job complexities (Hackman and Oldham, 1980; Ferris and Gilmore, 1984). Organizational culture of the company may greatly determine the role of leadership in management. Leader's values, beliefs and interpersonal competencies are of great significance when evaluating the overall style of leadership adopted. According to Morris and Feldman (1996); Goleman (1998; 2001); Bass (2002) theoretical studies have indicated that the components of EI may be related to effective leadership. Current writing have uncovered that leader's EI influences the leader's transformational leadership, the desired job performance and outcomes from subordinates (Megerian and Sosik, 1996; Rahim, Psenicka, Zhao, Polychroniou and Ferdausy, Oh, 2002; 2006). Following the research of Burns (1978); Bass (1985) and Bass et al. (1993) the authors have proposed that transformational leadership is related to the clear dimensions of idealized influence(the extent of pride, respect in the emotional identification with the leader), intellectual stimulation (the extent of which the leader inspires followers to become innovative and analyze the way that they are doing things), individualized consideration (extent the leader provides individual attention and encourage followers to develop themselves).

Transformational leaders have the ability to encourage subordinates to perform optimally. These leaders are able to elevate the consciousness of subordinates about new findings and motivate subordinate to surpass their own interest for the benefit of the team. An environment of change is created by these leaders and they are captivated by visionary ideas that excite, stimulate and drive subordinates to perform optimally. According to Rahim et al. (2002) leaders that possess empathy have the ability to identify the needs of their subordinates, by actively taking an interest their well-being, reacting to changes in their emotional states, working together as a team to achieve goals. Subordinates are more inclined to recognize and emotionally identify with a leader who shows consideration and is willing to assist subordinates to become effective, enhanced ability when dealing with conflict and job performance (Rahim et al., 2002;2006).

Generally, transformational leaders who possess EI are more likely to display behaviors that are related to increasing effectiveness and conflict management when dealing with subordinate thereby are achieving the desired outcomes on teamwork (Rahimet al., 2002;2006). Further studies reported by Church (1997) suggested that self- awareness is a critical ability for enhancing managerial effectiveness. The research conducted by Goleman (2001) and Rahim et al. (2002) revealed that the competencies such as social skills, motivation and empathy was associated to EI and in order to fully understand the emotional processes and manage them effectively one needs to have these abilities.

The ability to perceive the emotions, feelings and needs and to help others in controlling their feelings to accomplish the desired results is referred to having empathy and social skills. According to Church (1997); Sosik and Megerian (1999); Druskat et al. (2001) motivation is required to assist individuals in concentrating on accomplishing the desired objectives. Leaders who have interpersonal intelligence are affiliated to transformational leadership for many reasons. These leaders use social skills to engage with followers to achieve the desired behaviors which are most likely to be associated with intellectual stimulation. Subordinates are more inclined to respect and emotionally relate with a transformational leader who shows consideration, is willing to help subordinate's, enhances team effectiveness and optimally perform in one's own their job. Leaders that possess empathy have the ability to identify the needs of their subordinates, by actively taking an interest in their well-being, reacting to changes in their emotional states, working together as a team to achieve goals. Empathy is connected to individualized consideration.

Motivation is used by leaders to resolve supervisor – subordinate conflict but it needs to be handled functionally in order to achieve positive outcomes. Therefore it is concluded that the three dimensions of EI are more likely to be related to the idealized influence of the leader. Employees are viewed as the most valuable asset that companies possess in today competitive environment. Utilization of organic human resource system that promotes the development of the human capital pool that possesses a wide range of skills, with the ability to engage in a wide

variety of behaviors. The culture of an organizational impacts the role that leadership is the company.

Organizations implementing a larger number of prescribed practices are able to empower employees, encourage teamwork, and enjoy exceptional performance. However it must be highlighted that the adoption of these practices is not an easy task. It has been disputed that the beliefs, values and interpersonal competencies of supervisors are essential to the overall style of leadership adopted. Managers that have interpersonal intelligence may be associated to transformational leadership for many reasons. An atmosphere of change is created transformational leaders as they are captivated by visionary ideas that excite, stimulate and drive subordinates to perform optimally. Research findings suggest that supervisors use interpersonal skills such as social skills to effectively lead their teams. Conflict is handled with tact and discretion, negative feelings managed and agreements in team created. It has been proposed that transformational leadership contributes positively to subordinate's willingness to integrate goals with their supervisor and pursue an innovative problem solving process. Participative management between supervisor and subordinates and team consensus is necessary in achieving the desired outcomes. Appropriate interventions such as education and job- specific training may be required to enhance supervisor's emotional competencies and transformational leadership.

2.4 Organizational culture

Lundy and Cowling (1996) suggested that historically, there have been many different definitions about organizational culture, possibly the most common definition "the way we do things around here". Organization culture is viewed as an essential component of the organization. It has generally been acknowledged that organizational culture is characterized as commonly shared qualities and belief of employees in the organization. According to Ogbonna (1992) organizational cultures are the reconciliation of individuals into a group where individuals are modified to have the same attitudes, in other words the values, standards, convictions and traditions that an individual possess are common with other members in group.

Bro Uttal (1983) was of the opinion that organization culture is an arrangement of shared qualities (what is essential) and convictions (how things work) that unites with individuals,

structures and control framework of the organization to create behavioral standard (the way we do things around here).

According to Andrew Brown (1995; 1998) characterized organizational culture as a set of beliefs, values and learning encounters that have been produced amid the length of the time of an organization's history, and has a tendency to be coordinated into the behaviors of its employees. Schein (1985) was of a different view , have suggested that culture should be seen as an arrangement of mental inclinations that individuals from the organization have, that aids them to think and act in specific ways. Hofstede (1984) defined organizational culture as "the collective programming of the minds which distinguishes the members of one organization from another"

2.4.1 Themes of Organizational culture

According to Maul, Brown and Cliffe (2001) four principle themes of organizational culture are: Firstly, culture can be learned. Culture as characterized by Williams (1984) as "the way we do things around here" of the "the way consider things around here". Managers, examining the general meaning of culture ought to have the capacity to anticipate behaviors, thinking process and general trend of subordinates, as the meanings of culture deals principally with the way employees act and think.

According to Schein (1984), culture is widely accepted as the "The pattern of basic assumptions that gives groups the ability to create, discover, or develop learning techniques of how to adapt to its problems of external and internal integration, and that have worked well enough in the past to be viewed as legitimate, and consequently can be taught to new individuals as the right approach to see, think, and feel connection to those problems " The most significant feature of this theme is that culture can increase the organizational survival and growth by showing the employees the correct way to behave. Secondly culture is assumed to be a belief system.

Culture as defined by Davis (1984) suggest that it is a set of shared convictions and values that provides employees of the organization meaning and rules for behavior that is acceptable by the organization. This theme is related to fundamental guiding beliefs and daily beliefs. The guiding belief gives direction to daily beliefs. As a rule guiding beliefs seldom change since they fall in

the domain of universal truth. Daily beliefs are also part of the company culture and is defined as rules and feelings associated with daily behavior.

However these behaviors are dynamic and change to match the situation. The third theme is seen as strategy. According to Bate (1995) who argues that there is a distinction between strategy and culture and recommends that "culture is a strategic phenomenon with strategy being culture phenomena". This suggestion recommends that any sort of strategy formulation is a cultural activity and secondly all changes to culture should be seen as changes to strategy. Hofstede (1980) was of the view that the fourth theme relates to the programming of the mind and that "the collective programming of the minds which distinguishes the members of one organization from another" gives the organization its culture. The author also classified culture into four elements: symbols, heroes, rituals and values. It was proposed that these four elements are very important to managers of the organization as it can impact the business at various levels.
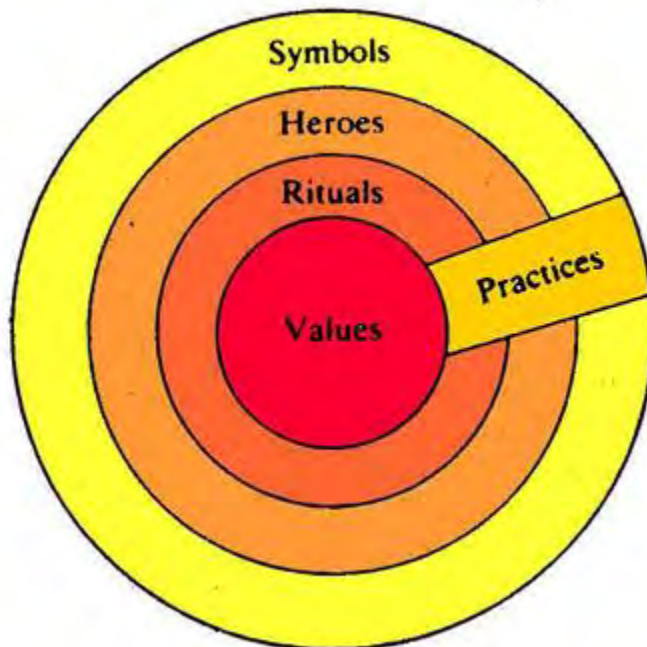
Figure 2.1: Onion diagram

Source: Hofstede (2001) Culture's Consequences: Comparing Values, Behaviors Institutions and Organizations across nations.

Brown (1998) illustrates the above onion diagram developed by Hofstede signifies that values forms the core culture, which represents the most profound level of culture, where qualities are personally connected to good and moral codes.

It ascertains what employees think ought to be done in specific circumstances and it distinguishes the likes and dislikes of employers and employees. The next layer is rituals which are collective activities that are considered socially essential, and heroes are individuals. The following layer is rituals which are collective activities that are considered socially essential, and heroes are individuals that have characteristics that are highly prized are often referred to as "winners". The last layer is symbols which are associated to gestures, objects, words or acts that is significant and is meaningful to the individual or group.

In a similar manner, Johnson and Scholes (1999) created a cultural web (figure 2) to help individuals to comprehend the culture of an organization.

Figure 2.2: Cultural web

Source: Johnson et al. (2008). Exploring corporate strategy

The cultural web tool is very useful in linking the political, symbolic, and structural aspects of the organization , identifying a culture that may exists as well as guides the development strategy of the organization. The cultural web consists of seven key elements that are interlinked.

The commonly held beliefs and values referred to as the paradigm is found at the center, with the other seven elements (symbols, control systems, stories, rituals, routine, power structures and organizational structures) are formed at different periods as the organization develops. However identification of the four culture themes is insufficient to comprehend and measure culture. It is therefore imperative that organizations measure the effect that culture has on the organization by measuring how it arranges itself and manages the relationship of internal and external stakeholders as well as how the organizations treat it employees, should be the key components when building an effective organizational culture.

2.4.2 The importance of organizational culture

Hofstede (1997) proposes that it is critical to comprehend culture within an organization as it influences the way people act, think and behave; in contrast it was recommended that organizational development can help in promoting humanistic values (Grieves, 2000). In research conducted by Deal & Kennedy it was demonstrated that organization improvement ought to be adequately with coordinated organizational culture keeping in mind the end goal to empower employees to perform effectively. When alluding to the importance of organizational culture in an organization, it is vital to look at two viewpoints that were given by Martins and Terblanche (2003). Elements of organizational culture that manifest itself into two purposes: the first which creates the feeling of identity and commitment amongst employees to the organization; secondly, developing a competitive advantage by enabling employees (especially new employees) to fully understand acceptable behaviors and social system stability (Martins, 2000). Evidence indicates that organizational culture can provide a shared system of meanings that is essential for good communication and mutual understanding. Furnham and Gunter (1993) emphasized that failure of an organization culture to meet these functions in a satisfactory way may greatly decrease the efficiency of the organization.

2.4.3 Dimensions of organizational cultures

According to Helmreich and Meritt (1998) the dimensional paradigm can be applied at a national level, more specifically at organizational and job levels. Hofstede (1991) developed the six dimensions in an effort to analyze culture for purposes of comparison. These six dimensions components were as follows: dimension one was process-oriented vs. results-oriented.

This implied that process – orientated cultures was influenced by technical and bureaucratic routine, results-orientated was more outcome's driven. This dimension closely related to culture's degree of homogeneity: in results – oriented unit everybody has the same perception; in process-oriented culture, there is indication that vast differences exist with the perception among the various units that differ. Peter and Waterman (1982) eluded to the fact that the level of homogeneity of a culture is an indication of its strength: evidence of studies have demonstrated that strong cultures and more results- driven compared to weak cultures. Dimension two was job oriented vs. employee- oriented. Job-oriented considers the responsibility for the employee's performance only; employee -oriented culture consider greater responsibility for their employee's welfare.

Hofstede, Neuijen, Ohayv and Sanders (1990) research has indicated that job vs. employee orientation part of a culture and not an option for an individual manager. Historic factors seem to largely attribute to the unit's position on this dimension, like the philosophy of its founder(s) and the presence or absence in its recent history of economic crises with collective layoffs. Dimension three is the professional vs. parochial. The professional who are usually highly educated employees who can easily identify with their profession. Parochial employees usually derive their identity from the organization for which they are employed. Dimension four is the open systems vs. closed system. This dimension is connected to the common style of internal and external correspondence, and to the ease with which strangers and newcomers are admitted. Dimension five looks at tight vs. lose control which demonstrates the level in which formality and punctuality plays in an organization. Dimension six is pragmatic versus normative that highlights the prevailing way (flexible or rigid) of dealing with the environment, specifically with customers. Hofstede's cultural dimensions as documented extensively were developed as a tool to address the fundamental problems of society. It consisted of six cultural dimensions:

individualistic/collectivistic, masculine/feminine, uncertainty/avoidance/power/distance, time perspective, indulgence/ restraint and are clearly depicted in the figure 3 below:

Table 2.1: Hofstede's cultural dimensions

Individualistic / Collectivistic	How personal needs and goals are prioritized vs. the needs and goals of the group/clan/organization.
Masculine / Feminine	Masculine societies have different rules for men and women, less so in feminine cultures.
Uncertainty Avoidance	How comfortable are people with changing the way they work or live (low UA) or prefer the known systems (high UA).
Power Distance	The degree people are comfortable with influencing upwards. Accept of inequality in distribution on power in society.
Time Perspective	Long-term perspective, planning for future, perseverance values vs. short time past and present oriented.
Indulgence / Restraint	Allowing gratification of basic drives related to enjoying life and having fun vs. regulating it through strict social norms.

2.5 Conclusion

This chapter provided in-depth review of literature of various academics on the emotional intelligence, leadership styles and corporate culture. Leadership is viewed as the ability of leader to impact the behavior and performance of subordinates to achieve the desired outcome. Leadership is also viewed as a process of social interaction. Emotional intelligence is the capability of a person to be socially effective, with leadership literature proposing that emotional intelligence is a main factor of effective leadership. There is empirical evidence that suggest that a positive relationship between organizational culture and leadership effectiveness. Today leaders are expected to possess multiple intelligences in order to lead employees in a cultural setting that encourages creativity and innovation.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1   Introduction

Research is essential in facilitating the attainment of knowledge. The process as indicated by Bradford University of School Management (2007) aims to investigate and collect information on the relevant research topic.

Research allows one the ability to determine the reasons behind a set of events and the consequences of those events can be determined. The continual manifestation of the same results allows the researcher to draw irrefutable conclusions and make valid generalizations.

Research methodology is used when a researcher need to solve a problem in a rational manner. Reasons for the research, along with the problem identification, documentation of the process is required. Lastly, an abstract of the data collection process and analysis needs to be provided (Sheffield Hallam University, n.d.)

3.2   Research design

Coldwell and Herbst (2004) expressed that the research design is referred to as the "strategy" for the study and the plan by which the "strategy" is needed to be executed. The authors have also indicated that the research design needs to specify the methods and procedures for collecting, measuring and analyzing the data.

3.2.1 Non-experimental design

Coldwell et al. (2004) has stated that the concept behind using a survey methodology is to determine and examine after asking the relevant questions, if there is a relationship among the variables. The definition of a survey referred to one or a combination of two procedures namely questionnaire and interviews (Coldwell et al., 2004). Questionnaires are mostly self –

administered where the respondents answer and fill in the questionnaire themselves (Coldwell et al., 2004).

Coldwell et al. (2004) concluded that surveys are very cost-effective; however certain weaknesses exist such as not being able to make inferences at the level of cause and effect and also not having the option to rule out rival hypothesis. The authors also identified other weaknesses which include respondents giving socially desirable responses; difficulty in accessing the right amount of people; respondents may drop out; and surveys are found to be full of systematic biases. The research design that will be utilized in this study will be a non-experimental research design using a self-administered e-mail questionnaire with closed ended questions.

3.3 Exploratory research

Coldwell et al. (2004) has explained that exploratory research entails the study into an area where the hypotheses is tentative and a particular relationship exist, however a full scale study is not warranted until more clarity is obtained. The authors have also indicated that it can also entail the use of measuring instruments that is untested and the reliability and validity questionable. The goal of exploratory studies is to find out whether or not a phenomenon exists, and to become acquainted with it, however it should not be measured with other phenomena (Coldwell et al., 2004). Exploratory research is used in this study to determine the problem that mangers encounter in terms of not being able to effectively lead their subordinates. The goal of exploratory exploration is to find out regardless of whether a marvel exists, and to wind up acquainted with such a wonder, yet not to gauge it with other phenomena

3.4   Type of study

Sekaran and Bougie (2009) stated that there are two paradigm of research methodology, quantitative and qualitative. Qualitative research as defined by Bradford University of Management (2007) as being subjective, it studies the factors of research subject such as values, attitudes and perceptions. This type of research relies on qualitative information such as words, sentences and narratives. Quantitative research involves the collection of primary data from

extensive number of individual units with the aim of investigating and anticipating the results to a broader population (Coldwell et al., 2004). This research approach uses numbers to solve problems.

Coldwell et al. (2004) indicates that emphasis is placed on the collecting numerical data with the intention of drawing inferences from the data. Measurement of the data is of critical importance. A quantitative research method was used in this study incorporating concepts, variables, hypotheses, review of literature and the collection and analysis of data. In determining the norms and averages a statistical analysis of the data was done, with statistical models and figures explaining the observations.

3.5 Study setting (location of study)

The study focused on the employees employed in the Kwa – Zulu Natal region of Sasol. The company operates 24 hour, 7 days a week including public holidays if bulk vessels are expected at the port. Planning of bulk, container vessel, road and rail to arrive timorously at the storage sites for exportation is of critical importance to the organization. The company is a petrochemical organization that produces petrol and chemicals products at its plant that are situated inland, which supplied to the local and export markets.

3.6 Sampling

A sample as defined by Coldwell et al. (2004) the selection of respondents from a larger population for purposes of research. The authors have suggested that sampling uses process or techniques to select a representative part of a population with the aim to determine the parameter or characteristics of the entire population. Inferential statistics are used to draw conclusion about populations from samples this allows the determination of a population's attributes by directly observing a sample of the population. The methodology used in this study is a non-probability convenience sampling technique using a sample size of 80 people.

3.7 Population

Sampling is a process that begins with defining the target population. According to Sekaran et al. (2013) geographical boundaries and time is taken into considerations. The population consists of group of elements such as people, event and objects that are investigated in the research study.

The population for this research study was the employees employed the Kwa – Zulu Natal region of the company. The population was 80 employees employed in the different departments of the organization regardless occupational level, race, gender and grade were included.

3.8   Data collection

Sauders, Lewis and Thornhill (2002) suggested that it is necessary to evaluate data collection methods before selecting the appropriate one. The main criteria for this selection will be dependent on the questions and objectives of the research but other factors such as the degree of accuracy required, expertise of the researcher, costs and resources also contribute to the method chosen.

Cross – sectional analytical survey was used in this study, in which questionnaire was sent to 80 employees. This data collection method was chosen as it was most suitable to answer the research objectives. Cost effectiveness and time constraints also contribute to the chosen method. A structured self- administered questionnaire containing close ended questions was used as the measuring instrument.

3.9   Questionnaire design

The research instrument utilized as a part of this study was a structured questionnaire. The questionnaire is one of the most widely used survey data collection techniques. The standardized questions will ensure respondents interpret it in the same way which makes this technique very effective Saunders et al. (2002). The questionnaire was divided into two sections. The first section was related to demographic and biographical details. The second section concentrated on the leadership styles, emotional intelligence and corporate culture within Sasol.

This questionnaire consisted of 50 questions where respondents selected one answer from a series of alternatives. The Likert scale, also referred as a summated instrument scale will be used by this study (Coldwell et al., 2004). Each question will be allocated a score from 1-5, which

means that the responses for the questions can be summed to produce a total score (Coldwell et al., 2004). Data will thereafter be coded and calculated in order to process and analyze data.

A higher score suggests stronger emotional intelligence and a positive leadership style with the ability to meet demands and challenges effectively.

Alternately, a lower score infers poorer emotional intelligence and a negative leadership style with a decreased capacity to be effective in meeting demands and challenges. Closed ended questions were used which provided the respondents with all possible alternatives, facilitating quick responses from respondents. The researcher ensured that the order and flow of questions was logical to ensure the ease of answering.

The questionnaire was accompanied by a letter consent ensuring anonymity and the option not to participate. (See Annexure 2)

3.10   Validity and reliability

Validity tests the effectiveness of the measuring instrument in respect of the concept that it intends to measure, it also helps ascertain whether the correct concept is being measured. Mouton (2009) indicated that different respondents tested by the same instrument at different times should respond identically to the instrument. Blumberg and Cooper (2008) suggested that a research study that delivers the same results repeatedly is considered to have a higher reliability, conversely a research study that delivers different results each time the study is conducted is considered to have low reliability.

The Cronbach's Alpha Coefficient was used to test the validity and reliability as well as to establish if the questionnaire's continuous study variables had internal consistency and reliability. In this study, Cronbach's Alpha Coefficient was calculated at 0.987 which is higher than 0.7 meaning that it supports the quantitative approach to the study (Sekaran et al., 2013).

3.11   Questionnaire administration

This questionnaire was e-mailed to respondents. A letter of consent was accompanied to the questionnaire.

3.12 Data analysis techniques

3.12.1 Statistical analyses

Statistical analyses were completed by means of the Statistical Package for Social Sciences (SPSS) computer program for Windows version 18.0 (2010). Descriptive statistics were acquired for all dependent and independent variables. Cronbach's alpha was utilized to focus on the internal consistency of the measuring instruments. Pearson product-moment correlations were calculated to assess the direction and strength of the relationships between the variables and the significance level was set at .05. For the purposes of this study, r values larger than .30 were considered to have a medium to large practical effect (Cohen, 1992). Multiple regression analysis was used to determine if EI predicts leadership styles (transformational, transactional, laissez faire).

3.12.2 Descriptive statistics

Coldwell et al. (2004) indicated that descriptive statistic which includes number and measures of variation are the most commonly used. This study measures the relationship between emotional intelligence and leadership effectiveness.

3.12.3 Mean and median

Coldwell et al. (2004) stated that mean and median are measures of central tendency used to indicate the middle point in a set of data. Mean and median are also referred to as measures of location.

3.13   Ethical considerations

According to Sekaran et al. (2013) ethics relates to the researcher's conduct or expected behavior while conducting research. Participation by respondents must be voluntary. Confidentiality and anonymity of respondents must be assured at all times (Babbie and Mouton, 2001).

Ethical clearance was obtained from the University of KwaZulu-Natal (Annexure 1). A gatekeeper's letter (Annexure 2) was obtained from Vice President of Sasol for permission to use the employee database. The questionnaire was accompanied by a Letter of Consent (Annexure 3). Participants were advised and assured of confidentiality and anonymity. Participants were permitted to exit the questionnaire at any stage.

3.14   Conclusion

This chapter provided a discussion of research methodology used to answer the research objectives. Aspects such as the type and location of study, population, sample size, data collection instrument used and analysis of data was covered. Reasons for adopting of various aspects of research designs were also provided. Coldwell et al. (2004) stated that research is critical for an organization and that the providing of information reduces uncertainty thereby improving the decision making process. There are three different types of research namely exploratory, causal and descriptive. Exploratory research was used in this study.

CHAPTER FOUR

PRESENTATIONS AND DISCUSSIONS OF RESULTS

4.1 Results

As discussed earlier, the aim of this research study is to gain a better understanding of the relationship between Emotional Intelligence and Leadership styles on corporate culture .The overall results of the study supports the proposition that Emotional Intelligence and Leadership styles as attributes do influence organizational culture.

In this study it was assumed that Emotional Intelligence is correlated to effective leadership. This hypothesis was confirmed by the statistical analysis which indicated that Emotional Intelligence is positively correlated to effective leadership. According to George (2000), Emotional Intelligence plays an important role in Leadership Effectiveness and can promote effectiveness at all levels in organizations. Effective leaders with high Emotional Intelligence could help other people they lead to raise their own level of Emotional Intelligence, potentially resulting in a more effective organization overall and a better organizational culture (Momeni, 2009). As indicated in the results, Emotional intelligence subscale was significantly correlated to the effectiveness outcome from the leadership subscale. This supports the assumption that effective leadership may have its roots in managing emotions (Caruso, 2002).

Cronbach's Alpha test was run to investigate the reliability of the questionnaire. It was found that the questionnaire was reliable as the Cronbach's Alpha value was 0.98.

Reliability Statistics	
Cronbach's Alpha	N of Items
.987	50

A total of 61 participants completed the self-administered questionnaire. Results had shown that more than half of the participants were between the ages of 34 years and 49 years (54%). Results indicated that quarter of them were (25%) black, 52% were male, 61% had diploma or

undergraduate degree, more than a third (35%) were working as specialist, and about half of them (45%) were working between 5 years and 10 years (Table 4.1).

Table 4.1: Distribution of socio-demographic information of the participant

Variables	Frequency	Percentage
Age in years		
26 - 33	18	29.51%
34 - 41	**22**	**36.07%**
42 – 49	11	18.03%
50 – 57	6	9.84%
> 57	4	6.56%
Race		
Black	15	24.59%
White	11	18.03%

Indian	**32**	**52.46%**
Coloured	3	4.92%
Other	0	0.00%
Gender		
Male	**30**	**51.72%**
Female	28	48.28%
Highest certification / qualification obtained		
Matric	8	13.11%
Certificate	8	13.11%
Diploma	**19**	**31.15%**
Bachelor's Degree	18	29.51%
Honours Degree	3	4.92%
Masters Degree	4	6.56%
None of the Above	1	1.64%
Choose the relevant department that you are currently		

employed in		
Sales	5	8.47%
Supply Chain	**29**	**49.15%**
Finance	7	11.86%
Operations	8	13.56%
Production	5	8.47%
Other	5	8.47%
Specify current position / level you hold within your department		
Unskilled	1	1.69%
Skilled	17	28.81%
Specialist	**21**	**35.59%**
Junior Management	6	10.17%
Middle Management	12	20.34%
Senior Management	2	3.39%
How long have you been employed by Sasol?		
Less than 5 years	10	16.67%
5- 10 years	**27**	**45.00%**
11- 15 years	9	15.00%
16 – 20 years	8	13.33%
Greater than 20 years	6	10.00%

To investigate the leadership style of the manager/supervisor, a total of 20 likert type statements were asked to the participants. All the statements were given 1 point for never and 5 points for Always. Therefore, a mean score of above three (03) indicates that participants are in favors of the statement. Table 4.2 summarizes all the statements regarding the leadership style. It was found that all the statements had a mean score of 3.48 or higher. For example, majority of the participants reported that their supervisor/manager often or always acted friendly with team members (82%), helped others feel comfortable and at ease in the team (82%), clarified his or her role with the team (75%), and encouraged team members to work as a team (75%).

Table 4.2: Leadership Styles of the manager/supervisor

Statements	Never	Seldom	Occasionally	Often	Always	Mean	Standard Dev.
Instructs team members on what they are supposed to do	3.33%	16.67%	26.67%	**35.00%**	18.33%	3.48	1.08
Acts friendly with team members	0.00%	5.00%	13.33%	**46.67%**	35.00%	4.12	0.83
Sets performance standards for the team	1.67%	3.33%	23.33%	**36.67%**	35.00%	4.00	0.94
Helps others feel comfortable and at ease in the team	0.00%	8.33%	20.00%	**45.00%**	26.67%	3.90	0.90

Makes suggestions on how problems can be solved	0.00%	6.67%	26.67%	**36.67%**	30.00%	3.90	0.92
Respondsfavorably to suggestions made by others	0.00%	15.00%	16.67%	**48.33%**	20.00%	3.73	0.95
Makes his or her perspective clear to others	0.00%	6.78%	23.73%	32.20%	**37.29%**	4.00	0.95
Treats others fairly	0.00%	10.00%	25.00%	**36.67%**	28.33%	3.83	0.96
Develops an action plan for the team	0.00%	11.67%	25.00%	**38.33%**	25.00%	3.77	0.96
Behaves in a predictable manner to the team	0.00%	6.67%	30.00%	**40.00%**	23.33%	3.80	0.88
Defines and	1.67%	8.33%	26.67%	30.00%	**33.33%**	3.85	1.04

responsibilities for each team member						
Communicates actively to team members	0.00%	5.00%	21.67%	**40.00%**	33.33%	4.02	0.87
Clarifies his or her role with the team	0.00%	3.33%	21.67%	33.33%	**41.67%**	4.13	0.87
Shows concern for the well- being of others	0.00%	10.17%	20.34%	**44.07%**	25.42%	3.85	0.93
Gives direction on how the work should be performed	1.67%	3.33%	31.67%	**46.67%**	16.67%	3.73	0.84
Shows flexibility in decision making	0.00%	11.67%	26.67%	**36.67%**	25.00%	3.75	0.97

Provides criteria on what is expected from the team	1.67%	5.00%	25.00%	**38.33%**	30.00%	3.90	0.95
Discloses thoughts and feeling to team members	3.33%	11.67%	21.67%	**43.33%**	20.00%	3.65	1.04
Encourages team members to perform optimally	0.00%	1.67%	25.00%	28.33%	**45.00%**	4.17	0.87
Encourages team members to work as a team	0.00%	1.69%	23.73%	33.90%	**40.68%**	4.14	0.84

There were 30 five points likert type statements were asked to investigate the emotional intelligence of the manager/supervisor. All the statements had a score of 1 point for never and 5

points for Always. Therefore, a mean score of above three (03) indicates that participants are in favors of the statement. Table 4.3 shows the distribution of all the statements regarding the emotional intelligence of the manager/supervisor. Results showed that all the statements had a mean score three (03). For example, more than a third of the participants (38%) mentioned that their supervisor/manager always took responsibility for his/ her own performance, about two-thirds reported that their manager/supervisor always or often accepted rapid change to attain goals of organization (64%), set aside emotion in order to complete task (63%), 71% reported their manager/supervisor always or often had high motivation levels to set and attain challenging goals (Table 4.3).

Table 4.3: Emotional Intelligence of the supervisor/ manager

Statements	Never	Seldom	Occasionally	Often	Always	Mean	Standard Dev.
Is able to control his / her distressing emotions	0.00%	18.64%	22.03%	**42.37%**	16.95%	3.58	0.99
Helps others feel better when they are down	0.00%	22.03%	20.34%	**38.98%**	18.64%	3.54	1.04
Accepts rapid change to attain goals of organization	0.00%	8.47%	27.12%	**44.07%**	20.34%	3.76	0.88
Able to control his/ her anger	1.69%	22.03%	13.56%	**44.07%**	18.64%	3.56	1.09
Is aware which emotions he/ she is experiencing and why	3.39%	18.64%	20.34%	**40.68%**	16.95%	3.49	1.09
Understands why people feel the way they do	1.72%	24.14%	22.41%	**36.21%**	15.52%	3.40	1.08
Is aware of the effects of his / her emotions on others	0.00%	20.69%	29.31%	**32.76%**	17.24%	3.47	1.01
Is well aware of his/her moods	1.69%	23.73%	16.95%	**35.59%**	22.03%	3.53	1.13
Is able to confront problems without demeaning the members of the team	0.00%	16.95%	25.42%	**33.90%**	23.73%	3.64	1.03
Does not allow negative feelings of others to inhibit collaboration	0.00%	22.03%	16.95%	**40.68%**	20.34%	3.59	1.05

Set aside emotion in order to complete task	0.00%	11.86%	25.42%	**40.68%**	22.03%	3.73	0.94
Recognises the politics of the organization	1.69%	5.08%	32.20%	**44.07%**	16.95%	3.69	0.88
Is aware of non-verbal messages that is sent to others	1.69%	23.73%	27.12%	**44.07%**	3.39%	3.24	0.92
Provides emotion support to others during stressful times.	0.00%	17.24%	24.14%	**37.93%**	20.69%	3.62	1.01
Remains calm in volatile situations	0.00%	20.34%	20.34%	**40.68%**	18.64%	3.58	1.02
Able to control his/ her disruptive emotions	0.00%	22.41%	18.97%	**31.03%**	27.59%	3.64	1.12
Has a strong drive to attain organization goals	0.00%	1.69%	28.81%	**37.29%**	32.20%	4.00	0.83
Have high motivation levels to set and attain challenging goals.	0.00%	3.45%	25.86%	**41.38%**	29.31%	3.97	0.84
Able to maintain composure irrespective of situation	0.00%	18.64%	22.03%	**42.37%**	16.95%	3.58	0.99
Understands the link between team members emotions and their reactions to certain situations	0.00%	15.52%	27.59%	**37.93%**	18.97%	3.60	0.97
Takes responsibility for his/ her own performance	0.00%	10.34%	22.41%	29.31%	**37.93%**	3.95	1.02

Inspires and guide team members to improve work performance	0.00%	14.04%	19.30%	**35.09%**	31.58%	3.84	1.03
Handles emotional conflicts with tact and diplomacy	0.00%	18.64%	23.73%	**33.90%**	23.73%	3.63	1.05
Stays focused on goals despite setbacks	0.00%	6.90%	29.31%	31.03%	**32.76%**	3.90	0.95
Manages task related conflicts effectively	0.00%	13.56%	20.34%	**35.59%**	30.51%	3.83	1.02
Is aware of his / her limitations	0.00%	8.47%	28.81%	**40.68%**	22.03%	3.76	0.90
Stays positive and generates innovative solution to problems.	0.00%	17.54%	17.54%	**43.86%**	21.05%	3.68	1.00
Manages his/ her stress well	0.00%	22.03%	20.34%	**37.29%**	20.34%	3.56	1.05
Is self- disciplined and does the right thing even when it is unpopular	0.00%	8.47%	28.81%	**38.98%**	23.73%	3.78	0.91
Understands emotional cue from others	0.00%	18.97%	20.69%	**48.28%**	12.07%	3.53	0.94

Since data were not normally distributed, Spearman's rho correlation analysis was conducted to find the relationship between leadership style and emotional intelligence. Results had shown that leadership style and emotional intelligence was significantly highly positively correlated ($r = 0.851$, $p<0.01$). This meant that 72% of variation in leadership style can be explained by emotional intelligence ($r^2 = 0.72$).

Table 4.4: Spearman's rho correlation analysis output

			Leadership	Emotional Intelligence
Spearman's rho	Leadership	Correlation Coefficient	1.000	.851[**]
		Sig. (2-tailed)	.	.000
	Emotional Intelligence	Correlation Coefficient	.851[**]	1.000
		Sig. (2-tailed)	.000	.
**. Correlation is significant at the 0.01 level (2-tailed).				

Kruskal-Wallis test showed that the median score of leadership style and emotional intelligence were similar among the different age group of the participants (Table 4.4).

Table 4.5: Comparison of median score of leadership style and emotional intelligence with regards to age of the participants

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Leadership is the same across categories of Age.	Independent-Samples Kruskal-Wallis Test	.512	Retain the null hypothesis.
2	The distribution of Emotional Intellegence is the same across categories of Age.	Independent-Samples Kruskal-Wallis Test	.236	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

It was also found that the median score of leadership style and emotional intelligence were similar among the different race group of the participants (Table 4.5).

Table 4.6: Comparison of median score of leadership style and emotional intelligence with regards to race of the participants

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Leadership is the same across categories of Race.	Independent-Samples Kruskal-Wallis Test	.646	Retain the null hypothesis.
2	The distribution of Emotional Intellegence is the same across categories of Race.	Independent-Samples Kruskal-Wallis Test	.895	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

Mann-Whitney U test was used to compare the median score between male and female participants. It was found that the median scores for leadership style and emotional intelligence were similar between male and female (Table 4.6).

Table 4.7: Comparison of median score of leadership style and emotional intelligence with regards to gender of the participants

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Leadership is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	.192	Retain the null hypothesis.
2	The distribution of Emotional Intellegence is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	.302	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

Results also showed that the current position of the participants did not have any effect on the leadership style and emotional intelligence (p>0.05) (Table 4.7).

Table 4.8: Comparison of median score of leadership style and emotional intelligence with regards to position of the participants

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Leadership is the same across categories of Specify current position / level you hold within your department.	Independent-Samples Kruskal-Wallis Test	.349	Retain the null hypothesis.
2	The distribution of Emotional Intellegence is the same across categories of Specify current position / level you hold within your department.	Independent-Samples Kruskal-Wallis Test	.531	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

4.2   Summary

This chapter summarized the findings of the study, including interpretation of the results.

Throughout the questionnaire, the data was transformed into information across a range of categories from demographic information through to the specific variables of interest to this study.

The data are analyzed either through tables, clustered bar graphs, stacked bar graphs or pie graphs where relevant as it emerged from the study based on the objectives built into the design of specific questions in the survey instrument.

This chapter along with secondary data gleaned from review of literature in chapter two forms the discussion that follows in chapter five.

CHAPTER FIVE
CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In Chapter 4, the interpretation of results of the research study was done with the aim of declaring the findings. A comparison of the research results to the contemporary literature as discussed in Chapter 2, to determine if the research results agreed or differed to the literature findings. In this chapter, the main findings will be discussed, summarized and contrasted to the main problems as defined in Chapter 1 with proposed recommendation and with suggestion of future research.

5.2 Main findings

5.2.1 Objective one

Evaluating the relationship between emotional intelligence and effective leadership styles in a petrochemical organization

5.2.2 Objective two

To determine if emotional intelligence is a contributing factor in highly successful managers

5.2.3 Objective three

To establish which emotional intelligence sub factors contributes significantly to effective leadership.

5.2.4 Objective four

To assess the extent of which these sub factors significantly contributes to effective leadership

After assessing the relationship the emotional intelligence has on leadership styles and the impact it has on corporate culture the main findings was divided into the following sections:

- Emotional intelligence
- Leadership styles
- Impact of corporate culture

To summaries the finding of this study, indicates that a relationship exists between emotional intelligence sub factors and that leadership effectiveness as an overall factor. The findings have also indicated that culture is a critical factor for leadership effectiveness. In today's competitive environment having the ability to motivate not only oneself but others around you, cope with changes and challenges without losing control is seen as a significant factor in providing support and guidance to subordinates in stressful times.

5.3 Problems and limitations

There were no problems experienced in the research study. All respondents were accessible physically or via e-mail. However, a small amount of respondents (23 per cent) did not respond, despite numerous reminders sent. According to studies conducted by Leedy (1997) he indicated if the respondents rate of response was less that than 100 per cent, the findings of the result should then be based on the rate achieved, thereby extracting the research results from respondents to non – respondents. After taking into account the response rate for this study was high, at 76 per cent it stands to reason that no prejudice exists and that a sufficient amount of respondents who completed the questionnaire thereby ensuring the data presented is valid.

5.4 Conclusion

The research study indicated that in the areas of motivation, social skills, and management of stress, self-regulation and self – confidence most managers had scored moderately on emotional intelligence. Managers also seem to score moderately on leadership skills but scored relatively high on cultural scores. It was also established that not all managers were found to have the adequate levels of emotional intelligence and leadership effectiveness. Stress management and motivation was found to be the most important factors. The results from the research study also emphasized that emotion is strongly associated with leadership. Leadership is based on the synergy between leaders and subordinates; thus it is critical that leaders possess competencies that assist them in enhancing and maintaining relationships. In this context it is very relevant that leaders are aware of one's own emotions and the emotions of others.

It has been proven that emotional intelligence sub –factors is highly significant to leadership, and leaders possessing it would contribute their effectiveness, however it should be noted that the exact relevance of emotional intelligence for effective leadership still needs to be proven. Research has suggested that people who possess higher emotional intelligence have the advantage and are in a favorable compared to those who have lower levels of emotional intelligence.

The message that have emerged from the research study is very clear as it indicates that leaders, employees and career aspirants who wish to grow and advance their careers in the organization needs to pay special attention in developing emotional intelligence competencies and strengthening these skills to progress in their careers. Goleman (1995) has suggested as individuals grow in EI, it brings about changes to their inner mind and outside relationships, developing better attitudes, perceptions become clearer and have productive social relationships that are highly prized in a diverse career. To summaries the finding of this study, indicates that a relationship exists between emotional intelligence sub factors and that leadership effectiveness as an overall factor. The findings have also indicated that culture is a critical factor for leadership effectiveness.

In today's competitive environment having the ability to motivate not only oneself but others around you, cope with changes and challenges without losing control is seen as a significant factor in providing support and guidance to subordinates in stressful times.

5.5 Recommendations

- It is recommended that the relationship between emotional intelligence, leadership and the impact it has on corporate culture be studied in other organizations', in South African Petrochemical industries in order to have a more comprehensive comparison of the relationship.
- It is recommended that future research could also use different methods or models to measure culture and leadership styles, as these methods may result in different findings.
- It is recommended that the organization have development programs for managers to enhance their emotional intelligence. This will allow managers that possess low levels of emotional intelligence an opportunity to enhance their motivation and self-confidence enabling them to lead their subordinates in a more effective way.
- It is recommended that additional studies be conducted in the area of leadership effectiveness in order to determine the challenges and pitfalls
- It is also recommended that a validated research instrument is to be used for any future studies in this subject matter.
- Finally it is suggested that the findings of this research be confirmed by follow – up studies on emotional intelligence and its effects on effective leadership styles with emphasis on transformational leadership.

5.6   Opportunities for future studies

For future research it would be interesting to combine qualitative, quantitative and triangulation methods to gain a better understanding of the different variables being studied. De Vos, Strydom, Fouché and Delport (2003) indicated that this would assist researchers to use multiple measures for the same phenomena. By measuring something in more than one way, they are more likely to see all aspects of it (De Vos et al., 2003).

Bibliography

Abraham, R., 1999. Emotional intelligence in organizations: A Conceptualization, Genetic. Social and General Psychology Monographs, Vol. 125 No. 2, pp. 209-224.

Alves, J.C., Lovelace, K., Manz, C., Matsypura, D., Toyasaki, F. and Ke, K., 2006. A cross-cultural perspective of self-leadership. Journal of Managerial Psychology, Vol. 21, pp. 338-359.

Ashforth, B. E and Humphrey, R. H., 1995. Emotions in the workplace: A reappraisal. Human Relations, Vol. 48, pp. 97-125.

Ashkanasy, N. N and Tse, B., 2000. Transformational leadership as management of emotion: A conceptual review, Emotions in the workplace. Research, theory and practice, pp. 221-235.

Avolio, B. and Bass, B., 2004. Multifactor Leadership Questionnaire: Mind Garden, Menlo Park, CA.

Babbie, E. and Mouton, J., 2002. The practice of social research. Oxford University Press, Cape Town.

Barling, J., Slater, F. and Kelloway, E. K., 2000. Transformational leadership and Emotional intelligence: An exploratory study. Leadership and Organization Development Journal, Vol. 21, pp. 157-161.

Bar-On, R., 1997. Bar-On emotional quotient inventory: A measure of emotional intelligence, Multi-Health Systems. Toronto.

Bar-On, R., 2002. Bar-On Emotional Quotient Inventory: A Measure of emotional intelligence, Multi-Health Systems. Toronto.

Bass, B. M., 1985. Leadership and performance beyond expectations: Free Press, New York.

Bass, B.M. and Avolio, B.J., 1990. The implications of transactional and Transformational leadership for individual, team, and organizational development: Research in Organizational Change and Development, Vol. 4, pp 231-272.

Bass, B., Avolio, B. and Atwater, L., 1996. The transformational and transactional leadership of men and women: Applied Psychology. An International Review, Vol. 45, pp. 5-34.

Bass, B.M., 1997. Does the transactional-transformational leadership paradigm transcend organizational and national boundaries. American Psychologist, Vol. 52.

Bass, B.M. and Avolio, B.J., 1996. Transformational Leadership Development: Manual for the Multifactor Leadership Questionnaire, Consulting Psychologists Press, Palo Alto, CA.

Bradberry, T. and Greaves, J., 2003. The Emotional Intelligence Quick book: Talent smart, San Diego, CA.

Burns, J.M., 1978. Leadership, Harper: Torch books, New York, NY.

Butler, C.J. and Chinowsky, P.S., 2006. Emotional intelligence and leadership behaviour in construction executives. Journal of Management in Engineering, Vol. 22 No. 3, pp 119-125.

Caldwell, C. and Dixon, R., 2010. Love, forgiveness and trust: critical values of the modern leader. Journal of Business Ethics, Vol. 93, pp. 91-101.

Carmeli, A., 2003. The relationship between emotional intelligence and work Attitudes, behaviour and outcomes: an examination among senior managers. Journal of Managerial Psychology, Vol. 18 No. 8, pp 788-813.

Church, A.H., 1997. Managerial self-awareness in high-performing individuals in organizations. Journal of Applied Psychology, Vol. 82 No. 2, pp. 281- 92.

Coldwell, D. and Herbst, F., 2004. Business Research. Juta and Co Ltd.

Cooper, R. and Sawaf, A., 1997. Executive EQ: Emotional intelligence in business. London, Orion.

Deal, T. E., and Kennedy, A. A., 1982. Corporate cultures, the rites and rituals of corporate life. Reading, MA: Addison-Wesley Publishing Co.

Dorfman, P., 2004. International and cross-cultural leadership research: in Punnett, B. and Shenkar, O. (Eds). Handbook for International Management Research, 2nd Ed, The University of Michigan Press, Ann Arbor, MI.

Druskat, V.U. and Wolf, S.B., 2001. Group emotional intelligence and its influence on group effectiveness: in Cherniss, C. and Goleman, D. (Eds). Emotionally Intelligent Workplace, Jossey-Bass, San Francisco, CA.

Dulewicz, V., 1999. Emotional intelligence: the key to future successful corporate Leadership. Journal of General Management, Vol. 25, pp 1-14.

Dulewicz, V. and Higgs, M., 2003. Leadership at the top: the need for emotional intelligence in organizations. International Journal of Organizational Analysis, Vol. 11 No. 3, pp 193-210.

Ferris, R.G., Gilmore, C.D., 1984. The moderating role of work context in job design research: a test of competing models. Academy of Management Journal, Vol. 27 No. 4, pp. 885-892.

Gardner, H., 1999. Intelligence Reframed. Basic Books, New York, NY.

Gardner, H., 1983. Frames of Mind: The Theory of Multiple Intelligences. Basic Books, New York, NY.

Gardner, L. and Stough, C., 2002. Examining the relationship between leadership and emotional intelligence in senior level managers. Leadership and Organization Development Journal, Vol. 23 No. 2, pp 68-78.

George, J.M., 2000. Emotions and leadership: The role of emotional intelligence. Human Relations, Vol. 53, pp 1027-1055.

Goleman, D., 1995. Emotional intelligence. New York, Bantam Books.

Goleman, D., 1998. What Makes a Good Leader. Harvard Business Review, Vol.79, pp. 93-104.

Goleman, D., Boyatzis, R.E. and McKee, A., 2002. Primal Leadership: Realizing the Power of Emotional Intelligence. Boston, MA, Harvard Business School Press.

Goleman, D., 2001. An EI-based theory of performance, in Cherniss, C. andGoleman, D. (Eds), The Emotionally Intelligent Workplace: How to Select for, Measure, and Improve Emotional Intelligence in Individuals, Groups, and Organizations. Jossey-Bass, San Francisco, CA.

Hackman, J.R. and Oldham, G.R., 1980. Work Redesign: Addison Wesley. Reading, MA.

Harris, P. and Harris, K., 1996. Managing effectively through teams. Team Performance Management, Vol. 2 No. 3, pp. 23-36.

Hofstede, G., 1980. Motivation, leadership, and organization: Do American theories apply abroad? Organizational Dynamics, Vol. 9 No. 1, pp 42-58.

Hofstede, G., 1980. Culture is consequences. Newbury Park, CA, Sage.

Hofstede, G., 1997. Cultures and Organizations: Software of the Mind. McGraw Hill, New York.

Hofstede, G., 2001. Culture's Consequences: Comparing Values, Behaviors, Institutions, and Organizations across Nations. Sage, Thousand Oaks, CA.

Hofstede, G. and Hofstede, G.J., 2005. Cultures and Organizations: Software of the Mind. McGraw Hill, New York.

Hofstede, G., 1991. Cultures and Organizations: Software of the Mind. McGraw Hill, New York.

Hofstede, G., Neuijen, B., Ohayv, D.D. and Sanders, G., 1990. Measuring organizational cultures. Administrative Science Quarterly, Vol. 35, pp.286-316.

House, R., Hanges, P., Javidan, M., Dorfman, P. and Gupta, V., 2004. Culture, Leadership, and Organizations: The GLOBE Study of 62 Societies. Sage Publications, Thousand Oaks, CA.

Hull, R., 2006. Work load allocation models and collegiality in academic departments, Journal of Organizational Change Management, Vol. 19 No.1, pp. 38-53.

Johnson, G., Scholes, K. and Whittington, R., 2008. Exploring corporate strategy. Pearson Education, Harlow, 8th ed.

Jordan, P.J. and Troth, A.C. ,2004. Managing emotions during team problem solving: emotional intelligence and conflict resolution, Human Performance, Vol. 17 No. 2, pp. 195-218.

Jung, D. and Avolio, B., 1999. Effects of leadership style and followers' cultural orientation on performance in group and individual task conditions. Academy of Management Journal, Vol. 42, pp. 208-218.

Kerr, R., Garvin, J., Heaton, N. and Boyle, E., 2005. Emotional Intelligence and Leadership Effectiveness. Leadership and Organization Development Journal, Vol. 27 No. 4, pp 265-279.

Koh, W., 1990. An empirical validation of the theory of transformational leadership in secondary schools in Singapore. Unpublished doctoral dissertation, University of Oregon, Eugene, OR.

Kotter, J. P. and Haskett, J. L., 1992. Corporate culture and performance. New York, Free Press.

Langley, A., 2000. Emotional Intelligence: a new evaluation tool for management development. Career Development International, Vol. 5 No. 3, pp. 177-183.

Latham, A. and Gary, P., 2004. What should we do about motivation theory: Six recommendations for the twenty-first century. Academy of Management Review, Vol. 29 No. 3, pp. 388-403.

Likert, R., 1961. New patterns of management. McGraw Hill, New York.

Lowe, K.B., Kroeck, K.G. and Sivasubramaniam, N., 1996. Effectiveness correlates of transformational and transactional leadership: a meta analytic review of the MLQ literature. Leadership Quarterly, Vol. 7 No. 3, pp. 385-425.

Martin, J., 1992. Cultures in organizations: Three perspectives. New York, Oxford University Press.

Mayer, J.D. and Salovey, P., 1997. What is emotional intelligence: in Salorey, P. and Sluyter, D.J. (Eds), Emotional Development and Emotional Intelligence. Implications for Educators, Basic Books, New York.

Megerian, L.E. and Sosik, J.J., 1996. An affair of the heart: emotional intelligence and transformational leadership. Journal of Leadership Studies, Vol. 89 No. 3, pp. 31-48.

Mouton, J. and Marais, H. C., 1994. Basic concepts in the methodology of the social sciences. HSRC Publishers, Pretoria.

Morehouse, M.M., 2007. An exploration of emotional intelligence across career arenas. Leadership and Organization Development Journal, Vol. 28 No. 4, pp. 296-307.

Morris, J.A. and Feldman, D.C., 1996. The dimensions, antecedents, and consequences of emotional labor. Academy of Management Review, Vol. 21 No. 4, pp. 986-1010.

Ogbonna E. and Harris L.C., 1992. Leadership style, organizational culture and performance: Empirical evidence from UK companies. International Journal of Human Resource Management. Vol.1No. 4pp. 766-788.

Palmer, B., Walls, M., Burgess, M. and Stough, C., 2001. Emotional intelligence and effective leadership. Leadership and Organization Development Journal, Vol. 22, pp 5-10.

Peters, T. J. and Waterman, R. H., 1982. In search of excellence lessons from America's best-run companies. Harper & Row, New York.

Polychroniou, P., 2005. Styles of handling interdepartmental conflict and effectiveness. Current Topics in Management, Vol. 10, pp. 263-73, Transaction Publishers, Piscataway, NJ.

Rahim, M.A., Psenicka, C., Polychroniou, P., Oh, S.-Y., Ferdausy, S. and Dias,J.F., 2006. Emotional intelligence and transformational leadership: a group level analysis in five countries. Current Topics in Management, Vol. 11, pp 223-236, Transaction Publishers, Piscataway, NJ.

Rahim, M.A., Psenicka, C., Zhao, J.H., Yu, C.S., Polychroniou, P., Chan, K.A., Yee, K.W., Alves, M.G., Lee, C.W.,Rahman, M.S., Ferdausy, S. and Wyk, R.V. 2002. A model of emotional intelligence and conflict management strategies: a study in seven countries. International Journal of Organizational Analysis, Vol. 10 No. 4, pp. 402-427.

Rosete, D. and Ciarrochi, J., 2005. Emotional Intelligence and its relationship to work place performance outcomes of leadership effectiveness. Leadership and Organization Development Journal, Vol. 26 No. 5, pp 388-399.

Riggio, R. E., Murphy, S. E. and Pirozzolo, F. J., 2002. Multiple Intelligences and Leadership. Lawrence Erlbaum Associates, Inc. New Jersey.

Rubin, R.S., Munz, D.C. and Bommer, W.H., 2005. Leading from within: the effects of emotion recognition and personality on transformational leadership behavior. Academy of Management Journal, Vol. 48, pp. 845-858.

Salovey, P. and Mayer, J., 1990. Emotional Intelligence: Imagination, Cognition, and Personality, Vol.9 No.3, pp185-211.

Salovey, P. and Mayer, J.D., 1989. Emotional intelligence: Imagination, Cognition, and Personality, Vol. 9, pp. 185-211.

Sarros, J.C., Gray, J. and Densten, I.L., 2002. Leadership and its impact on organizational culture. International Journal of Business Studies, Vol. 10, pp. 1-26.

Schein, E., 1985. Organizational culture and leadership. Jossey-Bass, San Francisco.

Schwartz, N., 1990. Feelings as information: informational and motivational functions of affective states: in Higgins, E.T. and Sorrentino, R.M., Handbook of Motivation and Cognition, Foundations of Social Behavior, Guilford Press, New York.

Sosik, J.J. and Megerian, L.E., 1999. Understanding leader emotional intelligence and performance: the role of self-other agreement on transformational leadership perceptions. Group and Organization Management, Vol. 24, pp 367-390.

Steers, M.R., Mowday, T.R. and Shapiro, L.D., 2004. The future of work motivation theory. Academy of Management Review, Vol. 29 No. 3, pp. 379-387.

Taylor, S., Levy, O., Boyacigiller, N. A. and Beechler, S., 2008. Employee commitment in MNCs: Impacts of organizational culture HRM and top management orientations. International Journal of Human Resource Management, Vol. 19, No. 4, pp. 501-527.

Wang, Y.S. and Huang, T.C., 2009. The relationship of transformational leadership with group cohesiveness and emotional intelligence. Social Behavior and Personality, Vol. 37 No. 3, pp. 379-392.

Wood, G. and Jogulu, U., 2006. Malaysian and Australian male and female middle managers: a cross-cultural comparison of workplace attitudes, aspirations for promotion, and self-rated leadership styles. International Journal of Knowledge, Culture and Change Management, Vol. 6, pp. 109-119.

Yammarino, F. J. and Dubinsky, A. J., 1994. Transformational leadership theory: Using levels of analysis to determine boundary conditions. Personnel Psychology, Vol. 47, pp 787-811.

Yokochi, N., 1989. Leadership styles of Japanese business executives and managers: transformational and transactional. Unpublished doctoral dissertation, United States International University, San Diego, CA.

Annexure A

Informed consent letter

APPENDIX 1

INFORMED CONSENT

V. Ramchander
Graduate School of Business &
Leadership
University of KwaZulu-Natal,
Westville Campus

Dear Respondent

INFORMED CONSENT LETTER

My name is...Viloshni Ramchander. **(Student No: 213569339)** I am a Master of Business Administration studying at the University of KwaZulu-Natal and I am researching; An evaluation between emotional intelligence and effective leadership styles on corporate culture in a petrochemical organization. It would be appreciated if you would participate in this research

- Your confidentiality is guaranteed as your inputs will not be attributed to you in person, but reported only as a population member opinion.
- The interview may last for about 45 minutes.
- Any information given by you cannot be used against you, and the collected data will be used for purposes of this research only.
- Data will be stored in secure storage and destroyed after 5 years.
- You have a choice to participate, not participate or stop participating in the research. You will not be penalized for taking such an action.
- The research aims at knowing the challenges of your community relating to resource scarcity, peoples' movement, and effects on peace.
- Your involvement is purely for academic purposes only and there are no financial benefits involved.

I can be contacted at:
Email: Viloshniramchander@gmail.com
Cell: +27 828925104

My supervisor is Dr A Kader.
Contact details: email: kadera@ukzn.ac.za, Phone number: 082 9010225

You may also contact ...Mr Prem Mohan .at the Research Office on:

Tel: 031 2604557 E-mail: mohunp@ukzn.ac.za

Thank you for your contribution to this research.

V. Ramchander
V. Ramchander

Annexure B

Ethical Clearance

UNIVERSITY OF
KWAZULU-NATAL

INYUVESI
YAKWAZULU-NATALI

4 March 2015

Mrs Vinshni Ramchander 213569339
Graduate School of Business and Leadership
Westville Campus

Dear Mrs Ramchander

Protocol reference number: HSS/0320/015M
Project title: An evaluation between emotional intelligence and effective leadership styles on corporate culture in a petrochemical organization

Full Approval – Expedited Application

In response to your application received on 28 February 2015, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted FULL APPROVAL.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

_____
Dr Shenuka Singh (Chair)
Humanities & Social Sciences Research Ethics Committee

/pm

Cc Supervisor: Dr Abdulla Kader
Cc Academic Leader Research: Dr F Munapo
Cc School Administrator: Ms Zarina Bullyraj

Humanities & Social Sciences Research Ethics Committee
Dr Shenuka Singh (Chair)
Westville Campus, Govan Mbeki Building
Postal Address: Private Bag X54001, Durban 4000
Telephone: +27 (0) 31 260 3587/8350/4557 Facsimile: +27 (0) 31 260 4609 Email: ximbap@ukzn.ac.za / snymanm@ukzn.ac.za / mohunp@ukzn.ac.za
Website: www.ukzn.ac.za

1910 - 2010
100 YEARS OF ACADEMIC EXCELLENCE

Edgewood   Howard College   Medical School   Pietermaritzburg   Westville

64

Annexure C

Research Questionnaire

Dear participant, thank you for allowing me to communicate with you. We currently require you to fill in the important information in this questionnaire. Please answer the question as honestly as possibility.

Name: …………………………………………….   **Employee No**. ………………………………..

E-mail: …………………………………………   **Date**: ……………………………………………..

Section A: Biographical Data

A.1 Age

Below 20	
20 – 29	
30 – 39	
40 - 49	
49 – 60	
Above 60	

A.2 Gender

Male	
Female	

A.3 Race

African	
Coloured	
Indian	
White	

A.4 Highest qualification obtained (including formal and informal)

Matriculation	
Diploma	
Degree	
Post Graduate	
Others (Specify)	

A.5 Choose the relevant department are you currently employed in.

Operations	
Inventory	
Exports	
Planning	
Local sales	
Shipping	
Procurement	
Finance	
Other (Specify)	

A.6 What is the positions / level do you hold within your department?

Unskilled	Semi-skilled	Junior Mngt	Middle Mngt	Senior Mngt	Top Mngt
1	2	3	4	5	6

A.7 How long have you been employed at Sasol?

< 5 years	5-10years	11-15years	16-20years	>20years
1	2	3	4	5

Section B

Leadership style

Indicate your response to each item by circling one of the five numbers to the right of each item.

Key: 1 = Never   2=Seldom   3= Occasionally   4= Often   5= Always

Does your manager / supervisor	
1. Instructs team members on what they are supposed to do	1 2 3 4 5
2. Acts friendly with team members	1 2 3 4 5
3. Sets performance standards for the team	1 2 3 4 5
4. Helps others feel comfortable and at ease in the team	1 2 3 4 5
5. Makes suggestions on how problems can be solved	1 2 3 4 5
6. Responds favourably to suggestions made by others	1 2 3 4 5
7. Makes his or her perspective clear to others	1 2 3 4 5
8. Treats others fairly	1 2 3 4 5
9. Develops an action plan for the team	1 2 3 4 5
10. Behaves in a predictable manner to the team	1 2 3 4 5
11. Defines and responsibilities for each team member	1 2 3 4 5
12. Communicates actively to team members	1 2 3 4 5
13. Clarifies his or her role with the team	1 2 3 4 5
14. Shows concern for the well- being of others	1 2 3 4 5
15. Gives direction on how the work should be performed	1 2 3 4 5
16. Shows flexibility in decision making	1 2 3 4 5
17. Provides criteria on what is expected from the team	1 2 3 4 5
18. Discloses thoughts and feeling to team members	1 2 3 4 5
19. Encourages team members to perform optimally	1 2 3 4 5
20. Encourages team members to work as a team	1 2 3 4 5

Emotional inteligence

Does your manager supervisor	Strongly Disagree						Strongly Agree
1. Is able to control his / her distressing emotions	1	2	3	4	5	6	7
2. Helps others feel better when they are down	1	2	3	4	5	6	7
3. Accepts rapid change to attain goals of organisation	1	2	3	4	5	6	7
4. Able to control his/ her anger	1	2	3	4	5	6	7
5. Is aware which emotions he/ she is experiencing and why	1	2	3	4	5	6	7
6. Understands why people feel the way they do	1	2	3	4	5	6	7
7. Is aware of the effects of his / her emotions on others	1	2	3	4	5	6	7
8. Is well aware of his/her moods	1	2	3	4	5	6	7
9. Is able to confront problems without demeaning the members of the team	1	2	3	4	5	6	7
10. Does not allow negagive feelings of others to inhibit collaboration	1	2	3	4	5	6	7
11. Set aside emotion in order to complete task	1	2	3	4	5	6	7
12. Recognises the politics of the organisation	1	2	3	4	5	6	7
13. Is aware of non verbal messages that is sent to others	1	2	3	4	5	6	7
14. Provides emotion support to others during stressful times.	1	2	3	4	5	6	7
15. Remains calm in volitile situations	1	2	3	4	5	6	7
16. Able to control his/ her disruptive emotions	1	2	3	4	5	6	7

17. Has a strong drive to attain orgainsation goals	1	2	3	4	5	6	7
18. Has high motivation levels to set and attain challenging goals.	1	2	3	4	5	6	7
19. Able to maintain composure irrespective of situation	1	2	3	4	5	6	7
20. Understands the link between team members emotions and their reactions to certain situations	1	2	3	4	5	6	7
21. Takes reponsiblity for his/ her own performance	1	2	3	4	5	6	7
22. Inspires and guide team members to improve work performance	1	2	3	4	5	6	7
23. Handles emotional conflicts with tact and diplomacy	1	2	3	4	5	6	7
24. Stays focused on goals depite setbacks	1	2	3	4	5	6	7
25. Manages task related conflicts effectively	1	2	3	4	5	6	7
26. Is aware of his / her limitations	1	2	3	4	5	6	7
27. Stays positive and generates innovative solution to problems.	1	2	3	4	5	6	7
28. Manages his/ her stress well	1	2	3	4	5	6	7
29. Is self- discplined and does the right thing even when it is unpopular	1	2	3	4	5	6	7
30. Understands emotional cue from others	1	2	3	4	5	6	7