

Emotional Intelligence: Is it Necessary for Leader Development?

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There is ongoing debate about the characteristics of effective leaders. Emotional intelligence is a relatively understudied and often disputed theme in leadership. However, existing research suggests that EI is indeed helpful in the development of leaders. This paper defines the concept and its components, and addresses its role in leader development. It will also provide propositions for relationships between EI and leader development through several leader development strategies, namely 360-degree feedback, action learning, developmental assignments, developmental relationships, coaching, and job enrichment. Implications and suggestions for future research in the field of EI, as it relates to leadership will be discussed.

INTRODUCTION

One of the earliest approaches for studying leadership was the trait approach (Yukl, 1981), and it is possibly the most researched area of leadership (National College for School Leadership, 2003). Prior to World War II, the emphasis in leadership research was on analyzing personality traits and characteristics (Geier, 2006). Research on personality as it relates to leadership is still widespread. However, this approach assumes that some persons are “natural leaders,” because they are endowed with certain (personality) traits not possessed by others (Yukl, 1981). Thus, further interest has been sparked as regards examining other similar, but distinct qualities that may also affect leadership. For example, mood, which unlike any personality trait, is a more temporary or transitory state, has also caught the attention of scholars (Goleman, Boyatzis, & McKee, 2001). However, this paper will delve into emotion, which is even more ephemeral or transient than mood. The trait approach presumes that leaders are “born,” and not “made,” and therefore, there is no opportunity for leader development under this approach. By contrast, more state-like characteristics can be shaped. Hence, their examination with respect to leader development is sensible because these characteristics can be molded as individuals are trained to be more effective leaders.

The term emotional intelligence (EI) has surfaced, receiving mixed appraisals, as some researchers’ findings minimize its value in the leadership arena (Palmer, Walls, Burgess, & Stough, 2001), while others enthusiastically advocate its importance (Sosik & Megerian, 1999) along with cognitive ability and

experiential background in leaders. Abraham (2004), for example, stated that conceptually, emotional intelligence effectively supplements cognitive intelligence to predict superior performance through its dimensions of self-appraisal, self-regulation, motivation, empathy, and social skills. The author also asserts that successful leaders possess qualities that have undertones of certain emotional competencies that motivate subordinates to exceed expectations.

Leader and leadership development is currently immensely popular, and many organizations have decided to invest in this valuable but costly enterprise. In fact, according to Dolezalek (2005), of the estimated \$51 billion spent on training annually, more than \$14 billion has been spent on leadership development. Since such emphasis has been placed on leader development, it is important to understand the key elements that play a role in this phenomenon. The purpose of this review is to examine EI as a construct, and to decipher its significance in the leadership arena, especially in the development of effective leaders. Empirical research and other scholarly articles, as well as other literature will be studied, and their findings concerning EI in relation to leadership will be discussed. Transformational leadership (TFL) and Choice Theory (CT) will also be covered as the foundational frameworks to increase understanding of the various subtle intricacies of the construct. Therefore, this paper will endeavor to discover and disclose how emotional intelligence may assist an individual in his/her quest to grow and develop as an effective leader in any organization or community.

This is also a significant Human Resource Development (HRD) topic because an important aspect of the field, besides the development of competent employees, is the development of effective leaders. These leaders are equipped with knowledge, problem-solving skills, social judgment, and social skills (Mumford, Zaccaro, Harding, Jacobs, & Fleishman, 2000). Emotional intelligence encompasses social skills (Zeidner, Matthews, & Roberts, 2004), and is a subset of social intelligence (Salovey & Mayer, 1989), which includes judgment in social situations (Landy, 2005). Therefore, the possession of EI should be an asset for leaders, facilitating their effectiveness in the social or interpersonal aspects of leadership. Hence, it is worthwhile to examine EI in a leadership context. Also, with the plethora of development strategies available, it is wise to explore how they help facilitate the leader development process, and how EI assists individuals as they utilize these development strategies to grow and develop as leaders.

WHAT IS EMOTIONAL INTELLIGENCE?

Goleman (1998) explained that emotional intelligence is the ability to recognize one's own feelings as well as the feelings of others, and to use this awareness to motivate oneself and to manage one's emotions and relationships. There are numerous EI models, some of which will be elucidated in this section. The EI models include a variety of components, but all express a similar concept. Goleman (1995) proposed a mixed model comprising five categories of EI, namely self-awareness, self-regulation, motivation, empathy, and social skills, as can be seen in Table 1. According to Goleman (2001), EI comprises of two competencies, namely the personal competence, which consists of self-awareness and self-management, and the social competence, which embraces social awareness and relationship management. This model, shown in Table 2, is a sequel to his 1995 model, but it still captures the essence of the 1995 model. Self-awareness remains the same, while self management reflects self-regulation, motivation, and empathy, and social awareness and relationship management epitomize social skills.

Sunindijo, Hadikusumo, and Ogunlana (2007) concisely summarize Goleman's EI competencies. They explain that self-awareness taps into one's intuition, and refers to knowing one's feelings and their effects, and using that knowledge for effective decision making. A self-aware individual is able to accurately recognize and assess his/her strengths, capabilities, and weaknesses. Self-management is the ability to regulate or control distressing factors such as anxiety and anger and to restrain emotional impulsivity. It is explained that an astute self-manager can stay positive and motivate oneself and others despite disappointing occurrences. Also, he/she can be flexible and adapt to change and therefore, be more ready to act to take advantage of opportunities.

TABLE 1
EMOTIONAL INTELLIGENCE CATEGORIES

Category	Components
Self-awareness	emotional awareness, accurate self-assessment, self-confidence
Self-regulation	self-control, adaptability, innovation
Motivation	achievement ambition, commitment, initiative, optimism
Empathy	understanding others, developing/serving others
Social skills	communication, influence, conflict management, collaboration

Note. Adapted from "Emotional Intelligence," by D. Goleman, 1995.

TABLE 2
FRAMEWORK OF EMOTIONAL COMPETENCIES

	Self (Personal Competence)	Other (Social Competence)
Recognition	<i>Self-Awareness</i> Emotional self-awareness Accurate self-assessment Self-confidence	<i>Social Awareness</i> Empathy Service orientation Organizational awareness
Regulation	<i>Self-Management</i> Emotional self-control Trustworthiness Conscientiousness Adaptability Achievement drive Initiative	<i>Relationship Management</i> Developing others Influence and Visionary Leadership Communication Conflict management Building bonds Teamwork and collaboration

Note. Adapted from "The Emotionally Intelligent Workplace," by D. Goleman, 2001.

Social awareness enables the individual to recognize and understand the feelings of others through the reading of both verbal and nonverbal cues, and thus be attuned to their perspectives and concerns. This helps facilitate more effective interaction toward the achievement of goals. Empathy is also important as it demonstrates the individual's genuine interest in their outlook, which fosters higher levels of community and cooperation. Finally, relationship management allows the individual to influence the emotions of others by attending to their needs, inspiring them, encouraging open communication, being able to manage and resolve conflict well, and showing loyalty and cooperation.

George (2000) specified four major aspects of EI, namely 1) appraisal and expression of emotions, 2) use of emotion to enhance cognitive processes and decision making, 3) knowledge about emotions, and 4) management of emotions. The author also states that the dimensions are all interrelated, explaining, for example, that the ability to accurately assess one's own emotions helps to manage them, and empathy facilitates the management of other people's emotions. Rego and Fernandes (2005) developed and validated an EI model comprising of six dimensions, namely 1) understanding one's emotions, 2) self-control against criticism, 3) self-encouragement, 4) emotional self-control, 5) empathy, and 6) understanding of other people's emotions. In this model, self-encouragement is very similar to motivation in Goleman's 1995 model. However, the second dimension includes a novel idea in the EI framework by specifying "self-control against criticism." This is important as censure can uncover a number of negative sentiments, and control is needed to temper these sentiments, so that positive change can be enabled due to the criticism.

Examination of these models reveals that an emotionally intelligent leader is conscious about and responsive to his/her emotions, possessing the ability to harness and control them in order to deal with people effectively and make the best decisions. Landale (2007) phrases it quite simply and effectively in the six-step process for developing a person's EI. The process includes 1) knowing what you feel, 2) knowing why you feel it, 3) acknowledging emotion and knowing how to manage it, 4) knowing how to motivate yourself and make yourself feel better, 5) recognizing the emotions of other people and developing empathy, and 6) expressing feelings appropriately and managing relationships.

LEADER DEVELOPMENT

Leader development and leadership development are frequently used interchangeably. However, there is a distinction between the two, regardless of how subtle the difference may seem. According to McCauley and Van Velsor (2004), leader development is defined as the expansion of a person's capacity to be effective in leadership roles and processes that facilitate setting direction, creating alignment, and maintaining commitment in groups of people who share common work. Day (2000) defines it as a process that emphasizes the enhancement of individual-based knowledge, skills, and abilities associated with leadership roles.

Leadership development is a broader concept that McCauley and Van Velsor (2004) define as the expansion of the organization's capacity to enact the basic leadership tasks needed for collective work including setting direction, creating alignment, and maintaining commitment. Therefore, leader development embraces the individual, while leadership development focuses on the organization.

This review centers its attention on leader development through developmental experiences. Leader development experiences (or sources of learning) include mentoring and other developmental relationships, job rotation, job enlargement, job enrichment, job assignments, feedback systems, on-the-job experiences, action learning, games, simulations, fellowships, hardships, personal development plans, service learning, sabbaticals, e-learning, and formal training (Allen & Hartman, 2008; McCauley & Van Velsor, 2004; Day, 2000). This review will concentrate on 360-degree feedback, action learning, developmental assignments, developmental relationships, coaching, and job enrichment, all of which should include the essential elements of assessment, challenge, and support, which McCauley and Van Velsor (2004) advocate as the facets that make the leader development experiences effective.

THEORETICAL FRAMEWORK

Transformational leadership (TFL) originated through the work of Burns (1978), and refers to leadership that occurs when leaders broaden and elevate the interests of their employees, when they generate awareness and acceptance of the purposes and mission of the group, and when they stir their employees to look beyond their own self-interest for the good of the group (Bass, 1990). TFL includes four components including idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass & Riggio, 2006). Idealized influence is associated with admiration, respect, ethics, trust, and sharing risk. Inspirational motivation is connected to passion, team spirit, and a shared vision. Intellectual stimulation incorporates the prompting of originality and innovation, and Individualized consideration includes responsiveness to the follower's needs for growth and development (Bass, Avolio, Jung, & Berson, 2003; Bass & Riggio, 2006).

Positive results (e.g., employee satisfaction, trust, and commitment, and business performance) continue to emerge on the effects of transformational leadership (Barling, Slater, & Kelloway, 2000). TFL has also been found to positively influence employee motivation (Bono & Judge, 2003) and creativity (Shin & Zhou, 2003). Therefore, it is worthwhile to direct attention toward the development of transformational leaders. There is considerable reason to believe that EI would play a role in transformational leader development. Barling et al. (2000) provide several reasons why individuals high in EI would be more likely to use transformational behaviors. They assert that emotionally intelligent leaders more readily acquire trust and respect from followers, understand followers' needs and interact

accordingly, and realize the extent to which followers' expectations could be raised. Findings from their exploratory study also revealed that EI is associated with TFL. Mandell and Pherwani (2003) found a significant predictive relationship between EI and TFL style and explained that both constructs have several characteristics in common, including the ability to inspire others and arouse enthusiasm for a shared vision, the ability to exhibit empathy and motivation, and the ability to gain respect and trust.

All these issues are relevant to transformational leader development because it involves the cultivation of competencies that incorporate self-awareness and self-management, relationship management, and task fulfillment. Effective transformational leaders are able to use knowledge about themselves, their preferences, and their emotions, as well as knowledge about others, and others' preferences and emotions, to adjust their thinking and behavior to realize goals. Thus, for transformational leader development to take place through developmental experiences, individuals can capitalize on their emotional intelligence, recognizing their emotional tendencies and those of others, and using that recognition to make the right choices (or to choose the right alternatives) as they undergo these experiences.

EMOTIONAL INTELLIGENCE AND LEADER DEVELOPMENT

Many individuals are pessimistic about the worth of emotions, and believe that reliance on emotions is destructive for leaders, producing tendencies of weakness and bad decisions that initiate their downfall. However, others believe that the harness and competent use of emotions can be a significant driving force that allows leaders to build and maintain valuable relationships and achieve goals.

An examination of the capabilities that are cultivated in leader development reveals that self-management capabilities, social capabilities and work facilitation capabilities are all developed (McCauley and Van Velsor, 2004). Self-management capabilities include management of thoughts, attitudes, actions, and emotions, and self-awareness is mentioned as a key aspect of leader development. Social capabilities include interpersonal and social skills, and communication skills, as well as building and maintaining relationships, are mentioned. Work facilitation capabilities include facilitation of the accomplishment of work in organizational systems, and the ability to think and act strategically and creatively, as well as the ability to initiate and implement change, are mentioned. The components of these three capabilities are all engrained in emotional intelligence. The latter involves, self-awareness, self-regulation, social awareness, and relationship management, all of which fall under self-management and social capabilities. These capabilities also allow the leader to be more perceptive so that they can make the best decisions, and thus, work facilitation capabilities are also strengthened by EI.

Robert Cooper, co-author of *Executive EQ*, referred to emotions as feedback from the heart, and stated that emotions serve as a powerful source of human energy that can offer intuitive wisdom, ignite creative genius, keep the leader honest with himself/herself, shape trusting relationships, provide an inner compass for an individual's life and career, guide the individual to unexpected possibilities, and save the individual and/or the organization from disaster (Landale, 2007).

Landale (2007) also mentions a business leader that condemned the overabundance of intellectual prowess, and advocated the development of emotional and spiritual energy (values and personal authenticity) as a new approach to leadership in order to build great relationships, as well as inspire others to perform exceptionally and believe in the possibility of extraordinary results.

If Cooper and the business leader are correct, emotional intelligence would be a great asset as organizations strive to develop leaders through the use of numerous leader development strategies. For example, among other things, EI would give rise to the discernment and creativity needed for developmental assignments and job enrichment, foster the honest, open, and mutually respectful relationships needed for coaching and mentoring, provide necessary direction for action learning activities, and encourage sincerity and prevent conflict for the feedback process. We explore these possibilities.

360-Degree Feedback

360-degree feedback, also known as multi-rater or multi-source feedback, is a method of systematically collecting or facilitating opinions about a manager's performance from a wide range of coworkers including peers, direct subordinates, the boss, the boss' peers and even people outside the organization such as customers, suppliers, and family members (McCauley & Van Velsor, 2004; Allen & Hartman, 2008). According to Sunindijo, Hadikusumo, and Ogunlana (2007), leaders that are self-aware are more open to feedback. Based on the mean scores of the authors' study, leaders with higher EI scores used participating (i.e., consulting with subordinates before making decisions) more than leaders with lower EI scores. It is reasonable to suggest that they recognize that they have both strengths and weaknesses, and therefore, they are more willing to accept both positive and negative reactions from others without being offended by the more negative remarks. The latter, they would take as constructive criticism, and use it as an opportunity for beneficial change. Also, as a result of their openness to appreciate and incorporate feedback from others, their own understanding is increased. Goleman, Boyatzis, and McKee (2001) state that their research showed that high levels of emotional intelligence create climates in which information sharing, trust, healthy risk-taking, and learning flourish, instead of fear and anxiety. Therefore, individuals with high levels of EI would welcome feedback as a means to learn from their mistakes and to acquire knowledge about how to improve as a leader.

Green (2002) explained that multi-rater feedback helps the leader to identify strengths as well as developmental gaps, thus offering an opportunity for even greater self-awareness. Research also revealed that as a result of 360-degree feedback, individuals are more aware of their actions and decision styles toward others, and they are also more aware of their development needs (McCarthy & Garavan, 1999). Therefore, not only is an emotionally intelligent leader open, ready, and able to use feedback wisely in the leader development process, but he/she is also capable of applying the feedback to enhance his/her self-awareness, and therefore, to further develop his/her EI. According to Goleman et al. (2001), all you need to know about your emotional impact is in 360-degree feedback, if you look for it.

According to a study conducted by Rego, Sousa, Pina e Cunha, Correia, and Saur-Amaral (2007), leaders that possess empathy, self-control against criticism, and understanding of other people's emotions, usually prompt creativity among their employees, suggesting that emotionally intelligent leaders behave in ways that stimulate their followers' creativity. Therefore, the more emotionally intelligent leaders are, the more their employees are described as creative. A possible reason for this finding is that when employees provide negative feedback, or question or challenge the status quo, the emotionally intelligent leaders are more indulgent, and open to new initiatives, and thus clear the way for the employees' creativity to flourish.

This is important in transformational leadership as the transformational leader promotes intellectual stimulation. When leaders are open to constructive criticism through feedback, the employees feel encouraged to discover and/or recommend inventive approaches and tactics because they feel their leaders would be receptive, even though they contradict them. Therefore, they also hold their leaders in higher esteem for allowing them to suggest eccentric ideas and offer differing opinions without fear of punishment. This taps into the component of idealized influence because employees would respect leaders who allow them to contribute despite the "contrary" nature of their contribution. Individualized consideration is also embraced because when employees are allowed to use their creativity and problem-solving skills, they also receive the opportunity to further develop those skills, and thus, the leader is demonstrating his/her concern for their own personal growth. The feedback process helps the growth of leaders because they are learning to engage their employees and allow them also to make a difference. They are also increasing their knowledge and gaining a plethora of novel ideas that would aid them in their development as leaders, as a result of the feedback, (including constructive criticism) that they receive. The following proposition reflects the suggested association among emotional intelligence, 360-degree feedback, and leader development:

Proposition 1: The higher the level of emotional intelligence, the greater the leader development through 360-degree feedback.

Action Learning

Action learning projects are real, relevant, on-the-job experiences that allow the leader to engage in challenging ventures that enable him/her to discover effective means to deal with issues in the workplace. McCauley and Van Velsor (2004) describe these projects as important real-work projects with objectives of delivering measurable results, learning and communicating specific lessons, and developing individual and collective learning and leadership capabilities. These projects should not only focus on the increase of knowledge and skills, but also the ability to change one's perspective and see things differently. Johnson (2008) advocates the development of leaders through their acquisition of new "mental models" or "meaning structures," which pertain to the way leaders view, analyze, and deal with the world. These mental models are an individual's cognitive image and comprehension of reality.

Some leaders' meaning structures may be deficient in that they provide them with a warped understanding of their organizational reality, and thus do not allow them to make the best decisions. Therefore, the development of effective leaders is dependent on the enhancement or transformation of their mental models, and not just on the attainment of facts and other data. According to Sunindijo, Hadikusumo, and Ogunlana (2007), leaders that are self-aware are

willing to learn from experiences. There is a lack of empirical evidence that supports emotional intelligence as an asset for individuals participating in action learning. However, higher scores on EI are significantly associated with greater openness to experience (Schutte et al., 1998), and a moderate observed relationship has been found between EI and general cognitive ability (g) (Schulte, Ree, & Carretta, 2004). Those who score high on g will be more likely to learn effectively from on-the-job experience (Schulte, Ree, & Carretta, 2004).

Therefore, this paper posits that an emotionally intelligent leader, who is self-aware and socially aware, and also skilled at self management and relationship management, would be better able to change his/her mental model through action learning events, especially those that require interaction with others, and that incorporate reflection and feedback from others. As a result, he/she would be better able to understand and analyze a situation, and behave in an appropriate manner to achieve the desired outcome. The new mental model would reflect a more practical organizational reality in terms of employee needs and preferences for optimal performance, and the leader will be able to adjust his/her leadership style to one that is more transformational in nature. He/she will be able to make better decisions as he/she serves as a role model, inspires and motivates his/her team, encourages creativity, and attends to the needs of his/her followers. The following proposition reflects the suggested association among emotional intelligence, action learning, and leader development:

Proposition 2: The higher the level of emotional intelligence, the greater the leader development through action learning.

Developmental Assignments

Developmental assignments can refer to an entire job, or an aspect of a job, and can also mean responsibilities added to an existing job (McCauley and Van Velsor, 2004). The authors specify that developmental assignments must force the leader out of his/her comfort zone and require him/her to think and act differently. Therefore, challenge and learning prospect are crucial features of developmental assignments.

In this era of globalization, an appropriate example of a developmental assignment would be an individual on an international assignment, where the acquisition of new knowledge and skills, as well as cultural adjustment play an essential role in success. Results of a study by Gabel, Dolan, and Cerdin (2005) showed that some dimensions of EI play an important role in explaining adjustment and thereby success of international assignments, hence revealing an adjustment-mediated indirect effect of EI on assignment success. It is logical that similar findings would be discovered in the case of individuals with high EI scores who are taking advantage of other developmental assignments. EI would enable them to adjust to any challenges faced, thus allowing them to learn more from the experience, and to develop as a leader.

A study conducted by Sunindijo, Hadikusumo, and Ogunlana (2007) revealed that project managers and project leaders endowed with higher levels of emotional intelligence have the propensity to use more open communication (share information) and proactive (actively seek information from others and identify problems at an early stage) leadership. They also tend to be better listeners, and to be more participative and lead by example.

These are noteworthy discoveries because the aforementioned leadership behaviors would be useful for leaders involved in any developmental assignment. Ginsberg (2008) states that open communication helps leaders get through difficult times, and reduces their isolation at a time when finding solace may be difficult. The author also mentions that it is a form of support and damage control that serves the organization and the leader well. Thus, effective communication between the leader and team members would be important to ensure that the team achieves the goals of the assignment.

Proactive behavior would enable the leader to identify dilemmas and possible setbacks early, so that deadlines could be met and major disasters prevented. The willingness to show active participation in the assignment and the demonstration of leading by example would lead others to be more cooperative and committed to the venture. Additionally, by listening to those involved, the leader would be able to acquire intellectual and emotional information from everyone, and to use it to better comprehend situations and thus make better decisions. Therefore, on the whole, EI and the behaviors that accompany EI would enable the individual to better face the challenges that accompany developmental assignments and to learn more from these experiences.

In addition, the aforementioned behaviors (i.e., sharing and seeking information, listening, and leading by example) are transformational behaviors. When leaders are open to communication, and they proactively seek information, and when they are effective listeners, their employees have an opportunity for their intellect to be stimulated as they can feel free to develop and convey their own ideas without fear of retribution. Also, when leaders lead by example, employees admire and appreciate the participative role that they play as leaders, which is reflective of idealized influence. They are also motivated to follow suit, embracing the concept of inspirational motivation. It is therefore reasonable to suggest that individuals with higher EI levels would be more successful in completing their developmental assignments, obtaining the desired results, and learning from the experiences. Moreover, immersion in developmental assignments would further their understanding of the value of their employees' contributions, and their leadership style would reflect this understanding, with the final outcome being increased development as a transformational leader. The following proposition reflects the association put forward among emotional intelligence, developmental assignments, and leader development:

Proposition 3: The higher the level of emotional intelligence, the greater the leader development through developmental assignments.

Developmental Relationships

Developmental relationships are connections between the leader and other individuals who fulfill a mixture of essential roles according to the needs of the leader (McCauley and Van Velsor, 2004). Such roles may include mentor, role model, feedback provider, and feedback interpreter, and they exist as learning alliances to enable personal growth within the leader. They supply the leader with necessary information, support, and challenge to enable him/her to meet his/her developmental requirements. A more complete list of roles and their functions is provided in Table 3.

Rego, Sousa, Pina e Cunha, Correia, and Saur-Amaral (2007) state that individuals that possess the ability to manage and control emotions are better able to maintain positive moods and repair negative ones. This is crucial in relationship building, and also important to maintain relationships, especially when negative feedback or criticism is offered. Existing research examines mentor competencies more frequently than it does mentee competencies, and emotional intelligence has been shown to benefit mentors, as they need high self-awareness in order to recognize and manage their own behaviors within the helping relationship, and to use empathy appropriately (Clutterbuck, 2005).

However, a mentoring relationship is mutual and reciprocal (Allen & Eby, 2010; Hunt & Michael, 1983). Therefore, this paper proposes that a mentee/protégé who possesses emotional intelligence would also be better able to recognize and manage his/her own behaviors within the relationship, and also recognize the behaviors of his/her mentor, and use this awareness to help manage the relationship so that he/she could gain the most out of the relationship and as a result, grow and develop as a leader. Furthermore, the relationship between a leader and a follower is also reciprocal, and especially in the case of transformational leadership, where there is engagement of all parties to achieve the common goal. Therefore, developmental relationships would provide the leader with experience in relationship management as he/she strives to be a better transformational leader and manage the relationship between himself/herself and his/her followers. The following proposition reflects the suggested association among emotional intelligence, developmental relationships, and leader development:

Proposition 4: The higher the level of emotional intelligence, the greater the leader development through developmental relationships.

TABLE 3
ROLES PLAYED IN DEVELOPMENTAL RELATIONSHIPS

Role	Function
Feedback provider	Ongoing feedback as person works to learn and improve
Sounding board	Evaluation of strategies before they are implemented
Comparison point	Standards for evaluating own level of skill or performance
Feedback Interpreter	Assistance in integrating or making sense of feedback from others
Dialogue partner	Perspectives or points of view different from own
Assignment broker	Access to challenging assignments (new jobs or additions to current one)
Accountant	Pressure to fulfill commitment to development goals
Role model	Examples of high (or low) competence in areas being developed
Counselor	Examination of what is making learning and development difficult
Cheerleader	Boost in own belief that success is possible
Reinforcer	Formal rewards for progress toward goals

Note. Adapted from “The Center for Creative Leadership Handbook of Leadership Development,” by C. D. McCauley and E. Van Velsor, 2004.

Executive Coaching

Formal executive coaching is a type of developmental relationship where instruction and advice is provided by the “coach” to the “coachee.” The former (coach) pays close, personal attention to the latter (coachee/leader) and teaches and advises him/her. McCauley and Van Velsor (2004) emphasize that the coaching is used to help managers to increase their effectiveness in the workplace, and to develop their capability for future challenges, and is based on an identified agenda. Hall, Otazo, and Hollenbeck (1999) also agree that it is goal-focused. Therefore, there is an agreement between both parties concerning the skills or attributes on which the focus is placed, as well as the challenges that will be faced.

McCauley and Van Velsor (2004) discuss the importance of emotional intelligence in an effective coaching relationship, and they state that being self-aware and knowing one’s strengths and development needs are prerequisites to leader development. The authors mention that by learning to better recognize one’s own behaviors and understanding the impacts they may have, the coachee is better able to analyze or predict the outcomes of his/her interactions with others (including his/her coach), and take steps to achieve desired results. They also support the importance of emotional competencies, inclusive of self-awareness, self-management, social awareness, and social skills, in leader development, and thus view part of the coach’s responsibility to model or exhibit these emotional competencies.

Executive coaching work is often focused on the interpersonal sphere, and typical assignments involve talented executives whose future success necessitates their relating to people more effectively (Brotman, Liberi, & Wasylshyn, 1998). Therefore, EI should be beneficial to them as they manage the relationship with their coaches, and learn from them, and as they improve their interpersonal skills in order to become better leaders. In addition, Chinsky (2007) states that coaching allows executives to find a confidante with whom they can safely explore new ideas and approaches, difficult situations, or perceived blocks to accomplishing work objectives. Emotionally intelligent leaders would be better able to form a bond with their coaches as a result of their heightened self-management and social skills, and thus reap the benefits of the coaching experience in terms of preparation for leadership.

Effective coaching should also help the individual to develop as a transformational leader, especially if the coach is a transformational leader as well, because he/she would be able to provide counsel based on his/her own personal experience. EI would help facilitate the development of a strong bond between coach and coachee, and enable open and honest communication concerning the individual's strengths and weaknesses as a transformational leader. Trust would be built, and the individual would be able to comfortably share concerns and receive both positive and negative feedback, so that he/she can act upon any recommendations to improve as a transformational leader. The following proposition reflects the suggested association among emotional intelligence, coaching, and leader development:

Proposition 5: The higher the level of emotional intelligence, the greater the leader development through coaching.

Job Enrichment

Whereas job enlargement refers to the meaningful addition of *similar jobs* (Gifford, 1972), job enrichment involves roles being *enriched* or enhanced by adding tasks that are of greater or lesser responsibility, and thus creating a more meaningful job (Moorhead & Griffen, 2004). Therefore, job enrichment allows the leader to apply and develop a wider range of skills and abilities. The added tasks may involve new and challenging aspects that require critical thinking and strategic judgments. Rego et al. (2007) mentions that the ability to manage and control emotions aids in the use of emotion to enhance cognitive processes and decision making. In addition, Abraham (2004) maintains that emotional intelligence enhances employee potential for learning, and that emotional competence translates that potential into task-mastering capabilities.

Zeidner, Matthews, and Roberts (2004) mention that certain competencies such as impulse control, adaptability, conflict resolution, teamwork, and communication skills are subsumed under EI, and that EI affects an array of work behaviors including commitment, teamwork, development of talent, innovation, and quality of service. Job enrichment opportunities encompass added responsibilities and new challenges that require individuals to adapt to different situations and collaborate with others, and effective communication skills and the ability to control impulsiveness will aid in the resolution of conflicts when they arise. Individuals with high EI would also be better able to build and maintain strong relationships, prompting increased commitment. Also, effective collaboration and adaptability would lead to innovation and increased quality of service as individuals work together to produce creative solutions to problems with existing resources. Thus, it seems rational to propose that EI would be an asset to leaders who seek to further their development through job enrichment.

It has been noted that many organizations have focused their investment in leader development activities toward those sources of learning designed to enhance self-awareness, self-regulation, and self-motivation (Day, 2000). Therefore, it is recognized that emotionally intelligent leaders are more effective, being better able to relate with employees. According to Allen and Hartman (2008), these leaders can think and act in new ways, and the organization benefits in the form of innovation, increased human capital, and profits. Thus, it is reasonable to posit that these leaders would also be able to employ their EI to learn from and succeed at the tasks and challenges provided through job enrichment, and as a result to further develop themselves as leaders.

In terms of transformational leadership, job enrichment would necessitate that individuals acquire any additional knowledge and/or skills that are needed in order to fulfill their added responsibilities, and to continue leading by example, thus continuing to earn the respect and admiration of followers, and continuing to inspire them. In addition, individuals would have to learn to collaborate and engage with others even more so that any challenges could be tackled in the best possible way. This means that they will have even more reason to encourage employees to be creative thinkers as there will be more opportunities for intellectual stimulation. The following proposition reflects the suggested association among emotional intelligence, job enrichment, and leader development:

Proposition 6: The higher the level of emotional intelligence, the greater the leader development through job enrichment.

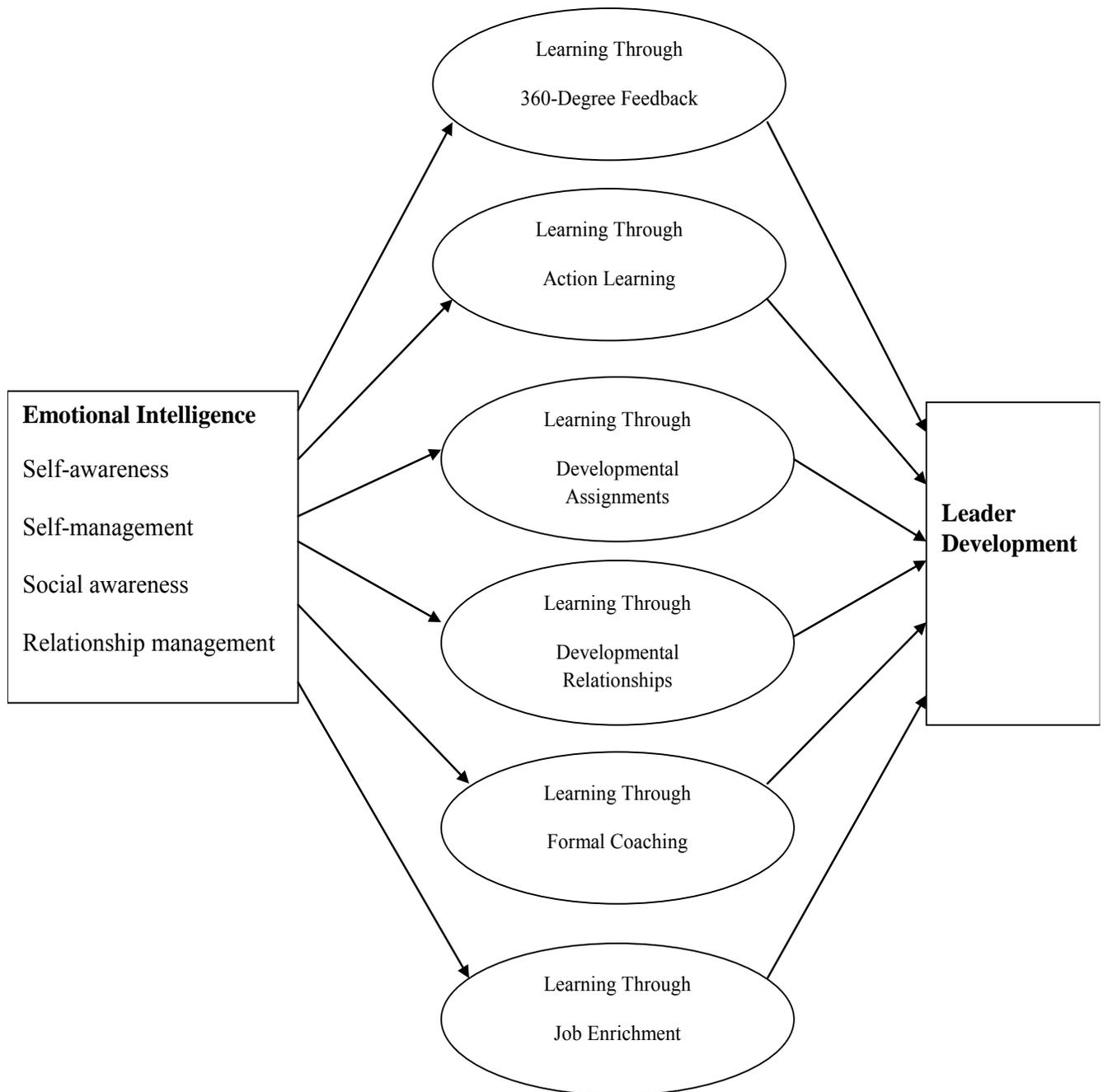
This paper proposes that emotional intelligence would play an influential role in leader development through a variety of developmental experiences and/or sources of learning. The dimensions of EI are crucial to the possession of skills associated with understanding and managing oneself, as well as understanding others and managing relationships with them. These skills are beneficial to the leader as he/she strives to succeed in any developmental experience, and thus, they would positively impact the leader development process. Figure 1 demonstrates the proposed relationships using a conceptual model.

DISCUSSION

Leader development has been recognized as important in numerous organizations, and many of them seek to cultivate leadership prowess among their leaders. Transformational leadership has been the style of choice due to its reputation as the most effective leadership style, and leaders are afforded opportunities for growth as transformational leaders through developmental experiences. It has also been recognized that general ability alone is not sufficient to learn from these experiences, and develop as a transformational leader. Research has shown that awareness and management of oneself and others, including awareness and management of the affective aspects of individuals, also contribute to the development process.

Dearborn (2002) refers to emotional intelligence “smarts,” alluding that leaders with EI are more effective because of their ability to listen, understand, self-manage, build bonds, share information, and develop others. The author asserts that their intuitiveness concerning the needs of others, and their ability to recognize the nuances of a situation and respond seamlessly to create positive outcomes, are assets to them as they fulfill their leadership roles. These qualities are reflective of transformational leaders, who care about their followers’ needs and foster an atmosphere where open communication is encouraged. Welch (2004), a former Chairman and CEO, and a prominent leader admits that a leader’s intelligence should have a strong emotional component, and that he/she should possess high levels of self-awareness, maturity, and self-control. Since the literature as well as experience support the premise that EI is not just a positive feature, but also an advantage in leadership in general, and transformational leadership specifically, it is reasonable to attempt to determine its value in the transformational leader development process. Therefore, the pursuit of knowledge concerning the relationship between emotional intelligence and leader development through developmental experiences is worthwhile.

**FIGURE 1
CONCEPTUAL MODEL**



CONCLUSION

In light of the existing research, and considering the results of studies performed, the foundation has been laid to merit further research regarding emotional intelligence and the role it plays in the effectiveness of leader development strategies. Moreover, the high regard of transformational leadership

merits that these strategies be geared toward the development of transformational leaders. EI allows the leader to be conscious of and attentive to his/her own emotions and the emotions of others, and to use his/her knowledge to effectively manage his/her own emotions, as well as the relationships upon which fulfillment of leadership responsibilities depend.

A quote by Stacey Coino states that “Emotions, like germs, are easily transmissible. The trick is passing and receiving the right ones.” EI allows transformational leaders to be well acquainted with themselves and others, and sufficiently in control of themselves and their relationships, so that they can convey the appropriate emotions as well as perceive them in others, and thus, make the right decisions to get the job done effectively and efficiently. EI also allows leaders to use their capabilities to benefit from the available developmental experiences that would allow them to further develop themselves as successful transformational leaders.

IMPLICATIONS AND DIRECTIONS FOR FUTURE INQUIRY

The model presented in this manuscript should be empirically tested to establish its validity. A longitudinal study is proposed, whereby organizational leaders’ emotional intelligence and transformational leadership are measured at both Time 1 and Time 2. After measurement at Time 1, leaders would experience selected developmental strategies for a period of time, after which, measurement at Time 2 would take place to determine if any increase in EI and/or TFL would be revealed. Results would be beneficial for HRD practitioners, and would also contribute to HRD and leadership research. For practitioners, results of the study could be used to assemble a “toolkit” of developmental experiences that are most appropriate for the development of transformational leaders that are high in EI as well as for the development of those that are low in EI. In terms of HRD and leadership research, the initial validation of this model would lay the foundation for its validation in numerous different organizational settings nationally and internationally to determine its generalizability. In addition, this would be a stepping stone to the discovery of other constructs that should be added to the model to make it even more comprehensive.

In this manuscript, focus was placed on the leader’s emotional intelligence and its importance in his/her development through the various leader development strategies. However, what about the individuals on the other side of the table? Do the mentors, the coaches, and the professionals who provide the feedback need EI in order for the leader development strategies to be effective? Bennetts (2002) conducted a study to explore traditional mentor relationships and their impact in the lives of creative workers like poets, actors, writers, painters, sculptors, musicians, and dancers. Participants in the study reported that their most significant learning had been through the opportunities afforded to them by mentors, in learning to live as creative people, and to develop a critical aesthetic sense. In other words, their mentors greatly influenced their creative development. These mentors were described by the participants as displaying the characteristics, criteria, or competencies of EI. It would be interesting to discover whether this finding can be generalized to leader development; that is, whether emotionally intelligent mentors influence higher levels of learning through developmental experiences, as leaders strive to further develop their leadership abilities. Future research should be conducted to determine whether emotional intelligence is necessary for those who assist the leaders in their development.

For this review, emotional intelligence is considered as a single construct to explore its impact on leader development through a number of leader development strategies. However, it would be wise to separate EI into its components and study and compare the significance of each component of EI toward the effectiveness of each leader development strategy, as well as toward leader development as a whole. It would be interesting to note if, for example, self-awareness has more significant effects than social awareness, or motivation has more significant effects than empathy in terms of leader development through feedback, action learning, developmental relationships, or any of the other strategies mentioned in this review.

Management of emotions is an essential part of emotional intelligence, and managing emotions for pay has been coined emotional labor (Hochschild, 1983). Thus, in the workplace, leaders involved in job

assignments, whether labeled developmental or not, are being paid for their emotional management. Therefore, they are practicing emotional labor. Hochschild (1983) also mentioned that emotional labor is stressful, and may result in burnout. Therefore, this suggests that the management of emotions for financial compensation may be harmful to the employee. This alludes to the negative side of using emotional intelligence as part of the leader development process. Additional research should be conducted to determine how emotional intelligence, an apparent asset, can adversely affect leader development.

In a study conducted by Barbuto and Burbach (2006), EI encompasses five factors, namely empathetic response, mood regulation, interpersonal skill, internal motivation, and self-awareness, and a combination of all five factors shared positive relationships with each component of transformational leadership (TFL). Specifically, empathetic response shared significant variance with each subscale of TFL, and especially with intellectual stimulation and individualized consideration. Also, interpersonal skill was positively related to individualized consideration, inspirational motivation, and idealized influence. Among the varying styles of leadership, TFL is recognized as highest on the scale of effectiveness (Muijs, Harris, Lumby, Morrison, & Sood, 2006). Therefore, in terms of leader development, organizations should strive to develop a transformational leader, and should bear this objective in mind when providing opportunities to participate in developmental experiences. Further study is recommended to find empirical support for the correlation between EI and TFL generally, and the impact of EI on the development of a transformational leader specifically, particularly through engagement in developmental experiences.

Additional research should also investigate possible moderators of the EI-leader development relationship. For example, political skill, a construct that embraces social aptitude, should have a moderating effect on the relationship. Porter, Angle, and Allen (2003) explain that political skill combines social astuteness with the ability to relate well and demonstrate situationally appropriate behavior. Emotionally intelligent individuals also possess social skills, on which they can capitalize because of their ability to effectively recognize and manage their emotions as they relate with others and develop as leaders. Another feasible moderator is proactive personality. This trait is affiliated with individuals who identify opportunities and act on them, show initiative, and persevere until they bring about meaningful change (Crant & Bateman, 2000). Individuals with the proclivity to be proactive would benefit from their emotional intelligence, which they would employ as they interact with others to seek and exploit opportunities that assist in their development as leaders.

Finally, since emotional intelligence has been deemed useful for leader development, research should be geared toward finding ways to increase leaders' levels of EI, so that they can become better leaders. In other words, studies should be conducted to investigate the trainability of EI and EI competencies, as well as to determine the factors that shape the emotional abilities and emotional maturity of leaders. Wasylyshyn, Gronsky, and Haas (2006) indicate that coaching does serve as a development resource that enhances emotional competence. Berman and West (2008) note that organizational policies and practices such as the provision of feedback, and mentoring and modeling services, as well as training, selection and promotion criteria, and code development, affect the emotional skills of managers in public organizations. It is also logical that organizational culture and climate would impact individuals' emotional intelligence as they both reflect norms that affect interaction among organizational members. The values and beliefs that organizations espouse, as well as the work environment, may trigger a way of thought and action that endorses emotional intelligence. Therefore, even though emotional intelligence is sometimes considered a dispositional variable, it may be influenced by situational factors as mentioned above. Additional research in these areas is recommended.

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