

Leadership that Gets Results:

Impact and Measurement of Emotional Intelligence on Leadership Effectiveness

SATTAR BAWANY, Managing Director & Country Head, Singapore
& Head of Transition Coaching Practice, DBM Asia Pacific

THE NEW REALITIES

Leadership is something that may not necessarily be tailor-made for everyone today. Much has to do with self-confidence and the ability to believe in oneself before one can motivate others and elicit their respect. Hence, there are a chosen few who are able to lead and approach each undertaking with confidence and achieve the desired results.

In the early years of leadership studies, the so-called 'trait theory' took the view that there is a set of traits that separates the leader from the pack. Traits claiming to be characteristic of leaders included intelligence, a drive to dominate others, being extroverted and having charisma. Today, people often point to the importance of emotional intelligence in achieving leadership effectiveness.

WHAT IS EMOTIONAL INTELLIGENCE?

The most widely accepted model of emotional intelligence (EI) has been influenced by several scientists and researchers. Sternberg's (2003) theory of multiple intelligences suggests that interpersonal and intrapersonal intelligence are unique, and different from the mathematical and logical type recognised today as 'IQ', or general intelligence. Peter Salovey and John Mayer first proposed their own theory of EI in 1990 and Reuven Bar-On (1988) has placed EI in the context of personality, health and well-being.

With his 1995 mega best-seller *Emotional Intelligence: Why It Can Matter More Than IQ*, Daniel Goleman brought to prominence the notion of emotional intelligence and 'emotional quotient' (EQ) as an alternative to the more traditional measures of IQ. Goleman (1998) reformulated EI in terms of a theory of organisational and job performance. According to Goleman (2000), 'a leader's singular job is to get results'. But even with all the leadership training programs and 'expert' advice available, effective leadership still eludes many people and organisations. One reason, says Goleman, is that such experts offer advice based on inference, experience and instinct, not on quantitative data.

The discussion of EQ often begins with an emotional challenge from Aristotle:

'Anyone can become angry—that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way—that is not easy'.

Typically, everyone involved gets anxious, frustrated, worried and even angry at times. It's bad enough to feel these emotions, but brain researchers have recently found that experiencing them actually inhibits cognitive function. It's called cortical inhibition, or 'amygdala hijack', as Goleman terms it. So the old saying 'I was so upset I couldn't think straight' is actually true. Think about the last time you got mad at yourself for hitting a bad golf shot. What typically happens to your performance after that? It gets worse. When you experience negative emotions, you are not as likely to make the best decisions.

The Consortium for Research on Emotional Intelligence in organisations (www.eiconsortium.org) is a useful website

that serves as a resource portal on the topic of emotional intelligence, including information on measures, current findings and EI resources.

EMOTIONAL INTELLIGENCE AND LEADERSHIP EFFECTIVENESS

Studies have demonstrated that leaders who consistently outperform their peers not only have the technical skills required, but more importantly, have mastered most of the aspects of Emotional Intelligence. In the Harvard Business Review landmark article 'What Makes a Leader?', Goleman (1998) states that the five components of Emotional Intelligence at Work are: Self-Awareness, Self-Regulation (or Management), Motivation, Empathy (Social Awareness), and Social Skills (Relationship Management).

There is growing evidence that the range of abilities that constitute what is now commonly known as emotional intelligence plays a key role in determining success, both in one's personal life and in the workplace. Research by Ruderman et. al (2001) has uncovered links between specific elements of emotional intelligence and specific behaviors associated with leadership effectiveness and ineffectiveness. The study using Bar-On EQ-i® (Emotional Quotient Inventory) —an assessment

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of emotional intelligence—found that higher levels of particular emotional intelligence components appear to be connected to better performance. The study also identified potential problem areas that could contribute to executive derailment.

**MEASUREMENT OF EMOTIONAL INTELLIGENCE
Using BarOn EQ-i® (Emotional Quotient Inventory) and
BarOn-360® Multi-rater Assessment**

The development of the BarOn® model of emotional intelligence evolved from Dr. Reuven Bar-On’s early clinical experiences. Based on these experiences, he asked the question: ‘Why are some individuals more able to succeed in life than others?’ After a thorough review of the factors thought to determine success in general, Bar-On (1988) found that predicting success is not always based on cognitive intelligence. Many cognitively intelligent people flounder in life, while many less cognitively intelligent individuals succeed and prosper.

Emotional intelligence addresses the emotional, personal, social and survival dimensions of intelligence, which are often more important to successful coping with environmental demands and pressures than the more traditional cognitive aspects of intelligence. In everyday language, emotional intelligence is referred to as ‘street smarts’ or ‘common sense’ (Stein & Book, 2003). Emotional intelligence competencies can be improved through training, and thus provide an excellent means of identifying potential areas for improvement,

as well as measuring the effectiveness of individual and organisational development programs. Studies indicate that emotional intelligence accounts for 15–45% of work success, whereas cognitive intelligence has shown low and insignificant correlations with performance in the workplace (Jae, J. H., 1997). This means that the most intelligent or highly qualified person for a position may not have the emotional constitution to handle the stresses of the job environment.

BarOn Emotional Quotient Inventory (BarOn EQ-i®) (1997) was the first scientifically validated instrument produced for the purpose of assessing emotionally intelligent behavior. BarOn EQ-i® was developed from the comprehensive integration of theoretical knowledge and empirical sophistication guided by state-of-the-art psychometric methodology. Age- and gender-specific norms are available based on a normative sample that exceeds 3,150. Development of this instrument, following scientific methodology, ensures that it assesses emotional intelligence in a dependable and consistent manner. Without this careful attention to development, obtained scores could not be compared to a yardstick, so they could not have relevance. If that were the case, obtained scores would merely be numbers, and could provide no useful information. It is a certainty that BarOn EQ-i® has been well researched and developed in accordance with the highest test development standards.

The BarOn EQ-i® identifies ‘people skills’ by measuring

Table 1 – The Factorial Components of BarOn’s® Concept of Emotional Intelligence

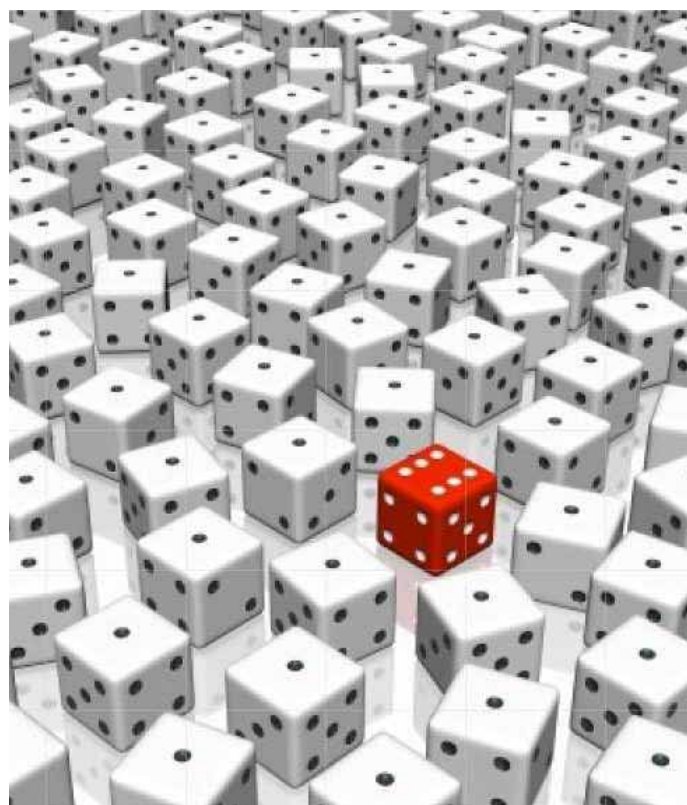
Self-Regard (SR)	The ability to respect and accept yourself as basically good. Self-acceptance is the ability to accept your perceived positive and negative aspects as well as limitations and possibilities.
Emotional Awareness (ES)	The ability to recognise your feelings and to know why you are feeling a certain way.
Assertiveness (AS)	The ability to express feelings, beliefs, and thoughts and defend one’s right in a non-destructive manner or asserting your rights without threatening others.
Independence (IN)	The ability to be self-reliant in your thinking and actions; to be free of emotional dependency.
Self-Actualization (SA)	The ability to realise your potential capacities through involvement in pursuits that have meaning for you.
Empathy (EM)	The ability to be aware of, to understand and to care about the feelings of others; to be able to read other people.
Social Responsibility (RE)	The ability to be a cooperative, contributing, and constructive member of your social groups.
Interpersonal Relationship (IR)	The ability to create and maintain mutually satisfying relationships that are characterised by intimacy and affection.
Reality Testing (RT)	The ability to see things as they are, rather than as we wish or fear them to be; to keep feelings from overwhelming our perception of objective facts.
Flexibility (FL)	The ability to adjust our emotions, thoughts, and behavior to changing situations and conditions.
Problem Solving (PS)	The ability to methodically confront, identify and define problems as well as to generate and implement potentially effective solutions.
Stress Tolerance (ST)	The ability to handle bad events and stressful situations without ‘falling apart’; to manage through active and positive coping techniques.
Impulse Control (IC)	The ability to resist or delay an impulse or temptation to act; to be able to tolerate frustration without loss of control.
Optimism (OP)	The ability to look at the brighter side of life and to maintain a positive attitude, even in the face of adversity; to have hope.
Happiness (HA)	The ability to feel satisfied with your present life; to enjoy yourself and others, and to have fun.

Adapted from Bar-On, R. (1997), 'BarOn Emotional Quotient Inventory', Technical Manual, Toronto, ON, Multi-Health Systems.

various aspects of social and emotional functioning. It is the first fully validated and globally normed measure which includes: intrapersonal, interpersonal, adaptability, stress management and general mood. **Table 1** outlines the 15 factors/sub-scales of EQ. The assessment demonstrates excellent internal consistency and test-retest consistency. Validity studies have shown the BarOn EQ-i® to possess factor analytic criterion and solid predictive validity.

The BarOn EQ-360® (based on BarOn's EQ-i®) is the emotional intelligence multi-rater of perceptions of demonstrated EQ behaviours. When observer ratings are compared with the results of a standard EQ-i self-report, a more complete 360-degree profile emerges. While the EQ-i identifies the level of a client’s emotional and social functioning based on his or her responses, the EQ-360® assessment provides a more in-depth analysis by having those who work closely with the client provide information as well.

The EQ-360® is ideal for use in organisations where developing effective communication between individuals, teams, and the entire organisation is crucial to success. The EQ-360® identifies both key leadership strengths that can be leveraged to the benefit of the organisation, as well as impediments getting in the way of high performance. The assessment process can also be used as a follow-up to formal coaching and to measure progress.



EFFECTIVE LEADERSHIP STYLES

Drawing on research of more than 3,000 executives, Goleman (2000) explores which precise leadership behaviours yield positive results. The findings were published in the Harvard Business Review article 'Leadership That Gets Results'. In that article he outlines six distinct leadership styles, each one springing from different components of emotional intelligence.

Each style has a distinct effect on the working atmosphere of a company, division or team, and, in turn, on its financial performance. The styles, by name and brief description alone, will resonate with anyone who leads, is led, or as is the case with most of us, does both. Commanding leaders demand immediate compliance. Visionary leaders mobilise people towards a vision. Participative leaders create emotional bonds and harmony. Democratic leaders

Some people have one style of leadership, which is fine if they can find a situation that requires that particular style of leadership. Having said that, the autocratic style of leadership is the least successful. It would be a good idea to develop a more involving style that gives you the benefit of exchange with and commitment from the people around you. If you have not learnt the skills of working cooperatively with others in ways that allow them to see you as a leader, then learn those skills. If you find yourself dictating direction to people who regularly resist your well-intentioned efforts, then learn more participatory skills. When you have the skills, you can call on them. Without them, you are stuck with doing what you have done in the past, and you will achieve similar results.

Flexible leadership, however, involves being able to adapt your leadership style according to the situation and the state of the



build consensus through participation. Pacesetter leaders expect excellence and self-direction. And coaching leaders develop people for the future.

Since leaders lead people, the style with which you do it is important. It must truly represent you, fit with the situation, the results you wish to achieve and the people you hope will follow your lead. In truth, having a particular style is not as essential to being a leader as having a vision of what could exist, being committed to the vision, bringing great energy to realising that vision and having people to support you.

team, e.g., taking charge when a team is forming, but playing the role of coach when a team is managing itself well.

The fact that leadership qualities are dependent on context is demonstrated in the film 'Twelve O'Clock High'. In this 1949 film, a squadron starts to suffer increasing losses during the war; the leader's people-oriented approach starts to fail. He is replaced by a dictatorial bully who turns the squadron around and restores their pride. (In a modern setting, such leadership behaviour would often be regarded as unacceptable, but it worked within the group's drastic situation.)

CONCLUSION

Organisations need leaders to visualise the future, motivate and inspire employees, and adapt to changing needs. DBM research indicates that with the right leadership, development support—including executive coaching—those individuals with leadership potential can be developed into outstanding leaders. Emotional Intelligence competencies are perhaps the most challenging for leaders to build up effectively, and yet it is the one that often has the most impact. As emotionally intelligent leaders rise through the ranks of an organisation, their profile becomes more visible to employees, and their increased power can have greater impact.

In order for Singapore’s budding leaders to compete with the world’s best, senior managers need to embrace the latest techniques of human leadership development. The price of not doing so will create plenty of managers, but very few leaders. Finally, leadership is a journey that requires investments of time and reflection, not something that can be learned in a five-day training course.

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Article by **PROF SATTAR BAWANY**, Managing Director & Country Head, Singapore and Head of Transition Coaching Practice, DBM Asia Pacific. He is also the Adjunct Professor of Strategy of Paris Graduate School of Management. DBM is a leading global human capital management firm providing career transition, change management and talent development solutions including strategic leadership development and executive coaching services to private and public companies, not-for-profits and governments. Website: www.dbm.com, Email: sbawany@dbm.com. DBM is organizing a series of Networking and Professional Development Briefings exclusively for HR & OD Practitioners. For details on his upcoming workshop, please refer to page 66. Please email Annie Lui at: alui@dbm.com for further details and registration.

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Daniel Goleman, Harvard Business Review, March-April 2000

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DBM research indicates that, with the right leadership development support including executive coaching, those with leadership potential can be developed into outstanding leaders. Emotional Intelligence competencies are perhaps the most challenging for leaders to develop effectively and yet it is the one that often has the most impact on organisational climate and employee engagement.



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- Utilise EI Techniques for Increasing Level of Self-awareness
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- Develop Personal Leadership Development Plan

Workshop Outline:

Section 1 – Introduction & Objectives

Section 2 – Demystifying Emotional Intelligence (EI) & Emotional Quotient (EQ)

Section 3 – Developing Your Emotional Intelligence

Section 4 – Leadership Styles and Organisational Climate

Section 5 – Video Case Study

Section 6 – Summary and Personal Action Plan

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Facilitator:

Adjunct Professor Sattar Bawany, *FSHRI, SHRP*
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