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The Influence of Emotional Intelligence on Leadership Emergence and Leadership Styles

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THE INFLUENCE OF EMOTIONAL INTELLIGENCE ON LEADERSHIP
EMERGENCE AND LEADERSHIP STYLES

A Capstone Experience/Thesis Project

Presented in Partial Fulfillment of the Requirements for

the Degree Bachelor of Science with

Honors College Graduate Distinction at Western Kentucky University

By:

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Western Kentucky University
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ABSTRACT

      The aim of the current study was to determine the relationship between emotional intelligence and leadership emergence and transformational, transactional, and passive-avoidant leadership styles. Prior research has indicated that emotional intelligence is positively correlated with leader effectiveness. However, the relationship between emotional intelligence and additional aspects of leadership and leadership styles has not been thoroughly investigated. The current study hypothesized that emotional intelligence would be positively correlated with leadership emergence, and transformational and transactional leadership styles, and negatively correlated with a passive-avoidant leadership style. Additionally, it was hypothesized that leadership emergence would be positively correlated with transformational and transactional leadership styles, and negatively correlated with a passive-avoidant leadership style. The 555 full-time employed adults who made up the participants for this study completed surveys measuring their levels on each variable based on their self-reported behaviors. The results suggested that emotional intelligence is positively correlated to leadership emergence, and transformational and transactional leadership styles, and leadership emergence was positively correlated to transformation and transactional leadership styles. Emotional intelligence was also negatively correlated with passive-avoidant leadership style. There was no significant correlation found between leadership emergence and passive-avoidant

leadership style. The findings support the use of emotional intelligence scales as a predictor of leadership behavior, and the application of these scales for employee selection and training practices in the workplace. The current study encourages future research into the subtypes of emotional intelligence and their impact on various qualities of leadership.

Dedicated to my beloved family, friends, and WKU.

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PRESENTATIONS

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FIELDS OF STUDY

Major Field: Psychological Science
Concentration in Applied Psychological Science

Minor Field: Business Administration

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CHAPTER 1

INTRODUCTION

"Emotions are a primary driver of human behavior. When you are blind to it, the world is

a difficult and confusing place."

-Travis Bradberry, TalentSmart

Our understanding and management of emotions, both our own and the emotions

of others, impacts much of our daily behavior. Effectively navigating these emotions has

become crucial for communication in all personal interactions today. This modern reality

has encouraged the continual research and development of emotional intelligence (EI), or

"the set of abilities concerned with processing emotions and emotional information"

(Cote, Lopes, Salovey & Miners, 2010, p. 496). EI is based on five elements: self-

awareness, motivation, self-regulation, empathy, and adeptness in relationships

(Goleman, 1998). Although these elements vary slightly depending on the researcher,

they can essentially be categorized into three broader aspects: our appraisal of emotion in

the self and in others, our regulation of emotion in the self and in others, and using

emotion in adaptive ways (Mayer & Salovey, 1989). Establishing the skills to recognize

emotions and react to them in an appropriate manner is likely to ease interactions with

individuals in both personal and professional settings.

Biologically, our behaviors are reactions to our emotions. Our negative or

positive responses to a stimulus, or emotions, provide us meaning that we use as a basis

for our behavior (Mayer & Salovey, 1989). For example, when we experience the emotion of anger, blood rushes throughout our body in preparation for an attack. This fight or flight response is due to the rush of hormones, such as adrenaline, that push us to take a vigorous and sometimes rash action (Goleman, 2006). Having the skills to effectively navigate a situation in which someone becomes extremely angry could be life saving. Applying this skill to daily tasks, EI used to manage an angered supervisor in the workplace could save an individual their job. Undoubtedly, emotions are components of human processing that pervade all aspects of our behaviors, interactions, and understanding. Every decision we make is colored by emotions, making EI an invaluable skill for success in all daily procedures (Damasio, 2004). Additionally, the ubiquity of our emotions on daily functioning demands that we gain a clearer understanding of the impact of EI on our lives, and how to both accurately measure and improve EI through further psychological research. The focus of the current study is to examine how EI relates to leader emergence, and various leadership styles typically utilized by emergent leaders.

Emotional Intelligence

EI is essential for more than just personal interactions, especially in considering success at the workplace. Goleman (1998), one of the premier researchers for EI, defines EI as "a different way of being smart" (p. 4). Acquiring this particular intelligence is necessary for effectively managing workplace relationships and communication. TalentSmart's (2009) researchers have even suggested that 58% of your job performance, in all job positions, is determined by EI. Additionally, 90% of top performers score higher than average on an EI measure. These top performers are known as effective

leaders, as they are achieving their goals through their successful task performance. EI encourages this efficiency through five characteristics of leadership effectiveness: development of group objectives and goals, encouraging the appreciation of the importance of work-related tasks in their employees, producing an enthusiastic, cooperative, and trusting work environment, maintaining a flexible approach to change, and cultivating a confident organizational culture (George, 2000). Our emotions and feelings are so central to our mental processing and behavior that effective management of them is essential for positive communication and professional relationships (George, 2000). Our opinions, judgments, and attention can be regulated by our emotions, suggesting that awareness of our emotions can be an effective tool in understanding our subsequent behavioral responses to them. Additionally, high EI has a strong positive correlation to higher annual salaries (Bradberry & Greaves, 2009). Across all industries, high EI has been an indicator of employees receiving larger paychecks. Not only is there an expectation for workers and leaders to have high EI, but it is increasingly important for achieving additional financial and leader success in most American and international organizations today.

Fortunately, individuals can continue to improve their EI throughout their lifetime. Unlike intelligence quotient (IQ), EI can mature with training and exposure to experiences with managing our emotion and the emotions of others (Goleman, 1998). Bradberry and Greaves (2009) finding that individuals with higher EI make an average of $29,000 more a year than their lower EI counterparts is an encouraging incentive to train oneself for improved EI. EI occurs when our emotions are processed in our limbic system and then rationalized by our frontal cortex (Bradberry & Greaves). This

communication in our brain becomes more effective with the strengthening of neural connections between those particular brain regions. Since these neural connections have high neuroplasticity, or the ability to change through growth and new formations, our brain's ability to effectively recognize and rationalize emotions can be strengthened by ensuring behaviors of high EI become habits in our lives (Bradberry & Greaves). Because EI can be improved with training and continued exposure to situations of emotional management, developing tools to encourage this improvement would provide invaluable benefits for modern workers. Fully understanding the relationship of emotional intelligence and workplace interactions, and the measures typically used to study EI in the workplace is important and a significant trend in Industrial-Organizational Psychology. Specifically, the influence of EI on individuals emerging as leaders in a group or in the workplace is an important application of EI in daily and professional life that needs further attention in psychological research.

Leadership Emergence

As a leader, developing your EI is even more essential for success than it has been in the past. Leadership effectiveness has been linked to EI in a variety of empirical studies. Notably, Sayeed and Shanker (2009) have suggested that efficiently carrying out the five elements of EI correlates highly with leaders achieving their desired goals. However, other aspects of leadership have not received near the amount of attention in research as leadership effectiveness. Leadership emergence, for example, is an important aspect of leadership studies, but its relation to emotional intelligence has been neglected. Leadership emergence refers to the degree to which an individual has influence over a group (Cote et al., 2010). An important distinction between leadership emergence and

effectiveness is that leadership emergence is a within-group phenomenon, meaning

within one group, some members can achieve more influence over the group than others.

In contrast, leadership effectiveness is a between-group phenomenon, placing the focus

on how effective one leader is in a group compared to the leader of another group (Cote

et al., 2010). Additionally, three aspects of personality (i.e., extraversion,

conscientiousness and agreeableness) vary significantly in their relation to both

leadership emergence and leadership effectiveness (Judge, Bono, Ilies & Gerhardt, 2002).

Extraversion was the most consistent correlation across leader effectiveness and

emergence. Conscientiousness had a stronger positive correlation with leader emergence

than leader effectiveness. Lastly, agreeableness had the weakest correlation with leader

emergence, but had a strong positive correlation with leader effectiveness. These

differences support the need for further research of EI's relationship with this specific

aspect of leadership.

Leaders who naturally emerge within a group do not necessarily possess the skills

to be successful in achieving the goals set for the group, meaning the characteristics they

possess to emerge as a leader may not correlate with being an effective leader. This

reason encourages the investigation of EI, as the relationship between EI and leadership

effectiveness cannot necessarily be applied to leadership emergence (Cote et al., 2010).

However, it is suggested that leaders who have emerged within a group setting may

possess higher levels of EI due to various complimentary mechanisms studied in previous

research (Cote et al., 2010). These mechanisms include accurate social perception

(Chowdry & Newcomb, 1952), communicating information through the display of

emotions (Frijda & Mesquita, 1994), and effective management of emotions (Cote et al.,

2010). Many of these mechanisms are consistent with Salovey and Mayer's (1989)

model of EI, further suggesting that leader emergence will positively correlate with

measures of EI. Emergent leaders generally show characteristics that are consistent with

charismatic leaders, encouraging the inclusion of charismatic leadership in the research

and discussion of EI and leader emergence.

Transformational and Transactional Leadership

Generally, leaders who naturally emerge in a group have characteristics that are

typical of a charismatic leader (Conger & Kanungo, 1987). These charismatic leaders

have strong abilities of communication and motivation. However, they do not necessarily

posses abilities that correlate with leadership effectiveness, again supporting the

distinction between emergent and effective leaders. A charismatic leader is defined as

having the ability to create inspiring and engaging relationships with one's subordinates

(Klein & House, 1995). The personal characteristics of a charismatic leader that help

make these unique relationships possible include "prosocial assertiveness, self-

confidence, need for social influence, moral conviction, and concern for the moral

exercise of power" (Klein & House, 1995, p. 184). Charismatic leadership is typically

understood to be a subunit of transformational leadership. McGregor (1978), a father of

leadership studies, refers to transformational leadership as a leadership style that proposes

a transcendent purpose for its mission that will ultimately actualize its followers.

Therefore, the term comes from transformational leadership's ability to transform

individuals by meeting their higher order needs (Conger & Kanungo, 1987).

However, although charismatic leaders can achieve leadership emergence through

their engaging characteristics, they can fail as a leader when put into a role of a more

transactional leader. Transactional leadership consists of relationships based on instrumental interactions, which is typical of managerial relationships with employees (Conger & Kanungo, 1987). Transactional leadership focuses on a task-priority form of leadership, in contrast to the relationship-priority form of leadership present in transformational leadership. Many leadership researchers view this task priority leadership as an insensitive and poor form of leadership (Bass, 1991). Some have even referred to transactional leadership as a "prescription for mediocrity" (see e.g., Bass, 1991, p. 26). Conger and Kanungo (1987) theorized that charismatic leaders typically diminish in their energy and magnetism when they are placed in administrative or managerial roles. Charismatic leaders engage and inspire their followers, whereas transactional leaders typically rely on an impersonal and passive manner of management, only intervening with employees when expectations are not being met (Bass, 1991). Therefore, research suggests that transactional leaders may possess lower levels of EI in comparison to transformational, or specifically, charismatic leaders. Although the importance of EI in the workplace has clearly been defined, this does not necessarily promote the idea that transactional leaders are poor leaders in every respect. Transactional leaders can be essential in many areas of work, particularly in job positions where completing tasks in a timely manner or acute attention to detail is especially important. Additionally, Avolio, Bass, and Jung (1999) unveiled in their research that the most effective leaders use both dimensions of leadership, displaying mechanisms of both transformational and transactional leadership. However, since EI has been linked to leadership effectiveness, leaders who portray only transactional mechanisms and score lower on levels of EI may need to consider ways of becoming more emotionally

considerate in the workplace in hopes of achieving communication and personal interactions of their highest potential. Since transactional leaders are often characterized as following a management by exception format, they can neglect important aspects of professional relationships (Bass, 1991). These characteristics include intellectual stimulation, individualized consideration, inspiration, and charisma, all of which are present in relations between followers and transformational leaders (Bass, 1991). Engaging in these aspects of conscientiousness and personal interaction can further improve the utility of a transactional leader. Furthermore, studying passive-avoidant leadership, a contrast to both transactional and transformational leadership, can provide an informational juxtaposition in the study of how individual differences influence leadership styles.

Passive-Avoidant Leadership

In addition to transactional and transformational leadership, passive-avoidant leadership is a commonly researched leadership style in psychological studies. This style is a laissez-faire, non-interactive form of leadership, also known as an abdication of responsibility within leader-follower relationships (Goodnight, 2004). A passive-avoidant leader typically attempts for followers within a group to have freedom of choice, as well as an absence of pressure from authoritative figures. This passive form of leadership is many times viewed as a form of non-leadership, or an opposing style of both transformational and transactional leadership (Bass, 1991). A laissez-faire executive offers little resources or information to their employees, relying on trust that their workers are aware and understanding of any responsibilities of their jobs. Goodnight (2004) determined that passive-avoidant leadership in the workforce is void of

participation, involvement, or communication. Based on these characteristics, it is theorized passive-avoidant leaders would score lower on EI measures, as communication and involvement are highly important aspects of EI. However, individuals commonly recognized as passive-avoidant leaders include politicians, individuals who are also commonly associated as charismatic leaders. Leaders who carry election-based positions are more likely to have passive-avoidant leadership styles, as they are wary of exerting control over their followers for fear of not being reelected (Goodnight, 2004). The contradiction in this example of a leader calls into question the necessity of EI in carrying out one's leadership position. After engaging in EI in order to charismatically emerge as a leader, it may not be crucial to carry out those characteristics to maintain those positions. Determining the relationship between transactional, transformational, and passive-avoidant leadership and EI will create a greater understanding of the personal interactions in relationships. These relationships could also reveal that leaders engaging in passive-avoidant leadership could potentially have higher EI, yet be withholding this intelligence in the maintenance of their leader-follower relationships due to extenuating circumstances (e.g., the fear of losing reelections). Further establishment of the connection of EI in this specific leadership style will help clarify speculations regarding a non-invasive and absent form of leadership.

The Current Study

In the current study, the relationships between EI, leadership emergence and transactional, transformational, and passive-avoidant leadership styles will be assessed. Although the importance of EI has been realized in many recent psychological studies, especially in concern to professional success, the relationship between EI and many

leadership styles has not been determined. EI is most commonly studied in relation to leadership effectiveness. However, the relationship between EI and leadership emergence and various leadership styles has not been thoroughly explored. Because leadership emergence and various leadership styles cannot be directly associated with leadership effectiveness, although leaders who embody these styles may be effective in their roles, further investigation is necessary to determine the strength of the relationships between these styles and EI.

Emergent leaders possess personal characteristics that assist in their ability to emerge as a leader within the group (Conger & Kanungo, 1987). This suggests they may possess high levels of EI that help them positively interact with others and consequently achieve this leader emergence.

Hypothesis 1: EI will be positively related to leadership emergence.

Additionally, transformational leaders are known to be active in their leader-follower relationships, suggesting they have good interpersonal skills (Avolio, Bass, & Jung, 1999). This further implies transformational leaders will have high EI, since they have such strong interaction with their group members.

*Hypothesis 2***:** EI will be positively related to transformational leadership.

The Podsakoff (1996) model of transactional leadership describes transactional leaders as providing positive feedback and complimenting others on overachieving on expected goals. Although transactional leaders primarily utilize task-focused interactions with their followers, they still provide feedback and management when necessary. Based on these examples of positive emotional interaction, it is suggested that transactional leaders are high in emotional intelligence (Day & Antonakis, 2011).

Hypothesis 3: EI will be positively related to transactional leadership.

Because passive-avoidant leadership is the absence of leadership, it is suggested that passive-avoidant leaders do not have strong interpersonal skills (Bass, 1991). Passive-avoidant leaders do not exhibit high EI in their relationships through their abdication of responsibility, so it is hypothesized they will not score high on an EI scale (Goodnight, 2004).

Hypothesis 4: EI will be negatively related to passive-avoidant leadership.

The characteristics of charismatic leaders (e.g., self-confidence, social influence, moral conviction) significantly parallel the description of an emergent leader (Klein & House, 1995). As charismatic leadership is a sub-category of transformational leadership, it is thought that emergent leaders will also illustrate a transformational leadership style.

Hypothesis 5: Leadership emergence will be positively related to transformational leadership.

Emergent leaders gain recognition as a leader through the agreement of the group individuals (Gershenoff & Foti, 2003). An assertive and invested group member is typically the individually contributing the most influence over the group, subsequently becoming the emergent group leader (2003). As passive-avoidant leadership is described as the antithesis of an involved leadership style, it can be suggested that participants with high leader emergence will have low scores on the passive-avoidant leadership style scale.

Hypothesis 6: Leadership emergence will be negatively related to passive-avoidant leadership.

Transactional leaders are known for their goal achievement and constructive transactions (Day & Antonakis, 2011). This ability to effectively reach group goals and expectations through individual and group transactions may contribute to their ability to emerge as the leader within the group.

Hypothesis 7: Leadership emergence will be positively related to transactional leadership.

The aim of the current study is to contribute to the psychological research of the aspects of EI, as only limited viewpoints have been discussed in previous research. Furthermore, the distinction between leadership emergence and leadership effectiveness will be clarified in relation to EI. Emergent leaders are not necessarily effective in their roles, so the breadth of research supporting the thesis of EI's strong positive correlation with leadership effectiveness cannot be directly applied to leadership emergence.

As we have discovered through the literature, the ability to be emotionally aware and achieve emotional control in both the self and others, and the ability to respond in an appropriate manner to emotions in the self and others is expected in any leadership role of the modern business world. Understanding the relationship between the variables of EI and leadership, and how to use the tools to measure them accurately and reliably will improve applied psychological knowledge. Improved efficiency and communication in the workplace is a constant goal for industrial-organizational psychologists, and further analyzing these constructs can benefit success in the modern business setting and the literature in this area.

CHAPTER 2

METHOD

Participants

Of the 611 collected surveys, 56 were incomplete due to the participants' failure to pass the quality control checks. The surveys used for data analysis only included the remaining 555 completed surveys. The participants were 555 adults, ranging from 18 to 70 years of age, with the majority (50.8%) being 31 years or younger. Seventy-seven percent of the participants resided in the United States of America, and 20% resided in India. The remaining three percent of the sample reported living in various European and Asian countries. Of the 555 participants, 54% were male and 46% were female. Caucasian was the majority ethnicity (59.8%), followed by Asian/Pacific Islander (26.9%), African American (6.3%), Hispanic/Latino (5.9), Native American (2.0%), and Middle Eastern (0.4%). A bachelors degree was the most frequently selected (46.2%) level of highest education attained by the participants, followed by a graduate or advanced degree (20.8%). Only 7.3% did not receive some college education. One to five work groups was the majority number (62.7%) the participants had previously been a leader for. The years of work experience of the participants ranged from 0.5 to 50, with the majority being 15 and under (65.9%). The majority of the participants (58.7%) identified themselves as having moderate leadership experience.

Measures

Measures of emotional intelligence, leadership emergence, and transactional, transformational and passive-avoidant leadership styles were completed by participants.

Demographics. Age, gender, ethnicity, nationality, education level, and work and leadership experience of the participants was assessed (see Appendix A).

Emotional intelligence. Schutte's Self-Report EI Test (2009) was used to measure the level of emotional intelligence of the participants (see Appendix B). This test is a 33-item self-report inventory where participants rated themselves on a five-point scale, where 1= strongly disagree and 5= strongly agree. Schutte's EI test has also been compared to the EQ-i, another self-report measure of EI, finding a substantial convergent validity of $r = .43$ (Shutte, 2009). The reliability coefficient for the current study was $\alpha = .917$.

Leadership emergence. Leadership emergence was measured using the five-item General Leadership Impression (GLI) scale created by Lord, Foti, and De Vader (1984; see Appendix C). This scale was slightly modified into a self-rating format for the current study. Instead of answering the questions in third person about the leader of their group, all questions are in first person format so raters can answer questions based on their own leader emergent behavior. The participants rated their leadership behavior during their past group experience on a five-point Likert scale, ranging from 1= none to 5= extreme amount. This scale measured their perceptions of the leadership behavior they portrayed (while in a leadership position). The reliability coefficient for the current study was $\alpha = .865$.

Transactional/transformational/passive-avoidant leadership styles. Avolio and Bass's (1999) Multileadership Questionnaire Short Form (MLQ5x) was used to

measure transactional, transformational, and passive-avoidant leadership styles (see

Appendix D for five sample items). It uses 45 descriptive statements that rated

participants on a five item frequency scale, where 1= not at all and 5= frequently, if not

always. It measured nine factors of leadership, all categorized as transformational

leadership, transactional leadership, or passive-avoidant leadership. The higher-order

leadership subscales (and not the sub-factors within each of these subscales) were utilized

in the current study. LISREL was used to determine the convergent and discriminant

validity of the measure. All items exceeded the recommended cutoff for both types of

validity (Avolio &Bass, 2004). The reliability coefficients for items measuring

transformational leadership ($\alpha = .920$), transactional leadership ($\alpha = .741$), and passive-

avoidant leadership ($\alpha = .872$) all exceeded generally accepted minimum standards.

Procedure

The participants completed the demographic survey, Schutte's EI scale, the GLI

scale, and the MLQ5x on Amazon Mechanical Turk. After completing all surveys, the

participants received one U.S. dollar as compensation. Two quality control checks were

implemented throughout the surveys to ensure participants were actively reading the

survey questions. These checks asked participants to select a specific answer of the

answers provided by the survey in which the quality control check was placed. If the

quality control checks were failed by the participant, they were not allowed to access the

remainder of the survey.

CHAPTER 3

RESULTS

Before analyzing the correlations between the variables in the study, scale

reliability was examined. The measures for all five constructs exceeded generally

accepted minimum standards for reliability: emotional intelligence (33 items, α = .917),

leadership emergence (5 items, α = .865), transformational leadership (20 items, α =

.920), transactional leadership (8 items, α = .741), and passive-avoidant leadership (8

items, α = .872). To analyze the relationship between the variables, composite scores

were first computed for each construct by summing item ratings. The composite scores

were then used to analyze the correlations found between each variable. Table 1 outlines

Pearson's r between all pairs of variables. As illustrated in the table, EI was positively

related to leadership emergence (r = .473, p <.01), thereby providing support for

hypothesis 1. EI was also positively related to transformational leadership (r = .700, p <

.01), and transactional leadership (r = .415, p < .01), supporting hypotheses 2 and 3,

respectively. EI and passive-avoidant leadership were negatively related (r = -.307, p

<.01), supporting hypothesis 4. Leadership emergence was positively related to both

transformational (r = .561, p <.01) and transactional leadership (r = .494, p <.01),

providing support for hypotheses 5 and 7, respectively. Hypothesis 6 was not supported,

as no significant correlation was found between leadership emergence and passive-

avoidant leadership (r = -.009, p > .01).

CHAPTER 4

DISCUSSION

In the current study, emotional intelligence was found to be positively related to leadership emergence, transformational leadership and transactional leadership, and negatively related to passive-avoidant leadership. In addition, leadership emergence was positively related to transformational leadership and transactional leadership. However, support was not garnered for the predicted negative association between leadership emergence and passive-avoidant leadership, as no significant relationship was found between these two variables. The strongest was between the variables emotional intelligence and transformational leadership, resulting in a very high positive correlation ($r = .700$).

These results are consistent with extant research. Most significantly, the efforts of Salovey and Mayer (1989) regarding emotional intelligence and leadership emergence and Conger and Kanungo's (1987) on leadership styles were supported by the results of the current study. However, Bass's (1991) theories on passive-avoidant leadership acting as a leadership style completely contrasted to the behaviors of both transactional and transformational leadership styles was not supported by the results, as seen by the lack of correlation found between leadership emergence and passive-avoidant leadership and the significantly positive correlations found between leadership emergence and both transactional and transformational leadership styles. This lack of correlation could be

attributed to the idea that the behaviors needed to emerge as a leader within a group are not the same as those needed to act as an engaged leader. Therefore, emergent leaders could be just as likely to act as either a passive-avoidant or transformational/transactional leader, which is consistent with Goodnight's (2004) research on leaders in election-based positions.

Limitations

A limitation of this study was the self-report format for all measures of the study. This format provides the opportunity for participants to provide biased responses. However, since the participant pool did not consist of members of the same groups they could only rate themselves on their own levels of emergent leadership and leadership styles within their individual groups. Also, the adaptations made to the leadership emergence measure in order to create a self-report format that was cohesive with the other measures could have hindered the validity of the measure. Typically, the measure is used for individuals of a group to measure the leadership emergence of another individual within the group, not themselves rising as the leader. However, since the participants had not witnessed the emergent leadership of one another, they would have been unable to accurately rate each other on their levels of leadership emergence.

Additionally, the use of Amazon Mechanical Turk allowed for seasoned users of the online survey system to potentially seek out the quality control questions in the study without putting much effort into completing the remainder of the study. This could have led to data collected that did not accurately reflect the participants. Amazon Mechanical Turk also did not provide a function early on in the collection of the data to deter participants from retaking the survey. Although this only occurred in about one in every

50 participants, some participants did manage to retake the survey in attempt to receive additional compensation. Since the data was collected within a two month period, the measures on the constructs concerned would not significantly vary between a participant's first and second time taking the survey. These returning participants, in theory, would have provided nearly identical results for each attempt, narrowing the diversity of results collected. Although some of the participants' data from their second surveys were deleted, the online collection of all the surveys made it nearly impossible to ensure all were successfully deleted. Lastly, the measure used for emotional intelligence was very general, containing no subtypes for the construct. This led to only one overall level of emotional intelligence, neglecting any underlying attributes or characteristics that made up the participants' overall scores on the construct, which could have been beneficial in better understanding the relationship of EI to the other variables.

Implications and Future Research

The results of this study highlight the importance of emotional intelligence in the context of organizational leadership. Previously, research has focused on the impact of emotional intelligence on leadership effectiveness, but neglected the impact of this variable on leadership emergence. The results of this study shed additional light on the relationship between EI and leadership emergence suggesting that EI can be used as a predictor of which individuals will emerge as leaders within their groups. Additionally, the strength of the relationship found between EI and transformational leadership replicates previous findings suggesting that this construct can be used as a valid and reliable measure, especially for seeking out transformational leadership when selecting leaders who are high in this dimension.

For future research attempts, including measures that are in a peer-report format could be beneficial in collecting data that is less biased. Although some bias inevitably will occur in measuring these constructs when using a self, peer, or supervisor report format, adding another format for data collection could help eliminate the validity issues that occur from solely relying on self-report measures. Also, using an EI scale that includes additional subtypes of emotional intelligence (i.e., self-awareness, relationship management, utilization of emotions, etc.) would provide a more in depth analysis of the relationship between leadership and EI. Additionally, developing a method for data collection via Amazon Mechanical Turk that would more effectively encourage participant engagement and full effort when completing the surveys would benefit the quality of responses.

The non-significant correlation between passive-avoidant leadership and leadership emergence encourages an area for future research. As this leadership style is typically not sought after in selecting leaders among work groups, finding a construct that could reliably predict a leader with this style would be immensely beneficial in avoiding work-group problems that develop from having a leader with this laissez-faire leadership style. Examining characteristics of EI and styles of leadership could be interesting additions in developing future research on these topics. Becoming more familiar with the measure of EI and leadership is essential for encouraging efficiency and effectiveness in all social interactions. Specifically, continuing this research in its application to the workforce could improve workplace relationships, communication, and task efficiency.

The three leadership styles discussed in the current study are heavily present in all work organizations today. Therefore, understanding the implications of leadership styles

and how to improve them through EI is an invaluable asset. Additionally, becoming more familiar with the qualities of the leaders that naturally emerge in work groups today could help facilitate selection of executives within the work organization. The applications for these research topics are countless, suggesting the research opportunities for them are as well. Continuing research in EI and leadership provides hope for bettering social interactions and group effectiveness in all settings, as leaders and followers are present in nearly all groups of individuals. Additionally, emotional intelligence can both predict and benefit how the leaders in our life, or even ourselves as leaders, behave. With improved understanding and measurement of EI, all aspects of life, both work and play, can become more enjoyable and successful.

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TABLE 1

Means, Standard Deviations, and Intercorrelations Among Study Variables

Variable	M	SD	1	2	3	4	5
Emotional Intelligence	129.49	15.86	__				
Leadership Emergence	19.12	3.63	.473**	__			
Transformational Leadership	71.92	10.60	.700**	.561**	__		
Transactional Leadership	28.37	4.62	.415**	.494**	.663**	__	
Passive-Avoidant Leadership	18.22	6.93	-.307**	-.009	-.196**	.009	__

** Correlation is significant at the 0.01 level (2-tailed).

APPENDIX A

DEMOGRAPHIC INFORMATION

Please answer each of the following questions.

1. What is your age: _____

2. What is your gender? ___Male ___Female

3. What is your ethnicity? (check all that apply)

___ a. Caucasian / White

___ b. African American/ African/ Black/ Caribbean

___ c. Asian/ Pacific Islander

___ d. Native American

___ e. Hispanic/ Latino

___ f. Middle Eastern

___ g. Other _____

4. What is the highest level of education that you completed?

___ a. Did not complete high school

___ b. High school degree

___ c. Attended college but have not earned a degree

___ d. Associates degree

___ e. Bachelors degree

___ f. Graduate or advanced degree

___g. Other (please specify): _____

5. In what country do you currently reside? _____

6. How many years of work experience do you have? _____

7. Of how many work groups have you been the leader?

___a. 0

___b. 1-5

___c. 6-10

___d. 11-15

___e. 15-20

___f. 20+

8. Using the following scale, how would you rate your experience as a leader?

      1 = No experience

      2 = Minimal experience

      3 = Moderate experience

      4 = Extensive experience

APPENDIX B

SCHUTTE'S SELF-REPORT EI TEST

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

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

1. I know when to speak about my personal problems to others.

2. When I am faced with obstacles, I remember times I faced similar obstacles and

overcame them.

3. I expect that I will do well on most things I try.

4. Other people find it easy to confide in me.

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

6. Some of the major events of my life have led me to re-evaluate what is important and

not important.

7. When my mood changes, I see new possibilities.

8. Emotions are one of the things that make my life worth living.

9. I am aware of my emotions as I experience them.

10. I expect good things to happen.

11. I like to share my emotions with others.

12. When I experience a positive emotion, I know how to make it last.

13. I arrange events others enjoy.

14. I seek out activities that make me happy.

15. I am aware of the non-verbal messages I send to others.

16. I present myself in a way that makes a good impression on others.

17. When I am in a positive mood, solving problems is easy for me.

18. By looking at their facial expressions, I recognize the emotions people are experiencing.

19. I know why my emotions change.

20. When I am in a positive mood, I am able to come up with new ideas.

21. I have control over my emotions.

22. I easily recognize my emotions as I experience them.

23. I motivate myself by imagining a good outcome to tasks I take on.

24. I compliment others when they have done something well.

25. I am aware of the non-verbal messages other people send.

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

27. When I feel a change in emotions, I tend to come up with new ideas.

28. When I am faced with a challenge, I give up because I believe I will fail.

29. I know what other people are feeling just by looking at them.

30. I help other people feel better when they are down.

31. I use good moods to help myself keep trying in the face of obstacles.

32. I can tell how people are feeling by listening to the tone of their voice.

33. It is difficult for me to understand why people feel the way they do.

APPENDIX C

GENERAL LEADERSHIP IMPRESSION (GLI)

The following questions concern your feelings towards and evaluations of the member that served as the leader of your group. In this exercise, consider yourself as the leader of the group. Please check the answer that reflects your feelings.

1. How much did I contribute to the effectiveness of the task?

None   Very Little   Moderate Amount   Substantial Amount   Extreme Amount

2. What degree of influence did I exert in determining the final outcome of the task?

None   Very Little   Moderate Amount   Substantial Amount   Extreme Amount

3. How much leadership did I exhibit?

None   Very Little   Moderate Amount   Substantial Amount   Extreme Amount

4. How much control over the group's activities did I exhibit?

None   Very Little   Moderate Amount   Substantial Amount   Extreme Amount

5. If you had to choose a leader for a new task, how willing would you be to vote for yourself as the leader?

None   Very Little   Moderate Amount   Substantial Amount   Extreme Amount

APPENDIX D

MLQ5X SAMPLE ITEMS

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

Use the following rating scale:

0 = not at all; 1 = once in a while; 2 = sometimes; 3 = fairly often; 4 = frequently, if not always

1. I provide others with assistance in exchange for their efforts

2. I re-examine critical assumptions to question whether they are appropriate

3. I fail to interfere until problems become serious

4. I focus attention on irregularities, mistakes, exceptions, and deviations from standards

5. I avoid getting involved when important issues arise