Emotionally Intelligent Leadership

- A Qualitative Exploration of the Sub Concepts that Contextualize the Leadership Style that Comes from Emotional Intelligence

**Author:** Christoffer Welén

**Tutor:** Prof. Philippe Daudi

**Program:** Master's in Leadership and Management in International Context

**Subject:** Emotional Intelligence

**Level and semester:** Master-level, Spring 2010
ACKNOWLEDGMENTS

I would like to take this opportunity to show my appreciation to people who have partly inspired and motivated me throughout the paper, but also to thank them for the support and help they provided me, especially in crucial times. It is because of these people that this study was possible, that it developed and progressed, and that I managed to follow through with élan.

For his time, effort and support in the initial phase, as well as during the process, I would like to thank Head of the Program; Master’s in Leadership and Management in International Context at Linnaeus School of Business and Economics, Linnaeus University, Professor Philippe Daudi. He made it possible for me to do my entire thesis in the United States, where my wife lives. Furthermore, Professor Daudi helped me to develop the specific study area and contributed with suggestions that positively shaped this dissertation.

For his meaningful feedback sessions and instrumental input, I would like to thank Professor and Chair of the Department of Business, Accounting and Economics, Don Eskew at Otterbein College.

For her inspirational guidance in crucial times, brainstorming walks with the dogs and for always being there for me, regardless of her schedule, I would like to thank Adjunct Professor Candy Canzoneri at Otterbein College.

For countless hours of correcting and contribution with new ideas and approaches to the thesis, (along with always mentally and physically supporting and motivating me), I am deeply appreciative of my in-laws, Ron and Terri Carpenter.

Finally, I would like to thank my family and friends for encouraging and supporting me throughout the project. In particular, I would like to thank my wife, Chelsea Belle Welén. Without her love, presence, extreme patience and encouragement during the whole paper, this thesis would not have been completed.
ABSTRACT

The aim of this study was to understand, clarify, and explain emotional intelligence, as well as possible sub concepts that are correlated to, and might also influence and shape, the leadership style that comes from emotional intelligence. Through Daniel Goleman’s (1995) bestseller: Emotional Intelligence, the topic has emerged rapidly during the last two decades and has been implemented in various settings, and among them as a leadership style. Now, even though emotionally intelligent leadership (EIL) has been touched upon in research to a certain level, there is no established map that explains the leadership style or its context. That is the gap this thesis is trying to close. By analyzing five books (from representatives of both the ability model and the mixed model) concerning strictly emotionally intelligent leadership, I wanted to discover what contextual perception these authors had of the leadership style and its context. The empirical study showed that the authors discussed a total of nine sub concepts which could be placed in the surrounding of EIL. After the analysis, the nine concepts were narrowed down to seven, which shape and influence this leadership style. Those seven concepts are acting, communication, gender, humor, mood, symbolic management and training and development. The development of emotional intelligence, emotionally intelligent leadership and its contextual concepts have also been presented through a model called: Linnaeus Model of Emotionally Intelligent Leadership and its Contextual Sub Concepts. This paper is a first effort at mapping the terrain of this emotional way of leading, and I hope that scholars and researchers within the study area, as well as practitioners and consultants (especially within leadership, management and HR) will find this paper useful.

Key words: Emotional Intelligence, Emotionally Intelligent Leadership, Linnaeus model, Leadership
LIST OF FIGURES

FIGURE 3. 1 - EMOTIONAL INTELLIGENCE AND ORGANIZATIONAL VARIABLES AND OUTCOMES .............. 14

FIGURE 3. 2 - A MODEL OF EMOTIONAL INTELLIGENCE AND ORGANIZATIONAL EFFECTIVENESS .............. 17

FIGURE 4. 1 - THE FOUR CORNERSTONES OF EMOTIONAL INTELLIGENCE ........................................ 31

FIGURE 4. 2 - BOYATZIS’S THEORY OF SELF DIRECTED LEARNING ................................................. 37

FIGURE 4. 3 - EMOTIONAL AND SOCIAL INTELLIGENCE COMPETENCIES ......................................... 39

FIGURE 4. 4 - EMOTIONAL BLUEPRINT ............................................................................................. 42

FIGURE 4. 5 - EMOTIONAL BLUEPRINT IN ACTION ............................................................................. 42

FIGURE 4. 6 - BUILDING AN EMOTIONALLY INTELLIGENT LEADER ............................................... 42

FIGURE 6. 1 - LINNAEUS MODEL OF EMOTIONALLY INTELLIGENT LEADERSHIP AND ITS CONTEXTUAL SUB CONCEPTS ............................................................................................... 54
LIST OF TABLES

Table 5.1 - Summarizing Table of Empirical Study - Author(s) and Statement(s) .................... 44
TABLE OF CONTENTS

1 INTRODUCTION .................................................................................................................. 1
  1.1 BACKGROUND OF THE RESEARCH ISSUE ................................................................. 1
  1.2 THE RESEARCH QUESTION .......................................................................................... 2
  1.3 OBJECTIVE AND PURPOSE OF THE RESEARCH ......................................................... 2

2 METHODOLOGY ................................................................................................................. 3
  2.1 QUALITATIVE RESEARCH ............................................................................................ 3
  2.2 GROUNDED THEORY .................................................................................................... 4
  2.3 SELECTION OF BOOKS ................................................................................................. 5

3 THEORETICAL FRAMEWORK ............................................................................................. 6
  3.1 THE BACKGROUND, DEFINITIONS AND CONTEXT OF EMOTIONAL INTELLIGENCE (EI) ......................................................... 6
    3.1.1 Background and definitions ..................................................................................... 6
    3.1.2 The context of Emotional Intelligence (EI) ............................................................. 9
    3.1.3 Communication ..................................................................................................... 11
    3.1.4 Emotions are contagious ....................................................................................... 12
    3.1.5 Gender ................................................................................................................... 12
    3.1.6 Personality, ethnical groups and age ..................................................................... 13
  3.2 EMOTIONAL INTELLIGENCE AT WORK .................................................................... 14
    3.2.1 HR functions ......................................................................................................... 17
    3.2.2 Organizational climate and culture ......................................................................... 19
    3.2.3 Communication at work ....................................................................................... 21
    3.2.4 Emotional intelligence and organizational effectiveness ....................................... 23
    3.2.5 Emotionally intelligent teams ............................................................................... 24
  3.3 LEADERSHIP’S CORRELATION TO EMOTIONAL INTELLIGENCE ..................................... 26
    3.3.1 Leadership ............................................................................................................. 26
    3.3.2 Leadership vs. Management .................................................................................. 26
    3.3.3 Leadership’s connection to Emotional intelligence ................................................. 27

4 EMPIRICAL STUDY ............................................................................................................. 28
  4.2 RIGGIO, R. E., MURPHY, S. E. & PIROZZOLO, F. J. (Eds.) 1999. MULTIPLE INTELLIGENCES AND LEADERSHIP .............................................................. 32
  4.3 GOLEMAN, D., BOYATZIS, R. E. & MCKEE, A. 2002. PRIMAL LEADERSHIP .......................................................... 35
  4.4 MCKEE, A., BOYATZIS, R. & JOHNSTON, F. 2008. BECOMING A RESONANT LEADER ................................. 38
  4.5 CARUSO, D. R. & SALOVEY, P. 2004. THE EMOTIONALLY INTELLIGENT MANAGER ........................................ 40

5 ANALYSIS ........................................................................................................................... 43
  5.1 ACTING ....................................................................................................................... 43
  5.2 COMMUNICATION ...................................................................................................... 47
  5.3 CULTURE ...................................................................................................................... 47
  5.4 GENDER ....................................................................................................................... 48
6 RESULTS - THE RISE OF THE EMOTIONALLY INTELLIGENT LEADER ..............................................53
6.1 ACTING...........................................................................................................................................53
6.2 COMMUNICATION ..........................................................................................................................55
6.3 GENDER ..........................................................................................................................................55
6.4 HUMOR .............................................................................................................................................55
6.5 MOOD ...............................................................................................................................................55
6.6 SYMBOLIC MANAGEMENT ............................................................................................................56
6.7 TRAINING AND DEVELOPMENT ...................................................................................................56
6.8 CULTURE .........................................................................................................................................57
6.9 SELECTION ......................................................................................................................................57

7 CONCLUSION AND VISION ................................................................................................................59
7.1 WHAT I HAVE LEARNED ..................................................................................................................59
7.2 WHAT I BELIEVE ...............................................................................................................................60
7.3 WHAT THE FUTURE MIGHT BRING ...............................................................................................60

REFERENCES .........................................................................................................................................62
1 Introduction

In The Hawthorne Studies, which were done in the 1920s, researchers recognized that intangible assets were significant for a healthy corporate organization. However, at approximately the same time, Taylor’s Scientific Management got a strong foothold within industrial organizations. Thus, the outcomes of the Hawthorne Study did not receive the acknowledgment they actually deserved. Those generations that were raised with Taylor’s mentality have, throughout the last century, influenced, affected and shaped the western worlds’ organizational culture into a rather rational and logical one, where high intelligence has been seen as the primary factor which gives success.

However, in the rapidly developing market environment we call business, organizations have started to change. In businesses where similarities among the competitors get more and more pronounced, the need for a different model has emerged (after seeing the beneficial outcomes) that values taking care of one’s workforce. Such a model benefits not only the employees, but the organizations as well. This explains the rapid growth of the organizations’ HR departments which has occurred during the last few decades. Unfortunately, most of them are still missing out on a pivotal part of dealing with people: emotions.

1.1 Background of the Research Issue

In a time where emotions previously have been neglected, it was no wonder that Daniel Goleman’s (1995) book Emotional Intelligence instantly became a bestseller when it was published. The author discusses, among other topics, emotional intelligence (EI) at work, a discussion which was so heavily debated that Goleman (1998) published a book just about emotional intelligence’s suitability and promised success at work.

A lot has happened since 1998 concerning the topic itself, but less progress has been made regarding the leadership style that comes from emotional intelligence. Discussions of this way of leading are vaguely touched upon in literature, but what is published describes emotionally intelligent leaders as outstanding social chameleons who have the ability to make both themselves, and the people in their immediate surroundings, happy. That leaves me wondering what emotionally intelligent leadership (EIL) actually consists of, its characteristics, and its actual context.
1.2 The Research Question

By analyzing the theoretical framework that constitutes EI and its leadership style, this study aims to understand, clarify and partly explain emotional intelligence and its ramifications. The focus will be primarily on emotionally intelligent leadership and the context(s) within which this topic functions, with possible sub concepts which shape and influence this leadership style. Thus, my research question for my study is as follows:

- Are there any sub concepts that are closely connected to emotionally intelligent leadership, and if there are, how do they shape and influence this way of leading?

My intention in this study is to approach clarification of the following: the context of emotional intelligence, emotionally intelligent leadership, and its environment. Clarification in the sense that possible sub concepts are highlighted, explained and presented through a model. Moreover, this research might discover potential concepts that have not been developed further, which, most definitely, could influence future research in this area.

1.3 Objective and Purpose of the research

As has been stated, the dissertation aims to understand, clarify, and explain emotional intelligence, as well as possible sub concepts that are correlated to, and might also influence and shape the leadership style that comes from emotional intelligence. In order to engage the research question mentioned above, there are questions that need to be answered beforehand. To begin with, the questions of what emotional intelligence is and what it consists of have to be answered. Thereafter, the paper will analyze EI's connection to work and leadership, before presenting the thesis's empirical study.

What this study hopefully will provide is a theoretical framework regarding emotionally intelligent leadership and surrounding parameters which may affect the leadership style in an either positive or negative manner. The answer to my research question would fill a gap that I argue exists today concerning emotionally intelligent leadership. The paper may offer new ways of seeing EIL, which could help leadership practitioners and consultants, along with EI theorists, to see this leadership style from a more fully comprehended perspective.
2 Methodology

To choose a certain method for a study requires some pre-understanding regarding, partly, the specific study area and the different methods, but also about the researcher him or herself. If approaching a social reality in a way that directly contradicts the method, the researcher will come to realize that the research simply cannot follow through. Likewise, if the method does not suit the researcher’s beliefs or ways of interpreting the reality, the outcome would be the same. This chapter will present the methodology, along with some features, that are used in order to answer my previously presented research question: Are there any sub concepts that are closely connected to emotionally intelligent leadership, and if there are, how do they shape and influence this way of leading?

Due to the limited theoretical sampling that exists concerning emotionally intelligent leadership, a qualitative approach became the unquestionable choice in the matter of qualitative versus quantitative design, since that allows me to investigate specific objects to a greater extent and to fully understand them. A quantitative approach would most definitely have turned out with a limited amount of theory and literature to analyze, which would have decreased the validity of the study. Instead, this study is taking a qualitative approach and focusing on only a handful of books, which are being treated as interview material, and are being thoroughly analyzed, and consequently reach another analytical depth.

2.1 Qualitative research

While quantitative research emphasizes measuring and analyzing relations between variables, the choice of this research, qualitative research, stresses the connection, relation and interaction the researcher has to what is studied and how this nature is being socially shaped (Denzin & Lincoln, 1998). Corbin and Strauss (2008) argue that what speaks for qualitative research is that the researcher receives a greater and further developed experience of the study’s participants, and “…to discover rather than test variables.” (p. 12). Moreover, the authors discuss what qualitative research requires of the researcher. Curiosity, creativity and logic are some of the pre-required skills that the authors suggest. Denzin and Lincoln (1998) mean that, when seeing qualitative research as a process, it comes down to three essential and correlated activities: theory (also labeled ontology), method (also labeled epistemology) and analysis (also labeled methodology). Influencing these activities is the researcher, who has his or her own personal biography that shapes the study. “The gendered, multiculturally situated researcher approaches the world with a set of ideas, a framework (theory, ontology) that specifies a set of questions (epistemology) that are then examined (methodology, analysis) in specific ways.” (p. 23). Throughout the qualitative analysis, the researcher, furthermore, needs an
understanding for the processed data, belief in oneself during the occurrence of the analysis, and to approach the process with a flexible, creative and trusting manner (Corbin & Strauss, 2008).

2.2 Grounded Theory

Due to the fact that my study aims to see possible correlations that surrounding concepts have to emotionally intelligent leadership, my start point and foundation will be constituted by my empirical data. This goes hand in hand with the methodology I have chosen, Grounded Theory. According to Strauss and Corbin (1998): “Grounded theory is a general methodology for developing theory that is grounded in data systematically gathered and analyzed. Theory evolves during actual research, and it does this through continuous interplay between analysis and data collection.” (p. 158). This statement is based on Glaser and Strauss’ (1967) book The Discovery of Grounded Theory, where the authors argue that theory could most easily be discovered through systematically obtained data, based in social research.

The methodological procedure of the study was conducted: firstly, a general understanding regarding the topic was generated through books, articles, and other technical literature. From that, a category of books will emerge which all touch upon the specific research area. These books will then be used as interview material, which according to Strauss and Corbin (2008) is considered valid. The material will then be analyzed through certain analytical tools. Corbin and Strauss (2008) describe analysis as: “the act of giving meaning to data” (p. 67), and in order to make a proper analysis, it is preferable to use analytical tools. The two analytical tools which I will use are: “to draw upon personal experience” and “to think in terms of metaphors and similes”. They will help me reach an analytical depth, as well as a greater understanding for the topic that is being researched. Analyzing could be described as peeling an onion, where the different tools help the researcher to reach deeper and deeper (analytical depth) to discover the core (Corbin & Strauss, 2008). These particular tools are being used because I believe that the tools will personalize the thesis, and therefore, make it more outstanding. That, as well as by using metaphors, I could, possibly, illustrate my point even more convincingly and hopefully also reach a wider audience.

When analyzing concepts, Corbin and Strauss (2008) state that one must first find concepts and break them down into pieces which one can handle. The researcher will then take these pieces and explore the underlying idea behind them, and, thereafter, categorize these ideas and give them conceptual names. Now, since I intend to explore the relations between the concepts, I will, besides categorizing the concepts, also examine the correlation the concepts have to the core phenomenon. This is called axial
coding (p. 198). The founders of Grounded Theory, Glaser and Strauss (1967), argue that Grounded Theory is about sensitivity, credibility and plausibility, rather than truth, validity and reliability (p. 224), an argument which I will take into consideration and that will strongly influence my way of approaching and using data.

2.3 Selection of books

The following books have been selected for the empirical study:


There are several reasons why these five books have been chosen. First, the authors are representatives from both corners, the ability model as well as the mixed model. By including both parties, both voices get heard and one realizes the closeness these poles actually are to each other. Secondly, these books all have a prime focus on emotionally intelligent leadership. Many books have the spotlight on nothing but emotional intelligence, and use the leadership style that follows as a side track with only a brief discussion. Those books and articles have not been prioritized. Had they been used, due to the number of books and articles that only touch upon the topic, this thesis’ empirical part would have increased, but yet lacked substance and depth. Instead, the emotionally intelligent leaders in the selected books stand in the center and the focus is on these leaders and the context within which they act. This may seem too few books for a theoretical research, but when considering the chosen methodology to process and analyze the data, there are over a thousand pages of interview transliteration. In addition, these books were all among the top hits when using the library catalogs: Ohio Private Academic Libraries (OPAL) and Ohio-LINK for the paper’s literature search. Thirdly, based on the outcome of the empirical study, other technical literature will come in handy to add an additional standpoint to that particular discussion, to either verify or refute the presented sub concepts.
3 Theoretical framework

3.1 The background, definitions and context of Emotional Intelligence (EI)

3.1.1 Background and definitions

In 1995, the psychologist Daniel Goleman published the bestseller, *Emotional Intelligence*. The book argues that today we live in a world where emotions are ignored and neglected. Goleman, in contrast, means that emotions are positive contributors in one’s everyday life, at work and in one’s different relationships. Contributor in the sense that one could help oneself and others reach their individual/team goals, create a workflow, persuade others and come across as empathic and understanding, all this, by only being aware of oneself and others’ emotions. He defines Emotional Intelligence as: “…The capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships.” (Goleman, 1998, p. 317). EI is, according to Goleman, based on five parameters: self-awareness, self-regulation, motivation, empathy and social skills. The two latter were later relabeled as social awareness and relationship management (Goleman, 2001a).

Goleman (1995) bases the concept of EI on Gardner’s (1983) book: *Frames of Mind: The theory of multiple intelligences*. In the book, Gardner suggests that there exists not one but several intelligences (seven to be exact), and one of these intelligences is personal intelligence. Gardner’s suggestion builds upon two branches, intra and inter-personal intelligence. Intrapersonal intelligence “…involves the capacity to understand oneself, to have an effective working model of oneself—including one’s own desires, fears, and capabilities—and to use such information effectively in regulating one’s own life.” (Gardner, 1999, p. 43). Interpersonal intelligence is described as “…denotes a person’s capacity to understand intentions, motivations, and desires of other people and, consequently, to work effectively with others.” (Gardner, 1999, p. 43).

However, in 1990, the authors Salovey and Mayer were the ones to first publish a scientific paper mentioning the concept of *Emotional Intelligence* (1990). In their article, the authors present five parts in which they define EI: “(a) being aware of one’s emotions, (b) being able to manage one’s own emotions, (c) being sensitive to the emotions of others, (d) being able to respond to and negotiate with other people emotionally, (e) being able to use one’s own emotions to motivate oneself.” (Jenkins, Oatley, & Stein, 1998, p. 313 – discussion concerning Salovey & Mayer’s article, 1990). This definition was later modified, and more restrained (Hedlund & Sternberg, 2000), throughout time (Mayer, Caruso & Salovey, 1999), and can presently be explained as the following: “[1] the ability to perceive accurately, appraise, and express emotions; [2] the ability to access and/or
generate feelings when they facilitate thought; [3] the ability to understand emotion and emotional knowledge; and [4] the ability to regulate emotions to promote emotional and intellectual growth” (Mayer & Salovey, 1997, p. 10).

Another contributor to the concept of EI is Reuven Bar-On. He has published both a definition, as well as a measurement tool, to discover emotionally intelligent people. Bar-On’s definition of EI is: “...an array of noncognitive capabilities, competences, and skills that influence one’s ability to succeed in coping with environmental demands and pressures.” (1997/2000, p. 102). Bar-On, just as Goleman (1998), has some pillars upon which the concept is built. These pillars have, mainly, their base in Gardner’s personal intelligence. Beside those though, Bar-On includes adaptability, stress management and general mood.

Emotional intelligence is separated into two branches, the ability model and the mixed model (Caruso, Mayer and Salovey, 1999). Whereas some authors, such as Caruso, Mayer and Salovey mean that the EI is strictly built upon cognitive abilities, other authors, such as Bar-On, Boyatzis, Goleman and McKee, add non-cognitive abilities and competences as well. Caruso, Mayer and Salovey (1999) argue that both approaches have their pros and cons. For instance, the ability model has empirical validity, does not include traits such as personality traits and cognitive traits, and is not a model that claims to be executed in the workplace setting. The other model, the mixed model, involves traits which are somewhat validated but are, however, vital for the workplace. Among these traits one finds leadership, diversity and team capabilities.

The theorists seem to agree upon the historical development from which EI grew. They all, more or less explicitly, concur that the concept has a long history. Some authors argue that the ancient Greek philosophers, such as Socrates (Goleman, 1995), Plato (Mount, 2006) and Aristotle (Goleman, 1995; Zeider, Matthews, Roberts, 2009) were the ones first discussing EI (around 2300 years ago), but they called this emotional awareness a virtue. Others mention Charles Darwin (Bar-On, Handler, Fund, 2006) as the founder, mostly because of his articles concerning emotions in the late 1800’s (Darwin, 1890/1998). Another frequently mentioned theorist who is considered a developer of EI is Thorndike (1920/2001), who, in the 1920’s, started to talk about Social Intelligence (Goleman, 2001a; Bar-On, Handler, Fund, 2006; Hedlund & Sternberg, 2000; Ryback, 1998; Salovey & Mayer, 1990).

As one might see from the definitions presented above, Emotional Intelligence has several different packages. Even though there are similarities, the theorists argue that the difference between them is huge, which has started some disputes. For instance, Goleman (the founder of the mixed model) has
received hard criticism from other scientists for his “half scientific” publications, which, I believe, was the reason his book, *Emotional Intelligence* (1995), became a bestseller. By writing an illustrative novel, based on scientific papers and own experiences, Goleman reached a wider audience and gained a lot of publicity. However, by instantly enabling EI to a wider audience, promising miracles and not having as much a theoretical approach as the previous authors (e.g. Salovey & Mayer, 1990), Goleman was not considered as serious as the other scientists and, consequently, his work was also seen as less scientific. Some people, though, took Goleman’s work seriously, especially the idea of implementing EI at work (Mayer, Salovey & Caruso, 2000). This started a demand from companies to develop a more emotionally intelligent workforce. That created a wave of more or less serious practitioners who promised companies around the world a new emotionally intelligent workforce, which, due to a shortage of both experience and competence, resulted in a still uneducated workforce and wasted investments. Meanwhile, a lot of tests were sold as measurement for this new and promising concept (Mayer, 2006). Still standing strong during the turbulence were, according to the *Encyclopedia of Applied Psychology*, three conceptual models: [1] The Salovey – Mayer model, [2] The Goleman model, and [3] The Bar-On model (Bar-On, Handley, Fund, 2006). These EI theorists provide both their own perception of EI, as well as measurements that are the most accurate and legitimized within this field.

My view on EI, and the theorists who are leading EI forward, is that they all have a similar viewpoint. Even though they all claim to be different from each other, I think they are very similar. If all the scientists only took a step back, they would realize that they are discussing the same topic, from very comparable approaches. My definition of the concept of emotional intelligence lies close to Bechara, Tranel & Damasio’s (2000) definition of EI. After a study of neurological patients, they came to the understanding that “…emotions are the ingredients for a distinct form of ability that is crucial for overall intelligence in social life.” (p. 211-212). This neurological evidence for EI, as the authors put it, is a more general approach, and so is their definition:

“…our research does provide strong support for the main concept of emotional intelligence, which may be viewed as a collection of emotional abilities that constitute a form of intelligence that is different from cognitive intelligence or IQ. This emotional intelligence enables the individual to be more socially effective than other individuals in certain aspects of social life.” (P. 211)

What appeals to me in this quotation is the authors’ recognition of EI. Additionally, that is the standpoint that I will be using throughout this thesis. Furthermore, that is what I believe Goleman (1995,
1998) was striving towards in his previous books, to simply illustrate that emotions can be related to numerous positive outcomes and are worthwhile to be taken into consideration in one’s relations, at work or other situations where emotions, otherwise, might be neglected and restrained. Now, by taking his work too literally (such as all his definitions of EI throughout his books *Emotional Intelligence* (1995) and *Working with Emotional Intelligence* (1998)) I can easily see from where the critique is coming. But, although I see it, I consider his proposals as different approaches for coming to an understanding of different peoples’ emotional awareness. Mayer, Salovey & Caruso (2000) are arguing that Goleman’s statement that EI can be learned is false, and claim that research has shown that indicators such as genetic, biological and childhood environment affect one’s ability to change. I strongly believe that Goleman’s various approaches of EI, even though it might be seen as hedging or bidding on all horses, is very likely to help people find their way to perceiving an emotional awareness. As Mayer, Salovey & Caruso (2000) said, people are different, and, therefore, I think that people need different ways of getting in contact with their emotions, particularly since different cultures handle emotions differently (Gangopadhyay & Mandal, 2008; Ryback, 1998; Salovey, 2006). Consequently, I do not disparage Goleman’s work at all, but, rather, see it as an additional contribution to the theory of emotional intelligence.

### 3.1.2 The context of Emotional Intelligence (EI)

Before starting to explain emotional intelligence and its context, one should be aware of the fact that EI has a downside as well. Lopes, Cote and Salovey (2006) point to a study proving that when one first applies emotional awareness, he or she can possibly come across as cold and distant toward others. Also, Zeider, Matthews and Roberts (2009) discuss whether or not EI essentially has a “darker side”. The authors, there, conclude that emotions are pivotal for social life, but also that emotions might evoke “…the person to relive traumatic experiences, and thus exacerbate negative arousal and affectivity. High EI individuals may also show exaggerated sensitivity to the demands of a stressful environment, as well as excessive empathy in personal and clinical interactions…” (p. 201).

The very same authors (Zeider, Matthews & Roberts, 2009) claim that there are similarities between emotional intelligence and positive psychology. This notion is based on three major concerns: positive emotions, positive individual traits, and positive intuitions (Positive Psychology Center - http://www.ppc.sas.upenn.edu/). The authors state that, because of the EI theorists’ promotion of optimism and motivation, it may possibly “…interfere with realistic perceptions.” (p. 17). They suggest that optimism might lead to a narrow-mindedness, which could make one ignore possible signals and signs of
Theoretical framework
danger. Comparison could be drawn to the concept of Appreciative Inquiry (AI) (Cooperrider, Whitney & Stavros, 2005). The basic foundation of AI is that, in an organization, there is always something that is working. This something should be put in the spotlight when going through a change and the organization should try to remodel itself from this centerpiece. In other words, stick to what is positive in the organization and change the remaining parts so they fit what is positive.

Now, to me, this is a sign that Zeider, Matthews and Roberts have not comprehended that what the EI theorists are talking about is an awareness and not an attempt to maximize people’s emotions. Ciarrochi and Godsell (2006), on the other hand, have grasped why emotional intelligence is needed, which the authors show by this statement: “One major problem with increasing the effectiveness of emotional orientation is that people believe their emotions must act as barriers to effective actions. Therefore, they believe they have to get rid of the emotions to be effective.” (p. 33). Zeider, Matthews and Roberts (2009) explain that this behavior most certainly is caused by the traditional view of the workplace as strictly logical and rational, taking place in a systematic environment (p. 257).

It seems to me though, that Ciarrochi and Godsell encourage people to see emotions as messengers, messengers that are trying to help people out by telling them something about one’s needs, desires and/or surrounding. So, at work for instance, instead of using Zeider, Matthews and Roberts’s viewpoint and staying positive while the ship is sinking, Ciarrochi and Godsell suggest that realizing one’s emotions and perhaps venting some of them, and then, when feeling less frustrated and/or anxious about the circumstances, to start working, and to do so more effectively – which, essentially, is what EI is all about.

An issue heavily discussed within the area of EI is alexithymia (Ciarrochi & Godsell, 2006; Goleman, 1995; Goleman, 2001b; Salovey & Mayer, 1990; Taylor & Bagby, 2000; Taylor, Bagby & Luminet, 2000; Zeider, Matthews & Roberts, 2009). What it means is basically that people with alexithymia cannot express emotions. Due to the fact that nobody can tell what causes alexithymia (Goleman, 1995), I think it is great that social and emotional learning (SEL) programs are being more frequently implemented in schools, and will hopefully increase, so children can learn and develop capacities such as constructive problem solving, impulse control, self-control and motivation (Zeider, Matthews & Roberts, 2009). Additionally, by implementing these issues at an early age, these kids will, hopefully, have a different way of dealing with problems and issues, both in the school yard, but also later on in life. However, it is noteworthy: one needs to be aware of the fact that alexithymia exists, which consequently means that not everybody can learn to be emotionally intelligent.
3.1.3 Communication

Both Salovey and Mayer (1990) and Goleman (1995) argue that a nonverbal, at times unconscious (Goleman, 1995), manner of expressing one’s emotions exists: body language. Lopes, Cote and Salovey (2006) promote practice in reading people’s facial expression in order to know whether or not the person is sincere. A possible outcome from a training session could be, as an example, to discover when a smile is real and when it is fake. The authors explain that: “A fake smile involves mostly movement of the muscles around the corners of the mouth. A real smile…is difficult to fake because it involves movement of the muscles around the eyes in addition to the muscles around the mouth.” (p. 67). Since a linkage between emotions and facial muscles, body movement etc. is established (Ekman, 1993), it is pivotal for an emotionally intelligent person to, partly, be aware of one’s own facial expression, but also to have the ability of reading others.

Something I found interesting is an issue that Ekman (1993; 1994) and Keltner and Haidt (1999) mentioned in their articles regarding emotions and expression. They claimed that some, if not all, emotions seem to be universal, and just a few are culture specific. That means that, at least the unconscious, body language could be recognized anywhere in the world. What, then, plays a crucial part of EI is culture and social settings. I believe that humans around the world, from childhood, have very similar ways of expressing themselves, but that cultures and social norms shape and form the individual into being aware of what is socially right and wrong. That, consequently, means that a person can come across as emotionally intelligent in one culture, but rude and/or thoughtless in another. Thus, cultural intelligence (CI) can be seen as a concept closely connected to emotional intelligence (Ryback, 1998). The author describes CI as being able to accommodate one’s counterpart, regardless of the culture, and argues that there are some responsibilities that come with CI: “You need to learn what phrases or idioms might be inappropriate, what foods are proper to recommend and how to greet and meet in a manner that will not be seen as insulting or disrespectful. Japanese corporate types, for example, value politeness very highly and are extremely concerned about “saving face”.” (p. 131). Salovey (2006) agrees with Ryback’s argumentation and adds that in today’s more diverse and global workplace, being able to cope with emotions, even internationally, is essential in emotional intelligence. Moreover, Lopes, Cote and Salovey’s (2006) previous statement, that people who have an emotional awareness could appear to be cold, could also be explained by one’s cultural background (Goleman, 1998). For instance, cultures in northern Europe are often seen as emotionally reserved, which an emotionally intelligent person soon would find out when travelling there (Goleman, 1998).
3.1.4 Emotions are contagious

Fundamentally though, emotions are contagious (Goleman, 1998; Goleman, 2006; Goleman & Boyatzis, 2008; Sullins, 1989). While it could make your day, it could, when being with the wrong people at the wrong time, be just as bad as secondhand smoking (Goleman, 2006). In the book Social Intelligence, Goleman (2006) explains that: “When someone dumps their toxic feelings on us- explodes in anger or threats, shows disgust or contempt- they activate in us circuitry for those very same distressing emotions. Their act has potent neurological consequences: emotions are contagious.” (p. 13). Hence, one can more clearly see why social intelligence (called interpersonal intelligence by Gardner (1983)) is a keystone in Gardner’s (1983), Salovey and Mayer’s (1990), Goleman’s (1995; 1998; 2006) and Bar-On’s (1997/2000) work concerning emotional intelligence. If one can affect, influence and perhaps also manipulate others, only by managing one’s emotions, I certainly understand why EI so rapidly was everywhere in the media, and why Goleman’s (1995) book became a bestseller.

3.1.5 Gender

Another theme which I find fascinating is regarding the ongoing debate of which gender is more emotional. Brody and Hall (1993) argue that, due to “peer and family society patterns” (p. 457), girls develop an emotional language faster than boys and that women in general are considerably more emotionally expressive and are able to recognize emotions more frequently. “Females may thus tend to become more publicly accountable for their feelings, whereas males may tend to deny emotions, both to others and perhaps even to themselves.” (p. 457). Now, in literature regarding EI and gender (e.g. Bar-On, 2000; Bar-On, Handley, & Fund, 2006; Goleman, 1995, 1998; Lopes, Cote & Salovey, 2006; Salovey, 2006; Zeider, Matthews & Roberts, 2009), there is no sign of males outperforming females. In fact, those results that have shown any significant difference have all been in the females’ advantage. Goleman (1998) though, argues that: “While women tend to be stronger in competencies based on empathy and social skills, with men doing better in those based on self-regulation…” (p. 240), and regardless of their start point, both genders have the possibility to improve just as much.

Still, that makes me wonder why businesses, for example, do not use this information to a further extent. If EI has these numerous positive outcomes (see figure 3.1), and females are, somewhat, more likely to be emotionally intelligent, why do companies not have an equivalent workforce and similar amount of females and men at the top? I leave the question unanswered for now, but will pick it up again when discussing emotionally intelligent leadership.
3.1.6 Personality, ethnical groups and age

Besides gender, some authors have raised questions concerning, whether or not, emotional intelligence can be categorized through different groups, such as *personality, ethnical groups or age*. Mayer, Salovey and Caruso (2000) discuss the issue of personality and argue that, if coming from Goleman’s (1995) approach, one simply cannot narrow EI down into a certain type of personality, since he is constantly redefining EI to suit as many people as possible. I cannot blame Mayer, Salovey and Caruso, given that, in Goleman’s (1998) book: *Working with Emotional Intelligence*, he mentions not less than twenty five different competences that altogether constitute his five pillars of EI. When moving on in this discussion, it becomes clear to me that EI needs to be more established and clarified before scientists can measure it. Zeider, Matthews and Roberts (2009) came to the same conclusion regarding the difficulty of measuring the possible linkage between personality (e.g. Big Five) and EI. They, furthermore, raise some critique against current tests and their validity. Lopes, Cote and Salovey (2006) keen in with previous authors and argue that: “*Performance measures also reveal little overlap with well-established measures of personality traits and intelligence*” (p. 62). Also, Salovey (2006) states that EI should be distinguished from subjects such as just personality traits. These cases, altogether, illuminate the fact that one simply cannot categorize a certain personality type as more or less emotionally intelligent.

Among the two other categories, ethnic groups and age, Lopes, Cote and Salovey (2006) argue that there is no noteworthy difference when it comes to ethnic groups, something Zeider, Matthews and Roberts (2009) agree upon, and can simultaneously conclude that only age has a considerable difference. Emotional intelligence increases with age (Bar-On, 2000), a statement that Goleman (1998), and Mayer, Caruso, and Salovey (1999) also agree upon. Ironically though, the increase seems to be up till a certain age. This is based on Ryback’s (1998) statement: “*The irony of emotion in the workplace is that, in the “strong silent” values of past generations, intense emotions of anxiety and rage due to frustration could often interfere with effective logical process.*” (p. 54-55). The author’s statement goes hand in hand with Ciarrochi and Godsell’s (2006) argumentation, that a common belief is that one has to shut one’s emotions off in order to be effective.

Together with the clarification that emotional intelligence increases with age, and, as previously mentioned, Lopes, Cote and Salovey’s (2006) promotion of teaching how to read body language, I believe that emotional intelligence can be both taught, as well as increase throughout life. Boyatzis (2007) argues that one can, through coaching, develop not only emotional intelligence, but leadership skills as well (which I will get back to later in this thesis). Lopes, Cote and Salovey (2006) are not as sure about whether current training programs are effective enough, and think that these programs have to be
rigorously evaluated. However, the authors claim that: “training can raise awareness about the importance of emotional skills and motivate people to learn from their everyday experiences” (p. 74). Caruso, Bienn and Kornacki (2006) are not as convinced that EI actually can be taught, and point out some empirical evidence proving that training did not increase the EI. However, here the measurement was questioned, and Caruso, Bienn and Kornacki (2006) still believe that EI-related skills still can be developed. So even though current studies cannot prove that one can be taught to be emotionally intelligent, there still seems to exist a belief among the scientists that EI training can raise some sort of (self) awareness, which could change and/or develop one’s individual perception of seeing and dealing with emotions.

After discussing EI’s surrounding context, I will now move on into the relation EI has to work. That is a first step showing the necessity of emotionally intelligent leaders at work.

3.2 Emotional Intelligence at work

Even though my aim with this thesis is to describe emotionally intelligent leadership and its sub concepts that shape and influence this leadership style, I would first like to explain and illustrate what emotional intelligence (EI) is, as well as in which way it is correlated to work.
Zeider, Matthews and Roberts (2009) argue that these (see figure 3.1) are some of the work outcomes that EI empirically has shown. What is this concept that seems to have the possibility to affect an organization so tremendously?

In the first scientific paper written about the subject, Salovey and Mayer (1990) state the following: “These individuals are aware of their own feelings and those of others. They are open to positive and negative aspects of internal experience, are able to label them, and when appropriate, communicate them. Such awareness will often lead to the effective regulation of affect within themselves and others, and so contribute to well being.” (p. 203). The authors, moreover, mean that this enjoyable individual is able to [1] appraise and express one’s emotions (but also read others’ emotions), [2] regulate these emotions (as well as affect and influence others), and [3] utilize emotions in such manner that facilitate flexible planning, creative thinking, redirecting attention and being able to motivate oneself and others (p. 191). Goleman’s (2001b) approach is identical (self-awareness, social awareness, self-management and relationship management) and for self-awareness he quotes Socrates and his famous words “know thyself” (1995, p. 46). Goleman, thereafter, addresses the very same self awareness as Salovey and Mayer (1990) discussed, and argues that self awareness means being aware of your feelings as they occur. He also points out an article by Mayer and Stevens (1994), mentioning three different types of personalities and their way of dealing with emotions: self-aware, engulfed, and accepting. While being self-aware of one’s emotions is considered nothing but healthy, engulfed individuals, on the other hand, often “…feel overwhelmed and emotionally out of control” (Goleman, 1995, p. 48). Out of the three styles, Goleman seems to like engulfed the least. The third style, accepting, lies somewhere in between self-aware and engulfed, and does not need any definite change. By coming to realize which of these styles one uses in reality, the person is one step closer to becoming emotionally intelligent.

Goleman (1995) states: “Students who are anxious, angry, or depressed don’t learn; people who are caught in these states do not take in information efficiently or deal with it well… powerful negative emotions twist attention toward their own preoccupations, interfering with the attempt to focus elsewhere.” (p. 78-79). Also, Zeidner, Matthews and Roberts (2009) argue that emotions and work have a strong correlation towards each other, which they illustrate through the example: “Success or failure at work may influence the individual’s affective development and health through the mediation of emotions. On the other hand, emotions are among the primary determinants of behavior and achievement at work, impacting upon individual productivity, well – being and social climate…” (p. 257).
Theoretical framework

This is, according to me, the main reason why it is so interesting to implement the concept of emotional intelligence at the workplace. People think they have to ignore emotions in order to be effective (Ciarrochi & Godsell, 2006), but if the management along with the workforce could be aware of one’s emotions and somehow try to deal with them instead of putting the lid on the basket of emotions, I believe we find a healthy solution for both the individual as well as the organization. I am entirely in agreement with Fabio Sala (2006) in his statement that EI is: “…not a cure-all but rather a convenient way to conceptualize the dynamic impact of emotion on behavior and how understanding and managing emotion in the workplace can help address the previously mentioned issues and problems…” (p. 125). Some issues and problems are: “How can I be a more effective leader? What makes our top performers excel and how are they different from poor or average performers?” (p. 125).

As an illustration of what I am proposing, take the Swedish telecommunication company, Telia. Due to many angry callers - which caused frustrated and/or angry employees, the company decided to install an anger management room in their call center. This is a soundproof room with pillows and other tools where the staff can go when they feel the need to release some of the emotions they collect throughout a rough day.

Besides my attempt to provide an appetizer of why EI is pivotal at the workplace, Cherniss (2000, p. 434) has four additional reasons: [1] EI competences are crucial for efficiency performance, [2] due to today’s lack of motivation and learning improvements, EI at the workplace is necessary, [3] companies are already spending money on training sessions, which means that the issue of investment is unnecessary since it is already planned in the budget, and [4] the best place to reach adults in general is at their workplace. Boyatzis (2001, p. 239) also has numerous reasons of why people should become more emotionally intelligent at work, which sounds as follows: [1] to increase one’s effectiveness and thus potential for promotion, [2] to become a better person, and [3] to help others develop their EI. As one surely has noticed, Cherniss’s and Boyatzis’s reasons are alike. They both present and touch upon some fundamental issues, such as one’s work ethic and culture, individual thinking patterns and one’s mentality towards work and personal life. How people’s emotions are correlated to work and organizational effectiveness is shown in figure 3.2 (see the following page) by Cherniss (2001). Relationships have their core, according to the author, in three different parts: Leadership, HR functions and Organizational Climate and Culture. The author, furthermore, explains that, depending upon the level of EI within the organization, relationship functions might work more or less effectively, which thus could create an organizational effectiveness. These interrelated factors or functions set the tone, the level of, and the
temperature for the relationships within the organization. Cherniss (2001) points at studies showing, through its leverage on organizational climate, how organizational effectiveness can be affected by the level of EI within the organizational leadership (Goleman, 2001b). Also, HR has been proven to affect the EI at the workplace, as well as the leadership (Jacobs, 2001). These studies show that there is a linkage between, partly, the factors constituting the relationships, but also among these relationships, EI and its possible organizational effectiveness. I will use this particular figure as a starting point when elaborating how different functions in the workplace can be affected and become enhanced by emotional intelligence. All arguments will have their base in one of the figure’s different parts, mostly to clarify how the topics are correlated and to get a greater understanding for how EI can influence other functions within the organization. Among the topics that will be discussed, one will find: HR functions (recruitment, selection, training and development etc.), organizational culture (communication, optimism, motivation) and team EI. Emotionally intelligent leadership will, purposely, not be discussed in this chapter but later on in this dissertation.

Figure 3.2 - A model of Emotional Intelligence and Organizational Effectiveness (Cherniss, 2001, p. 8)

### 3.2.1 HR functions

Emotional intelligence can be increased in the workplace through, basically, two methods: [1] recruit emotionally intelligent people, and [2] increase the current workforce’s emotional EI (Jacobs, 2001, p. 160). These methods both fall in the hands of the HR department. Hence, recruitment, selection and
training and development will be discussed, in order to explain the correlation between these functions and EI.

Before starting to explore recruitment *per se*, I want to show the impact recruiters, if they possess emotional intelligence, could have on the organization. In a study by Bar-On, Handley and Fund (2006), done on recruiters within the U.S Air Force (USAF), they could conclude that emotionally intelligent recruiters performed significantly better than recruiters who did not possess this form of intelligence (measured with Bar-On’s own EQ-i measurement tool). Through the study, the authors could also come to certain conclusions regarding EI and work performance. However, Jacobs (2001) has the impression that the present day recruitment and selection process is too caught up in the applicant’s education, previous experience and general resume, along with the chemistry that might emerge between the interviewer and the candidate. Instead, since EI has been proven to be a key resource among top performers, the author argues for implementing EI measurement tools so that nothing is left to chance. Sala (2006) stands behind this, and argues that EI instruments should be involved and used to a greater extent, in order to predict outstanding performers. The author also suggests several selection tools for HR to take into account, such as: “*Structured interviews, situational judgment, role playing exercises, and assessment center simulations*” (p. 139). Fernandez-Araoz (2001) means that the phenomenon to neglect EI is surprisingly high when it comes to senior executives, which he found astonishing since they are considered especially important for the organization. The author points out studies in different cultures (Japan, Germany, and Latin America) showing that EI is the greatest difference between a success and a disappointment in hiring a senior executive. Thus, Fernandez-Araoz proposes that the selection process should, instead of the risky move of not including EI measurement tools, instantly try to put these tools into HR practice. Also, the author presents data showing that (among the factors EI, experience and IQ) the most powerful combination that recruiters should look for is the synergy EI and experience creates. This is data that, to me, speaks of age as something favorable and an aspect to take into account. Furthermore, Bar-On (2000), Goleman (1998), Mayer, Caruso, and Salovey (1999), and Ballou et al. (1999) agree upon the fact that EI can be increased throughout life, and with age comes experience. These two factors will hopefully create wisdom or to put it in EI terms – self awareness and social awareness. I, therefore, believe that aspects such as age, experience and maturity could help when hiring senior executives.

When a person with high emotional intelligence has been successfully recruited, there are some aspects that the HR department should consider when it comes to training and developing the workforce
Theoretical framework

(Jacobs, 2001). First off, Jacobs (2001) stresses the organization should create an encouraging environment. A suggestion the leadership should agree with and stand behind, if the training and development is going to be successful, since it often takes time and work. Secondly, measure the individual commitment from the employees to actually take on this training, not for the organization’s sake, but for their own. That is also the way HR should approach the employees individually. By recognizing personal awareness, development and improvements to the employees, HR can be sure that their staff actually wants this training. The two last parts involve providing performance feedback and arranging support for the employees. It is crucial for the staff to realize what they possibly are doing wrong, as well as offering them suggestions of how to improve, along with other types of support, such as coaching. Worth mentioning is that all Jacobs (2001) suggestions were heavily influenced by Cherniss and Goleman’s (2001) training model.

An interesting aspect of training and development is mentioned by Boyatzis (2006). “A coach, like a counselor, cannot focus on the client and understanding her situation if the coach is preoccupied with his own challenges…Coaches must be able to separate their own feelings and values from those of the client.” (p. 92-93). In short, that means that the trainers/coaches/mentors need to be emotionally intelligent in order to provide the best training and support possible, which brings us back to the recruitment and selection process, where it seems more and more crucial to implement EI-measurement tools.

3.2.2 Organizational climate and culture

Goleman (1998) states that it is internal motivators that are most powerful, and not external. The author exemplifies this by drawing parallels to studies showing that people feel better when they are doing something that they love to do. Therefore, it could be said that emotions are the motivational fuel that makes us move. Also, Ryback (1998) argues that motivation is, and always has been, one of the three most important issues to deal with in the workplace. Goleman (1998), furthermore, argues that there are three motivational-competences, which usually can be seen in outstanding performers: achievement drive, commitment and initiative and optimism. These three will constitute the foundation for the forthcoming discussion.

Achievement drive, which Goleman (1998) explains as: “Striving to improve or meet a standard of excellence” (p. 113), can be exemplified as six sigma or kaizen on an individual level. This competence to motivate one into pursuing a certain goal is, according to Ericsson and Charness (1994), what separates experts from beginners. The ability to motivate oneself has to do with both self-awareness and self-management
(Goleman, 2001b), where the person first has to realize what he or she wants. After that, the person needs to trust his or her emotions and believe in oneself and take initiative thereafter. What this has to do with work is that the organization, in order to develop emotional intelligence, needs to, as Jacobs (2001) stated, create an encouraging environment. Besides that, I believe that the organization should try to provide possibilities (e.g. training and courses) to climb in the organizational ladder. If not up, at least sideways, so create a challenging environment where the staff feels needed and to acknowledge to the employees that the management actually cares about them, similar to the Hawthorne studies in the 1920-1930’s. Furthermore, Goleman (1998) argues that: “…our positive feelings about a company are to a large extent based on how the people that represent the organization make us feel.” (p. 167). Now, naturally, all organizations simply cannot and/or do not have the intention to approach their employees in this way (Zeidner, Matthews & Roberts, 2009), but for those organizations who have not taken the culture into consideration, remember that: “…a strong culture work ethic translates into higher motivation, zeal, and persistence…” (Goleman, 1995, p. 80).

Initiative and optimism are two other competences which are of importance. Due to the fact that emotions are contagious and that “good feelings spread more powerfully than bad ones (Goleman, 1998, p. 166), as an emotionally intelligent person and an optimist, one can easily infect not only oneself, but also the work team and possibly even one’s department. Goleman (1995) sees optimism as: “…an attitude that buffers people against falling into apathy, hopelessness, or depression in the face of tough going” (p. 88), a statement I am agreeing with entirely. Pizer and Hartel (2005) argue that emotions in the workplace play a: “…pivotal role in determining the healthiness of the organization for its members” (p. 354). They, moreover, state that organizational health can emerge easier if the culture is providing: “…a secure holding environment for its members and is underpinned by an ethical framework…” (p. 354), which I think is strongly connected to my previous statement regarding the organizational commitment towards one’s employees. They both, fundamentally, lead to a respectful and healthy way of interacting with their staff.

Even though it is important to create a respectful and healthy corporate culture (Goleman, 1995), it is also essential to reassure that this climate not cause too much stress. By working in an environment, as well as with coworkers who are more emotionally intelligent, stress and frustration is reduced (Ryback, 1998; Zeidner, Matthews & Roberts, 2006). Stress that otherwise would cause increased heart rate and blood pressure etc. (Thompson, 2009). Thompson (2009), in addition, suggests breaks at work, support (from coworkers, family and friends), exercise, nutrition, attitude change and learning as some ways of managing a stressful environment. Goleman (2006) means that stress can be good up to a certain point.
Without some stress, employees would be bored, but if an employer stresses them too hard, their feelings would be nervousness and unclear thinking. These feelings, as a manager, result in weakened empathy and showing lack of concern for others (Goleman, 2006). The author claims that what employers should aim for is an optimum state of stress, where interest, attention and motivation are at its top (p. 271).

**3.2.3 Communication at work**

Another issue regarding organizational climate and culture is communication. Since communication is some sort of interaction between people, it is also of importance to know how EI is/could shape and influence one’s way of communicating. Common situations where communication is being used at work are, for instance, in decision making, meetings, negotiation situations and when networking. These will, hence, set the ground for the forthcoming dialogue.

“Situations involving personal and social matters are strongly associated with positive and negative emotions. Reward and punishment, pleasure or pain, happiness or sadness all produce changes in body states, and these changes are expressed as emotions.” (Bechara, Tranel & Damasion, 2000, p. 195). This means that decision making absolutely involves emotions. And better handling of oneself and others’ emotions lead to better decision making, right?

Lopes, Cote and Salovey (2006) argue, through several studies, that emotional intelligence has a strong correlation to, partly, communicating successfully (p. 64), but also that: “…emotional abilities may contribute to effective performance in group decision making and other group activities, over and above IQ.” (p. 65). In contrast, Thompson (2009) draws parallels between decision making and catastrophic leadership failure (CLF). Based on the reality that leaders are the ones that make the most decisions, the author presents a list of symptoms and signs of this CLF. The list could also be seen as characteristics of what not to do, and some of these are: not listening, being defensive, denial, and rationalizing. Noteworthy is that the author’s recommendations are of a humorous art and Thompson himself seems to have a most optimistic view of emotional intelligence.

Just as Mark Loehr (Goleman, 1998), a managing director at Salomon Smith Barney, said in an interview with Daniel Goleman regarding poor communication, I believe that when you are communicating openly, people respond in a friendlier and more open way. Emotionally intelligent decision making, to me, means knowing one’s direction, along with open communication, presence and involvement,
empathy and sending convincing messages. In addition, these factors are also what Goleman (1998) sees as emotionally intelligent communication. Bechara, Tranel and Damasion’s (2000) previous statement makes perfect sense to me, and I believe that by applying EI when making decisions, that the decisions will not necessarily be “better”, but would be decisions everybody, to a further extent, can agree upon. Coincidentally, that is Ryback’s (1998) definition of an emotionally intelligent meeting:

“An emotionally intelligent meeting gets to the point, hears all relevant opinions quickly and allows for an emotionally open exchange of ideas until a group consensus can be felt, typically in a short period of time if emotional focus stays on relevance and sincerity, rather than on ego-driven struggles for dominance.” (p. 214).

Ryback (1998), furthermore, discusses negotiation situations and how an emotionally intelligent individual would deal with those circumstances in the best possible way. The author suggests that one should convey an emotional openness, but also to have an awareness of the counterpart’s organizational culture, especially if it is an international corporation. Here is where one’s culturally intelligent side comes in handy. Goleman (2001b) adds that negotiation and effective Conflict Management are crucial for long-term relationships.

Goleman (1998) states that “emotionally intelligent relationships pay off.” (p. 239). They pay off because these relationships are becoming a part of a network. Effective networking involves nurturing one’s relations, helping each other out, giving support and being appreciative (Goleman, 2001b; Ryback, 1998). Several studies have shown that successful managers are so, to some extent, because of their networking skill, a skill which, to me, makes sense that it is a result of emotional intelligence. I base that statement on the fact that EI involves not only being aware of your own emotions, but other’s emotions as well. Goleman (2001b) categorizes this as social awareness and relationship management. Now, a natural outcome out of these two interpersonal categories is that other people enjoy being with you and having you around, which means that they do not mind to help you out every now and then. This is, essentially, what networking is all about.

Regarding the organizational climate and culture, it can after this chapter be concluded that having a supportive, motivational and optimistic culture helps the employees feel better, as well as makes them perform better. These results are not revolutionary by any means, but what I found interesting, and as the results also have shown, is that emotionally intelligent people are the ones that encourage and nurture this type of culture, along with reducing the level of stress that exists within the organization. It
Theoretical framework

is, furthermore, these very people who also create and form better meetings, make decisions other employees feel involved in, have an emotional and cultural awareness when negotiating, and know how to network without difficulties and develop long-lasting relationships.

Now I will move (see figure 3.2) from the relationships, and instead discuss EI and its correlation to organizational effectiveness. I want to investigate if EI has as strong a connection to organizations effectiveness as it is claimed, which also will either verify or deny Cherniss’s (2001) figure (see figure 3.2).

3.2.4 Emotional intelligence and organizational effectiveness
Cherniss (2001) argues that there are numerous areas where EI influences organizational effectiveness such as: Employee recruitment and retention, development of talent, teamwork, employee commitment, morale, and health, innovation, productivity, efficiency, sales, revenues and customer loyalty (p. 6). In addition, Bar-On, Handley and Fund (2006) argue that: "EI is able to predict performance in the workplace." (p. 14). Therefore, I will in this part discuss some of these areas and see whether or not I can verify this linkage.

Zeider, Matthews and Roberts (2009) though, remain skeptic towards all the claim of EI being the key factor to organizational success. This has to do with their investigations proving the lack of validity these EI measurement tests have today. Nevertheless, the authors are agreeing that emotions previously have been neglected at work and that this approach, even though it is hard to measure, is appealing. That, as well as the fact that: “EI is shown to modestly predict an array of organizational outcomes, ranging from job performance to job satisfaction, organizational citizenship, and leadership.” (p. 277). To me, this means that Zeider, Matthews and Roberts have realized the great impact EI might possibly have, but believe that the concept needs to be further developed, something I am definitely agreeing with.

Goleman (1998) is coming from another approach, tackling this issue very differently. He claims that the workplace today has changed into a scene where service-mindedness and personal interactions are getting bigger roles, whereas a demand for new (or at least different) abilities is being prioritized. He points out studies showing that: listening and oral communication, personal management, confidence, motivation, group and interpersonal effectiveness, cooperativeness, teamwork and leadership potential, are some of the characteristics that employers today ask for. What the author points to is the need for workers to, from an evolutionary perspective, adjust into becoming more emotionally intelligent in order to stay attractive on the job market. Moreover, both organizations and employees need to become more
Theoretical framework

aware of this approach if they want to stay effective in comparison to competitors. With an emotionally intelligent workforce, the organization is able to increase their effectiveness and set the bar for the other organizations on the market.

I believe, on the one hand, just as Zeider, Matthews and Roberts (2009), that EI is very hard to measure. With all these softer variables to take into account, I can imagine that proper and valid measurements are difficult to produce. Therefore, I am not entirely convinced that scientific papers showing, either that EI is increasing the organizational effectiveness (Othman, Abdullah & Ahmad, 2008), or that the linkage between emotional intelligence and performance is almost too complex and indirect to measure (Rode et al., 2007), are enough to rely on. On the other hand, there are numerous studies showing the certain parts of the organization can be heavily influenced and perform better through emotional intelligence, which is what Cherniss (2001) is referring to in the figure.

So, I do believe that, by being aware of one’s own emotions and others’ emotions, EI can affect and motivate oneself and others (i.e. teams, departments) to perform more effectively. Accordingly, it might be so that this leads to an overall organizational effectiveness, a statement which has no ground today, but may have in the future.

3.2.5 Emotionally intelligent teams

The last discussion before closing this chapter and continuing to emotionally intelligent leadership will be dedicated to the issue of emotionally intelligent teams. I will herein investigate if it is the case that teams constituted by and involving emotionally intelligent people are considered as better performing and more efficient teams, or if these teams actually should be seen as equal.

Elfenbein (2006) sees team emotional intelligence from two perspectives: [1] the level of EI which individual members actually possess, and [2] the degree of EI which each individual member is using when interacting in the team (p. 166). That means fundamentally that emotionally intelligent individuals are a pre requisite for outstanding teams, which is being verified by Jordan and Ashkanasy (2006). In their study, which focused on measuring team members’ self-awareness and the ability to predict team effectiveness, the authors concluded that: “high emotional self-awareness predicted team effectiveness.” (p. 159).

Wolff et al., (2006) state that: “building effective groups requires building group trust/safety, group efficiency, and group networks. We further suggest that the emotional structure a group produces is critical to building these effective emergent
states.” (p. 239). The very same authors also argue that: “…every member has a responsibility for the health of his or her team” (p. 239). Elfenbein’s (2006) second perspective, that each member has a responsibility to reassure other members’ security and pleasance, is thereby confirmed by Wolff et al., (2006). Also, the authors touch upon something that previously has been discussed by Pizer and Hartel (2005), the fact that the workplace environment should be secure and underpinned by an ethical framework. I am agreeing with these authors and see the safe and gratifying environment as a fundamental necessity which all employers should provide to their employees, especially if one employer wants his or her team to perform outstandingly. Moreover, I see these circumstances as ways of promoting an EI- friendly environment, and as a safety precaution for all the work related diseases that could occur in a toxic work environment, such as: stress, bullying and violence (Zeider, Matthews & Roberts, 2009). Hughes (2009) studied how EI can help conflict resolution. The outcome of the author’s study was: “…the importance of working with both positive and negative emotions for a team to excel at conflict resolution…” (p. 164).

How Zeider, Matthews and Roberts’s (2009) toxic environment is linked to Hughes’s (2009) study about dealing with emotions is that they both suffer severe consequences when being ignored. Outcomes from feeling stressed, being bullied at work or generally ignoring feelings can be, among others, angeriness, anxiousness, depression, social isolation and worrying (Goleman, 1995, 1998). Goleman (1995, 1998) discusses these different feelings, and speaks of EI and more precisely self-awareness and realizing that one is angry or worried as a great first step to deal with these issues. The person can, thereafter, deal with each feeling in the way most suitable in order to reduce it, and the author has several suggestions for how one could handle them. When being worried, for instance, Goleman (1995) suggests that after realizing the feeling, use relaxation methods and to mentally vent the potential consequences from the worrying scenario. For depression work outs, helping others and being around family and friends are crucial instruments. These recommendations, coincidently, are similar to the prescription for social isolation. Goleman (1995), however, also presents two very general assumptions that do not work. These are to deal with feelings through shopping or eating.

To get back into the emotionally intelligent team and its potentially outstanding effectiveness, I believe that studies from above all prove that by having emotionally intelligent people within the teams who use this intelligence when interacting with other team members, that these people actually can affect the team to such a degree that the total team performance becomes greater than it would be without them. I also believe that emotionally intelligent people contribute to a culture which prevents a toxic work
environment. An environment that otherwise could thrive feelings which could have devastating consequences for both individuals and organizations.

### 3.3 Leadership’s correlation to Emotional Intelligence

#### 3.3.1 Leadership

As once was stated by Stogdill (1974): “leadership appears to be a rather sophisticated concept.” (p. 7). The author, furthermore, discusses what scientists and practitioners throughout the nineteen hundreds have defined as leadership. Where some argue that leadership is a focus on group processes: others defined it as the exercise of influence. It has, additionally, been described as an act or behavior and as a form of persuasion. Bass (1960) describes leadership as follows (where A is the leader and B is the follower):

> “Changing the goals of B and B’s ability to obtain his goals are not the only ways of modifying B’s behavior. B’s behavior will change if stimulating conditions are changed by A. If B’s change is goal of A, then leadership has occurred.” (p. 92).

The author then defines the differences between attempted, successful and effective leadership. If the leader attempts to change his or her followers, it is considered attempted leadership. If the followers, thereafter, change because of the leader, that is successful leadership. If the followers subsequently feel that the change is satisfying, rewarding and goal attaining, the leader has performed effective leadership.

#### 3.3.2 Leadership vs. Management

The discussion regarding leadership versus management has several contributions. Bennis and Nanus (2004) argue that managers do things right while leaders do the right things. Bass (1990) means that while leaders manage, managers lead. To develop, leaders are dealing with interpersonal interactions, working relations and to get the actual work accomplished. Managers, on the other hand, do the underlying work, such as planning, investigating, coordinating, evaluating and supervising.

These two different viewpoints, what leadership versus management contain, require quite different skills. While the management position requires a highly analytical person who is able to be greatly intelligent, the leadership position requires people who master interactions with others and motivate these followers to fulfill a certain task and achieve a certain goal. Thus, it is leadership and not management that is interesting to study, and to see its linkage to emotional intelligence. But more exactly, how is leadership connected to emotional intelligence? This will be discussed in the following paragraph.
3.3.3 Leadership’s connection to Emotional intelligence

Consortium for Research on Emotional Intelligence in Organizations (http://www.eiconsortium.org) has presented two studies that specifically show the correlation between emotional intelligence and leadership. The first study, done by Cavallo and Brienza (2001), was conducted on 358 managers worldwide (where 55% were males and 45% were females) within Johnson & Johnson & Personal Care Group to find possible leadership competences that outperform high performers from others. Through a survey and usage of an EI measurement tool, the authors could conclude all high performers within the company had higher self-awareness, self-management capability and social skills. These are all essential parts of emotional intelligence. Some noteworthy differences were found within EI and gender, where women generally performed higher. Moreover, the leaders from North America and Europe performed higher than the one’s from Asia, Africa-Middle East and Latin America.

The second study, conducted by Stone, Parker and Wood (2005), studied the connection emotional intelligence has to school leadership. 464 principals (187 males and 277 females) were studied through their performance in an EI measurement tool, and the authors concluded that there were no significant gender differences, and both genders performed equally on the leadership rating. Self-awareness, self-actualization, empathy and interpersonal relationship were four key characteristics that all top performers had in common. Also, the authors stated that: “boards are advised to consider the use of assessment tools for EI in professional development programs, as part of the recruitment process for new school administrators, and in the process of succession planning.” (p. 7).

These two studies both show that there is a linkage between emotional intelligence and leadership. But neither of them discusses much about the context within which this leadership style lies, nor concepts that may influence and shape an emotionally intelligent leader. Therefore, in the following chapter, I will study five books which all touches upon emotional intelligence and leadership, and see possible sub concepts that may emerge.
4 Empirical study

This chapter will provide book summaries from five books I have selected out to analyze, which all touches upon the research area emotionally intelligent leadership. These are to be subjected as interview material, due to Corbin and Strauss’s (2008) viewpoint, that even books and other documentation can be seen as empirical data. I will present these summaries so that the reader will increases his or her understanding from where my analysis is based. Furthermore, the next chapter (analysis) offers a summarizing table of the most essential parts from these books.


Cooper and Sawaf (1997) present emotional intelligence (EI) as a concept whose foundation is constituted by four cornerstones: emotional literacy, emotional fitness, emotional depth, and emotional alchemy. Now, each of these cornerstones has four embedded themes which together land in sixteen competences (see figure 4.1 below). The authors use this frame when rendering the book, and the four cornerstones turn into the book’s four parts.

The first part, emotional literacy, starts out with introducing emotional honesty. The authors explain it as being truthful towards one’s inner self and put focus on it, since it is so often absent in the boardroom. When being honest, one will also come across as more genuine and thus gain credibility. The second theme is emotional energy. That involves using emotions to energize and to motivate oneself, when necessary. Besides that, Cooper and Sawaf (1997) suggest other ways of receiving energy, such as strategic breaks, physical activity, nutritious food and using humor. The third theme, emotional feedback, mentions managing emotional impulsivity, and presents a three step strategy on how to handle one’s emotions. The authors suggest that one should: [1] acknowledge and feel the emotion – rather than denying or minimizing it, [2] listen to the information or feedback the emotion is giving you, and [3] guide, or channel, the emotional energy into an appropriate, constructive response. The fourth and last theme in the first part is practical intuition. Cooper and Sawaf (1997) say that intuition can be seen as a sixth sense, something that the business world has started to use. The authors illustrate this by showing how FedEx and 3M have made practical intuition into a core competence in their companies. The authors, furthermore, state a linkage between intuition and empathy. They mean that: “through feelings of empathy and compassion we help ourselves learn and grow, and we also enable others to begin to feel safe enough to talk.
The second part is emotional fitness. Within this cornerstone one can find authentic presence, trust radius, constructive discontent and resilience and renewal. In the first theme, one finds authentic presence. By that, the authors mean having the ability to express one’s emotions. Not too much, but enough to meet the audience in an inspirational and convincing way. Moreover, since communication is such a crucial part of leading, the authors claim that dialogues and speeches are essential elements for leaders to prove their authentic presence. Second theme up is trust radius. The authors describe it as a vital emotional trait which one has to act upon, but also that trust is so much more than just an attitude or a good idea. Trust is what holds relationships together. When not having trust at work, one is forced to extra work to reassure oneself that the task is actually done, which is both time and money-consuming. Additionally, Cooper and Sawaf (1997) seem to believe that there is a doubt among managers to believe in their intuitions, emotional contact, trust and influence, when really these are hints from the brain of which one should take advantage. Also, the authors point to research showing that 84 percent of one’s emotional influence, believability and trust come from one’s voice. Constructive Discontent is the name of the third theme. Here, the authors raise the question of why we always have to be in agreement. They mean that future leaders are becoming leaders for that particular reason: these people invite different opinions and deal with them in a constructive way. They see conflicts as something natural and a sign of healthiness instead of a toxic environment. Of course, this must occur in a constructive and not personal manner. Also, it is up to the leader to set a cultural tone which embraces this way of acting. To summarize, rather use management by brainstorming than using management by fear.

Cornerstone three is called emotional depth. What the authors are striving toward here is to make one start to think about whom one truly is underneath the surface. The four pillars that hold the third cornerstone up are unique potential and purpose, commitment, accountability and conscience, applied integrity and influence without authority. The first theme, unique potential and purpose, mention that one should stay open for one’s true talent and purpose. Cooper and Sawaf (1997) also present four characteristics which show ways of finding these abilities. First off, one feels it – it is like an inner magnet. Secondly, it is something that satisfies you deeply. Thirdly, it is rather easy to pick up, since the learning process feels exciting. And fourthly, when doing it, you feel a natural sense of flow. Furthermore, the authors describe purpose as the inner compass for one’s life and work. The second
theme touches upon the importance of engaging oneself to what one feels is important. The authors mean that it is only then people can reach their dreams. Additionally, it is essential to come to the realization that one is accountable for one's actions and should thus think before acting and act in meaningful ways. Moreover, to make and keep promises is, according to the authors, one of the best ways of proving one's accountability. The third theme, applied integrity, is discussed as follows: “in essence, integrity in business means accepting full responsibility, communicating clearly and openly, keeping promises, avoiding hidden agendas, and having the courage to lead yourself and your team or enterprise with honor, which includes knowing and being consistently honest with yourself, not only in mind but heart.” (Cooper & Sawaf, 1997, p. 165).

The last theme in this cornerstone is influence without authority. The authors mean that EI will teach one to influence, but it is up to one's personality if he/she wants to pursue this into a leadership role.

The last cornerstone Cooper and Sawaf (1997) present is emotional alchemy. Embedded in the part is, firstly, the theme intuitive flow. The authors describe it as a highly developed intuition that is constantly in the flow mode. The authors give examples of how to enter this intuitive flow, such as: “stretch your capabilities, stay open to all possibilities and transcend fear”… “identify, and find ways to move beyond, whatever blocks you from flow”… “pay extra attention to your first response to questions” and “notice how your intuition communicates with you”. (p. 218-220). The second theme stresses reflective time-shifting. The authors point is to make one come to understand what is truly important in one’s life, make sure that one is actually prioritizing that and spending one's time more wisely. Also, the authors, throughout the chapter, suggest that one should see time as an opportunity, rather than something limited and restrained. The following theme is opportunity seeing. Here, Cooper and Sawaf (1997) promote one to widen one’s horizon. According to the authors, this can be done through some of the following examples: get surprised every day, eliminate possible blocks that restrain the creativity process, vary your approach and network with greatly creative people (p. 251-253). The book’s last chapter is dedicated to creating a future. In the chapter, Cooper and Sawaf (1997) mention humor as another key element of EI, and point to Richard Branson, Chief Executive for Virgin Group, as an example of a person who makes work fun, yet profitable. The authors, last but not least, exemplify emotionally intelligent leadership through a previous CEO of Southwest Airlines, Herb Kelleher. They say that in an interview Herb was asked about the secret behind his tremendous success with the company. He answered that tangibles could be easily duplicated, but that was not the case when it came to intangibles, and that Southwest Airlines had the right intangibles.
Figure 4.1 - The four cornerstones of Emotional Intelligence (Cooper & Sawaf, 1997, p. xxix)
4.2 Riggio, R. E., Murphy, S. E. & Pirozzolo, F. J. (Eds.) 1999. Multiple Intelligences and Leadership.

The three authors, Riggio, Murphy and Pirozzolo (1999), have put together an anthology, containing representatives from both the research area of Emotional Intelligence (EI) and the area of leadership. Throughout the books’ three parts, the authors first establish how crucial it is for leaders to not only possess IQ, but multiple intelligences such as emotional intelligence and social intelligence. The authors then present models that prove the linkage between the two research areas. The third part proposes ways of employing these multiple intelligences and effective leadership in diverse business settings.

The first chapter of the book is a text by Ronald E. Riggio (1999), who is clarifying and explaining how IQ has been a measurement for predicting great leadership, but how that perception is starting to change. Change in that sense that it seems like the business world has come to a realization that multiple intelligences, in comparison to IQ, can be applied in numerous scenarios. Riggio (1999) states that: “these multiple forms of intelligence are not only possessed by effective leaders, but they are the types of characteristics that may make leaders in a range of leadership situations because they involve abilities to adapt to a variety of social and interpersonal situations.” (p. 3). However, the author quarrels that we are still in the beginning of exploring the relation between multiple intelligences and leadership.

Zaccaro (1999) discusses, in the third chapter, the importance of social intelligence in organizational leadership. The author argues that leadership within organizations is a highly social phenomenon where dealing with problem solving of social demands and requirement exists, as well as implementing solutions even though skepticism exists in the audience, which needs to be dealt with in a convincing and a rather persuasive manner. Further, Zaccaro (1999) points to key characteristics of social intelligence, for instance social perceptiveness, social knowledge structure, and meta-cognitive reasoning as also critical traits for effective leadership. Moreover, the author embeds relational competences into social intelligence. That means that competences such as behavioral flexibility, negotiation skills, conflict management, persuasion and social influence skills are included. All these competences which together constitute social intelligence and their suitability in an organizational setting are, according to the author, why social intelligence is a keystone in effective organizational leadership.

The forth chapter is dedicated Caruso, Mayer and Salovey (1999) and their debate concerning EI and emotional leadership. The authors begin with establishing the two fundamental branches, the ability model and the mixed model, which divide and separate theorists within the area of EI. While the ability model
Empirical study

contains nothing but cognitive abilities, the mixed model also contains a combination of a wide range of personality traits. Caruso, Mayer and Salovey (1999) argue that both models have their strengths and limitations. For instance, the ability model has empirically validity, does not include traits such as personality traits, cognitive traits, and is not a model that claims to be executed in the workplace setting. The other model, the mixed model, involves traits which are somewhat validated but are vital for the workplace. Among these traits one finds leadership, diversity and team capabilities. The authors, however, claim that the latter model does not bring much new to the table regarding leadership.

Caruso, Mayer and Salovey (1999), when discussing emotions and leadership, mean that emotional self-awareness and having the ability to understand and motivate other people play a pivotal part of leadership, and that it indeed influences the performance within the organization. The authors argue that effective leadership includes symbolic management, which can take shape through stories, rituals and myths, all coming down to ways of reaching the audience’ heart and head. Also, communication and relationship formation are key issues for effective leadership, and could possibly be better understood through emotional intelligence (Caruso, Mayer & Salovey, 1999). The authors, furthermore, mention the discussion topics selection, gender training and development. They state that some sort of EI assessment tool is important if the organization wants to find emotionally intelligent leaders in the selection process, that EI can be taught, and that women perform somewhat higher when measuring EI. The authors conclude that EI contributes positively to the research area of leadership, not only through the ability model, but through the mixed model as well.

In chapter nine, called “Efficacy and Effectiveness: Integrating Models of Leadership and Intelligence”, Chemers (1999) states that: “effective leadership involves (a) establishing credibility with followers by behaving in ways that reflect competence and trustworthiness; (b) encouraging high levels of motivated and self-regulated task-relevant behavior among subordinates through effective coaching guided by sensitive understanding of follower capabilities and needs; and (c) using the knowledge, skills, and motivated effort of self and followers to accomplish the organizational mission by understanding the nature of the group’s task environment and matching group problem solving and decision-making strategies to environmental demands.” (p. 152).

The author also presents image management and relationship development, two areas which are important for successful leadership. Chemers (1999) means that these two parts are highly correlated to social and emotional intelligence, and are therefore also essential to effective leadership.
In the book’s commentary, Riggio and Pirozzolo (1999) give one final word in the discussion about multiple intelligences and leadership. The authors there argue that incorporating multiple intelligences into research regarding leadership is used more frequently and that this helps leadership theories develop. Furthermore, the authors suggest that training and development could learn plenty from looking at future leader’s skills, personal background and the actual leadership situation. In addition, Riggio and Pirozzolo (1999) mean that the reason why social intelligence and emotional intelligence are so big is because people have realized that IQ alone does not solve all the problems leaders today faces.

Goleman, Boyatzis and McKee (2002) state that “great leadership works through emotions” (p. 3). That is, essentially, the basis for the kind of leadership the writers describe. Through the book’s three parts, the reader learns what emotionally intelligent leadership (EIL) consists of, how one can develop into becoming an emotionally intelligent leader, and how emotional intelligence (EI) can be implemented throughout an organization. The core of this leadership style is a constitution made out of Goleman’s earlier establishment of EI (1998), which contains four parts: Self-awareness, Self-management, Social awareness and Relationship management. The difference is that the authors here have put EI in a leadership context with competences which leaders should possess, in order to lead with EI. The authors’ viewpoint of what a leader should do and accomplish at work is: “…to generate excitement, optimism and passion for the job ahead, as well as to cultivate an atmosphere of cooperation and trust” (p. 29-30).

The first part, The Power of Emotional Intelligence, takes its structure through five chapters, which each touch upon and contribute to an understanding of the context of EIL. In the first chapter, the authors explain that the leader’s emotions are contaminating. By being aware of this (self-awareness), the leader could then influence his or her followers in the way he or she wishes. However, if the leader does not have credibility within the group, a new unofficial emotional leader will emerge. The authors use a metaphor where teams together build emotional soups, and the leader adds the strongest seasoning. The leader is the mood-setter, which, when influencing into a good mood, results in cooperation, fairness and business performance. Great emotionally intelligent leaders, moreover, act as magnets that attract talented people to the organization. Furthermore, the authors draw similarities between EIL and acting (theatre). They mean that by having this emotional awareness and understanding others, the leader can act in a way or embrace feelings that convey support, empathy, humor and other necessary emotions in EIL. In general though, Goleman, Boyatzis and McKee (2002) believe that EIL- skills such as empathy and being supportive have a better usage in emotionally demanding workplaces, as in customer service, for instance.

Chapter two and five discuss resonant & dissonant leadership. Resonant leadership basically means that the leader is being attuned with other peoples’ emotions, being aware of one’s own emotions and having the ability to engage people, or simply put, being an emotionally intelligent leader. Dissonant leadership, on the other hand, is used by the leader who does not feel empathy and is making the work environment
toxic. The authors illustrate the dissonant leader by drawing similarities to the *dementors* in the series of Harry Potter – who sucks all joy and happiness out of people.

The third chapter focuses on the EI competences which constitute the emotionally intelligent leader. As the authors describe each of the four parts thoroughly, they claim that there is no leader that possesses all of the competences, but that effective leaders usually have one strength in each of the four categories. Goleman, Boyatzis and McKee (2002) describe the first category of competences, *self-awareness*, as knowing one’s priorities, trusting intuition and being able to motivate oneself. The second category, *self-management*, considers handling negative emotions and inner conversations, creating transparency and controlling one’s state of mind. *Social awareness* touches upon empathy, ability to emotionally harmonize, expressing emotions convincingly, reading body language and tackling cultural differences. Last but not least is *relationship management*, which involves persuasion, conflict management, collaboration and networking.

The authors, thereafter, present six different leadership styles, four of which develop a resonance which promotes performance, while the other two should be used with caution. The six styles are: visionary, coaching, affiliative, democratic, pacesetting and commanding. Goleman, Boyatzis and McKee (2002) suggest that, when hiring leaders: “…it pays to find someone who has the flexible repertoire of four or more styles that marks the most outstanding leader.” (p. 88). In addition, the authors state that the key in each of these styles lies within EI, which they claim is learnable.

In the second part of the book, the authors propose that one can learn to become an emotionally intelligent leader through Boyatzis’s Theory of Self-Directed Learning (see figure 4.2). The figure includes five discoveries: discovering *my ideal self* (what do I want to be), *my real self* (who am I? pros & cons), *my learning agenda* (how can I develop my strengths while closing my gaps), *experimenting and practicing* the new mind setting, and *developing supportive and trusting relationships* that make change possible (Goleman, Boyatzis & McKee, 2002, p. 111-112).

In chapters 7 and 8, the authors implement Boyatzis’s theory and prove through various illustrations that this theory actually can help people become more emotionally intelligent, and change into emotionally intelligent leaders.
The third part of the book deals with building emotionally intelligent workplaces. Goleman, Boyatzis and McKee (2002), first mention the importance of creating emotionally intelligent teams. These teams need to get away from toxic norms within the groups and thinking that discussions do not solve problems, and instead create norms which lead teams to constructive problem solving and making each team member aware of his or her contribution of emotions to the group EI. Secondly, the authors argue that the change into becoming an EI organization starts with emotionally intelligent leaders who are developing the team norms, as well as the overall culture in the organization. Other guidelines are to slow down in order to speed up, turn vision into action and create systems that sustain emotionally intelligent practices. Finally, Goleman, Boyatzis and McKee (2002) state that when creating a lasting process, it is essential that it penetrates all levels of the organization (individuals, teams and the organizational culture).

Figure 4.2 - Boyatzis’s Theory of Self Directed Learning (Goleman, Boyatzis & McKee, 2002, p. 110)

This book is based on the previous book, *Primal Leadership,* by Goleman, Boyatzis and McKee (2002). Thus, the core concept is the same. Resonant leadership stands in focus, which is constituted by emotional intelligence (EI). This book, though, presents several training sessions and can be considered and used as a handbook for future emotionally intelligent leaders.

McKee, Boyatzis and Johnston (2008) start out with killing some of the myths that lay within the context of leadership. Firstly, the authors conclude that being smart is no longer enough to be a great leader. Today, the workplace also requires emotional intelligence. Secondly, to believe that the leader’s mood does not matter or affect the group is ignorant. Due to the fact that emotions are contagious, the leader’s mood has a huge impact on the group, as well as the organizational culture. Lastly, the myth that leaders can take constant pressure is simply not true. By practicing some EI competences though, the leader is able to tackle stress to a further extent.

The authors, furthermore, claim that being an emotionally intelligent leader is a cross cultural phenomenon, but also that the transformation into becoming an emotionally intelligent leader is a lifelong journey. In addition, McKee, Boyatzis and Johnston (2008) argue that whether or not the leader comes across as a resonant or a dissonant leader is up to the leader him/her-self. By managing and neglecting feelings such as antagonism, hostility and alienation, and instead implementing feelings such as optimism and feeling attuned, the leader can avoid creating a toxic environment which would contaminate the rest of the organization and instead create a healthy environment in the workplace.

The authors suggest EI as the solution for great leadership and are, through this figure below (figure 4.3), presenting some of the outcomes that come from learning and implementing emotional intelligence, whereas self-awareness is considered the foundation.

Just as in Goleman, Boyatzis and McKee’s (2002) book, *Primal Leadership,* McKee, Boyatzis and Johnston (2008) base their book on Boyatzis’s Theory of Self-Directed Learning. This theory contains five parts: my ideal self, my real self, my learning agenda, experimenting and practicing new behaviors, and developing trusting relationships. In this book, this theory has been slightly extended and the authors have added resonant leadership between experiment and practice and mindfulness instead of developing trusting relationships. This is also the structure which the chapters take, where the authors show how...
these concepts are correlated. Now, in order to develop this resonant leadership style, the authors present an eight step process which looks as follows: [1] start with yourself, [2] build resonance with those around you, [3] attend to all the levels of your social system, [4] explore the power of subjectivity, [5] discover your system’s real self, [6] engage people’s heart and mind, [7] unleash resonance through collective visioning, and [8] express personal accountabilities and commitments.

Figure 4. 3 - Emotional and Social Intelligence Competencies (McKee, Boyatzis & Johnston, 2008, p. 25)
The book is built upon what the authors call emotional blueprint (see figure 4.4 and 4.5). It is a four step process where one, through emotions, is able to handle situations in a more effective yet understanding way. Throughout the book’s four parts, Caruso and Salovey (2004) educate the reader on how to, firstly, learn about emotions, then to understand one’s own emotions, develop one’s emotional skills and, lastly, apply these very emotional skills into becoming an emotionally intelligent manager.

The first part of the book starts out with explaining why emotions are so crucial at work. The authors argue that managers need not only a rational and logical side, which often is the case at work, but also an emotional side. The reason why Caruso and Salovey (2004) promote this emotional side too is explained by their fundamental approach to emotional intelligence (EI), which is based on the following six principles: [1] Emotions contain information, [2] It does not work to ignore emotions, [3] Emotions are still evident, even though we are trying to hide them, [4] Effective decision making involves emotions, [5] Emotions are logical, and [6] Emotions have a universal ground, but with local differences. The authors label the local differences as secondary emotions – or self conscious emotions, which to a large extent are shaped by one’s culture and social environment.

The authors then move on and bring up gender and emotions. Their standpoint is that: “even though women, as a group, may be more emotionally intelligent than men, women are devalued relative to men when they engage in certain leadership behaviors, even though they might be effective.” (p. 23). The authors, moreover, state that certain leadership behavior is only acceptable for men, but not women.

The second part, and more specifically the third chapter – Read People – Caruso and Salovey (2004) argue that both the personality and the organizational culture affect whether or not a person feels secure enough to fully express his or her emotions. At work, it is also crucial to have the ability to read people. Reading people are a skill that makes one understand others and make lasting decisions with people, but also to communicate and interact in a persuasive way. That often involves an emotional awareness and to handle one’s nonverbal signals (facial expressions, gestures, voice tone) in a suitable manner.

Furthermore, one’s mood affects how people deal with tasks at work (Caruso & Salovey, 2004). When being in a good mood, people tend to be more creative, think bigger and have an extended ability to see the bigger picture. When being in a bad mood though, people are better at finding errors and focusing
on details. In addition, the authors mean that memory and mood are linked, whereas a person, in a meeting, rather remember the mood than the actual context of the meeting. Also, when being in a good mood, decisions seem to be more creative and helpful. These are issues Caruso and Salovey (2004) believe an emotionally intelligent manager should be aware of, that mood is correlated to one’s memory and decision making ability. Further, while the emotionally intelligent manager is able to wisely handle feelings of oneself and others, the manager that lacks these abilities is often cold, logical and analytical, which often results in not seeing the forest for the trees.

In part three, Caruso and Salovey (2004) mention another reason why emotions can be of great importance for the emotionally intelligent manager and leader. According to the authors, emotions enable the manager and leader to act in a guiding or influential manner. They, additionally, point to studies done by Howard Gardner (1996) which describe leaders as storytellers, who persuades through their verbal communication. The authors, later on in the chapter, suggest that in order to reach a deeper understanding for other people, the manager should: “get outside your own head and personal experience – to discern what another’s experience might be – in order to be an emotionally intelligent manager.” (p. 122). Now, although emotions seem to have a great impact on people, the authors claim that in most workplaces, emotions do not qualify as business like, and hence, emotions have previously not been welcome there – something the authors believe will change.

The last part, Apply your emotional skills, discusses how an emotionally intelligent manager can develop into becoming an emotionally intelligent leader (see figure 4.6). Caruso and Salovey (2004) present different ways of approaching this leadership style. Depending upon one’s management and leadership skills, as well as emotional intelligence, the authors give the reader three ways of reaching an emotionally intelligent leadership style (see figure 4.6). This leadership style, pursuant to the authors, provides enhancement in several areas, such as: building effective teams, planning and deciding effectively, motivating people, communicating a vision, promoting change and creating effective interpersonal relationships.

Figure 4.4 - Emotional Blueprint (Caruso & Salovey, 2004, p. 25)

<table>
<thead>
<tr>
<th>Step</th>
<th>Objective</th>
<th>What to Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify Emotions</td>
<td>Stay open to your emotions and those of others around you.</td>
<td>Observe, listen, ask questions, confirm understanding.</td>
</tr>
<tr>
<td>Use Emotions</td>
<td>Reflect on these emotions and consider their influence on thinking.</td>
<td>Determine how these feelings influence thinking.</td>
</tr>
<tr>
<td>Understand Emotions</td>
<td>Examine the causes of feelings and what may happen next.</td>
<td>Consider reasons for the feelings and how they will likely change if various events occur.</td>
</tr>
<tr>
<td>Manage Emotions</td>
<td>Don’t minimize the feelings, and don’t blow the feelings out of proportion.</td>
<td>Include rational, logical information with emotional data for an optimal decision.</td>
</tr>
</tbody>
</table>

Figure 4.5 - Emotional Blueprint in Action (Caruso & Salovey, 2004, p. 159)

Figure 4.6 - Building an Emotionally Intelligent Leader (Caruso & Salovey, p. 195)
5 Analysis

On the following page, I have summarized a table (see table 5.1) with sub concepts which have been presented by the authors in the empirical part. Their viewpoints are presented through a table, which also contains the actual quote from which the concept has been excerpted. In total, it comes down to nine concepts: acting, communication, culture, gender, humor, mood, selection, symbolic management and training and development. These themes will be theoretically analyzed to either verify or refute their correlation and influence on emotionally intelligent leadership.

5.1 Acting

The first topic is acting, which means mentally and physically playing a certain role and acting from within this position. This phenomenon is not new within the areas of organizational theory and leadership. Hatch, Kostera, and Kozminski (2005) point to studies that prove that this ongoing organizational theatre acting exists and sets a certain culture within the organization, and that the leader [or other person with a lead role] can authorize this culture. Moreover, just as a theatre play could be categorized as a certain genre, so could also the organizational culture. This is basically what Caruso and Salovey (2004) state: that acting is a necessity for the emotionally intelligent leader, when directing, guiding and influencing others through enactments. McKee, Boyatzis and Johnston (2008) argue that, in order to influence and guide others by acting, one firstly needs to have an emotional awareness (or self-awareness) of one’s own emotions. Without knowing which emotions one actually feels and expresses, one will have a difficult time intentionally coming across as influential or guiding. Secondly, self-management and social awareness are needed. Self-management means dealing with one’s emotions in an environmentally suitable way, and social awareness indicates knowing the audience or surrounding. McKee, Boyatzis and Johnston (2008) claim that these three pillars is a necessity in order to reach the fourth pillar, called relationship management. It is not until one has reached the fourth pillar that the leader can actually act in an inspirational and influential way. Since these four pillars are what constitutes EI (Goleman, Boyatzis & McKee, 2002; McKee, Boyatzis & Johnston, 2008), I consider this as an indicator that acting actually is related to EI, but also that the concept is necessary when performing as an emotionally intelligent leader. Moreover, this way of approaching one’s workforce, when being executed splendidly, can be a powerful tool, leading the employees towards the direction the leader intends. In addition, acting is also interrelated to some of the other concepts, such as communication, humor, mood and symbolic management.
### Table 5.1 - Summarizing table of empirical study - Author(s) and statement(s)

<table>
<thead>
<tr>
<th>Sub concept</th>
<th>Author(s) and statement(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Acting</strong></td>
<td>Caruso &amp; Salovey (2004, p. 107)</td>
</tr>
<tr>
<td></td>
<td>“As you know, this is not a book on acting. It is a book becoming a more effective manager and leader. Yet there will be times when the emotionally intelligent manager has to display some acting skills in order to direct, guide, and influence the action of others.”</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>Caruso, Mayer &amp; Salovey (1999, p. 65)</td>
</tr>
<tr>
<td></td>
<td>“Communication has been studied as a factor in successful leadership. Research on leader-member exchange has suggested that the relationship between a leader and his or her subordinates is predictive of important outcomes (Gerstner &amp; Day, 1997). Emotional intelligence may enhance our understanding of such exchanges.”</td>
</tr>
<tr>
<td></td>
<td>Caruso &amp; Salovey (2004, p. 90)</td>
</tr>
<tr>
<td></td>
<td>“Accurate emotional identification includes: (1) people’s facial expressions, (2) the pitch, rhythm and tone of people’s voices, and (3) the feelings conveyed by the posture of someone’s body.”</td>
</tr>
<tr>
<td></td>
<td>Cooper &amp; Sawaf (1997, p. 73-74)</td>
</tr>
<tr>
<td></td>
<td>“Courageous speech is indeed a mark of a leader, and it has long held people in awe. While some politicians and managers still fake it – and somehow manage to win elections and keep their jobs – the men and women with authentic presence do no such thing. They are as comfortable with silence as they are with speaking. And when they speak, they have something worth saying, and they say it in a voice that emerges from deep inside them. An in their tone and presence we hear their distinctive emotional resonance as it represents their inner world and convictions.”</td>
</tr>
<tr>
<td><strong>Culture</strong></td>
<td>McKee, Boyatzis &amp; Johnston (2008, p. 212)</td>
</tr>
<tr>
<td></td>
<td>“Practices that enhance resonant leadership translate across cultures and languages, allowing people from widely divergent backgrounds to develop their emotional intelligence, renew relationships, and sustain their effectiveness.”</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td>Caruso, Mayer &amp; Salovey (1999, p. 69)</td>
</tr>
<tr>
<td></td>
<td>“If emotional intelligence plays a role in effective leadership, and if women as a group are higher in emotional intelligence than men, then we need to realize that women possess a critical leadership skill.”</td>
</tr>
<tr>
<td>Topic</td>
<td>Source</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Analysis</td>
<td>Caruso &amp; Salovey (2004, p. 23)</td>
</tr>
<tr>
<td>Humor</td>
<td>Cooper &amp; Sawaf (1997, p. 265-266)</td>
</tr>
<tr>
<td></td>
<td>Goleman, Boyatzis &amp; McKee (2002, p. 14)</td>
</tr>
<tr>
<td></td>
<td>Goleman, Boyatzis &amp; McKee (2002, p. 4)</td>
</tr>
<tr>
<td>Mood</td>
<td>McKee, Boyatzis &amp; Johnston (2008, p. 31)</td>
</tr>
<tr>
<td></td>
<td>Caruso &amp; Salovey (2004, p. 51)</td>
</tr>
<tr>
<td>Selection</td>
<td>Caruso, Mayer and Salovey (1999, p. 69)</td>
</tr>
<tr>
<td>Symbolic Management</td>
<td>Caruso, Mayer &amp; Salovey (1999, p. 64)</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td></td>
<td>“Similarity, effective leadership directly involves the use of emotions, often through symbolic management. In symbolic management, the manager uses symbols – stories, rituals, myths, fables – to rouse and motivate staff to guide them toward achievement of a shared vision.”</td>
</tr>
<tr>
<td>Chemers (1999, p. 156)</td>
<td>“In particular, social and emotional intelligence may be very highly related to a leader’s success at image management and relationship development…”</td>
</tr>
<tr>
<td>Caruso &amp; Salovey (2004, p. 48)</td>
<td>“Certainly, symbolic management and leaders’ facility in creating meaning tap into their ability to express emotions. But that ability also has to do with the interwoven nature of feeling and thinking- the ability to match the emotions to the message in order to communicate on a deep and meaningful level.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Training and development</th>
<th>Goleman, Boyatzis and McKee (2002, p. 38)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>“Interestingly, no leader we’ve ever encountered, no matter how outstanding, has strengths across the board in every one of the many EI competencies.”</td>
</tr>
<tr>
<td>Caruso, Mayer and Salovey (1999, p. 70)</td>
<td>“We prefer to speak of teaching emotional knowledge and skills, and we believe that people can acquire emotional knowledge and skills. For instance, it is relatively straightforward to teach an executive how to recognize emotional signals in others, especially nonverbal emotional signals.”</td>
</tr>
<tr>
<td>Riggio and Pirozzolo (1999, p. 248)</td>
<td>“Clearly theories of multiple intelligences and leadership theories that take a comprehensive view of the role of leader (looking at the leader’s skills, personality, personal history, as well as considering the leadership situation, and the followers) has much to offer the training and development of today’s and of future leaders.”</td>
</tr>
<tr>
<td>McKee, Boyatzis &amp; Johnston (2008, p. 7)</td>
<td>“In other words, people can become better leaders and can change long-held patterns of behavior. But we have to want to change, and the path we chart for ourselves has to be personally meaningful.”</td>
</tr>
</tbody>
</table>


5.2 Communication

Communication is the next concept which will be discussed. Caruso, Mayer and Salovey (1999) begin by stating that communication is seen as a cornerstone in successful leadership. Also, they believe that emotional intelligence (EI) increases understanding the interactions the leader has with his or her subordinates. Due to the fact that up to 94 percent of an executive’s day is spent communicating (Cooper & Sawaf, 1997), doing so well is definitely seen as a part of successful leadership. Additionally, my previous chapter regarding communication at work mentions several authors (e.g. Goleman, 1998; Lopes, Cote & Salovey, 2006; Ryback, 1998) all of whom argue for how emotional intelligence, from numerous aspects, develops communication and, hence, affects and increases the organizational performance. Then, Caruso and Salovey (2004) present several ways one can reassure oneself that emotions are being read accurately. As the authors present these ways, they automatically touch upon verbal and non-verbal communication. As a leader, it is pivotal to have the ability to read others verbal and non-verbal messages, which the sender is conveying through words, voice tone, facial expression, and body gestures (Lopes, Cote & Salovey, 2006). Ekman (1993) adds that being aware of one’s own verbal and non-verbal communication patterns is also crucial. Cooper and Sawaf (1997), thereafter, argue for the importance of the leader to communicate authentically, through one’s sincere emotions. That also requires an emotional awareness (or self-awareness), which is the foundation of emotional intelligence. Taken altogether one can clearly see the linkage communication has to emotional intelligence and to emotionally intelligent leadership.

5.3 Culture

McKee, Boyatzis and Johnston (2008) believe that resonant leadership (which has its base in EI) is cross cultural, and contributes to organizational sustainability. That fundamentally means emotions are universal, something with which Ekman (1993; 1994), Keltner and Haidt (1999) and Sharma et al., (2009) agree upon, but add that there are a few are cultural differences. Caruso and Salovey (2004) argue for the same case, but label the local differences as secondary emotions – or self-conscious emotions, which they claim are, to a large extent, shaped by one’s culture and social environment. Lillis and Tian present an article in 2009, where the authors state that: “Based on the results of the present study, one might speculate that those who are high in EI are also more likely to perceive context-driven emotion patterns and are therefore better able to adapt to these situations than their low EI counterparts.” (p. 435). Lillis and Tian (2009) believe that by possessing emotional intelligence, one will have a greater understanding for other cultural contexts. This is also argued by Ryback (1998), who labels it cultural intelligence, but considers it to be a part of, and embedded within
an emotionally intelligent leader’s toolbox. These authors also promote EI in a more diverse and global context, where these high EI individuals could facilitate their abilities more extensively. Since this is the future we are heading towards, I can see especially emotionally intelligent individuals as strong leaders with a competitive advantage for international positions. Obviously, being aware of one’s environment (social awareness - the third pillar) and yet truthful towards oneself, makes handling other cultures easier for an emotionally intelligent person. Additionally, when someone is working in a multinational corporation and immersed in an international environment, I believe that the emotionally intelligent leader performs better than other leaders. However, this is not a concept which influences EIL, and does thus not exist in EIL’s context.

5.4 Gender

Both Caruso, Mayer and Salovey (1999) and Caruso and Salovey (2004) mention, in the discussion regarding emotionally intelligent leadership and gender, that women generally perform at least equally or better in EI tests. The very same conclusion was established in a previous chapter. The question that still remained unanswered was why we do not see an equal amount of women and men at the organizational top? Caruso and Salovey (2004) say it is caused by leadership situations where women are devalued. Caruso, Mayer and Salovey (1999) mention that people should realize that women possess critical leadership skills which sadly have not yet been fully discovered. Hopkins and Bilimoria (2008) did a 360 degree study on 130 upper-level executives, with 90 male participants and 40 female participants, to find out gender difference between emotionally and socially intelligent competencies among successful executives. The authors found more similarities than differences between the genders, but could conclude four universal emotional and social competencies that all successful executives had in common: self confidence, achievement orientation, inspirational leadership and change catalyst. Hopkins and Bilimoria (2008) argue that, within the organizations, stereotyping might occur, something that could influence departments into seeing men as better leaders, even though women undeniably can be great leaders, when being given the chance. Personally, I believe that women, throughout history, have evolved and developed from being the caretakers at home, into becoming more and more influential at work, something that might frighten men. Now, men, for stereotypical reasons, have always been seen as more rational, something that was suitable in previous generations’ way of working. But evidently, the organizations today require a more emotionally intelligent approach, especially among the leaders, which coincidently is a more appropriate position for women.
5.5 Humor
Humor is another concept that has been proven to be rewarding for emotionally intelligent leadership. Goleman, Boyatzis and McKee (2002) argue that humor can stimulate creativity, open lines of communication and establish connection and trust. Furthermore, Cooper and Sawaf (1997) say that humor encourages intuitive flow, improves judgment, problem solving and decision making. Humor is a form of social interaction which possibly can enhance positive interactions and can neutralize tension and conflict (Yin & Martin, 2006). A study done in the United States on 111 undergraduate students (45 males and 66 females), found that humor is connected to social skills and EI (Yin & Martin, 2006). The authors state that: “the emotional aspects of humor (high cheerfulness and low bad mood) appear to be more relevant to social competence and EI than are the cognitive or attitudinal aspects (playful frame of mind).” (p. 1207). Moreover, Yin and Martin (2006) raise a warning flag for using negative humor, such as sarcasm and teasing, which might affect the social interaction negatively. Regarding humor’s connection to leadership, Hughes and Avey (2008) proved that transformational leaders who used humor had a better level of trust, identification, effective commitment, and job satisfaction among followers than leaders that did not have as a high humor rate. This leads me to the conclusion that there is a linkage between humor and emotionally intelligent leadership, simply because humor is correlated to EI, and that humor has been tested in leadership situations with numerous positive outcomes.

5.6 Mood
Closely connected to humor, one finds mood. McKee, Boyatzis and Johnston (2008) argue that emotions are contagious and that we constantly are being influenced by people in our surrounding. This is particularly true when it comes to the leaders in the workplace. The authors claim that the leader sets the cultural tone in the organization. Goleman, Boyatzis and McKee (2002) agree with this, but state that mood has been seen as too personal or unquantifiable to actually be reconsidered. Caruso and Salovey (2004) take the previous statements one step further, and state that an emotionally intelligent manager should be aware of how mood can influence and affect people. The authors also think that these managers should be aware that one’s mood also affects one’s memory, thinking and problem solving abilities. They mean that the emotionally intelligent manager should be attuned with the mood and the message he or she is conveying when discussing an issue, giving a speech or being in a meeting. This has to do with the fact that the employees will remember the mood rather than the actual information given to them. Also, the authors prove that when people are in a good mood they tend to be more creative, think bigger and have an extended ability to see the bigger picture. When in a bad mood, people are
better at finding errors and focusing on details. Caruso and Salovey’s (2004) emotionally intelligent manager is aware of these issues and masters them in a way that goes hand in hand with the environmental conditions. Goleman, Boyatzis and McKee (2002) mean that good mood results in cooperation, fairness and business performance. Further, emotionally intelligent leaders act as talent magnets. They set an organizational culture which attracts talent.

All these authors argue for a correlation between mood and emotional intelligence. This linkage is also established by Platsidou (2010), who did a study on Greek teachers that proved that teachers with high EI were less likely to experience burnout and felt greater job satisfaction. Also, Carmeli, Yitzhak-Halevy and Weisberg (2007) verified that a high level of EI is connected to psychological wellbeing at work. More specifically, the authors mean that individuals with high levels of EI showed higher level of life satisfaction, self-esteem and self-acceptance, in comparison to their colleagues with lower levels of emotional intelligence. Secondly, Goleman, Boyatzis and McKee (2002) dispute that when organizations try to become more emotionally intelligent, those organizations should approach it from a top-down perspective. To specify, that means first developing the emotional intelligence of the leaders, and then moving to the rest of the workforce. The authors mean that more emotionally intelligent leaders can develop fruitful team norms and set a healthy overall culture in these organizations. In order to do so, though, these leaders need to be aware of what McKee, Boyatzis and Johnston (2008), Goleman, Boyatzis and McKee (2002) and Caruso and Salovey (2004) are saying, that mood matters, and is greatly connected to EI in the following way. First, someone becomes aware (self-awareness) of emotions. Then, the person enters the second stage, self management. In short, that means dealing with those very emotions in an environmentally suitable manner. If one’s mood is bad while at work, the person needs to use a method to deal with that, so one’s colleagues will not be affected. This is especially crucial if this person is a leader, as the previous authors have stated. As an example of how essential mood is in leadership, take France’s previous soccer captain, Zinedine Zidane. In the 2006 World Cup, Zidane could not manage his mood, which Goleman (1995) calls being *emotionally hijacked*, and head-butted a player in the chest, on the opposite team (Italy). This not only resulted in a red card penalty, but as the team leader, he demolished the culture of cohesion in the team. Thus, France lost 5-3 against Italy in the penalty shootout.
5.7 Selection

Selection, which is a vital and necessary part of the HR department’s work, needs to be influenced by some sort of EI measurement tool. This is concluded, partly by Caruso, Mayer and Salovey (1999) and their quote, but also from my previous discussion regarding the very same topic where Jacobs (2001) and Sala (2006) stated that selection today does not involve this essential type of tool. However, regardless of its necessity within the HR department, selection, as a concept, does not correlate directly to emotionally intelligent leaders. One might say that it is of importance to find emotionally intelligent leaders, but since my thesis strives towards finding sub-concepts which influence and shape this leadership style, I have to dismiss selection as a concept from this particular context.

5.8 Symbolic Management

While Chemers’s (1999) statement clarifies the correlation that emotional intelligence has to symbolic management, Caruso, Mayer and Salovey (1999) argue that symbolic management, which could be described as emotions symbolically presented through stories, rituals, myths and fables, is a key part of effective leadership. Caruso and Salovey (2004) also say that symbolic management means communicating messages that are directed towards both the heart and the head. This goes in unison with the outcome from Gardner’s (1996; 1999) books, where he argues for leaders as storytellers. He encourages leaders to be aware of their audiences and to, as frequently as possibly, embody their visions to truly convey their messages. To reach one’s audience, all four pillars of emotional intelligence are necessary. First, one should be aware of what one is feeling and manage these emotions. Thereafter, it is essential to know one’s environment (audience) and how to approach and manage them. To give an example of how one should not approach an audience, let us take King Carl XVI Gustaf of Sweden. During a speech in May 1985 regarding an historical celebration of the parliament, the King referred to the audience as citizens of Örebro, when they, in fact, were citizens of Arboga, which additionally was the place where the speech was presented. Another Swedish example of symbolic management, in a positive way, is Ingvar Kamprad, the founder of IKEA. Kamprad is using symbolic management partly in the company name and colors through Ingvar Kamprad Elmtaryd Agunnaryd (the two last names are his home city in Sweden) and his complexes, which all are covered in blue and yellow (the Swedish flag’s color). Furthermore, Kamprad uses his Swedish childhood to establish an organizational culture which is based on Swedish traditions, informality among employees and where the entire organization is seen as a big family. This culture has proven to be successful.
5.9 Training and development

Training and development is the last of the nine concepts, a topic which has been well discussed. Some of the authors (e.g. Riggio & Pirozzolo, 1999) approach training and development from an HR point of view. They say that by looking at issues like the leader’s skills, personality, and personal history, as well as considering the leadership situation and the followers, that the HR department will more easily develop emotionally intelligent leaders. The other approach to the concept is as Goleman, Boyatzis and McKee (2002), Caruso, Mayer and Salovey (1999) and McKee, Boyatzis and Johnston (2008) state, that the emotionally intelligent leader should have the insight that EI can never be fully learned, and that it is a lifelong journey, but that there are several ways of building one’s competences through training. I am approaching training and development through the example of the journey. What these authors, more specifically, are saying is that while EI can never be fully developed, the training initially goes fast, and that the current or future leader must have the will to take on the training and be willing to develop it.

Caruso and Salovey (2004) present a figure (see figure 4.6 in the empirical study) that argues for three ways of becoming an emotionally intelligent leader. The figure has its base in the individual’s management and leadership skills and level of emotional intelligence. If one is placed in Quadrant B, one possesses great management and leadership skills but has a low level of emotional intelligence. What this person strives towards is to become more emotionally intelligent and to approach his or her employees this way. This could be accomplished through EI training and exercise within their current management position. Throughout the journey of getting from Quadrant B to A, the person will go through several stages, from being a manager, to an emotionally intelligent manager, and then finally an emotionally intelligent leader. If a person instead starts out in Quadrant D, what that person could start out with is to practice his or her interpersonal skills (also called social-awareness and relationship management).

According to my analysis, by being able to influence, inspire, solve conflicts, network and be an essential part of one’s team, the person will sooner or later get promoted into a managerial position. The third way of becoming an emotionally intelligent leader is through the Quadrant C position. From this position, the person needs to work on both the management and leadership skills and the emotional intelligence. Comfortingly enough, Caruso and Salovey (2004) argue that their book has everything that person needs, in order to start that journey and develop.
6 Results - The rise of the emotionally intelligent leader

The model presented on the following page (see model 6.1): Linnaeus Model of Emotionally Intelligent Leadership and its Contextual Sub Concepts, describes emotional intelligence’s (EI) development into a sequential leadership style, from its roots to the leaves. To begin with, the roots are consisted of Goleman’s (1995) and Salovey and Mayer’s (1990) initial foundation of the construction of EI: Self-awareness, Self Management, Social-awareness and Relationship Management. The thoughts are those by which EI was originally constituted. That explains the structure of the tree. From that point, EI took two paths. Goleman (1995) is the founder of the mixed model, and Salovey and Mayer (1990) are the founders of the ability model. The body grew and expanded, partly through additional authors who placed themselves within either of these corners, but also through the massive amount of publications which emerged, especially concerning emotional intelligence at work (Goleman, 1998). That discussion led to the idea of leadership, as a part of emotional intelligence, in order to generate an increased organizational effectiveness (Cherniss, 2001).

My thesis continues and develops that idea, and proves the linkage emotional intelligence has to leadership. Thereafter, the paper – through an empirical study – analyzes this emotionally intelligent leadership (EIL) itself and establishes its contextual surrounding with concepts that shape and influence this leadership style. Altogether, it comes down to seven sub concepts: acting, communication, gender, humor, mood, symbolic management and training and development. These sub concepts are all crucial elements of EIL, but it is important to know that they are all dynamic, just like trees in nature, and that one leader’s tree could look much different than another leader’s tree.

I will first present the seven concepts which I have proven shape and influence the emotionally intelligent leadership to a great extent, and thereafter I will present the two sub concepts (culture and selection) where the linkage was not proven.

6.1 Acting

Acting was an established sub concept after Hatch, Kostera and Kozminski’s (2005) presentation of the organizational theatre, and also Caruso and Salovey’s (2004) statement basically saying that acting is an essential part of leadership, especially emotionally intelligent leadership. This is also argued by McKee, Boyatzis and Johnston (2008). Accordingly, acting is argued by both the ability model and the mixed model as a concept that influences and shapes the emotionally intelligent leadership.
Figure 6.1 - Linnaeus Model of Emotionally Intelligent Leadership and its Contextual Sub Concepts
6.2 Communication
Cooper and Sawaf (1997) establish the importance of communication in leadership. Caruso, Mayer and Salovey (1999) also see communication as a cornerstone of successful leadership. In addition, a previous chapter in the thesis proves the linkage communication has to EI, through authors such as Goleman (1998), Lopes, Cote & Salovey (2006) Ryback (1998). In summary, leadership includes 94 percent communication, which is strongly linked to emotional intelligence. Thus, communication is strongly correlated to emotionally intelligent leadership.

6.3 Gender
Authors argue that women perform at least equally or better than men in EI measurement tests (Caruso, Mayer & Salovey, 1999; Caruso & Salovey, 2004; Hopkins & Bilimora, 2008). This is also argued by me, throughout the paper, I repeatedly present studies showing that women are just as emotionally intelligent as men. Yet, the credibility and capability of women leading organizations are for various reasons inferior, by comparison to men. The reason why I argue that gender still is a concept which shapes and influences the emotionally intelligent leader is because I believe that men and women lead differently. Not in any way better or worse, but men and women just interpret and act differently in various situations. Hence, depending upon the organizational situation, one might be more suitable than the other one. I still believe that there is a biased mentality in organizations that men are better leaders, an argument which I devoutly hope will disappear.

6.4 Humor
Goleman, Boyatzis and McKee (2002), as well as Cooper and Sawaf (1997), argue that humor is strongly related to emotional intelligence. Hughes and Avey (2008) concluded that transformational leaders (which includes emotional intelligence) who used humor had a better level of trust, identification, effective commitment, and job satisfaction among followers than leaders who did not have as highly developed sense of humor. Altogether, humor is not only an important part of emotional intelligence, but it is a concept which influences and shapes emotionally intelligent leaders, as well.

6.5 Mood
As the captain of the French soccer team, Zinedine Zidane, proved in the 2006 World Cup when he got emotionally hijacked and gave away the victory to Italy, emotions are contagious. This is also stated by
Mood is directly correlated to emotional intelligence, but also to emotionally intelligent leadership. Therefore, I consider it to be a concept which unquestionably shapes and influences EIL.

6.6 Symbolic Management
Caruso, Mayer and Salovey (1999) describe symbolic management as emotions symbolically presented through stories, rituals, myths and fables. Along with these authors, Chermers (1999) and Caruso and Salovey (2004) agree with this statement, and, furthermore, claim that symbolic management means communicating messages that are directed towards both the heart and the head. Symbolic management requires emotional intelligence and is preferably executed by leaders. Thus, symbolic management is a concept which influences and shapes emotionally intelligent leadership. Yes, the concept could be seen as a tool which leaders use, but it could also be seen as an essential part of the leadership style that is mandatory for successful emotionally intelligent leaders. And, if a leader does not possess this part when learning about the EI and EIL, symbolic management will most definitely shape and influence his or her future way of leading - a more emotionally intelligent way of leading.

6.7 Training and development
Training and development is another topic which is in need of some clarification. Riggio and Pirozzolo (1999) see training and development as a part of the HR department. This viewpoint basically means that training and development is not a concept which influences and shapes emotionally intelligent leadership. The other viewpoint is what Goleman, Boyatzis and McKee (2002), Caruso, Mayer and Salovey (1999) and McKee, Boyatzis and Johnston (2008) state, that the emotionally intelligent leader should have the insight that EI can never be fully learned, and that it is a lifelong journey, but that there are several ways of building one’s competences through training. I agree with this viewpoint and feel that training and development is a concept which shapes and influences the leadership style that comes with emotional intelligence.
Here are the two concepts that did not make it:

### 6.8 Culture
Ryback (1998) states that cultural intelligence and possessing a cultural awareness is a pivotal part of emotional intelligence. McKee, Boyatzis and Johnston (2008) argue that the leadership style that comes with emotional intelligence is cross cultural and contributes to organizational sustainability, which is also suggested by Caruso and Salovey (2004). Lillis and Tian (2009) believe, based upon a study which they did, that by possessing emotional intelligence, one will have a greater understanding for other cultural contexts. In conclusion, culture is connected to emotional intelligence, which is the foundation of EIL. Therefore, it can be argued that cultural intelligence is a competence which is crucial for emotionally intelligent leaders. However, it is not a concept that influences and shapes this leadership style, since it is said to be universal.

### 6.9 Selection
Even though Caruso, Mayer and Salovey (1999) bring up an important topic, which selection actually is, and even though both Jacobs (2001) and Sala (2006) agree with this argument, it does not change the fact that selection is not a concept that influences and shapes EIL, but rather the HR department and their search for emotionally intelligent leaders. Selection is, therefore, not a concept which belongs in the EIL context.

Altogether, there are seven concepts which exist in its context, as well as shape and influence the emotionally intelligent leader. These seven constitute a first framework of the context within which EIL lays. Since the contextual tree is dynamic, I see my model as a foundation that definitely will be developed. In addition, the empirical study only included a handful of books concerning the topic. Moreover, one preferable leadership tree might be predominantly within or recommended for a certain culture, while it might look entirely differently in other cultures, similar to Geert Hofstede's different cultural dimensions. These are personal speculations which I believe are interesting for future studies. Furthermore, I can see a growth of the branches themselves as studies establish the different concepts' further development. As an example, I believe that rhetoric is a theme which has a tremendous impact on EIL and would be truly interesting to study, but it would probably be embedded within communication. As an example of a completely new topic to study, I think that age or generation might be interesting to study further, to explore its possible linkage to EIL.
I see a great need to study this contextual theory further, and above all empirically. Besides that, I think that putting together training sessions, which include and involve all sub concepts previously mentioned, could increase the awareness and people would have a greater understanding of this way of leading.
7 Conclusion and Vision

7.1 What I have learned

In the beginning of this study, when first approaching the specific study area, I had only a brief understanding and did not entirely grasp what emotional intelligence was all about. As the study proceeded and a greater perception for the concept grew, a specific research question emerged. The question is stated as follows: “Are there any sub concepts that are closely connected to the emotionally intelligent leadership, and if there are, how do they shape and influence this way of leading?” It was after this question emerged that the study started to take its shape.

After choosing a suitable methodology for the study, the literature search began. I found myself overwhelmed with all the different authors and their approaches to emotional intelligence and emotionally intelligent leadership. Slowly and thoroughly I collected more and more theoretical samplings which resulted in piles of books, articles and memos, all organized by topic. As the study continued and I started the actual writing process, all pieces of my theoretical sampling came together. Once the theoretical framework took its shape, it was time to approach the five books which constituted the empirical data. Since I learned that the methodology worked exceptionally well during the theoretical framework, I used the very same approach during the empirical study. The outcome from that was presented in a summarizing table of concepts which can be found in the analysis. That particular table of concepts was thereafter analyzed and benchmarked, and the concepts which exist in emotionally intelligent leadership’s context were finalized through a model called *Linnaeus Model of Emotionally Intelligent Leadership and its Contextual Sub Concepts*.

Throughout this study I have learned, in agreement with Corbin and Strauss’s (2008) statement, that believing in oneself is pivotal in order to follow through a research study, especially if the research is being done by him or herself. Also, the study gave me a greater understanding of emotional intelligence, emotionally intelligent leadership and from where these concepts come. The paper made me use knowledge and methods I have gathered throughout the previous year, and this dissertation was a great way of summarizing that year with one finalized study.


### 7.2 What I believe

Through the gathered data and the outcome of the study, I have shown that there are seven concepts that exist in the context of emotionally intelligent leadership. These are: acting, communication, gender, humor, mood, symbolic management and training and development. I believe that these results constitute a first draft of understanding the leadership style that comes from emotional intelligence, but that more research is needed in order to fully understand this leadership style. I hope that this paper can contribute with an original framework of emotionally intelligent leadership for scholars and researchers within the study area, and that practitioners and consultants (especially within leadership, management and HR) will find these results fruitful and provide a greater awareness of emotional intelligence, but more importantly its leadership style and contextual surroundings.

### 7.3 What the future might bring

Due to the fact that this is a first draft of mapping emotionally intelligent leadership and its context, I believe that the study area has a bright and developing future. As a first step in order to develop the topic, I believe that taking emotionally intelligent leadership from the theoretical arena and into an empirical arena for study will prove the relationship these concepts have to EIL empirically. While some authors have touched upon this topic, I think that implementing emotionally intelligent leadership into other settings, such as within politics and sports, would bring another dimension and give even more substance and legitimacy to this leadership style, which hence would then become a valid theory. In addition, throughout the paper, there are two topics which authors have hinted would be interesting to develop in an EIL setting: age/generation and rhetoric. Age has been discussed within this thesis, but not put into the context of EIL. The truth is that both the ability model (e.g. Mayer, Caruso & Salovey, 1999) and the mixed model (e.g. Bar-On, 2000; Goleman, 1998) agree upon the fact that emotional intelligence increases with age. Ryback (1998) states that it is only up to a certain age. Studies have shown that people in their late forties and early fifties have higher emotional intelligence than people who are younger (e.g. Bar-On, 2000). That could mean that, either, a certain generation has higher level of EI, or that people in general who are fully grown and have gained work and life experience but not yet reached an elderly stage, possess a higher level of EI. It would be interesting to study this phenomenon and perhaps also see whether or not there is a correlation between age and EIL.

The other topic, rhetoric, would be embedded within the concept of communication, but would be interesting to study since it would develop and/or shape the way training sessions today approach
communication. The topic is additionally embedded within acting and symbolic management, and could most definitely have an impact on how people develop their way of leading others. However, rhetoric is a skill that lies within the EI toolbox, and would consequently not be a concept placed in the context of EIL. With that being said, I believe that by researching and possibly discovering a linkage between EI and rhetoric, scholars would get a greater understanding and perspective of the nature of emotional intelligence.
References


Positive Psychology Center - http://www.ppc.sas.upenn.edu/, Copyright 2007 – University of Pennsylvania. 10/3 - 2010


Linnaeus University – a firm focus on quality and competence

On 1 January 2010 Växjö University and the University of Kalmar merged to form Linnaeus University. This new university is the product of a will to improve the quality, enhance the appeal and boost the development potential of teaching and research, at the same time as it plays a prominent role in working closely together with local society. Linnaeus University offers an attractive knowledge environment characterised by high quality and a competitive portfolio of skills.

Linnaeus University is a modern, international university with the emphasis on the desire for knowledge, creative thinking and practical innovations. For us, the focus is on proximity to our students, but also on the world around us and the future ahead.