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**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF COMMERCE**  
**DEPARTMENT OF BUSINESS LEADERSHIP**

Role of Emotional Intelligence to Business Leadership Effectiveness  
(The Case of Ethio telecom)

A final Project submitted to School of Graduate Studies of Addis Ababa  
University for the partial fulfillment of the requirements of the  
degree of Master of Arts in Business Leadership

**BY:** Hutba Dechassa Hussen

Advisor: Dr. Bahren Asrate

Sep,2021

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**The Role of Emotional Intelligence to Business Leadership Effectiveness: THE CASE OF ETIOTELECOM AT THE HEAD QUARTER IN ADDIS ABABA**

By Hutba Dechassa

**APPROVAL OF BOARD OF EXAMINERS**

This is to certify that the thesis conducted by Hutba Dechassa Hussen entitled **The Role of Emotional Intelligence to Business Leadership Effectiveness: *The case of Leaders in Ethio telecom at the Head Quarter in Addis Ababa***, submitted in partial fulfillment of the requirement for the degree of Master of Arts in Business Leadership, meets the accepted quality and standard.

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## DECLARATION

I, Hutba Dechassa, declare that this study entitled “**The Role of Emotional Intelligence to Business Leadership Effectiveness: *The case of Leaders in Ethio telecom***” is my original work. I have carried out the present study independently with the guidance and support of the research advisor, Bahren Asrate (PHD). Any other contributors or sources used for the study have been duly acknowledged and cited. Moreover, this study has not been submitted for any Degree or Diploma program in this or any other institution.

Declared by:

Hutba Dechassa

Signature: \_\_\_\_\_

Addis Ababa University

September 2021



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## Abbreviations

ETC- Ethiopian Telecommunication Corporation

ETA- Ethiopian Telecommunication Authority

LPI- Leadership Practices Inventory

WLEIS- Wong and Law Emotional Intelligence Scale

MLQ-Multi-factor Leadership Questionnaire

SPSS-Statistical Packages for Social Sciences

IQ-Intelligent Quotient

EQ-Emotional Quotient

EIS-Emotional Intelligence Scale

TEIQue-Trait Emotional Intelligent Questionnaire

## Abstract

*The purpose of this study is to examine the role of emotional intelligence on business leadership effectiveness in the case of Ethio telecom. To achieve the objective of the study, both descriptive and explanatory research design was chosen. Quantitative research approach was implemented. Purposive sampling technique was used to select 384 respondents in the study. The correlation and regression analysis was used to indicate the relationship between the variables. The Wong and Law emotional intelligence model was used to investigate the emotional intelligence of managers and their subordinates in ethio telecom besides the LPI measurement is used to investigate the leadership effectiveness of managers in Ethio telecom as measured by their direct subordinates. The findings of the study showed emotional self-reported measures by managers of Ethio telecom were found to be insignificant with leadership effectiveness of the managers as rated by their staffs and the ratings of the Correlation Coefficient also shows very weak correlation. On the other hand, there is a significant positive relationship between the emotional intelligence with leadership effectiveness as measured by immediate subordinates of the managers in ethio telecom, it can be concluded that in Ethio telecom, leaders with higher emotional intelligence could possibly predict effective leadership (Bass & Avolio, 2004; Gardner et al., 2010).*

*According to the regression analysis, emotional intelligence explains 16.3 % of the variance in leadership effectiveness. While these are relatively small values, the regression models were significant. Further research is recommended to get best results on other sectors and in the telecom sector in the subject matter*

**Keywords:** *Emotional Intelligence, Business Leadership, WLEIS, LPI, Ethio telecom,*



# Chapter One

## 1. Introduction

The first chapter of this study tries to give important information of the Research paper the research questions will be discussed and objectives to be achieved in the study have been discussed here. The Chapter starts on the background of the research paper shows the Problem statement, discusses the objectives, significance, and scope of the study as well as the limitations the study faced. Finally, the chapter shows how the overall paper is organized throughout the research work.

### 1.1 Background of the Study

It has been decades since scientists and researchers started to use emotional intelligence as a measure for identifying effective leaders and one of the means for developing effective leadership skills. Despite its prevalence, there are only little empirical research that involved the subject matter. This research work aimed at showing how emotional intelligence impacts leadership effectiveness in the case organization chosen which is ethio telecom.

Leadership is the process of influencing others and collaborating individual and team efforts to achieve shared goals (Yukl, 2010). Leadership is the interaction, engagement and strive of both the leader and followers for common purpose. It is a bi-polar relationship between the leader and followers. Leaders can create an effective working atmosphere by being accountable for the norms that drive behaviors in their workgroups; designing and managing the people side of the work environment, which provides context and meaning for people by making ideas tangible and communicating facts and concepts in understandable and encouraging ways (Hiebert, Klatt, 2018). Therefore, business leadership has a great impact on business performance outcomes.

Leadership effectiveness was described by (Kouzes & Posner, 2002) as the process of influencing others to understand and agree upon what to do and how to do things effectively so as to accomplish shared goals by promoting individual and collective efforts.

The research paper used leadership practices inventory (LPI) to measure the effectiveness of leaders in the company as rated by their immediate subordinates the LPI consists of five parameters each having six items making a total of 30 items in the scale. The instrument is measured for its reliability by different researchers.

Emotional intelligence is assessed in this study by the Wong and Law emotional intelligence scale. Accordingly, it is defined in this model as the ability to appraise one's own emotion (self-emotion appraisal), express emotion and appraise others emotion to perceive others accurately as well as regulate emotion to promote emotional and intellectual growth. The scale consists of four main emotional dimensions each having four items and comprising a total of 16 items to explore the relationship emotional intelligence had on the effectiveness of ethiotelecom managers.

The case organization in this study ethiotelecom is chosen by the researcher by considering its long-term experience as a business firm and the implication it will have for other corporate organizations in this regard. EthioTelecom has passed through different organizational set up and administrations which were implemented throughout the different political systems of the country. The company was reestablished as ethioTelecom by the council of minister's regulation no.197/2010. The new company was born with the ambition to bring about change in the development of the telecom sector and to support the steady growth of the country.

Currently, the company is led by a new female CEO who is undergoing different transformational activities to the company. Ephrem (2016) in his thesis work entitled "an assessment of leadership styles of ethiotelecom managers" indicated that transactional leadership is the dominant leadership style followed by transformational leadership style in the company. A more recent study stated that in ethiotelecom there are visible gender disparities both in the leadership and supervisory positions. The limited number of women in the leadership position might be a barrier to leaders to have different perspectives in leadership and decision-making process. It has also impact in enhancing effective transformational leadership in the organization. (Mengesha Demerekirstos, 2019).

To sum up, for the organization to adapt to its context, leaders must monitor the external and internal environments, formulate a strategy based on the strengths and weakness of the organizations and the opportunities presented by the environment, communicate a vision that is inspiring, provide socio-emotional support, put in place rewards and sanctions, and then monitor outcomes so that its strategic goals are met (Antonakis & house, 2014)

## 1.2 Statement of the Problem

The telecommunications sector is one of those sectors which has a vital role in the development of a country. Since the sector is important for life enhancement, its development and effectiveness should be one of the important things given attention. In the new era telecom operators operate in a competitive and dynamic environment due to emerging technology and rapid change in the needs of customers and their constant demands by the stakeholders to improve the effective performance and increase in quality and profits.

As discussed, the sector is complex and involves unpredictable and complicated challenges, the best ways to face such dynamic and difficult challenges is to give due attention to the emotional intelligence of the human resource where emotional intelligence is a critical tool for development of organizations. The emotional intelligence is used as an indicator to identify active leaders; the leader of the team could manage the emotions and emotions of others and deal with their needs. Emotional intelligence has direct effect on leadership, because of the impact of administrative behavior of the employee and their working lives it is a more important variable in leadership. Success of a manager depends on his skills in dealing with emotions and feelings of his employee. This ability helps him to have good communication with employee, understand their need, solve their problem, and motivate them to have better performance.

The success of a company is mainly dependent on its leader not only by the expertise of its employees. Strategic risk-taking leader will lead its company to a more dynamic and fit structure to new challenges and competitors as well as a better opportunity.

Ethiotelecom with its new leader is continuing its path to success; a lot of changes and new strategies are being implemented in every area. The new management is becoming successful in terms of financial outcomes and increased revenue, The company is team-based company and any failure with the management handling of the team will in turn results in the failure of the company and modern studies shows how important emotional intelligence of leaders is to the business leadership effectiveness. There is an empirical research gap which shows the relationship of the emotional intelligence of managers to business leadership effectiveness in ethiotelecom. This paper tries to show the empirical results on the role of emotional intelligence to business leadership effectiveness in ethiotelecom. Modern theories of business leadership find that empathic and compassionate interpersonal relationships, inspirational motivation, inner directedness based on self-knowledge, discernment, articulation, and embodiment of values, and the mobilization of

meaning are central for effective leadership (Bass, 2001; Bennis, 2000, 2001, 2007; Kouzes & Posner, 2005, 2006; Sternberg, 2007). Different research has been done on leadership style and leadership effectiveness in the case organization but little has been done on the role of emotion to leadership effectiveness in the sector specifically in the case organization.

Many researchers found that emotional intelligence has doubled the importance of IQ in the financial effectiveness of companies (Adam Goleman; 2019)

A study conducted in Pakistan telecom about emotional intelligence and service quality concluded that emotional intelligence is the positive predictor of service quality; dimensions of Pakistan telecommunication sector (Muhammad Rizwan Basharat, Naintara Sarfraz Raja; 2013). Another research done in a Pakistani telecom concludes that emotional intelligence is an important tool in achieving organizational success. It applies both on managers and employees in organization. Positive correlation has been found between social awareness and relationship management and a negative correlation has been observed between self-awareness and self-management. It is also found that employees with intelligent quotient are not always good at workplace regarding critical situations than the employees with emotional intelligent capability and the mobilization of emotional intelligence in tricky situations in positive way is also a challenge, keeping in mind the mutual benefit of both parties at workplace organization. (Muhammad Waqas Chughtai; Khadeejah Lateef; 2015). Leaders who have better emotional intelligence skill than their coworkers perform and shows better advancement in their career. (Bar-on & Parker, 2000; Higgs & Rowland, 2002). As J. M. George (2000), not exclusively are feelings an integral part of leadership, it is the multiplicity of mood and emotion that influences leadership effectiveness. "George 2006, p.1032). He also proposes emotional intelligence may contribute to leaders' foresight in their organization by using their emotions to boost their thought process regarding internal challenges and opportunities. In a research performed in USA by Rahim and Psenicka (2005) to assess the role of two emotional components (empathy and social skills) to effectiveness of leaders shows empathy as a mediator between social skills and leaders' effectiveness. Which indicates that managers should improve their social skills and empathy as a leader to improve their own leadership effectiveness in their organizations. Based the works of (Dulewicz & Higgs, 2003), emotional intelligence is necessary for assessing, recruiting, and developing leaders. It is also argued that emotional intelligence is among the important criteria required for effective leadership.

Researchers has found that emotional intelligence has doubled the importance of iq in the financial effectiveness of companies (Adam Goleman;2019)

### 1.3 Research Questions

According to the survey done by the researcher for the purpose of this research it is found that there are little studies performed on the role of emotion to leadership effectiveness in the telecom sector in our case organization.

The researcher examined the impact that emotional intelligence has on leadership effectiveness and explored the following research questions.

**Is there any relationship** between emotional intelligence and leadership effectiveness of managers in ethiotelecom?

How and to what level is the leadership effectiveness of managers in ethiotelecom affected by emotional intelligence of managers in the sector?

Is there a significant relationship between emotional intelligence dimensions which include self and others emotion appraisal, utilization of emotion and regulation of emotion to leadership effectiveness of managers in ethiotelecom?

### 1.4 Research Objectives

#### 1.4.1 General Objectives of the Study

Generally, the Researcher has tried to explore the relationship and impact that emotional intelligence dimensions have got on leadership effectiveness of managers in ethiotelecom as well as on the performance of the company. This will in turn helps the company identify critical areas and enable the management to re-consider their performance in line with Business Objectives.

#### 1.4.2 Specific Objectives of the Study

- To examine the impact of EI on leadership performance in Ethiotelecom as a business firm.
- To identify and assess if there is any significant relationship between self-awareness of leaders and their effectiveness.
- To identify and assess if there is any significant relationship between self- regulation of leaders and their effectiveness.
- To identify and assess if there is any significant relationship between social skill and empathy of leaders to motivation of Employees and business effectiveness in the organization.

- To Identify if the management demands any development and training programs regarding effectiveness of the leadership.
- To Identify underlying attributes and behaviors of effective business leaders while recruiting future leaders.

### 1.5 Significance of the Study

Studies indicate that effective leaders use their emotional intelligence to effectively manage themselves, others, and their organization (Caruso, & Salovey, 2004; Goleman, 2013).

The aim of this study is mainly to explore the role emotional intelligence have on leadership effectiveness of leaders in ethiotelecom.

The telecom sector needs strong interaction and team work to achieve business target and to satisfy customer needs therefore this research will help to know how employees are affected by their managers emotional intelligence and in turn how the business will be affected by strong or poor emotional intelligence of leaders in the sector. as ethiotelecom is trying to fulfill its goal of being world class telecom company the research will give important information and clue how to train and recruit its leaders for best performance and output.. The research is significant to know the self-awareness and self-regulation of the management on ethiotelecom business performance. And it will also help to know the social skill of the management on the leadership effectiveness and the motivation of employees to the effectiveness of the business in general. The investigation will also provide information on how emotional intelligence can be linked to leadership effectiveness constructs.

It could also provide important clues to the management of the company regarding the degree to which they need to concern themselves with the construct.

Results of this study will add to the body of knowledge in the areas of emotional intelligence and business leadership.

### 1.6 Scope of The Study

This research was done on ethiotelecom as a sample organization since the company is one of the largest business organizations which demands high leadership quality and skills to run the dynamic business. In this research emotional intelligence is conceptualized in the EIS model as appraisal, expression and regulation of emotion in self and others as well as the utilization of emotion in problem solving and the construct predicts if the emotional intelligence parameters have any role in the dependent variable which is leadership effectiveness to ethiotelecom leaders. Leadership effectiveness is also conceptualized as the dependent variable using the five practices model which is the way a leader inspires a shared vision, challenge the process, enable others to act & encourage the heart.

The research was conducted in EthioTelecom Addis Ababa Branch Specifically in the Headquarter which is found around Ambassador Infront of Ethiopian Postal Office. Management of the Head quarter is selected because it is convenient for the researcher as well the CEO and most of the

Directors are in and the researcher believes the result will reflect to other managers outside the Headquarter too.

The Research was conducted by selecting Managers and Immediate Subordinates from different Divisions and departments.

Purposive sampling was used in the study. Management groups who have at least more than 3 subordinates were selected to participate in the Research since we need the employees' feedback in our research.

Every participant was asked about his consent to participate in the research by the researcher. In this research the Wong & Law measurement scale was used to assess emotional intelligence of managers since it is a reliable and relatively needs short time to manage the scale, LPI (Leadership Practice Inventory) was used to find out the leadership effectiveness of the management.

### 1.7 Limitations of the Study

Though the researcher believes the findings of this study contributes to the body of knowledge and to ethio telecom on the impact and understanding of the two concepts and their relationship, the study has its own limitations. The limitation of the study is mainly concerned with the sampling technique used in the research, which is nonprobability sampling of purposive sampling technique, therefore the findings depend only on the employees who avail themselves and are willing to fill the questionnaires. Moreover, the research setting is another limitation since it would be difficult to generalize findings of a study using only a single organization as a study setting. The use of self-report tool is also another limitation since it is expected to have social desirability bias in such ratings. Time is also another constraint to this study.

### 1.8 organization of The Study

The study is organized as per master's thesis option 1 and outlined as follows.

**Chapter 1** is the Introduction part which consists of the background of the study and the problem statement to show why the study is conducted and where its where abouts. It also Discussed the main question and objective of the study and finally it includes the limitations and scope of the study.

**Chapter 2** is the literature review which shows the theoretical aspect of Emotional intelligence and leadership effectiveness it also shows the empirical dimension, the conceptual framework and the measurement tool which will be used in the Research.

**Chapter 3** is the research methodology which shows the research design the methodology to be used the target population, the sampling techniques and issues related to data collection and analysis.

**Chapter 4** Shows the results of descriptive statistics correlation statistics as well as multiple regression and discusses and results of the research findings.

**Chapter 5** The major findings, implications for further research, limitations of the research as well as recommendations for the company and conclusions and summary is given in this Chapter.

### 1.9 Definition of Key Terms

**Emotional intelligence** – Many scholars defined the concept of emotional intelligence but we used Goleman’s definition for the purpose of this study which is “the ability to understand our own feelings and those of others, to motivate ourselves and to effectively manage emotions in ourselves and those of others.” (Goleman,1998)

**Leadership Effectiveness** – is delineated as a process of social interaction where performance outcomes are strongly influenced by the leader’s ability to influence the behavior of their followers (Humphrey, 2002).

**Five practices of leadership** –This Research will use the LPI which is based on the five practices of leadership. According to Kouzes and Posner (2003) believe leadership is something which could be learned and practiced. The components are described below

- Model the way by finding one’s voice and setting the example,
- Inspire a shared vision by envisioning the future and enlisting others,
- Challenge the process by searching for opportunities and experimenting and taking risks,
- Enable others to act by fostering collaboration and strengthening others, and
- Encourage the heart by recognizing contributions and celebrating the values and victories.

## Chapter 2

### 2. Review of Related Literature

#### Introduction

This Chapter is the literature review part, here main concepts regarding the Study will be discussed and reviewed by explaining different researchers' perspective on the constructs and the subject matter. For doing this, the chapter reviewed existing literature, presented models and theories for both Uniqueness and Commonalities of the variables under discussion as well it reviewed the theoretical integration of the two concepts, Emotional intelligence, and Business leadership effectiveness.

#### 2.1 Theoretical Review

##### Introduction

In this sub section the concept of Emotional intelligence is defined the different models to define the construct is also discussed the different methods which are used to measure emotional intelligence will also be summarized.

##### 2.1.1 The Concept of Emotional Intelligence

The two scientific concepts of emotion and intelligence are combined in emotional intelligence. We must integrate emotions because they include knowledge and influence thought. We can intelligently incorporate emotions into our thinking, problem-solving, judging, and behavior. This necessitates remaining open to emotions, whether welcome or not, and choosing tactics that incorporate the wisdom of our feelings. (Goleman, Boyatzis and McKee, 2001)

There is a distinction to be made between intelligence and behavior. In a given social background, a person's behavior is a manifestation of that person's personality. (Mischel, 2009).

While intelligences can predict certain long-term behavioral outcomes, predicting any individual behavior is difficult due to the other personality and social factors in place. (Funder, 2001; Mischel, 2009). Emotional intelligence is defined as "The ability to use emotions to improve thinking and to think validly with emotions and emotion-related knowledge" (Peter Salovey, John Mayer, David Caruso; 2016)

because emotions contain information and influence thinking, we need to incorporate emotions intelligently into our reasoning, problem solving, judging, and behaving. This requires us to stay open to emotions, whether they are welcome or not, and to choose strategies that include the wisdom of our feelings. (Goleman, Boyatzis and McKee, 2001)

(John Mayer, Caruso and Peter Salovey; 2016) grouped emotional intelligence in the intelligence category and added personal and social intelligence as the other two

All of the three intelligences are concerned in understanding the human world even if their topic areas are diverse. The capacity to reason in each area may be independent of one another, for example some people may possess considerable social intelligence not having a good deal of emotional intelligence or possess personal intelligence without social intelligence but generally most people employ the intelligences in an intertwined fashion because it is easier to understand personality if one has reasonable feel for others' emotion and easy to understand people if we understand the social system they operate.

Characterization of intelligence	Type of Hot Intelligence		
	Emotional	Personal	Social
<b>Definition</b>	Being able to use Emotions for reasoning validly and enhancing thought.	The ability to reason about our own and others personality, self-control, and styles of action.	The ability to understand social rules, customs, and expectations, intra- and inter-group relations.
<b>Problem-Solving Areas</b>	Ability to recognize emotional Content and express it accurately. <ul style="list-style-type: none"> <li>• drawing on emotions as motivational and substantive inputs</li> <li>• Understanding and managing emotions and their effect on behavior</li> </ul>	Reading one’s feelings & Personality from their faces (Introspection) <ul style="list-style-type: none"> <li>• labeling traits in self and others, recognizing defensive thinking</li> <li>• discovering personal interests and making personality-relevant decisions</li> </ul>	Recognize group memberships& dyadic relationships; understand group relations & conditions. <ul style="list-style-type: none"> <li>• Identify power dynamics among groups</li> <li>• Understand contributors to group morale, cohesion, and dissolution</li> <li>• Identify &amp; understand the exercise of leadership and group power.</li> </ul>
<b>Aims of Reasoning.</b>	Achieving desired emotional states and experiences in oneself and others	Attainment of goals on self-development, effective personal action, and desired interactions with others	Achieving membership status in preferred groups, and influencing the reputation of the group in a desired way

*Table 1:A Comparison of Emotional, Personal and Social Intelligences*

## 2.2 Models of Emotional Intelligence

Among the widely known and applicable conceptual approaches to modeling the construct of EI; three models are mostly used by researchers. these include ability model of John Mayer & Peter Salovey, Mixed models of Daniel Goleman, sometimes called emotional and social competence models and trait models. Among this the Mayer ability model is the most accepted and each will be discussed below.

### 2.2.1 Ability Model

Psychologists Peter Salovey and John Mayer developed the Ability model, which is an EQ model. It is built on the foundation of four separate but intertwined emotional abilities. When used together, they can be used to determine an individual's level of emotional intelligence. According to Peter Salovey and John Mayor, an emotionally intelligent manager is made up of four Emotional Skills. the Definitions and **Discussions will be based on the Book Emotionally intelligent Manager by Peter Salovey and John Mayer,2004**

**Identifying Emotions:** Because Emotions contain data. They are signals about important events going on in our surrounding, whether it's our internal, social, or the natural environment. To accurately master and apply emotions and emotional intelligence, one must first be able to not only understand the verbal emotional cues provided but also accurately identify the non-verbal cues that workers and peers use in their regular interactions. Non-verbal cues include body language, facial expression, tone, vocabulary, and even contextual behavior or omission of an act. A good leader needs this ability to have a good understanding of his co-worker's feelings and emotions.

**Using Emotions:** The second most important ability according to the ability model is the capacity to control and use one's own emotions, as well as the emotions of other people, it is an undisputed fact that feelings play a major role in the decision-making process. How we feel influences how we think and what we think about. Emotions direct our attention to important events; they ready us for a certain action, and they help guide our thought processes as we solve problems.

it is critical for a leader to know how to mold and manipulate their feelings to achieve their desired ends. This is particularly vital when a leader is dealing with an issue that needs to be resolved at once.

**Understanding Emotions:** This EQ is the ability to comprehend the depth and

implications of emotion. Identifying an emotion is not always enough, it is also important to know the roots and effects. Emotions are not random events. They have underlying causes; they change according to a set of rules, and they can be understood.

Knowledge of emotions is reflected by our emotional vocabulary and our ability to conduct emotional what-if analyses.

As a leader, you need to have that insight into all of your employees and other people you interact with. Remember, knowledge is power, and EQ is emotional knowledge at its peak.

**Managing Emotions:** emotions contain information and influence thinking, we need to incorporate emotions intelligently into our reasoning, problem solving, judging, and behaving. This requires us to stay open to emotions, whether they are welcome or not, and to choose strategies that include the wisdom of our feelings.

Managing emotions deals with three main factors - is the person in question being able to adequately take in to account the emotions that they are perceiving? If they are, then are they comprehensively using those emotions to control the root cause and reactive elements in question.

### **2.2.2 Mixed Model**

The Second major category of EI models are emotional and social competencies (ESCs) or, more commonly known as mixed models of EI.

Bar-On's first model of EI described this model as the ability to be aware of, to understand, and to express oneself; the ability to deal with strong emotions and control one's impulses; and the ability to adapt to change and to solve problems of a personal or social nature. Bar-On's model, which he later named the Bar-On model of ESI, this are interpersonal skills, adaptability, stress management, and general mood (Bar-On, 2006, p. 14).

Goleman and Boyatzis also developed mixed-model approach to EI. Boyatzis and Goleman expanded the scope of their model to encompass social and emotional competencies linked to effective performance in the workplace. Two measurement tools are based on the Goleman model. First, the Emotional Competency Inventory (ECI), which was created in 1999 and the Emotional and Social Competency Inventory (ESCI), which was created in 2007. Second is the Emotional Intelligence Appraisal, which was created in 2001 and which can be taken as a self-report or 360-degree assessment (Bradberry & Greaves, 2009). (Boyatzis, 2009; Cherniss, 2010b; Goleman et al., 2002; Goleman, 1995, 1998).

**The Mixed model approach will be discussed according to Daniel Goleman's work as below.**

## **SELF-AWARENES**

The development of self-awareness as a business leader is critical. As a leader specially as a business leader it is vital to be aware of one's own mood and emotions so that a person can follow and anticipate impacting others. It is also important as it allows a person to understand what motivates him as an individual. The more a leader is familiar with his personal strengths, weaknesses, interests, and dissatisfactions, the better he will be able to control and influence his actions. It also allows to have a great sense of self worth.it helps to identify one's own strengths and enables to accept criticism.

As a business leader the more self-awareness is developed the more an organization can grow, and the leadership becomes effective.

### **Self-Management**

This Component consist different sub-components which enables self-management. Among this components Self-control and Motivation are discussed.

Self-control is an important competency. Unlike self-awareness that focuses on the understanding of the self, self-control concentrates on the ability to conform and redirect actions or reactions. This way, the things that we do are not impulsive.

Self-control works to actively increase the process of rational thinking under pressure and is meant to encourage and boost productive action.

### **Motivation**

It is extremely important to keep in mind that one's ability and will to work do not merely depend on the logical factors that generally govern work-life balance, such as monetary gain or professional advancement. There are many times in which a person's desire to work comes from something more basic like their passion or determination to do well and succeed in life. And these factors, when combined, are what we often call as motivation. The thing is, it is more than just drive. It is the force that allows someone to easily overcome the obstacles that they will undoubtedly face as they continue to pursue their goals. That is exactly why any good leader needs to have a strong grasp of what motivates their employees and how to increase those motivational levels best.

## **SOCIAL AWARENESS**

**Goleman in his book Primal leadership classifies Empathy and Organizational Awareness as Part of Social Awareness categories.** Empathy, particularly for business leaders. It allows a good

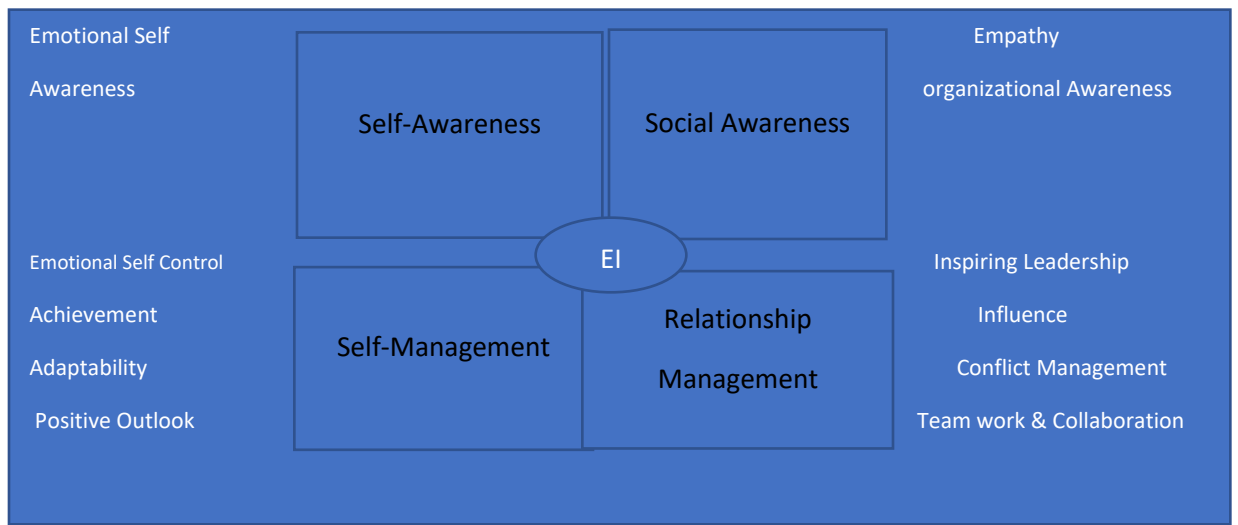
leader to feel what other people - more importantly, what their co-workers or employees - feel. Even in cases wherein a leader is unable to completely understand others' emotions, the mere establishment of the intent to reach out, understand, and work through these problems is a core skill for any mentor. Especially for people in diverse work cultures, that is such an integral part of today's business world.

**Organizational awareness** a leader with good awareness of the social environment he is within can detect important social network and read key power relationships. they can understand the political forces, the guiding values and unseen rules that function in the organizational atmosphere. Service leaders with high competence in service delivery can keep their relationship with customer direct and in the right track doing so will make to know the emotional climate and status of customers easily.

### **Relationship Management**

The fourth competency stated by Goleman in his work Primal Leadership is Relationship management Inspiration, Teamwork & Collaboration are classified in this category. **Inspirational leaders** are those who can create a compelling vision and articulate shared vision and mission in a way that can inspire others

**Teamwork and Collaboration-** leaders with good relationship management are friendly and are models of respect, support, and cooperation to others. they are good team builders and create conducive environment for cooperation.



*figure 2.1: The Competency Framework*

### **2.2.3 The Trait Models of Emotional Intelligence**

The third form of EI model is the Trait model. Trait EI is “the only operational concept in the sector that acknowledges the intrinsic subjectivity of emotional experience,” according to Petrides (2007,2010). Trait EI is a domain includes several components researchers like Petridges and Furnham (2000, 2001, and 2003) and Petridges et al. (2007) discussed a conceptual distinction between the two models, ability-based model and a trait- based model. As a result, ability-based model is based on actual abilities, which is difficult to test scientifically while the trait-based model is based on behavioral dispositions and self-perceived abilities and is assessed by self-reporting format. This model considers emotional intelligence as a set of traits. The trait-based model considers emotional intelligence as a set of characteristics, capabilities, and non-cognitive skills which allow individuals to successfully cope up to pressures and Necessities of the environment. Generally, both the Goleman and Bar-On models are incorporated into this model.

Traits	Description
Adaptability	Ability to adopt oneself to new Conditions
Assertiveness	Confident and able to persuade others
Emotion expression	Capable of expressing feelings and concerns clearly
Emotion management (others)	Able to understand and influence other people's feelings.
Emotional perception (self and others)	Easily understanding self and other feelings and concerns.
Emotion regulation	Able to control one's own emotions.
Impulsiveness (low)	reflective and less likely to give in to their urges
Relationships	Ability to maintain and bond with others.
Self-esteem	Knows his own ability and can reflect it vividly
motivation	Self-driven and does not frustrate and give up in the time of adversity
Social awareness	Aware of the social environment and situation dealing with.
Stress management	Able to face and stand pressure and regulating stress
Trait empathy	Open minded to take others perspective
Trait happiness	cheerful and satisfied with their lives
Trait optimism	forthright, frank, and willing to stand up for their rights

*Table 2: Trait Emotional intelligence model (K.V. Petrides, 2010)*

### 2.3 Emotional Intelligence Measurements

The idea of emotional intelligence became popularized after Goleman's work in 1995, and the construct has found its way into scientific articles, news, academic textbooks, and journal reviews. Despite the growing interest in the topic, the measurement of EI has come under scrutiny due to a lack of agreement among researchers on how to define the construct.

Generally, there are two main theoretical approaches to assessing emotional intelligence known as the mixed-model framework, which generally comprises self-report instruments that measure a combination of cognitive, personality and affective attributes. Examples of instruments that subscribe to this framework include the Emotional Quotient Inventory (EQ-i; Bar-On, 1997), the Schutte Self-Report Emotional Intelligence Test (SSREIT; Schutte et al., 1998), and the Emotional Competence Inventory (ECI; Sala, 2002) and the ability model framework, which views EI as a traditional intelligence and is comprised of a set of skills that combines emotions with cognition (Mayer, Salovey, & Caruso, 2008). The Mayer Salovey Caruso Emotional Intelligence Test (MSCEIT; Mayer, Salovey, & Caruso, 2002) is the pre-eminent ability measure of EI. In this sub chapter we will discuss the different types of emotional intelligence measurements giving attention to the two approaches. The ability and the mixed model approach.

#### **The Mayor Salovey and Caruso Emotional Intelligence Test (MSCEIT)**

The MSCEIT is among the ability model of EI because of its ability to measure one's capacity to reason with emotional content and to use the emotional content to improve thinking. The MSCEIT is distinct from the self-report mixed-model measures of EI as a result of the essence and style of evaluation. In which, in MSCEIT assessment rather than being asked to self-perceive and rate the degree to which their emotional abilities are used, respondents are asked to solve emotional problems..(Parker, J. D. A., Saklofske, D. H., & Stough, 2009)

From their original definition, Mayer and Salovey (1999) created the Multi Factor Emotional Intelligence Scale (MEIS), a 402-item four branch ability measure of EI. However, research with the MEIS revealed several shortcomings to the original format. The authors made amendments to the original scale content and found a new scale (Mayer, 2000). Mayer and Salovey, with the help of David Caruso, found their model of emotional intelligence which is a new four-branch measure of emotional intelligence known as the MSCEIT (Mayer et al., 2002),

The MSCEIT test of emotional intelligence differs from self-report measures of EI in two ways: it focuses on EI as an actual intelligence, and it uses a special measurement methodology. As a result,

the MSCEIT will have poor associations with EI self-report scales. Studies which examine the relationship between the MSCEIT, and self-report measures of emotional intelligence have found low to moderate correlations. Among this is Livingstone and Day (2005) who found that the MSCEIT and EQ-i had a low to moderate intercorrelation ( $r = .13-.31$ ).

### **The Emotional Quotient inventory (EQ-I)**

As discussed previously, the ability model views EI as a set of cognitive-emotional abilities best measured by maximum performance tests or problem. Since EI is perceived as a constellation of emotion-related self-perceptions and dispositions, the trait model uses self-report or observer ratings to measure it. One of the more widely known trait models was developed by Bar-On (1997, 2000, 2006), who defined EI as “a collection of noncognitive abilities, competencies, and skills that affect one's ability to cope with environmental demands and pressures” (Bar-On, 1997). EI as a form of general intelligence that differs from cognitive intelligence in that it measures an individual's ability to adapt and intelligently, behave in ways that facilitate personal achievement, satisfaction, and general well-being. The Bar-On model's structure is multifactorial and technically eclectic with this, it not only encompasses the core emotion-processing abilities conventionally ascribed to EI (Salovey & Mayer, 1990), but also includes several conative variables that have been historically identified as determinants of effective functioning. The 15 conceptual components are grouped into five theoretical clusters intrapersonal, interpersonal, stress management, adaptability, and general mood.

### **The Trait Emotional Intelligence Questionnaire (TEIQue)**

The TEIQue is based on trait EI theory, which views emotional intelligence as a personality trait found at the bottom of the personality pyramid (Petrides, Pita, & Kokkinaki, 2007).

Development of an early version of the TEIQue began towards the end of 1998 as part of the author's doctoral dissertation (Petrides, 2001). Items were written 88 K.V. Petrides to cover each of the 15 facets in the sampling domain and were counterbalanced within facets. As a basic psychometric requirement, each item was assigned to a single facet only. The latest version of the long form of the TEIQue comprises 153 items, yielding scores on 15 facets, four factors, and global trait EI. The TEIQue is a scale construction method that combines construct-oriented and inductive approaches. (Hough & Paullin, 1994). To avoid the problems associated with item-level factor analysis, the instrument was designed to be factored at the facet level. (Bernstein & Teng, 1989).

### **Emotional Competency Inventory**

The Emotional Competency Inventory is one of the evaluation instruments developed specifically for the workplace, and it meets some of the standards set out by HR practitioners. The Hay Group collaborated with Goleman and Boyatzis to develop it (Sala, 2002). The ECI takes about 15 minutes to complete and has high workplace face validity when it comes to assessing competencies like organizational awareness, teamwork, and collaboration. It also reports on current employee performance and outcomes. (Sala, 2002). However, the model is too complex and esoteric just like the Bar on EQ-i. A total of 17 variables, ranging from inspirational leadership to transparency to achievement orientation, are measured. No targeted and individually focused EI-development options are contained within an individual's report. Nonetheless, unlike trait-based measures, the ECI items comprise demonstrable behaviors, and the inventory is available in a multi-rater format.

### **The Schutte Emotional Intelligence Scale**

The Schutte emotional intelligence scale sometimes called Assessing Emotions Scale, Emotional Intelligence Scale or the Self-Report Emotional Intelligence Test is based on Salovey and Mayer's (1990) original model of emotional intelligence which proposes emotional intelligence as comprising of appraisal, expression, and regulation of emotion in self and others as well as utilization of emotion in solving problems.

The Scale is a 33-item self-report format. In which participants rate themselves on the items using a five-point scale. Participants require on average five minutes to complete the scale. Total scale scores are calculated by reverse coding items 5, 28 and 33, and then summing all items. Scores can range from 33 to 165, with higher scores indicating more characteristic emotional intelligence.

### **Wong and Law Emotional Intelligence Scale**

This Model was developed by Wong & Law to have a quick measurement scale which is used to measure emotional intelligence specifically on workplace settings. The Scale basically uses the Mayer and Salovey definition of Emotional intelligence which is based on the ability model. Emotional intelligence is Generally defined in this Model as the Ability to appraise one's own emotion (self-emotion appraisal), Express emotion and appraise others emotion to perceive others accurately as well as Regulate Emotion to promote emotional and intellectual growth.

According to Research done this measurement scale shows acceptable reliability and validity and good convergence with other emotional intelligence measures such as the EQ-i.

The researcher uses this scale to measure the emotional intelligence dimensions in this study (both self-rater and Observer ratings) are done using this measurement scale. The scale consists of 16 items with in a 4-point scale. The researcher found it appropriate to use the scale as time is one of the constraints of the study.

## 2.4 Leadership Theories

In this sub-section we will try to see the different theories and conceptualizations of leadership and leadership effectiveness. The different definitions of leadership, the different theories of leadership including the new schools of leadership theories and measures of leadership effectiveness will be discussed as to the scope of the research.

### 2.4.1 Leadership Defined

The term leadership is one of the most unprecise words to have exact definition of its own since researchers define it according to their individual perspectives.

After a comprehensive review of the leadership literature, Stogdill (1974, p. 259) concluded that “the definition of leadership varies from the perspective of the person defining the concept” most of the time Leadership has been defined in terms of traits, behaviors, influence, interaction patterns, role relationships, and occupation of an administrative position.

although the different definitions of Leadership differ in many respects, they share some common grounds in the aspects that it involves a process whereby intentional influence is exerted over other people to guide, structure, and facilitate activities and relationships in a group or organization.

Most theories about effective leadership focus on behaviors used to directly influence immediate subordinates, but a leader can also influence other people inside the organization. Some theorists make a distinction between direct and indirect forms of leadership to help explain how a leader can influence people when there is no direct interaction with them (Hunt, 1991; Lord & Mahar, 1991; Yammarino, 1994).

For the purpose of this research and subsequent Discussions in the Study we will take leadership definition by (Antonakis, 1997) which is stated below. “Leadership is a goal-influencing Process that exists between a leader and a follower, groups of followers, or organizations in a formal or informal setting.” The science of leadership is the systematic study of this process and its outcomes, as well as how this process depends on the leader’s traits and behaviors, observer inferences about the leader’s characteristics, and observer attributions made regarding the outcomes of the entity led. (Antonakis,1997)

This definition shows the fact that Leadership is contextual depends on the situation we are dealing with. It is also influence-power relationship between a leader and follower this relationship could be direct through direct line of power or indirect without having the direct power to influence others. and the study basically depends on characteristics and behaviors.

The word Leadership is also in some way controversial with the term management among people throughout organizations.

The distinction of leadership from management can be seen this way, leadership, is purpose-driven based on Principles, ideals, vision, symbols, and emotional interactions. Whereas Management is task-driven, resulting instability grounded in rationality, bureaucratic means, and the fulfillment of contractual obligations (i.e., transactions). Some view leaders and managers as different sorts of individuals (Zaleznik, 1977), others argue that successful leadership also requires successful management, that leadership and management are complementary, but that leadership goes beyond management and that leadership is necessary for outcomes that exceed expectations (Bass, 1985, 1998; Bass & Riggio, 2006).

Leaders must follow up the external and internal environments, develop a plan based on the organizations' strengths and weaknesses as well as the opportunities posed by the environment, articulate an encouraging vision, provide socio-emotional support, implement incentives and punishments, and then monitor results to ensure that the organization's strategic objectives are met. (Antonakis & House, 2014).

Some aspects of leadership are often equated with management, blurring the distinctions between the two for some; after all, leadership is more than just leading in organizations; it is often leading of organizations. (Hoojiberg, Hunt, Antonakis, Boal, & Lane, 2007; Hunt, 1991).

#### **2.4.2 The New School of Leadership**

In this sub section the new Schools of leadership Visionary, Charismatic and Transformational schools of thoughts will be discussed.

##### **Charismatic Leadership**

By the ideas of an early sociologist named Max Weber were the theories of charismatic leadership first coined. Charisma is a Greek word that means “divinely inspired gift,” the ability to perform miracles or predict future events. The term was used by Weber (1947) to describe a type of leadership that is founded on followers' expectations of the leader's exceptional (extraordinary) qualities rather than on tradition or formal authority. Charisma, according to Weberian theory,

arises during a societal crisis when a leader emerges with a progressive vision that provides a solution to the crisis and attracts followers who believe in the vision. Following some achievements that make the vision seem attainable, the followers begin to regard the leader as exceptional.

To explain charismatic leadership in organizations, some social scientists developed newer versions of the theory. (e.g., Conger & Kanungo, 1987, 1998; House, 1977; Shamir, House, & Arthur, 1993). These “neo charismatic” theories incorporate some of Weber’s ideas, but in other respects they depart from his initial conception about charismatic leadership (Beyer, 1999; Conger, 1989). The neo-charismatic theories characterize charismatic leaders' motivations and attitudes, as well as the psychological mechanisms that explain how they affect their followers. (Jacobsen & House, 2001).

### **Transformational Leadership**

Transformational leadership is in somewhat an expansion of transactional leadership. Transformational leadership involves inspiring followers to commit to a shared vision and goals for an organization or unit, challenging them to be innovative problem solvers, and developing followers’ leadership capacity via coaching, mentoring, and provision of both challenge and support.

According to (Bernard M. Bass, 2006), transformational leadership shares a lot with charismatic leadership, but charisma is just one aspect of transformational leadership. In reality, Weber's concept of charismatic leadership was limited. Modern definitions of charismatic leadership include a much wider range of perspectives. (e.g., Conger & Kanungo, 1998; House & Shamir, 1993)

### **Leadership Effectiveness**

According to (Kouzes & Posner, 2002) leadership effectiveness was described as the process of influencing others to understand and agree upon what to do and how to do things effectively to accomplish shared goals by promoting individual and collective efforts. Though for long time mediating variables were absent in the models used to explain leadership influence on individuals, groups and organizational effectiveness, recent attempts to build strategic leadership theories that focus on organizational processes have established mediating variables that can clarify how leadership impact leads to improved success (Osborn, Hunt, & Jauch, 2002; Yukl & Lepsinger,

2005). Generally the significance of context in the study of successful leadership is understood in leadership literatures and many researchers have recognized this. Examples are (Boal & Hooijberg, 2000; Osborn, Hunt, & Jauch, 2002). The concept of context is important as it determines which leadership styles to follow and how much influence leaders can exert.

Effective and successful leaders may differ in their leadership philosophies and style, but most of them shared certain characteristics as leaders' emotions and behaviors can influence the emotions and behaviors of the organization's employees. Smart leaders foster a positive work climate and community. According to research, leaders with high levels of emotional intelligence will build an atmosphere that is conducive to progress and growth.

## 2.5 Measures of Leadership Effectiveness

In this subsection the two measures of leadership effectiveness the MLQ (Multi factor Leadership Questionnaire) and the LPI the Leadership Practices Inventory will be discussed in some detail

### 2.5.1 The Multifactor Leadership Questionnaire.

Transformational and transactional leadership behaviors are described in terms of two broad categories of behavior, each with specific subcategories. The taxonomy was identified primarily by factor analysis of a behavior description questionnaire called the Multifactor Leadership Questionnaire (MLQ).

Successive revisions of the MLQ have added types of transformational behavior not represented in the initial version. Moreover, in a few studies that included behaviors not explicitly measured by the MLQ in the factor analysis, some of them are confounded with the transformational behaviors (Hinkin & Tracey, 1999; Yukl, 1999a).

When they included more items on providing recognition, Rafferty and Griffin (2004) found that this component of contingent reward is more appropriately classified as a transformational behavior. Other questionnaires on transformational leadership such as the Transformational Leader Index (Podsakoff et al., 1990) have a different mix of component behaviors. The expanding scope of the transformational meta-category and the likelihood that composite scores for it are influenced by unmeasured behaviors creates ambiguity about what the MLQ measures and complicates interpretation of results from research using the questionnaire.

There is need for stronger forms of construct validation research to show that each behavior is distinct, meaningful, and relevant to effective leadership. Most research with the MLQ involves

field survey studies, but few of the studies have shown that there are different antecedents and consequences for each transformational behavior, which is essential to justify treating them as distinct types of behavior. In fact, most studies find parallel relationships for the different component behaviors.

### **2.5.2 The Leadership Practices Inventory (LPI)**

Created by James M. Kouzes and Barry Z. Posner in the early 1980s and first identified in their internationally best-selling book, *The Leadership Challenge*, *The Five Practices of Exemplary Leadership* approaches leadership as a measurable, learnable, and teachable set of behaviors. After conducting hundreds of interviews, reviewing thousands of case studies, and analyzing more than two million survey questionnaires to understand those times when leaders performed at their personal best, there emerged five practices common to making extraordinary things happen. This five Practices include: Model the way, inspire a shared vision, challenge the process, enable others to act & encourage the heart.

The LPI instrument is an essential tool to help you gain perspective into how you see yourself as a leader, how others view you, and what actions you can take to improve your use of the five practices, which research has demonstrated, year after year, make for more effective leaders. The LPI measures the frequency of 30 specific leadership behaviors on a 10-point scale, with six behavioral statements for each of the five practices. the observer selected rated how frequently is the leader engaged in each of these important behaviors associated with the five practices

### **2.6 Role of Emotional intelligence to Effective Leadership**

To construct and test the empirical hypotheses, The research variables discussed and conceptualized above, emotional intelligence and leadership effectiveness are discussed in this section. The emotional role of a leader, according to Daniel Goleman in his book *Primal Leadership*, is primal in two senses: it is both the initial and most essential aspect of leadership, even if by now invisible- this primordial emotional Task remains among the many jobs of leadership driving the collective emotions in a positive direction and clearing the smog created by toxic emotions. (Goleman 2011 p.69)

In his research, Daniel Goleman (2011) discovered that when the ratio of technical skills and IQ to emotional intelligence was measured as ingredients of excellent results, emotional intelligence proved to be twice as important as the others for jobs at all levels. Furthermore, his study revealed

that emotional intelligence played an increasingly important role at the highest levels of the company.

EI is the most well-known of the multiple individual differences variables which affects leadership in a noticeable way (Ilies et al., 2005). Leaders, according to Ilies et al., should be mindful of their strengths and limitations, as well as their feelings, which are all influenced by EI. EI has been linked to the emergence of leaders, their success, and the development of successful leadership styles. Furthermore, emotionally intelligent leaders are more likely to be viewed as more authentic by their followers because they can use their EI to employ successful emotional labor tactics, such as genuine emotional labor or deep acting, to achieve a positive perception from their followers (Gardner et al., 2009).

What distinguishes emotionally intelligent leaders from the rest is the way they motivate what's known as discretionary effort. This indicates that the employees are sufficiently inspired to go above and beyond their job descriptions. (Adams Goleman;2019).

Emotional intelligence, according to M. George (2006), can influence and form one's ability to improve and build relationships as well as decision-making capacity. The main competencies of emotional intelligence are defined as recognizing feelings and managing emotions.

## 2.7 Empirical Review

Many studies have linked high emotional intelligence to a company's financial performance. Similarly, case studies in several organizations have demonstrated the connection between EI and leadership. Among this case studies the US Air Force which has been cited as an example of how incorporating EI diagnostics into its recruiting process has resulted in significant annual cost savings and enhanced recruitment performance.

Different Sales organizations in the world had also observed significant increases in their annual performance figures when they adopted an EI-focused approach. an example is

Sanofi and L'Oréal which have included emotional variables as part of their selection criteria. Sales agent with emotional intelligence capabilities consistently outsold those without the same skills, according to these two firms. (Adam's Goleman 2019).

In the food service industry, Sy, Tram, and O'Hara (2006) looked at the interaction impact between managers' emotional intelligence and employees' emotional intelligence on work satisfaction and

success. Employees' emotional intelligence, they expected, is positively linked to their work satisfaction and success. They also looked at the effect of managers' emotional intelligence on employee outcomes, finding that employees with higher emotional intelligence scores are happier and perform better than those with lower scores.

Authors like (Bennis, 2001; Goleman, 2002; Goleman et al., 2011) suggest that EI accounts for over 80% of leader's effectiveness. Goleman (1998b) cites a Hay/McBer analysis of hundreds of executives from 15 firms, in which the stars demonstrated dramatically higher strengths in a variety of emotional competencies, including influence, team leadership, political understanding, self-confidence, and achievement drive. Emotional intelligence was responsible for nearly 90% of their leadership performance on average. (Page 34) The stars had a 27 percent higher rate of higher cognitive abilities than the average leaders. Emotional competencies, on the other hand, were found to be 53 percent more common in the stars than in the average leader. Although such data suggests that EI plays a role in success, it lacks a measurable goal.

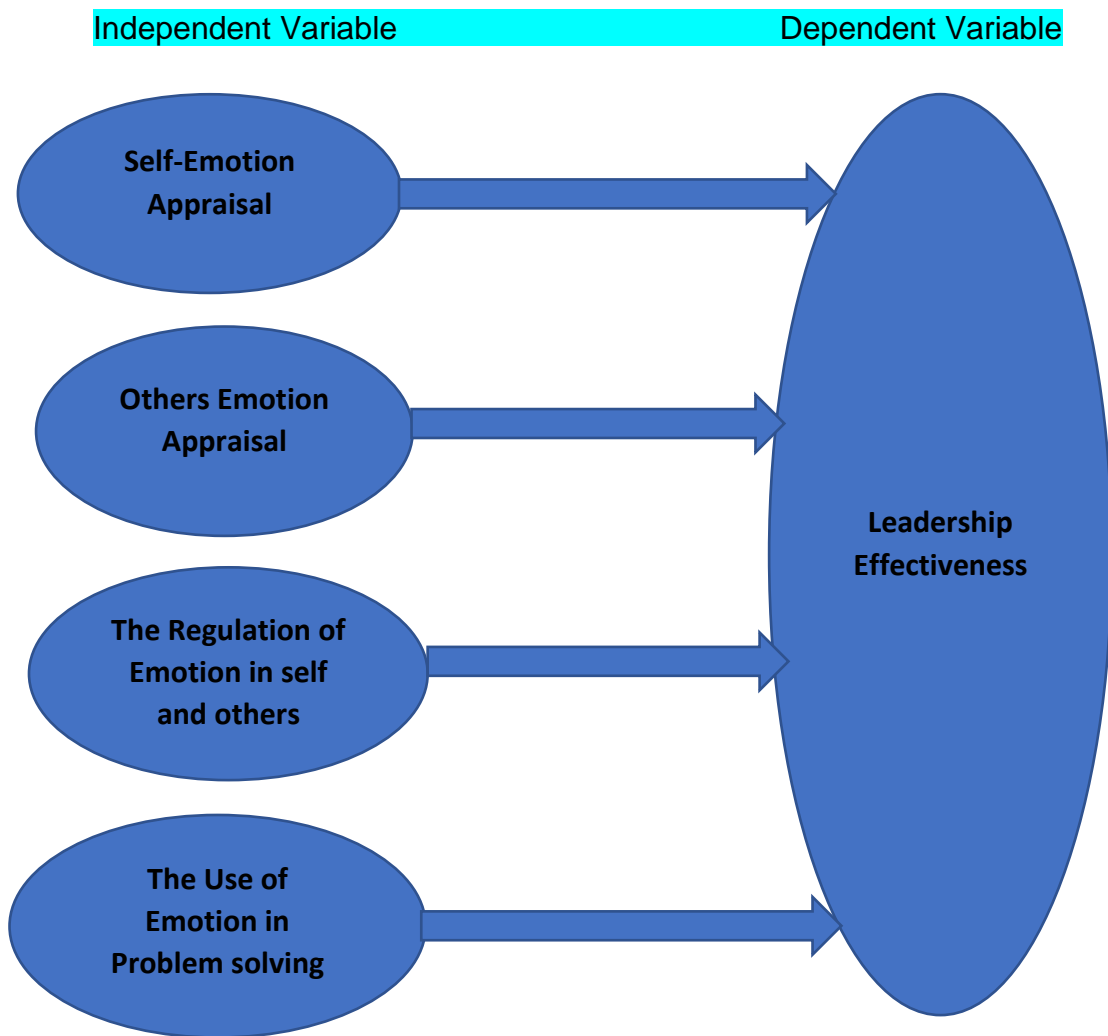
(Hogan, Raskin, & Fazzini, 1990).

Furthermore, EI is regarded as a key determinant of successful leadership in the literature, since, as Kerr's study showed, "Leaders with higher leadership effectiveness are those who score High in their Emotional Intelligence dimensions" Leaders with good level of Emotional intelligence can monitor how their followers are feeling and take appropriate action (Kerr et al., 2006). Emotional control, defined as the ability to regulate both the expression and perception of emotions, is a critical component of emotional intelligence and is especially important in the workplace, according to Riggio and Reichard. They were successful in demonstrating the importance of emotional control in effective leadership (Riggio and Reichard, 2008). Furthermore, EI, according to Leary, Reilly, and Brown, aids in the improvement of leadership and success (Leary, et al., 2009). Leadership traits including intellect, dominance, gender role, generalized self-efficacy, self-monitoring, emotional intelligence, conscientiousness, emotional stability, and extraversion might influence leadership effectiveness (Amagoh, 2009). Contemporary leadership theories, according to McDermott, Kidney, and Flood, emphasize the need of emotional abilities for effective leadership. During stormy times, leaders must also regulate their own emotions, limit the suffering of those they lead, and transmit acceptable emotions in accordance with the situation's needs. Because leadership is fundamentally about people, they concluded that the Skills are an essential part of Leader's performance and effectiveness (McDermott, et al., 2011). According to recent

studies, those leaders who can control their emotions better by self-regulatory means respond to the needs of their followers than those with less emotion control mechanisms, (Rogelberg et al.,2013). ‘‘The concept of Leadership depends on the growth of emotional intelligence and self-awareness of leaders’’ (Howard & Irving, 2014). According to Chen, Bian, and Hou's study, leaders impacted the emotion of their subordinates. According to their research the theories of emotional intelligence and leadership effectiveness were mainly developed and tested in the developed (western) countries only little research were conducted in non-western countries to find out the relationship between emotional Intelligence, leadership effectiveness and job performance. However, recent research has found a clear interaction between EI and leadership effectiveness.’’ (Chen, et al., 2015). In a 2015 report by Tech & Gomathi as well as Balamohan, ‘‘leaders who are good in their emotional intelligence skills the organization's most powerful and productive performer.’’ (Balamohan, et al., 2015). According to a study by (Kerr et.,2005) ratings of emotional intelligence are a good determinants of leadership effectiveness. Kerr used MSCEIT and subordinate ratings of supervisor output in a manufacturing setting arrangement. The relationship between the two variables was measured using correlation analysis. Employees' assessments of supervisor effectiveness and emotional intelligence

## 2.8 Conceptual Framework

The Conceptual framework shows How Emotional Intelligence affects and relates to leadership effectiveness in Business output and Performance. The Conceptual framework has been developed here based on the Literature Review Presented above.



*figure 2.2: Conceptual Framework.*

## Chapter Three

### 3. Research Methodologies

This chapter will discuss the basic methodologies including The Research Design, Description of the Research Variables, Sample size and Sampling Techniques, Data Collection method, Data Analysis model, Validity & Reliability measures used for the Purpose of this Research.

#### 3.1 Research Design

This Study is conducted to investigate the Role of Emotional Intelligence on Business leadership Effectiveness of ethiotelecom executives and takes emotional intelligence as independent variable and leadership effectiveness as dependent on the emotional dimensions of managers. To do this the researcher has conducted causal/explanatory research design since the Study tries to find out the cause-and-effect relationship between the two variables (emotional intelligence & leadership effectiveness). The research tries to determine the nature of the relationship between the causal variables and the effect to be predicted. The overall structure of the study is of case study type which will be conducted on one of the largest telecom companies in the horn of Africa ETHIOTELECOM based in Ethiopia and its head quarter in the capital city Addis Ababa. The researcher proposes this structure more appropriate to determine the effect of the construct since Ethio telecom is both a business organization and team-based organization with a strong need of interaction between managers and employees as the nature of the business. The research was conducted using cross sectional study since a cross-sectional study is conducted at a given point in time Cross-sectional studies cannot pin down cause-and-effect relationship multiple variables can be studied at a single point in time cross-sectional study is comparatively cheaper. The research used mainly quantitative data analysis approach for the purpose of this Research, but secondary data will also be analyzed as needed in the process.

#### 3.2 Description of Research Variables

In this research we have two basic research variables which are the independent variable emotional intelligence dimensions of managers in ethiotelecom and leadership effectiveness which is assumed to be dependent on the emotions of the managers. Though we have seen those variables in our literature review we will also summarize this variable as needed in this chapter.

### **3.2.1 Leadership effectiveness**

As discussed in the previous chapters this study mainly focuses on measuring the impact of emotional intelligence, on business leadership effectiveness discussed in the literature review. Emotional dimensions such as appraisal of emotion in self and others, utilization of emotion as well as regulation of self and others emotion were assessed for managers in ethiotelecom to see their impact on leadership effectiveness of managers in the company. As discussed previously different scholars defined leadership effectiveness in different ways, (Liu, et al.,2002) defined the concept as the extent of employees understanding and attitude towards their managers success as a leader. Because the role of leadership in setting direction and commitment in an organization is essential it would be very important to strive in order to equip employees with leadership skills. According to Humphrey,2002 leadership by its nature is an emotional process in which leaders identify the emotional states of their followers and tries to invoke and manage their emotions accordingly, he also mentions that a leader with a capacity to understand and provoke the emotional environment can have a great impact on performance and effectiveness.

### **3.2.2 Emotional Intelligence**

Even though we have discussed the emotional intelligence dimensions in the previous chapters we will also summarize some facts here. Emotional intelligence as measured by Wong and Law measurement scale is used as the independent variable influencing leadership effectiveness in this study. It is becoming a fact that in this modern ages' emotional intelligence competencies in addition to the IQ is becoming core to organizational competencies mainly in managerial positions. According to Fatt, emotional intelligence is found to account for twice as important as mental abilities for organizational success. This fact is again confirmed by Daniel Goleman,2013 which states in his book close to 80% of success at higher levels in an organization is accounted for emotional intelligence. Many leadership literatures viewed emotional intelligence as an important determinant to effective leadership. (Kerr et al., 2006) in his study mentioned that a high score of leadership effectiveness is associated with a high level of emotional intelligence which might enable a leader better in monitoring group activities and take appropriate actions. In this study the emotional intelligence was measured using four dimensions(variables) as defined by (Kafetsios and Zampetakis, 2008). These are appraisal self-emotions: it is defined as "the self-perceived capacity of the individual to understand their own emotions". Appraisal of others' emotions: defined as "the tendency of a person to perceive the emotions of others". The Use of Emotion

(UOE) dimension focuses on “the tendency of a person to self-motivate to improve perceived performance. The Emotion Regulation (ROE) dimension refers to the "perceived ability of an individual to regulate one's own emotions".

### 3.3 Description of Study Area & Target Population

The case organization for this research is ethiotelecom the only telecom company in ethiopia and one of those companies which have a large importance to the government in terms of revenue. The research was conducted in divisions and departments which are located in the headquarters since time is one of the constraints of the research.

The researcher collected data from primary sources and secondary data sources were used to investigate the leadership style in the organization since there are recent research done on the area. Quantitative data sources and correlational statistics were used to link the role of emotion to business leadership effectiveness. In the research process, the researcher collected quantitative data using two standardized questionnaires the WLEIS (Wong & Law Emotional Intelligence Statistics) and LPI (Leadership Practices Inventory). The questionnaires consisted of items to measure the characteristics of the independent and dependent variables.

The target populations of this study were the selected leaders and employees of ethiotelecom who are working in the selected divisions, at the head quarter. Currently, ethiotelecom has 445 leaders (management group) working in different divisions. Among the leadership group 18 of them are chief officers, 90 of them are directors and 337 managers (human resources division, april 2021). The leadership groups can be categorized in to three levels in accordance with their authority and leadership role in the organization. Chief officers from the top level, directors from middle level and managers from the lower level of leadership. There are also 626 supervisors, who are not part of the management group, working at the head quarter (human resources division, 2021). Among the management groups the researcher chooses the lower-level leadership (line managers) since they have direct and strong involvement with their employees.

#### 3.3.1 Sample size and Sampling Technique

According to Kothari 2004, Sampling is a definite plan for obtaining a given sample from a given population. using sampling techniques is useful to simplify and manage the population and avoid time and resource constraints. for this purpose, the researcher has conducted an appropriate sample size to get a good representative of data in the Kohtari (2004) formula. Which is

$$n = \frac{z^2 \times p \times q}{e^2}$$

Where;

n = sample size

z= standard variant at the given confidence level

p= proportion of success

q= Proportion of failure

e= acceptable errors

$$n = \frac{1.96^2 * 0.5(1-0.5)}{0.5^2} = 384$$

Therefore, supported the above formula an estimation of the expected proportion of success must also be considered (Kothari, 2004). In this case, a more conservative proportion of success (p) which is 50% were selected together with a level of confidence of 95% (z), a sampling error not greater than 5% (e). This results a sample size of 384 people for the study. Therefore, the sample size is 384 members of the management group and their subordinates who participated in the Research

### 3.4.2 Sampling Technique

Questionnaires were distributed by using non-probabilistic sampling technique of purposive sampling because all the employees of ethiotelecom cannot be available at the same time and all may not also be willing to participate therefore the researcher used their own judgment when choosing members of respondents. Purposive sampling is a type of non-probability sampling where researchers rely on their own judgement when choosing members of the population to participate in their surveys.

### 3.4 Data collection

The researcher collected data from primary as well as secondary sources to gather relevant information for the purpose of this study. Primary data were collected mainly using questionnaires and informal interviews were conducted with managers and employees just to make some issues more clear, friendly, and easy.

In this study the researcher uses basically statistical mechanisms to analyze the link between emotional intelligence and business leadership effectiveness. correlational statistics and quantitative data analysis were used.

Secondary data sources were also used from published and unpublished documents, Books, Journals, articles, reports, and papers in order to have general understanding of the company's activities and leadership practices and Business performance and its current projects and other issues which have direct or indirect impact on the research performed.

Purposive sampling techniques were used to collect data from respondents as it is found to be best in saving time and energy since it uses the researcher's judgement. The consent of participants was asked by the researcher orally as well as by phone since time was one of the constraints of the research. Each correspondent was given a code to differentiate the managers from their subordinates. for the purpose of the research confidentiality of participants was also protected to its best. Questionnaires were distributed and collected through participants mail address, but most of the questionnaires were distributed in person by the researcher.

Generally, the Questionnaire has got four parts the first part consists of closed ended questions which is about general information and background of the participants.

The second part consists of closed ended questions using the Likert scale to assess the emotional intelligence of managers as perceived by self. the scale used is the Wong & Law Emotional intelligence model. The third part is the Wong and Law emotional intelligence model to assess the EI of managers using observer ratings. the fourth and the last part of the questionnaire is the LPI to assess the leadership effectiveness of managers rated by their subordinates.

### 3.5 Data Analysis Model

Data analyses were performed using SPSS computer program for windows version 20.0

To investigate the contribution of emotional intelligence to business leader's effectiveness. The researcher used quantitative data analysis, correlational statistics and multiple regression techniques as reported by their direct reports (self-assessment of the management) as well as the observer ratings as observed by their subordinates. Quantitative statistics methods are chosen as they are well-suited to explain and predict the effect that some variables, such as various forms of intelligence like EI, have on the variance in another variable, such as leader performance (Creswell, 2003; Goodwin, 2005).

A quantitative method is also important for positively impacting business-oriented audiences who are interested in empirical evidence about the relationships between emotional intelligences and objective business results.

The analysis of quantitative data was carried out with the help of frequency, percentile, mean, standard deviation and One-Way ANOVA tests.

Specifically, correlational statistics was used to test the contribution of EI to the effectiveness of Ethio telecom Management as reported by their staff.

The researcher Collected, organized, and prepared, the different data depending on the sources of information. Then the data was analyzed quantitatively and qualitatively according to the nature of the data collected. The data collected from questionnaire was analyzed through quantitative descriptive statistical tools such as frequencies, percentages, mean, and standard deviation using SPSS computer software version 20.0. While qualitative data obtained through interviews and documents were analyzed qualitatively in sentence form. The advantage of using both quantitative and qualitative research methods is the former can be used to measure outcomes while the latter can provide a greater depth of understanding about complex interactions, tacit processes and hidden beliefs and values throughout the company.

### **3.5.1 Instruments for Data Collection & Analysis**

Demographic Questionnaire was prepared and compiled by participants to have background information of the participants of the research. Gender, Age, Educational Background, Position (managerial, supervisor or middle level employees) as well as experience of employees in ethio telecom was all identified and assessed for their implication in the study.

#### **The Wong & Law emotional Scale**

This study uses Primary data as a principal source of information for the analysis Emotional intelligence dimensions of managers in the company. The researcher uses the Wong and law standard measurement scale to measure the self-rating of the managers. Immediate subordinates filled this questionnaire to get best results on the perception of managers emotional dimensions. This scale uses a five-point Likert scale questionnaire asking the level of agreement of respondents for each question. This scale is a 16-item scale based on the ability model of Salovey and mayor theory. It is chosen by the researcher as it has only 16 items and time saving as well as helps to get 360-degree measurement. This questionnaire accounted for two parts out of the four in the total questionnaire section.

### **The leadership Practices Inventory (LPI)**

To get information on how effective leaders in ethiotelecom are performing the researcher uses leadership practices inventory measurement questionnaire in this study.

The LPI consists of 30 items in its questionnaire with in the five -dimensions each having 6 items. This scale has proven reliability and validity as a leadership instrument and is used by many researchers to find out effectiveness of managers in the workplace. The LPI questionnaire contains 30 questions each asking respondents about the frequency of their managers action on a 5-point Likert scale.

### **Documents Review**

Recent reports from 2019 onwards on the leadership practices of ethiotelecom employees as well as data from HR on the overall assignment and composition of managers and employees were adopted as secondary sources of data and this data were analyzed as qualitative data in this research feedback from managers and employees were also taken informally to incorporate them in the qualitative analysis.

The reports and the data found from HR shows leadership practices, limitations on the effectiveness of managers and the emotional perception of managers and employees therefore, relevant points were taken from the secondary sources to triangulate with the results found from quantitative analysis. The triangulation allows the access to new data sources by qualitative methods and combines it with demographic data in an efficient perspective.

### **Statistical Analyses**

Statistical analyses were performed using the Statistical Package for Social Sciences (SPSS) computer program for Windows version 20.0. Descriptive statistics like frequency, percentile, mean, standard deviation and One-Way ANOVA tests were found for all Research variables. The internal Consistency of the measuring instruments was tested using Cronbach's alpha to determine the internal consistency of the measuring instruments. The correlation of variables using Pearson product-moment correlations coefficient were calculated to assess the direction and strength of the relationships between the variables and the significance level was set at .05. In this Study the researcher assumed r values greater than 0.30 are considered to have moderate to large practical effects (Cohen, 1992). Multiple regression analysis was used to determine if EI predicts leadership effectiveness. Leadership effectiveness was taken as the average score of all the scores of the five components of the LPI. ANOVA (Analysis of Variance) tests were performed to tell us the overall

goodness of fit of the model. Multi -co linearity, Linearity, Homoscedasticity and Normality of data were checked before doing the analysis so as to make sure the linearity assumption is correct.

### 3.6 Reliability and Validity Analysis

Reliability implies the extent to which some variables or set of variables are consistent in what it is intended to measure” Hair et al., (2007). Reliability analysis is basically used to measure the consistency of a research instrument. Validity and reliability of the measures need to be assessed before using the instrument of data collection (Hair et al., 2003). Validity concerns whether an instrument can accurately measure, while reliability pertains to the consistency in measurement. Descriptive statistics are performed on all dependent and independent variables. Cronbach’s alpha were calculated to determine the internal consistency of the measuring instruments for both WLEIS and LPI models.

Cronbach’s alpha is the most popular approach to the estimation of internal consistency and reliability (Peterson, 1994). It is typically considered to range between .00 and 1.0. According to Andy (2006) the values of Cronbach’s alpha more than 0.7 is good. The alpha values in this study were greater than 0.7 and had very good reliability for the questioners.

For this specific study Internal Reliability as measured by Cronbach’s alpha were acceptable and ranged from .907 to .911 for emotional intelligence items and from .944 to .969 for Leadership effectiveness items.

**Item-Total Statistics**

Emotional Items	Cronbach's Alpha if Item Deleted
SEA1	.907
SEA2	.907
SEA3	.910
SEA4	.914
ROE1	.905
ROE2	.902
ROE3	.911
ROE4	.905
UOE1	.906
UOE2	.907
UOE3	.907
UOE4	.909
OEA1	.906
OEA2	.908
OEA3	.911
OEA4	.908

**Reliability Statistics**

Cronbach's Alpha	N of Items
.913	16

*Table 3: Reliability Statistics for Emotional Items*

Cronbach's Alpha	N of Items
.944	5

**Item-Total Statistics for Leadership Items**

Leadership Items	Cronbach's Alpha if Item Deleted
CTP	.951
EOT	.924
ETH	.928
MTW	.926
ISV	.927

*Table 4: Reliability Statistics for Leadership items*

### 3.7 Ethical research principles

To uphold the basic principles of conducting an ethical research three basic guidelines were followed. These principles are respect for participants, kindness and fairness, and confidentiality. Ethical codes and standards form the basis for conducting research. These considerations are part of every step of the investigation process and guide investigators and investigation. The following specific ethical codes will apply

- (1) Participants were discussed about the research purpose and the researcher obtained their consent to participate in the research before distributing the questionnaires.
- (2) Participants were given the mandate to choose to participate in the study or withdraw at any time and for any reason.
- (3) Privacy, confidentiality, and anonymity of participants were respected throughout the research process. The research results are available to participants, and the company. The researcher also tried to maintain objectivity and integrity in the whole process of conducting the research.

## Chapter four

### 4.Data Analysis and Presentation of findings

The current study tries to investigate the role of emotional intelligence to business leadership effectiveness in ethiotelecom. The main objective of the research is to assess if there is any significant relationship between the managers leadership effectiveness which directly influences business performance of the company and emotional skills of the managers.

In order to assess this hypothesis, the researcher utilizes the WLEIS for the measurement of emotional dimensions of the managers and LPI was used to investigate the leadership effectiveness of ethiotelecom managers. Both self-rater and observer ratings are used for the assessment of emotional dimensions and only observer ratings were taken for the assessment of leadership effectiveness using the LPI measurement scale. A total of 370 employees of ethiotelecom were participated in this research of which 60 were managers and the rest were immediate subordinates. In this chapter Data collected from the respondents were analyzed and interpreted using mainly quantitative analysis tools and secondary data were also analyzed which are relevant to the current study. The quantitative analysis was done using SPSS v.20 and it involves the analysis of demographic information of respondents and the implication they have for the research. Descriptive and inferential statistics were employed to test the hypothesis and to investigate the effect of independent variables on dependent variable.

#### 4.1 Response Rate on Questionnaire

A total of 384 questionnaires were distributed to employees of ethiotelecom in Addis Ababa to examine the impact of emotional intelligence on leadership effectiveness. 60 managers were participated in the research and all the questionnaires were filled by those managers the rest 324 questionnaires were filled by their subordinates with a minimum of 4 employees under each manager but 310 of those distributed were returned making the response rate 96%. Generally, the response rate indicates that managers and employees of ethiotelecom were cooperative and committed to give information relevant to the research understudy.

#### 4.2 Descriptive Analysis

Descriptive statistics were calculated for both the independent variable (EI) and the dependent variable (leadership effectiveness) in the sub chapters but first the Demographic statistics were

calculated and presented to check out the general information of Respondents and form General Observation about the information gathered.

#### 4.2.1 Demographic Information of Respondents

Gender	Category	Frequency	Percent	Valid Percent	Cumulative
					Percent
Gender	Male	228	61.6	61.6	61.6
	Female	142	38.4	38.4	100
	<b>Total</b>	<b>370</b>	<b>100</b>	<b>100</b>	
Age	25-35	262	70.8	70.8	70.8
	36-45	64	17.3	17.3	88.1
	Above 45	44	11.9	11.9	100
	<b>Total</b>	<b>370</b>	<b>100</b>	<b>100</b>	
Educational Level	Diploma	2	.5	.5	.5
	First Degree	295	79.7	79.7	80.3
	Masters & above	73	19.7	19.7	100
	<b>Total</b>	<b>370</b>	<b>100</b>	<b>100</b>	
Work Position	Manager	60	16.2	16.2	17.0
	Expert	3	.8	.8	.8
	Staff	307	83.0	83.0	100
	<b>Total</b>	<b>370</b>	<b>100</b>	<b>100</b>	
Work Experience	1-3 Years	38	10.3	10.3	10.3
	4-6 Years	71	19.2	19.2	29.5
	Above 7year	261	70.5	70.5	100
	<b>Total</b>	<b>370</b>	<b>100</b>	<b>100</b>	

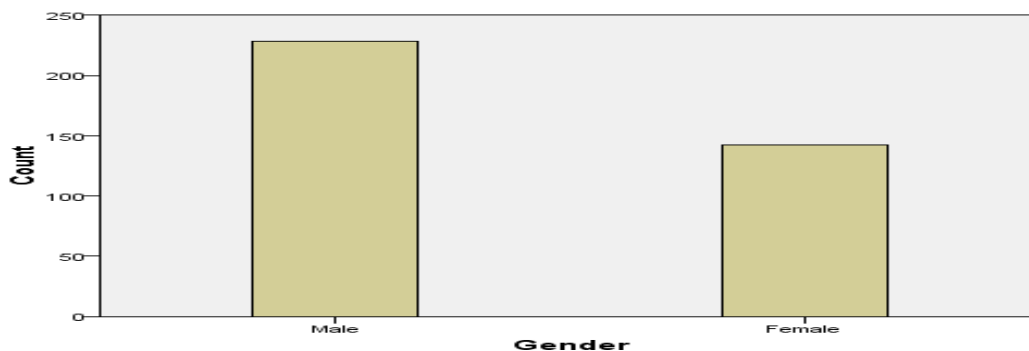
*Table 5: Demographic profile of respondents*

Source: survey result, (2021)

To observe what demographic trend the sample population had, the questionnaire started with demographic characteristics of respondents. The researcher have gathered only limited but relevant information related to personal and demographic status of respondents. Those demographic variables about the respondents were summarized and described within the subsequent tables and discussions. These variables include gender, age, educational background and Work experience

#### 4.2.1.1 Gender of Respondents

As presented in figure no.3, the sex composition shows that both male and female employees of ethiotelecom were participated in the study. Even if majority of the respondents 228 (61.6%) were male, female respondents also participated which accounted for 142 (38.4%). This indicates the majority of respondents of the survey were males. The demographic data in this study showed that there are 24 female and 36 male respondents out of the 60 participants of the study. The overall data here implies though there are some improvements in the no of female leaders in ethiotelecom still there is gender disparity in the company which makes it difficult to represent females in the leadership and supervisory positions of the company. According to secondary data the reason for this could be absence of close follow-up to the gender policy and recruitment plan of the company as well as absence of succession plan & leadership pool to bring females to the leadership positions. The data also showed that ethiotelecom has young aged and male dominated leaders. This showed that there is gender disparity in the organization and women were not proportionally represented in the leadership positions. The demographic data of respondents indicated that there is gender gap between male and female supervisors similar o leadership positions in ethiotelecom.



*figure 3: Gender of Respondents*

Source: survey result, (2021)

#### 4.2.1.2 Age of the Respondents

As presented in figure No. 4, the age composition of respondents encompasses 262 (70.8%) between the age group of 25-35 years followed by 64 (17.3%) that fall in between the age group of 36-45 years the least age group in the sample encompasses respondents aged above 45 which is 44 (11.9%) respectively. This indicates majority of respondent's fall in the age group of 25-35. The demographic data which was presented above we can infer two important points. Most of the leaders and employees in the case organization were male leaders and they were between the age

of 25-35 implying the majority of ethiotelecom employees is composed of young and energetic staffs and leaders. This could be an opportunity for the company if used properly but there should be enough training and experience sharing sessions with elder staffs and management groups.

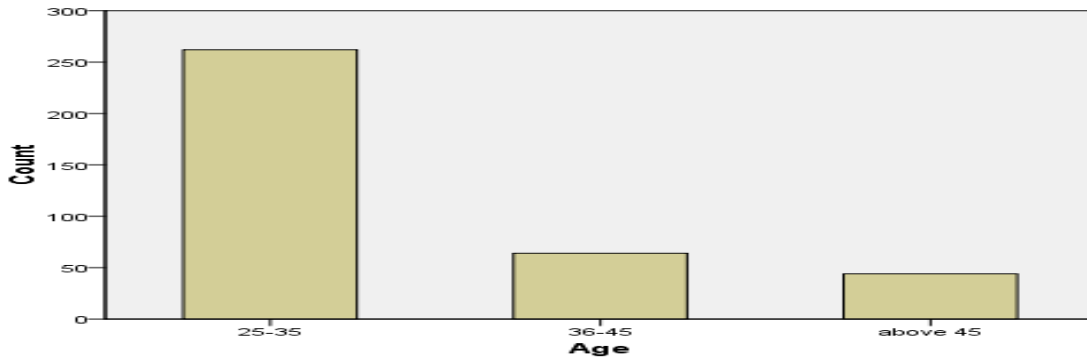


figure 4: Age of Respondents: Source survey result, (2021)

#### 4.2.1.3 Educational Level

The education status on figure No. 5 below shows that among 370 respondents degree accounts for 295 (79.7%) followed by 73 with education level master's and above (19.7%) and 2 of the respondents were having diploma which accounts for .5 % respectively. This statistics indicates majority of respondents in this survey were degree holders. Educational level of employees and leaders in ethiotelecom indicated that most of the staffs and leaders are educated. The reason for this could be the company's policy which gives scholarships for those who didn't have their first degree annually. Secondary data indicates the no of degree holders has increased in 2021 compared to that of 2019.

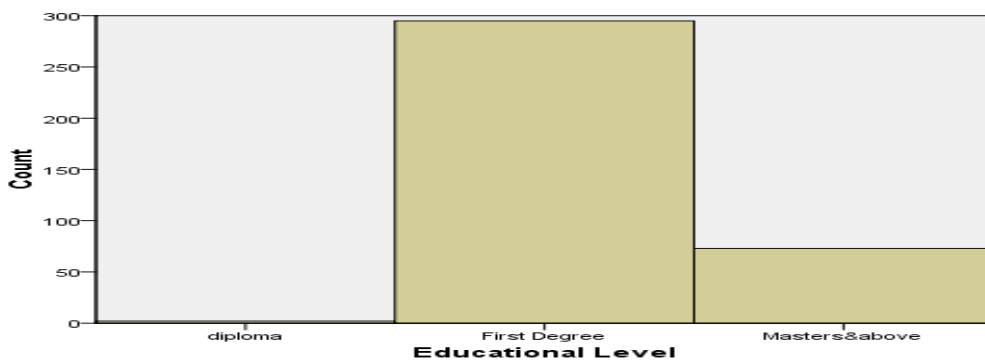


figure 5: Educational Level

Source: survey result (2021)

#### 4.2.1.4 Working Position

In this survey 60 managers were participated which encompasses 16.2% of the respondents of the survey and their subordinates with a minimum of 5 employees under each manager which is around 307 staffs (83.0%) and 3 experts (.8%) respectively. Though in ethiotelecom experts and supervisors are member of the staff, the researcher has listed out the experts in the survey for further insight. Among the 60 managers who were participated in the research 24 of them were females and 36 were males implying the no of female employees in the managerial and leadership positions is increasing compared to data in 2019.the employee data in ethiotelecom (January 2019) indicated that only 15% of the supervisory position accounting for females. But the demographic data implies that this fact is changing overtime.



figure 6: Working Position

#### 4.2.1.5 Work Experience

Regarding this survey majority of the respondents have above 7 years of experience which is 261(70.5%) respondents indicating the researcher have used more experienced employees in the research. The rest encompasses 71 (19.2%) employees with 4-6 years of experience followed by 38(10.3%) respondents with 1-3 years of experience in ethiotelecom. This implies that ethiotelecom is composed of experienced and educated staffs and leaders if used properly this may lead to conducive environment for experience sharing, coaching new staffs and better service and leadership effectiveness in the company.



figure 7: Work experience

Source: survey result, (2021)

#### 4.3 Descriptive Statistics of Likert Scale Typed Questionnaires

In this section descriptive statistics regarding the independent variables and dependent variables in the form of mean and standard deviation are presented to indicate the level of agreement with their respective implication to business leadership effectiveness in ethiotelecom. The mean value measures the average value of all the respondents responded towards each statement. It calculates the sum of the values divided by the number of values. The implication is that the item with the highest mean is the one that rated highly. While the item with the lowest mean is the one with the slightest rate. Standard deviation also measures the variation, and it is based on deviations from the mean of the data values. It describes in terms of the deviation of the observations from the means, the variation is small if the observations are bunched closely about their mean, and large if they are scattered over considerable distances. This means an item on the Likert scale with the smallest standard deviation implies that participants gave a similar answer to those items compared with the others and vice versa. The responses of the respondents for the variables indicated below were measured on a five-point Likert scale with: 1= strongly disagree, 2= disagree, 3= neutral, 4= agree and 5= strongly agree. But, while making interpretation of the results of mean and variance the scales are reassigned as follows to form the interpretation easy and clear (Best, et al., 1977).

$$\text{Agreement level} = \frac{\text{Maximum} - \text{Minimum}}{5 - 1} = 0.8$$

ni

5

The mean value of each item or variables ranging from 1-5 falls within the following intervals:

Mean Interval	Level of Agreement
1.00 - 1.80	Strongly Disagree
1.80 - 2.60	Disagree
2.61 - 3.40	Neutral
3.41 - 4.20	Agree
4.21 - 5.00	Strongly Agree

*Table 6: Interval of mean to measure the respondent's level of agreement*

On the other-hand leadership scale questionnaires contain 30 questions in which the five components of the LPI scale having 6 items in each component. The scale was restructured by the researcher making the 10-point scale to five in order to save time and resource. Accordingly, 5=Almost Always ,4=Usually,3 Sometimes=,2=Rarely,1=Almost Never,

The emotional item and leadership effectiveness items were coded as below in the SPSS

SEAs=Self Emotion Appraisal (rated by self)

OEAs=Others Emotion Appraisal (rated by self)

ROEs=Regulation of Emotion (rated by self)

UOEs=Use of Emotion (rated by self)

SEAO=Self Emotion Appraisal (Observer rating)

OEAO=Others Emotion Appraisal (Observer rating)

ROEO=Regulation of Emotion (observer rating)

UOEO=Use of Emotion (Observer rating)

CTP=Challenging the Process

ISV=Inspire Shared Vision

EOT=Enable Others to Act

MTW=Model the Way

ETH= Encourage the Heart

LEF=Leadership effectiveness

The above table presents the minimum, maximum, mean and standard deviation scores of the variables of emotional intelligence as perceived by leaders of ethiotelecom themselves. The data were obtained from leaders self-rating on the emotional dimensions measured by WLEIS. The computed data indicated that the mean score of self-emotion appraisal was the highest,  $M= 4.35$ ,  $SD = .42236$  the data showed ethiotelecom leaders at head quarter emphasized more on self-emotion appraisal to achieve the organizational objectives and goal. This dimension (self-emotion appraisal) is characterized by focusing and giving attention to appraising one's own emotion to achieve company goals and objectives.

The variable use of emotion was found to have the second highest score in terms of the mean which is  $M=4.1584$  &  $SD=.53669$  which shows leaders(managers) in ethiotelecom specifically in the headquarter gives more attention on the use of emotion to achieve organizational goals and objectives. The use of emotion dimension of emotional intelligence item is characterized by capacity to control and use one's own emotions, as well as the emotions of other people to achieve goals and objectives. The variable regulation of emotion scored third in the rating of leaders of ethiotelecom themselves with  $M=3.900$  and  $SD=.47210$ . Regulating emotion which is the capacity to control and regulate one's own emotion is given attention by leaders of ethiotelecom. The last emotional variable according to the rating of leaders of ethiotelecom is others emotional appraisal with  $M=3.77$  and  $SD=.61804$ . Other's emotion appraisal dimension of emotional intelligence focuses on the emotion of others rather than focusing of the self.

**Descriptive Statistics**

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
LEF	310	3.90	1.03	4.93	3.6424	.04548	.80074	.641
OEAo	310	3.25	1.75	5.00	3.9556	.03766	.66300	.440
UOEo	310	4.00	1.00	5.00	3.7669	.04376	.77056	.594
ROEo	310	2.75	2.25	5.00	3.9435	.03877	.68268	.466
SEAo	310	3.00	2.00	5.00	3.9411	.03455	.60836	.370
Valid N (listwise)	310							

*Table 7: Descriptive Statics for Emotional items of Managers (Observer Rating)*

Table 7 shows the Mean and Standard Deviations for the emotional subscales as reported by observers (Immediate Subordinates) the values for this Dimensions from the lowest to the highest is UOEo (M=3.76,SD=0.77);SEAo(M=3.941,SD=.60836);ROEo(M=3.943,SD=.682);OEAo(M=3.95,SD=.66) According to the table even though the means have almost close Values the highest score is Others emotion Appraisal and the lowest is Use of Emotion scores.

According to the ratings of ethiotelecom employees to their immediate managers in the WLEIS scale of emotional intelligence shows their managers scored highest in the others emotion appraisal dimension. This variable is suggested to contribute much to the EI-job performance and employee to leader job satisfaction. studies examining EI–job performance link with the WLEIS shows the idea that other-focused EI dimensions are relevant compared to those focused on the Self. Others-emotion appraisal indeed contributed most to job performance among salespersons (Wisker & Poulis, 2014), laboratory assistants (Law, Wong, Huang, & Li, 2008), and civil servants (Wong & Law, 2002). Furthermore, a recent study showed that leaders’others-emotion appraisal was positively associated with employees’ satisfaction with the leader (X. Liu, Zhang, & Liu, 2017).

The variables Regulation of Emotion and Self Emotion Appraisal scored second in the statistics below having almost the same mean values as shown in the table. This emotional dimension which are both categorized as Self-focused emotional dimensions contributes the highest scores in the emotional intelligence of leaders of ethiotelecom in achieving company goals and objectives. The last variable which scored less in the emotional dimensions is Use of Emotion with M=3.7669 and SD=. 77056.this score is less when we compare it to the other scores only. All the emotional dimensions those focused on others and those focused on the self-have scored highest mean which

is greater than 3.6. therefore, a relevant question will be whether these dimensions are used in combination or not as researchers indicates the combined use of this emotional skills will increase performance and leadership effectiveness. EI dimensions are generally used not in isolation but simultaneously (Elfenbein, 2016; Joseph & Newman, 2010). A recent review by Elfenbein (2016) showed that most jobs require the combination of different types of EI dimensions. For example, a negotiator in police crisis management needs a high level of other-focused emotion recognition together with high levels of self-focused emotion regulation and emotion understanding (Elfenbein, 2016). It makes sense to say that for employees working with people, others-emotion appraisal contributes more to job performance when one’s own emotions are used or in control. Self-focused emotion utilization and emotion regulation may facilitate one’s focus and motivation (Y. Liu, Prati, Perrewe, & Ferris,2008) while appraising others’ emotions. To illustrate, service employees need to invest self-regulatory effort to deal effectively with the emotions of their customers (Webb, Gallo, Miles, Gollwitzer, & Sheeran, 2012).

#### Descriptive Statistics

	N	Range	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
CTP	310	4.00	1.00	5.00	3.6059	.04991	.87884
EOT	310	4.00	1.00	5.00	3.7086	.04947	.87106
ETH	310	4.00	1.00	5.00	3.5769	.05222	.91950
MTW	310	4.00	1.00	5.00	3.7199	.04919	.86615
ISV	310	4.00	1.00	5.00	3.6005	.05058	.89055
LEF	310	3.90	1.03	4.93	3.6424	.04548	.80074
Valid N (listwise)	310						

*Table 8: Descriptive Statistics for Leadership items*

Table 8 above shows mean and standard deviations for leadership dimensions.

the Data was found from the ratings of immediate subordinates of ethiotelecom Leaders.

According to the values in the analysis the variables Encouraging the Heart & Model the Way have the Highest Mean Scores with almost same Standard deviation indicating Leaders in ethiotelecom emphasizes the two variables for their effectiveness.

The Variable Enable Others to Act indicates leaders understand that mutual respect sustains extraordinary efforts. They strive to create an atmosphere of trust and human dignity. They strengthen others, making each person feel capable and powerful. The variable Model the way indicates leaders establish principles concerning the way people (constituents, peers, colleagues, and customers alike) should be treated and the way they should pursue goals. Leaders create standards of excellence and set an example for others to follow. They put up signposts when people feel unsure of where to go or how to get there. Such Leaders create opportunities for victory.

The variables Challenging the Process and Inspire a shared Vision dimensions of leadership effectiveness of leaders in ethiotelecom as rated by their immediate subordinates found to score second with almost equal Standard deviation.

The variable Challenging the Process indicates leaders set interim goals so that people can achieve small wins as they work toward larger objectives. Effective leaders unravel bureaucracy when it impedes action. And, because leaders know that taking risks involves mistakes and failures, they accept occasional disappointments as opportunities to learn

The variable Inspire a Shared Vision Indicates They envision the future and create an ideal and unique image of what the organization can become. Through their magnetism and persuasion, leaders enlist others in their dreams. They breathe life into their visions and get people to see exciting possibilities for the future.

The Last variable which scores the third in the leadership effectiveness of leaders is ETH with Mean=3.5 & S. D=.91950 relative to the other leadership effectiveness dimensions. The variable Encouraging the heart implies leaders keep hope and determination alive, by recognizing the contributions that individuals make. In every winning team, the members need to share the rewards of their efforts, such leaders celebrate accomplishments and do their best to make people feel like heroes.

Generally, the leadership effectiveness items have almost close mean and standard deviation values with higher mean greater than 3.5 indicating the relevance of all the Variables for the effectiveness of leaders in ethiotelecom as rated by their immediate Subordinates.

#### 4.4 Correlation Analysis

The Pearson's correlation coefficient (r) was used to conduct the correlation analysis to find the level and direction of the relationship between the independent variables and the dependent variable. Pearson's correlation coefficient falls between -1.0 and +1.0, indicates the strength and direction of association between variables. A low correlation coefficient: 0.1-0.29 suggests that the relationship between two items is weak (have a small Practical effect). If r is between 0.3 and 0.49 the relationship is moderate. A high correlation coefficient i.e., >0.5 indicates a strong relationship between variables. The bivariate correlation of a two-tailed test confirms the presence of statistically significant difference at probability level  $p < 0.01$  i.e., assuming 99% confidence interval on statistical analysis. The table below presents the correlation analysis between the independent variable of emotional intelligence and dependent variable leadership effectiveness.

		Correlations				
		SEAO	ROEO	UOEO	OEO	LEF
SEAO	Pearson Correlation	1	.647**	.573**	.425**	.225**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	310	310	310	310	310
ROEO	Pearson Correlation	.647**	1	.653**	.502**	.246**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	310	310	310	310	310
UOEO	Pearson Correlation	.573**	.653**	1	.584**	.412**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	310	310	310	310	310
OEO	Pearson Correlation	.425**	.502**	.584**	1	.296**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	310	310	310	310	310
LEF	Pearson Correlation	.225**	.246**	.412**	.296**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	310	310	310	310	310

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

*Table 9 :Correlation statistics (emotional items rated by Observer)*

According to the above correlation data in Table 10, All the Self emotional items have got weak correlation with the dependent variable which is leadership effectiveness of the managers and has got non-significant relationship with it. Therefore, we will leave the self-emotional items for

the rest of the analysis in this paper. Table 9, above indicates that all of the Emotional dimensions as rated by the immediate subordinates of the managers correlate significantly with leadership effectiveness: Self Emotion Appraisal ( $r = .225$ ;  $p = .000$ ; small practical effect size); Regulation Of Emotion ( $r = .26$ ;  $p < .001$ ; Small practical effect size); Use of Emotion ( $r = .412$ ;  $p < .000$ ; medium practical effect size); Others Emotional Appraisal ( $r = .296$ ;  $p < .001$ ; medium practical effect size); The table indicates that the subscales of Emotional items correlate very highly with one another. For example, Regulation of Emotion correlates strongly with Use of Emotion ( $r = .67$ ;  $p < .001$ ; large practical effect size). Use of Emotion also show a particularly high correlation with others Emotion Appraisal ( $r = .584$ ;  $p < .001$ ; large practical effect size). While these two examples were highlighted, all the correlations between the subscales of emotional items are large ( $r > .5$ ) except for OEAO and SEAO which is still in the medium practical effect size category. Positive correlations indicate that the higher a respondent scored on EQ the higher they also score on leadership effectiveness.

## 4.5 Inferential Statistics

### 4.5.1 Test for Linear Regression Model Assumption

Before running regression, the researcher had examined the existence of Multi-co linearity, Linearity, Homoscedasticity and Normality of data so as to make sure the linearity assumption is correct.

#### 4.5.1.1. Multi-Co linearity

The problem of multi-co linearity occurs when there are high correlations between some of the independent variables. The researcher checks this with the Variance Inflation Factor (VIF) which calculates the influence of correlations among independent variables on the precision of regression estimates. The VIF factor should not exceed 10, and should ideally be close to one (Myers, 1990). Tolerance is an indicator of how much of the variability of the specified independent variable is not explained by the other independent variables in the model and is calculated using the formula  $1-R^2$  for each variable. If this value is very small (less than 0.20), it indicates that the multiple correlation with other variable is high, suggesting the possibility of multi-co linearity (Menard, 1995).

Multi-collinearity statistics

Model	Collinearity Statistics	
	Tolerance	VIF
ROEo	.452	2.212
UOEo	.462	2.165
OEAo	.632	1.583
SEAO	.540	1.851

a. Dependent Variable: LEF

Table 10: Multi-Collinearity

Source: survey result, (2021)

As it can be seen from Table 10, the result of multi co-linearity statistics analysis shows variance inflation factors (VIF) value below 10 and the variance individual tolerance for each value is greater than 0.1. Thus, the values indicate that for this analysis there is no multi-co linearity problem.

4.5.1.2 Linearity

Linearity refers to the degree to which the change in the dependent variable is related to the change in the independent variables. Figure No.7 below reveals no large deviation in the spread of the residuals as we look from left to right on the figure and it is almost all residuals lay on the linear straight line. therefore, this tells us about the relationship between the predictor variables (Emotional Intelligence) and the dependent variable (Leadership Effectiveness) is linear.

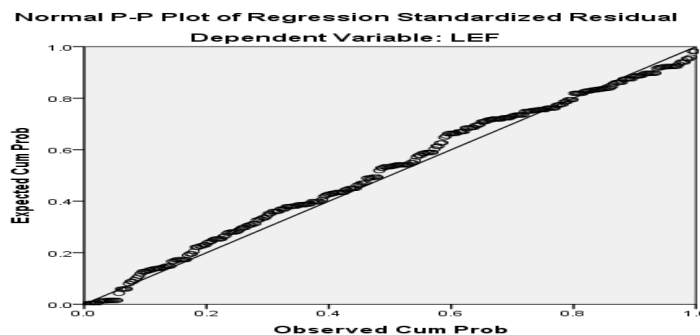


figure 8: Normal P-P plot of Regression Standardized residual

#### 4.5.1.3 Normality

The Normality test requires that the independent variables in the analysis to be normally distributed. And, as per the linear regression models assumptions, the error term should be normally distributed or expected value of the error term should be zero. If the residuals are normally distributed, the histogram should be bell-shaped, and this study implemented graphical methods to test the normality of data.

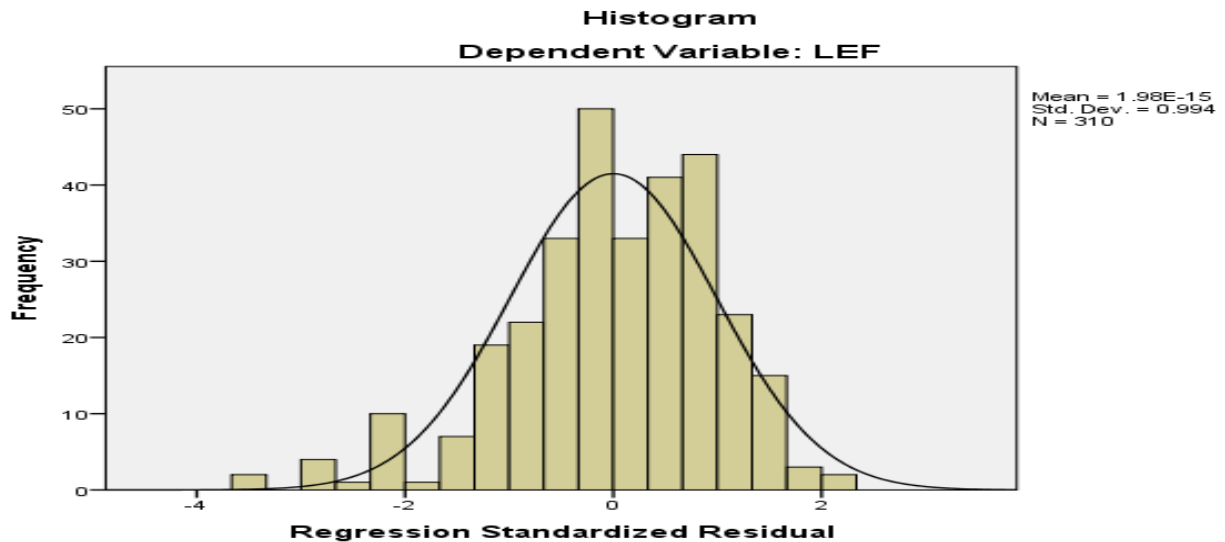
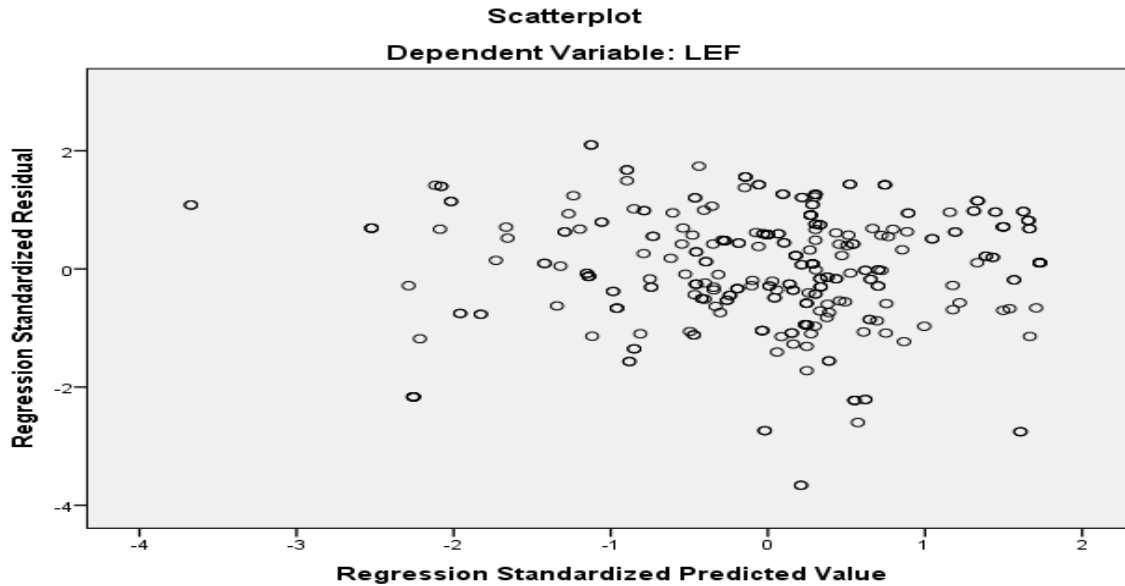


figure 9: Histogram

#### 4.5.1.4 Homoscedasticity

Homoscedasticity is an assumption in multivariate analysis that the residuals at each level of the predictor variables have similar variances. That is, at each point along any variable, the spread of residuals should be fairly constant.



*figure 10: Scatterplot*

*Source: survey result, (2021)*

As can be seen above in the scattered plot in figure No 9, the residuals at each level of explanatory variables look like they are evenly dispersed around zero and that the graph is not something like cone shaped. Therefore, it is safe to say that this study has no homoscedasticity problem.

#### **4.5.2 Multiple Regression Analysis**

As part of the general aim of finding and understanding empirical linkages between emotional intelligence and leadership effectiveness standard multiple regressions were performed. The multiple regression analysis was conducted to investigate the influence of independent variable on the dependent variable and identify the relative significant influence. Therefore, independent variable (Use of Emotion, Regulation of Emotion, Others Emotional Appraisal, Self-Emotional Appraisal) to the dependent variable: i.e., Leadership Effectiveness. The aim was to understand what predictive value Emotional intelligence could have on the leadership style of managers in Ethio telecom. Therefore, standard multiple regressions (using the enter method) were performed where leadership components were averaged to get leadership effectiveness values and the emotional components as rated by observers were taken as the independent variable in each regression. As there is no significant correlation between emotional variables rated by self and leadership effectiveness no regression was run for the self-assessment items.

### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.420 <sup>a</sup>	.176	.165	.73156

**a. Predictors: (Constant), OEAO, SEAO, UOEO, ROEO**

+R<sup>2</sup> ≤ .12 (small practical effect size) ++R<sup>2</sup> ≥ .13 ≤ .25 OR .13 ≤ R<sup>2</sup> ≤ .25 (medium practical effect size) +++R<sup>2</sup> ≥ .26 (large practical effect size)

*Table 11: Multiple Regression analysis results of Emotional items and Leadership effectiveness.*

Source: survey result, (2021)

As far as the above table is concerned, in ethiotelecom the adjusted r square 0.165 indicates only 16.5 percent of the variance in leadership effectiveness is attributed to the four independent variables entered the regression and the remaining 83.5 percent of the variance in leadership effectiveness may be explained by other factors. Accordingly, the emotional intelligence variables have got medium practical effect size to the variance in the dependent variables of leadership effectiveness

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	34.894	4	8.723	16.300	.000 <sup>b</sup>
	Residual	163.230	305	.535		
	Total	198.124	309			

a. Dependent Variable: LEF

b. Predictors: (Constant), OEAO, SEAO, UOEO, ROEO

*Table 12: ANOVA\* the overall model fit of regression*

ANOVA (Analysis of Variance) tells us the overall goodness of fit of the model. Table No. 12 using ANOVA shows a significant value of 16.3 for the F distribution with 4 and 305 df. The F-test can be taken as a measure of overall model significance of the estimated regression, indicates that the p-value is less than 0.05 which implies that a significant relationship exists between the selected variables in this model. The following Table No14, coefficient table illustrates the influence of emotional intelligence variables on the dependent variable which is Leadership effectiveness. At this point using this multiple regression coefficient results, the proposed hypotheses for this study were tested as follow.

## ANOVA

Model	Unstandardized Coefficients		Standardized Coefficients	t
	B	Std. Error	Beta	
(Constant)	1.905	.318		5.987
SEA <sub>0</sub>	.057	.090	.044	.636
OEA <sub>0</sub>	.072	.077	.060	.940
UOE <sub>0</sub>	.412	.076	.396	5.412
ROE <sub>0</sub>	-.083	.085	-.070	-.974

*Table 13: Coefficients table*

### Regression Model Equation

$$Y = 1.905 + 0.057SEA_0 + 0.072OEA_0 + 0.412UOE_0 - 0.083ROE_0$$

The above table presents the result of the model predicting leadership effectiveness with the variables of Emotional Intelligence, SEA, UOE, ROE and OEA of managers as rated by their immediate subordinates. All variables of the emotional components has got positive values except one which is Regulation of Emotion with a negative value at 95% confidence level. Unstandardized coefficient ( $\beta$  value) indicates the degree of importance of each determinant factor variables towards leadership effectiveness.

Therefore, if the value of  $\beta$  is high, the effect of independent variable on dependent variable will be high; accordingly, the variables can be ranked in the following manners based on their contribution/ importance:

1. Use Of Emotion  $\beta = 0.412$
2. Others Emotion Appraisal  $\beta = 0.072$
3. Regulation Of Emotion  $\beta = 0.057$
4. Self-Emotion Appraisal  $\beta = -0.083$

Therefore, the interpretations of the significant independent Variables are:

- ❖ If the Use of Emotion of managers in Ethio telecom increases by 1%, the level of leadership Effectiveness increases by 41.2%.
- ❖ If Others Emotion Appraisal of managers in Ethio telecom increases by 1% then leadership effectiveness of the managers will increase by 7.2%.

- ❖ If Self Emotional Appraisal of Managers in Ethio telecom increases by 1% then leadership effectiveness of the managers will increase by 5.7%.
- ❖ Among the four variables, Use of Emotion has the highest important effect on leadership effectiveness, Therefore, it should be given high attention by managers on how to use their emotion with their subordinates.

#### 4.6 Hypothesis Testing

The following specific hypotheses about the contribution of emotional intelligences to leadership effectiveness were tested:

H1. Self-reported emotional intelligence by the managers (EI-S) explains leadership effectiveness. Specifically,

1.1. Self-reported emotional intelligence correlates with leadership effectiveness.

1.2. Self-reported emotional intelligence contributes to leadership effectiveness.

H2. Observer ratings by the Manager's staff of his or her emotional intelligence (EI-O) explain leader effectiveness. Specifically,

2.1. Observer ratings of emotional intelligence correlate with leadership effectiveness.

2.2. Observer ratings of emotional intelligence contribute to leadership effectiveness.

#### **Leadership Effectiveness Measures**

The Leadership Practices Inventory (LPI) with Five component measures of effectiveness of leaders were assessed by their subordinates and averaged to come up with a single overall score of leadership effectiveness (LEF). Component measures were as follows: model the way, inspire a shared vision, challenge the Process, enable others to act, encourage the heart.

#### **Hypothesis Testing**

In order to maximize the potential power of the statistical tests by retaining the highest level of degrees of freedom, first the impact of the demographic variables of Gender, Age, and Educational Background were analyzed. Since Gender, Educational Background, and Age did not show any significant correlations with leadership effectiveness.

Table 10, shows correlations between staff-reported leadership effectiveness (LEF) and self-reported emotional intelligence (EIS-S).

As the data reveals, hypothesis 1a was not confirmed as the correlation between self-reported emotional intelligence (EIS-S) and leadership effectiveness (LEF) showed an insignificant value and none of the self-reported emotional intelligence showed significant correlations with leadership effectiveness.

Table 11 shows the correlations between various components of observer-reported emotional intelligence (EIS-O) and leadership effectiveness also reported by the observer staff. Hypothesis 2a was confirmed as observer-reported emotional intelligence (EIS-O) correlated positively and significantly ( $p = .000$ ) with leadership effectiveness (LEF).

Hypothesis 2b was also found to be confirmed since, among the Emotional intelligence Variables All of the emotional Components were found contributing to leadership effectiveness of Managers in Ethio telecom.

In addition to the correlation analysis the regression analysis shed more light on the relationship between Emotional Intelligence and leadership effectiveness. Emotional intelligence was used as the independent variable leadership effectiveness were in turn the dependent variables. Use of Emotional intelligence explains 41.2% of the variance in leadership effectiveness others emotion appraisal explains 7.2% of the variance in leadership effectiveness and Self emotion Appraisal explains 5.7% in leadership effectiveness. the regression models were also significant, and this gives additional evidence for a significant relationship between the variables (Harms & Crede, 2010; Hur et al., 2011).

The regression analysis may point to many other factors that also play a role in the prediction of leadership, it does show that EI is gaining a strong base as a predictor of effective leadership, (Cooper & Sawaf, 1997; Hur et al., 2011). These findings make sense in suggesting that leaders in Ethio telecom under study needs to be both self-aware and aware of their followers' sentiments in order to become effective leaders.

Based on the results of the current study, leaders' higher skills in emotional intelligence might tend to display a more effective leadership than those without it (Avolio et al., 1995; Gardner et al., 2010)

## Chapter Five

### 5.SUMMARY Of FINDINGS, CONCLUSION AND RECOMMENDATION

The fifth and last chapter of the study discusses the major findings of the research and shows the conclusions based on the findings. It also gives recommendations and discussions based on the major findings of the study. The chapter also highlighted the limitations of this work and indicated future research areas for anyone interested in the subject matter.

#### 5.1 Summary of Major Findings

Generally, the major findings of this study are the following:

- ❖ The demographic information of the respondents indicated majority of the respondents (61.6%) were males and (38.4) were females and majority of the respondents (70.8%) are young (25-35). The table also showed majority of the respondents were degree holders (79.7%). Besides majority of the respondents have more than 7 years of experience in Ethio telecom (70.5%).
- ❖ The Mean and Standard deviations of the respondents show the values of the emotional scales of Managers as rated by self accordingly the emotional dimensions from lowest to Highest were OEAs (M=3.77, SD=.61); ROEs (M=3.90, SD=.42); UOEs, (M=4.15, SD=.536); SEAs (M= 4.35, SD= .422) accordingly Self Emotion Appraisal scored the highest and Others Emotion Appraisal Scored the Lowest.
- ❖ Table 7 shows the Mean and Standard Deviations for the emotional subscales as reported by observers (Immediate Subordinates) the values for this Dimensions from the lowest to the highest is UOEo (M=3.76, SD=0.77); SEAo (M=3.941, SD=.608); ROEo (M=3.943, SD=.682); OE Ao (M=3.95, SD=.66) According to the table even though the means have almost close Values the highest score is Others emotion Appraisal and the lowest is Use of Emotion scores.
- ❖ Self-reported Measures by managers of Ethio telecom were found to be insignificant with Leadership effectiveness of the managers as rated by their staffs and the ratings of the Correlation Coefficient also shows very weak Correlation.
- ❖ All variables were positively and significantly correlated with the dependent variable i.e., Leadership Effectiveness at 95 percent confidence level ( $P < 0.05$ ). Medium Practical effect

size correlation was occurred between Leadership Effectiveness and Use of Emotion ( $r = 0.412$ ), followed by others emotion Appraisal value ( $r = 0.296$  and Small practical effect correlation was existed between Regulation of emotion ( $r = 0.246$ ), followed by Self-Emotion Appraisal value ( $r = 0.225$ ).

- ❖ The result of multiple regression indicated further analysis of the relationship between dependent and independent variables. For this Purpose, the study was conducted on a 95% level of confidence i.e., P value less or equal to 5%. The result shows that the model tested is significant ( $p < 0.05$ ). The multiple R is .416, R square .173 and adjusted R square 0.163 indicates that 16.3% of the variance in the dependent variable (Leadership Effectiveness) can be explained/predicated from the independent variables. Or the remaining 84 % of the variance in Leadership Effectiveness may be explained by other factors.
- ❖ Depicted the relative effect of variable on Leadership effectiveness.  $\beta$  value & their significance was used to identify their relative importance in affecting the dependent variable. The unstandardized beta value for Use of emotion was  $\beta = 0.412$  indicating that, the dimensions have relatively strong degree of importance on Leadership Effectiveness. The other Variables Others Emotion Appraisal, Self-emotion Appraisal and Regulation of Emotion had  $\beta$  value of 0.072, 0.052 and -0.083 respectively. Therefore, the finding revealed that, use of emotion was the most dominant dimension in determining Leadership effectiveness in Ethio telecom.
- ❖ Based on the multiple regression coefficient results and Correlation Analysis, the proposed hypotheses for this study were tested and hypothesis 1.1,1.2 were Rejected, and Hypothesis 2.1,2.2 were accepted.

## 5.2 Discussion & Conclusion

This study examined the relationship between overall EI including components and overall leadership effectiveness of managers in Ethio telecom. Leadership effectiveness of managers was done by LPI Questionnaires, and scores were taken by averaging the component scores of the measures which includes 30 questions with five component variables each containing 6 questions. The result of the analysis shows the emotional scales have acceptable and high levels of internal consistency; all Cronbach Alpha values were above 0.7 The LPI instrument and the Wong and Law emotional measurement scales were found to be a reliable measure of leadership effectiveness and emotional intelligence. This was re-examined and reaffirmed in this study.

Furthermore, significant positive relationships were demonstrated between EI and leadership effectiveness giving support to H2. While some of the correlations are small ( $r < .29$ ) for Self-emotion Appraisal and Regulation of emotion components, there were also medium practical effect correlations (Use of Emotion, and Others Emotion Appraisal) (Petrides, Frederickson, & Furnham, 2004). Therefore, it can be concluded that there is a significant positive relationship between the emotional intelligence (Use of Emotion, Others Emotion Appraisal, Self-emotion Appraisal and Regulation of emotion) with Leadership Effectiveness. This implies that in Ethio telecom, leaders with higher emotional intelligence could possibly predict effective leadership (Bass & Avolio, 2004; Gardner et al., 2010) (in support of H2b). These findings were in support of, although not as strong as, other research outcomes by Leban (2003) and Piel (2008), with a strong statistically inferred predictive relationship between EI and leadership effectiveness.

Self-reported EI by the managers did not correlate significantly with leadership effectiveness as assessed by their staff. However, self-reported EI might account for increment in explained variance in leadership effectiveness if the no of samples taken were increased, these values were not statistically significant (marginal with  $p > .05$ ), suggesting again that perhaps a larger sample would have revealed greater significance. Furthermore, the weak relationship between self-reported EI and leadership effectiveness reported by the staff may be due to the limitations of the specific measure of EI used, or to the limitations of self-report measures because they are susceptible to manipulation based on perceived social desirability (Lopez & Snyder, 2003). With the exception of one small correlation with Others Emotion Appraisal, there was no significant relationship found between EI and Leadership Effectiveness (not supporting H1). This may indicate that leaders within Ethio telecom who are in the managerial position spent more time in technical and other activities than focus on the Emotion aspect of their Subordinates.

The regression analysis gives additional information on the relationship between Emotional intelligence and leadership Effectiveness. Emotional Intelligence was used as the independent variable and the average scores of the LPI were averaged to give us the Leadership effectiveness (LEF). Accordingly, Emotional intelligence explains 16.3 % of the variance in Leadership effectiveness. While these are relatively small values, the regression models were significant and this gives further evidence for a significant relationship between the variables (Harms & Crede, 2010; Hur et al., 2011). In general, the regression analysis in this Research may indicate the presence of many other factors that also play a role in the prediction of leadership, it also indicates

that EI is gaining a strong ground as a predictor of effective leadership (Cooper & Sawaf, 1997; Hur et al., 2011). Based on the results of this and other studies, leaders with higher skills in emotional intelligence tends to display an effective leadership than those that doesn't have. The results of the present study shows that this study does not show any support for demographic variables of gender, age or educational background as influencing the emotional intelligence or leadership effectiveness of a respondent. In addition, it appears that progression through the ranks to senior management in Ethio telecom does not hinge on what level of EI one possesses.

### 5.3 Recommendations

According to the findings, out of the four dimensions, Use of Emotion, Others Emotion Appraisal, and Self-Emotion Appraisal have positive and significant effect on leadership effectiveness. Therefore, priorities toward this important dimension are expected from Ethio telecom employees and managers. Use Of Emotion for Problem Solving has the highest effect on leadership effectiveness as seen from the analysis. Therefore, Ethio telecom should give more attention to the emotional items of managers as well as employees to meet the expectation of the company and bring about all rounded success to its accomplishment. Selected recommendations can be made for the telecom industry specifically to Ethio telecom which might be partly transferred to similar contexts. The organization should become more aware of the topics of leadership effectiveness and emotional intelligence, the interrelationship of these two concepts and their impact on the organization and its employees. Thereby managers should be trained to explore the positive and negative aspects of the various effective leadership components and their contextual importance. At the same time, employees should be trained in emotional intelligence to build an awareness of emotional aspects of leadership competences to respond to the growing complexity of (international) human resource management.

The organization should use the research results to adjust and improve organizational training facilities as well as the process of selection and assessment procedures for evaluating leaders' strength within the organization. This could have a significant impact on constructing strategies for developing an organizational leadership culture that is based on emotional intelligence. Training and mentoring programs should be adjusted accordingly within the organization.

The management of ethiotelecom should create a channel to employees to discuss their feelings and concerns freely so that there would be a way to for the managers to work on their employee's emotional intelligence.

It would also be good to arrange coaching time for employees by the managers in order to listen their ideas, feel their situation, empathize with their frustrations and take important actions as needed. Finally, the organization could use the data to improve managers' strengths and become aware of developmental areas, and at the same time review how executive decisions shape the behavior of the organization. The vision of the organization could be redefined accordingly.

#### 5.4 Limitation of the study

Every research might have its own limitations and shortcomings this research is not without its limitations. Among this the sample consisted of only the telecom sector and the results cannot be concluded to other organizations. Secondly, because of the cross-sectional survey-based research design, causal factors could not be isolated and attributed to the research findings. Thirdly, the sample size may have affected the results in this study specifically we have used small sample size for the self-emotional measures of emotional intelligence which might have affected the result. A larger sample may have provided more information regarding the relationships between emotional intelligence and leadership effectiveness and revealed more insight into demographic differences. thirdly absence of research papers and documents specifically in Ethiopian context was challenge as well as limitation for the researcher. Fourthly, in the collection of data the two instruments were not completed at the same time. LPI was assessed from subordinates only. This may have resulted in weaker correlations. the final limitation is the time and cost involved in the data collection from a large sample.

#### 5.5 Suggestion for Future Research

Further research clearly needs to be conducted to expand the knowledge about the possible influences or effect of emotional intelligence may have on leadership effectiveness. To this end areas for future investigation might include the impact that the emotional intelligence of leaders has on the emotional intelligence of employees and the organizational culture. These areas of study could provide a more complete picture of the emotional dynamics that constitute effective leadership within the telecom industry. In order to meet the objectives of this research, the study was limited by the number of factors. Firstly, the study is limited in terms of coverage because it only examined impact of emotional intelligence to leadership effectiveness in Ethio telecom Addis

Ababa branches specifically in the headquarter this implies that the scope of study is narrow in terms the study area. Thus, it is recommended that future study should be conducted to cover a wider sample area to provide basis for a more generalized conclusion. The result of model summery showed that emotional variables only explain 16.3 % of the variance in Leadership effectiveness. It is an important finding because it suggests that there are other factors that Ethio telecom should consider when analyzing Leadership effectiveness in future research. Finally, the study focuses only on the telecom industry. Such concentration could limit generalization of the findings to other industries. This limitation creates a chance for future research in this area. This future research may replicate the study in other service sectors other than the Telecom sector, for example banks, hotels and insurance and other additional research is necessary to determine if the relationships identified can be generalized.

In addition, future research on the area should include top level management groups in the Company to have better results and generalized conclusion. It would also be nice to include managers and employees outside Addis. Additionally, future research should combine qualitative, quantitative and triangulation methods in order to facilitate a better understanding of the different variables being studied. Future studies should focus to include other Selected business units in Ethio telecom and increase the sample size of managers and demographic representation to ensure a more thorough study that can be more easily generalized. Longitudinal research should be used in future to identify and isolate causal factors, to ensure that environmental factors impacting on the data can be isolated and meaningfully incorporated. Finally, it is suggested that the results of this study should be confirmed by follow-up studies in a variety of contexts in the corporate industry, because of the apparent absence of specific published works on emotional intelligence and its purported effects on predicting an effective leadership

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Appendices

Appendix:1

**Addis Ababa University**  
**School of Commerce**  
**Department of Master of Arts in Business Leadership**  
**Questionnaire to be filled by employees of Ethio Telecom.**

Dear Respondent: I am MBL post graduate student at Addis Ababa University School of commerce. This questionnaire is designed to collect relevant information for the research carried out on the topic “The Role of Emotional Intelligence on Business leadership Effectiveness”: The case of Ethio Telecom”. The study is conducted for academic purpose that is for partial fulfillment of the requirements of the Master of Arts in Business Leadership. Hence, your responses will be kept confidential. The soundness and validity of findings highly depend on your honest and thoughtful responses. Therefore, I kindly request you to fill the questionnaire carefully and return at your earliest convenience.

Thank you in advance for your kind cooperation!

**GENERAL INSTRUCTION**

- You are not Required to write your name.
- Put a tick mark (√) in the box that describes your response.
- Please return the questionnaire as soon as possible after completion.

**Part 1: Respondents Information**

1. Gender

Male  Female

2. Age category

18 - 24  25 – 35  36 – 45  above 45

3. Educational Level

Certificate  Diploma  First Degree  Masters & above

4. Work experience

Less than 1year  1-3 years  4-6 years  above 7 years

5. Working Position

Staff  Supervisor  Expert  Management Staff

**Part 2: Self Emotional Intelligence Questionnaire. (Please put (√) mark in the box that best describes you) for Management Personnel Only**

How Emotionally Intelligent are You? (Wong and Law Emotional Intelligence Scale, WLEIS)

	Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree
I have a good sense of why I feel certain feelings most of the time					
I have a good understanding of my own emotions.					
I really understand what I feel					
I always know whether I am happy or not					
I always know my friends' emotions from their behavior					
I am a good observer of others' emotions					
I am sensitive to the feelings and emotions of others					
I have a good understanding of the emotions of people around me.					
I always set goals for myself and then try my best to achieve them.					
I always tell myself I am a competent person					
I am a self-motivating person					
I would always encourage myself to try my best					
I am able to control my temper so that I can handle difficulties rationally.					
I am quite capable of controlling my own emotions.					
I can always calm down quickly when I am very angry.					
I have good control of my emotions					

**Part 3: Observer Rating of the Management Staff (Please put (√) mark in the box that best describes your manager's emotional Intelligence.) for Staffs only.**

	Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree
Has a good sense of why he/she has certain feelings most of the time					
Has good understanding of his/her own emotions					
Really understands what he/she feels					
Always knows whether or not he/she is happy					
Always knows his/her friends' emotions from their behavior					
Is a good observer of others' emotions					
Is sensitive to the feelings and emotions of others					
Has good understanding of the emotions of people around him/her					
Always sets goals for himself/herself and then tries his/her best to achieve them					
Always tells himself/herself he/she is a competent person					
Is a self-motivated person					
He/she would always encourage himself/herself to try his/her best					
Is able to control his/her temper					
Is quite capable of controlling his/her own emotions					
He/she can always calm down quickly when he/she is very angry					
Has good control of his/her own emotions					

**Part 4. Leadership Effectiveness Questionnaire. (Please put (√) mark in the box that best describes your Manager’s Leadership Effectiveness) for Staffs Only**

**INSTRUCTIONS:**

Please respond to the thirty statements using the 10-point scoring scale provided. Respond as best you can, based on your manager’s leadership practice in the workplace. Respond in a way that represents *how you feel He/ She typically behave in most workplace situations.*

**SCORING SCALE**

- 1 = Almost Never**
- 2 = Rarely**
- 3 = Sometimes**
- 4 = Frequently**
- 5 = Almost Always**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1.Seeks challenging opportunities					
2.Talks about future trends					
3.Develops cooperative relationships					
4.Set example of what is expected					
5.Praise’s people for a job well done.					
6.Challenge’s people to try new approaches					
7.Describes compelling image of future.					
8.Listens to diverse points of view.					
9.Ensures that people adhere to agreed-on standards					
10.Expresses confidence in people’s abilities.					
11.Looks outside organization for ways to improve					
12.Appeals to others to share dream of future.					

13.Treats people with dignity and respect					
14.Follows through on promises and commitments					
15.Creatively rewards people for their contributions.					
16.Asks “What can we learn?”					
17.Show’s others how their interests can be realized.					
18.Supports other people’s decisions.					
19.Is clear about his/her philosophy of leadership					
20.Recognizes people for commitment to shared values					
21.Experiments and takes risks.					
22.Is enthusiastic and positive about future.					
23.Lets people choose how to do their work.					
24.Ensures that goals, plans and milestones are set.					
25.Finds ways to celebrate accomplishments					
26.Takes initiative to overcome obstacles					
27.Speaks with conviction about meaning of work					
28.Ensures that people grow in their jobs.					
29.Makes progress toward goals one step at a time.					
30.Gives team members appreciation and support.					

Appendix 2.

	Cronbach's Alpha
SEA1o	.907
SEA2o	.907
SEA3o	.910
SEA4o	.914
ROE1o	.905
ROE2o	.902
ROE3o	.911
ROE4o	.905
UOE1o	.906
UOE2o	.907
UOE3o	.907
UOE4o	.909
OEA1o	.906
OEA2o	.908
OEA3o	.911
OEA4o	.908

**Item-Total Statistics**

Cronbach's Alpha if Item Deleted
.969
.954
.956
.955

**Descriptive Statistics**

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
LEF	310	3.90	1.03	4.93	3.6424	.04548	.80074	.641
OEAo	310	3.25	1.75	5.00	3.9556	.03766	.66300	.440
UOEo	310	4.00	1.00	5.00	3.7669	.04376	.77056	.594
ROEo	310	2.75	2.25	5.00	3.9435	.03877	.68268	.466
SEA0	310	3.00	2.00	5.00	3.9411	.03455	.60836	.370
Valid N (listwise)	310							

**Descriptive Statistics**

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
SEAs	60	1.75	3.25	5.00	4.3500	.05453	.42236	.178
ROEs	60	2.75	2.25	5.00	3.9000	.06095	.47210	.223
UOEs	60	2.00	3.00	5.00	4.1584	.06929	.53669	.288
OEAAs	60	2.50	2.25	4.75	3.7708	.07979	.61804	.382
Valid N (listwise)	60							

Appendix:3

