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# **A STUDY ON THE IMPACT OF EMOTIONAL INTELLIGENCE AND KNOWLEDGE MANAGEMENT ON LEADERSHIP PARAMETERS IN MULTIPLE CONTEXTS: LITERATURE REVIEW APPROACH**

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## **ABSTRACT**

*Emotional intelligence holds a significant impact on individual development of the manager and their leadership qualities. Doing activities that support EI behaviour illuminates positive effects that can be noted and measured by higher productivity. The impact of emotional intelligence is significant to build positive relations and gaining poignant commitment of employees. When implementing the Emotional Intelligence in Knowledge Management and then a company follows it in its organization the overall yield and profit seems to be increased in an exponential rate and overall it helps in the growth of the company. It also explains Emotional Intelligence along with the Knowledge Management when implemented in the organisation helps the employees developing their own leadership skills and also enhancing the actual skills they possess in the various fields. It also tells us the overall impact of emotional intelligence over the leadership. It also teaches how the Emotional Intelligence and Knowledge Management are correlated to each other and which depend on each. They also tell us the steps they need to be followed to create these Emotionally Intelligent teams and corresponding groups. For more than three decades researchers have postulated that emotional intelligence greatly complements an individual's ability to work collaboratively within a team setting, cope with stress, and lead others. For example, leaders who are unable to discriminate and self-measure their emotions may not be acquainted with certain cues from their co-workers or subordinates. Likewise, administrators who exhibit deprived management over emotions may permit their emotions to hinder with their level of efficacy as it pertains to leading. For case, when they feel apprehensive, they may shun giving vital speech, or when they feel angry, they may unsuitably lash out at a co-worker. The paper is focusing on the impact of emotional intelligence and knowledge management on leadership qualities.*

**Keywords:** Emotional intelligence, Knowledge management, Leadership, Organizational culture

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## 1. INTRODUCTION

The main objective of this study was to delineate new scope of leadership practice, which incorporates rudiments of emotional intelligence in order to strengthen mutual relations and employee loyalty. The analysis provided evidence that this produces an organizational culture, which is based on knowledge and trust and which tolerates and promotes knowledge sharing among employees. Top management is responsible for the founding of a company's culture, therefore their strategy must not be focused on retention of knowledge by people who feel threatened and therefore cause a low degree of trust. The main project of all line managers focuses on raising the emotional potential of employees, whereby each participant provides a singular contribution to overall team performance in conformity with its capabilities. This promotes synergy instead of contributing to conflicts and competitive demeanour. The study also shows the importance of developing leadership competencies, since all business managers must be capable to pick out the potentials and restrictions of their team members, which could then be consistently developed in the arenas, where such progress is required. Our overall conclusion states, that emotional intelligence, which bulges out on top with the Head managers and CEO's and operates throughout the society, affects all levels of the system. Obtaining employee commitment to reach common objectives remains an artistic production of those directors who have internalized the desire to continually grow their leadership potential and create synergistic effects that can be observed and measured in the integrated system. A second tradition views emotion as an organizing response because it adaptively focuses cognitive activities and subsequent activity. Rather than characterizing emotion as chaotic, haphazard, and something to outgrow, Leeper suggested that emotions are primarily motivated forces; they are "processes which arouse, sustain, and direct activity". Contemporary theories of emotion also perceive it as directing cognitive activities adaptively. Artificial intelligence researchers have newly measured the value of adding emotion to computers so as to prioritize and direct their processing. The full face of emotions seems to be a primary human motive and it may therefore be worthwhile to look at it from a functionalist perspective.

Johnson and Cross (2004, 55) articulate the view that organisations are 'vigorous or not vigorous to the amount that people in the organization believe it is a responsive institution'. These authors acquiesce that people believes that they are less impactful when they lack any sort of intelligence or academic performance. They determine that there is a requirement to change a process of 'educational interface and intercession among interest groups' (Johnson and Cross, 2004, 55). A post evaluation prominent aspect of managerial skill in national education authorities, Froneman (2003) communicate his apprehension about the management penetration in educational leadership. He coincide with Pretorius (in Froneman, 2003) who bring to a close that 'the need for managing change in HEI is huge, partly because management in higher education institutions concentrates mainly on structural changes needed, by and large ignoring challenges posed by the new century. After re-examine institutional organization trends and challenges, Nolte (2004) conclude that the major challenge for institutional managements may be to find the position that is most familiar to institutions' inherent strengths, in combination with possible opportunities that exist in these surroundings. It is evident that there is a great need to

determine South African leadership. We hope that our article, in focusing on emotional leadership and leadership abilities, will provide a pioneering overview of these matters. The term emotional intelligence (EQ) was determined by Dr. Reuven BarOn in 1985 explain his move forward to determine the aspects of general intelligence. According to BarOn (1996), generally to specify emotional intelligence tackle the emotional, individual, community, and continued existence dimensions of intelligence, which are extreme importance for daily aspects. This element is related to understand self to deal with others, and adjusting to manage with external atmosphere. These factors augment the skill to be more victorious in dealing with environmental demands. Emotional intelligence is strategic and immediate, and generally imitates a person's 'common sense' and ability to deal with the world.

## 1.2. Objectives

There are two objectives of the research paper. They are –

To find the relationship between emotional intelligence and knowledge management at implementation level

To find the impact of emotional intelligence and knowledge management on leadership qualities

## 2. LITERATURE REVIEW

The main focus of EI literature has been on the hypothesized value of EI to affect individual success (Higgs and Dulewicz 1999; Goleman 1998), and some empirical support has been established for a positive association between EI and work performance (Donaldson-Feilder and Bond 2004, 190). Salovey and Mayer (1990) and Mayer and Salovey (1995) conjecture that advanced stage of EI result in better psychosomatic and physical well-being, and that EI, measured as an skill predicts a variety of chief outcomes. According to Mayer, Salovey and Caruso (2004), individuals with a sky-scraping EI 'might also be more skilful at recitation motivational goals, aims, and missions'. Nevertheless, precisely up-to what extent and how EI accounts for effective leadership is as yet unknown. As can be gleaned from what has already been stated, in recent years, the concept of EI has gained popularity as a potential primary attribute of effective leadership. Though there is a great impact of emotional intelligence and leadership effectiveness is observed but the empirical evidence of the same is seen lesser to support such view. According to Davies, Stankov and Roberts (1998) many of the accepted claims about the analytical value of emotional intelligence are viewed by psychologists as ill-defined, unsupported, and doubtful.

Our primary measures of leadership effectiveness will be based on a structured performance management assessment. The structured performance management system assesses employees' progress towards organisational goals (Corporate Leadership Council, 2002). This system is seen as a good indicator of an individual's leadership effectiveness (Management Advisory Committee 2001; Corporate Leadership Council 2002; Hogan, Curphy & Hogan, 1994). It establishes whether an individual meets business outcomes in such a manner that they not only achieve results but also build effective working relationships. Importantly, the performance management system is tied to concrete outcomes for the individual: Leaders who score well on the system receive larger bonus pay increases (up to 15% of their normal pay). This study sought to address two major research questions. First, to what extents are self-reported and ability based measures of EI related to leadership performance? Second, to what extent do the EI measures predict variance in leadership performance over and above that accounted for by traditional personality and cognitive reasoning measures? Surveys have indicated that people with high EI have greater mental health, exemplary job performance, and more potent leadership skills. Markers of EI and methods of developing it have become more widely coveted in the past few decades. The new

contemporary organizational practices have created a paradigm shift in how people view management, leadership, and other organizational principles. Traditional top-down control and organizational hierarchy have been replaced by a more dynamic and flattened structure that relies on fluid networks and teams, and employees have a much greater degree of involvement in organizational decision-making (American Management Association/Human Resources Institute, 2005). The paradigm shift has created a problem for organizational managers and practitioners relative to creating new and effective management and leadership development practices (Bernthal & Wellins, 2006). Leadership is often considered an important element of the organization, resulting in an organizational priority for strong leaders (American Management Association/Human Resources Institute, 2005). As a result, leadership and management development have become areas in which companies invest major resources (Cook, 2006; Murphy & Riggio, 2003; Raelin, 2004) and the areas have become a large volume business for organizational practitioners (Ready & Conger, 2003). In addition, subject fields have begun to offer a ground to help characterize the neural mechanisms of emotional intelligence Knowledge management is the important part of knowledge-based society. Learning systems are mindful of the importance that lies in human resources, and are produced by producing fresh concepts in leadership, where hierarchy and pyramid structure decision-making do not bet the primary part. This novel concept is how to build upon a partnership between professionals from different sectors of the governing body. Partnership as alliances has always depended solely on the character of human dealings. We indicate that emotional intelligence enhanced with new concepts of leadership increases generating and transfer of knowledge. The survey receives a qualitative approach used up through interviews that were conducted with top management in order to investigate the purpose of emotional intelligence and its impact on management in correlation with sharing knowledge. The findings supported our two hypotheses, since research has recorded how the leadership strategy reflects on input of employees, and the path, resulting in stimulation or discouragement of the transfer of knowledge in the system.

There is concern that the programs may be lacking effectiveness in developing better leaders and managers (Cook; Goldsmith; Kotterman, 2006; Ready & Conger). To ensure leadership development is successful, an understanding of the most critical leadership behaviors in organizations is paramount (Brousseau, Driver, Hourihan, & Larsson, 2006; Goldsmith; Ready & Conger). Increased use of organizational strategies such as self-managed and cross-functional teams, flat managerial hierarchies, and a decentralized decision-making structure have changed the way organizational managers and leaders behave (American Management Association/Human Resources Institute, 2005; Blanchard, 2007). New leadership and management concepts need to be studied in depth before rushing to implement the ideas into leadership development programs (McNamara, 2007; Ready & Conger, 2003). Leadership development programs sometimes fail because the organizational practitioner carried out emerging concepts as a quick-fix to organizational issues, without having a complete understanding of the leadership concept (Ready & Conger). In the early 21st century, no clear universally agreed-upon model for leadership development exists (Gentry & Leslie, 2007). Organizational development practitioners continue to develop new programs to address emerging organizational concepts such as self-management, social-network development, flat structures, and information management (Cook, 2006; Gentry & Leslie, 2007; Raelin, 2004). The lack of alignment between leadership development and the new organizational realities may be a primary reason for subsequent leadership ineffectiveness (Raelin; Ready & Conger, 2003). The construct of leadership continues to change (Hernez-Broome & Hughes, 2004). One relatively new leadership concept that has emerged is emotional intelligence (Kunnanatt, 2004). Emotional intelligence, which is the ability to use emotions to help reason (Mayer, 2007), has been closely tied with elements of leadership effectiveness through the empirical research of several recent studies (Van Dijk & Freedman, 2007). The concurrent events—emergence of new leadership

development criteria due to the new organizational paradigm and emergence of emotional intelligence as part of the leadership construct—have resulted in opportunities for further research studies.

Organizational leaders need to have a combination of transactional and transformational-leadership skills (Bass, 2003; Emans, Munduate, Klaver, & van de Vliert, 2003; Kent, 2005; Kest; Latham & Vinyard, 2008; Yukl et al., 2002). Transformational leaders focus on shaping the future by engaging in a mutually beneficial relationship that fulfills the employees' higher order needs. Transactional leadership is more focused on traditional management practices that are based on a performance-reward relationship (Shivers-Blackwell, 2004). New leadership concepts, such as the emerging emotional intelligence, need to be studied with regards to both elements of the leadership duality (Latham & Vinyard). Since emerging transformational leadership in the late 20th century, transactional leadership is considered as traditional management-related behaviors while transformational leadership is considered true leadership behaviors (Kent, 2005; Khanin, 2007). Transformational and transactional-leadership behaviors are closely tied together (Kent; Raelin, 2004), and as such need to be included in research studies of emerging leadership concepts. Due to the more emotive nature of transformational leadership (leading) as compared to transactional leadership (managing), numerous studies in leadership have been conducted that emphasized transformational leadership (Kent). The new contemporary organizational practices have created a paradigm shift in how people view management, leadership, and other organizational principles. Traditional top-down control and organizational hierarchy have been replaced by a more dynamic and flattened structure that relies on fluid networks and teams, and employees have a much greater degree of involvement in organizational decision-making (American Management Association/Human Resources Institute, 2005). The paradigm shift has created a problem for organizational managers and practitioners relative to creating new and effective management and leadership development practices (Bernthal & Wellins, 2006). Leadership is often considered an important element of the organization, resulting in an organizational priority for strong leaders (American Management Association/Human Resources Institute, 2005). As a result, leadership and management development have become areas in which companies invest major resources (Cook, 2006; Murphy & Riggio, 2003; Raelin, 2004) and the areas have become a large volume business for organizational practitioners (Ready & Conger, 2003). The effect of new leadership developments on transactional-leadership behaviors has been relatively ignored. A gap of leadership knowledge exists with regards to how task and relationship behaviors are influenced by new and emerging leadership constructs, such as the role that emotion plays with regard to leader and follower behavior (Kent, 2006).

Emotional intelligence has become integrated into the organizational context, as it is now practiced worldwide by researchers, consultants, training firms, and leadership coaches (Van Dijk & Freedman, 2007). Emotional intelligence is considered an important element for developing leaders, and research studies have shown a positive correlation with leadership success (Duckett & Macfarlane, 2003; Gardner & Stough, 2002; Vrba, 2007). The study may result in new knowledge as to why organizational leaders with higher emotional intelligence have a higher chance of success. The emotional intelligence theories are not without criticism and controversy. Some scholars consider emotional intelligence to be an extension of the Big 5 personality dimensions (Landy, 2005); others argue that emotional intelligence cannot be learned (Locke, 2005), and some argue that the concept is not scientific enough to measure (Conte, 2005). The controversies, however, have been refuted in significant detail (Daus & Ashkanasy, 2005; Mayer et al., 2004; Salovey & Grewal, 2005). Emotional intelligence has gained enough momentum in the workplace where it is now considered a major driver of leadership and employee development programs (Grewal & Salovey, 2005; TalentSmart, 2007; The Ken Blanchard Companies, 2006). Leadership in the study was viewed from the perspective of the manager subordinate relationship, where the manager influences the subordinate to achieve tasks or projects through the use forcing

and nonforcing behaviors (Emans et al., 2003). Mintzberg (2003) suggested that the organizational manager has three roles: managing action, managing information, and managing people. Mintzberg suggested that when managers are managing people, they are acting as organizational leaders. Organizational managers lead their subordinates by means of forcing and nonforcing tactics (Emans et al.). The tactics can be considered leadership behaviors and are either transformational or transactional (Emans et al.; Yukl et al., 2002). Yukl et al. described transactional categories as task and relations behavior, which also coincide with the Situational Leadership II theory, one of the more prominent theories used by organizational practitioners (Blanchard, 2007). The task and relations behaviors, which are also referred to as directive and supportive behaviors, provide the basis for defining the specific leadership behaviors in the study.

Another assumption is that emotional intelligence as ability can be measured scientifically, a topic which is of some debate in the field. Daus and Ashkanasy (2005) cited previous rigorous research that demonstrated that the ability-based model of emotional intelligence meets all the criteria for being a stand-alone intelligence and is scientifically credible. Another assumption is that the instruments used to collect data are valid tools and will result in providing accurate and appropriate statistical data to make inferences about the hypotheses. The emotional intelligence assessment used in the present study is the only one of several emotional intelligence assessments that can be considered a criterion report, which is considered the “gold standard” for psychometric testing (Mayer, 2007). The leadership behavior assessment measures behaviors that are commonly found in leadership behavior taxonomies. Another assumption is that the manager’s need to use supportive and directive leadership behaviors is consistent across industries and across companies. The rationale for this assumption is that leadership behaviors are equally important, regardless of context, culture, or management systems. Finally, the Likert-type scale used in the leadership behavior instruments is assumed to provide data that can be considered as interval for the purpose of a correlation statistical analysis. Chimka (2001) determined that Likert-type scales used for samples sizes of approximately 100 can accurately be treated using parametric statistical techniques used for interval data as much as nonparametric statistical techniques used for ordinal data.

The transformational/transactional leadership model of Bass and Avolio (1990) has provided the general framework for most of the research on emotional intelligence and leadership effectiveness (see for example, Barling, Slater & Kelloway, 2000; Palmer, Walls, Burgess & Stough, 2001; Gardner & Stough, 2002). Transformational leaders are seen as those people that are able to create a vision, communicate this vision, build commitment amongst subordinates to the vision, and model the vision within the workplace. In contrast, transactional leaders are viewed more as managers that maintain the status quo. It is argued that transformational leaders are able to deal with strategic matters more efficiently and in turn are able to build commitment in employees, and are therefore more likely to take an organization forward (Bass and Avolio, 1994; McShane & Von Glinow, 2000). The available EI-Leadership research supports the hypothesis that self-reported EI is linked to self-reported transformational leadership style (Barling, Slater & Kelloway, 2000, Palmer, Walls, Burgess & Stough, 2001; Gardner & Stough, 2001). Barling, Slater and Kelloway (2000) conducted an exploratory study on the relationship between emotional intelligence and transformational leadership. Their results suggest that self-reported emotional intelligence is associated with three aspects of transformational leadership, namely idealised influence, inspirational motivation and individualised consideration. The leaders who report exhibiting these behaviours were assumed to be more effective in the workplace. Attention is increasingly given to the emotional aspects of organizational life (Fineman 1997). The spotlight does not only fall on an unwavering commitment to mere rational thought processes, command and control management styles, but to an ever increasing extent the importance of characteristics such as feelings, trust, relationship building, knowledge sharing and cultural awareness are taking centre stage (Goffee and Jones 2000; Higgs and Dulewicz 1999;

Fineman 1993;). There is general agreement about the need to include the role of emotions in research on educational leaders (Beaty 2000; Blackmore 1999; Hargreaves 1998(b)). Hargreaves' (1998(a), 319) research supports the claim that leadership is not merely a cognitive action, but also an emotional endeavour and a form of emotional labour that involves emotional understanding. Consequently, during the first few years of the 21st century, the emergence of the concept of emotional intelligence is challenging traditional views of what it takes to be an effective leader. Recent research reviewed by Goleman, Boyatzis and McKee (2002) shows that the more senior the leader becomes, the more critical his or her emotional competencies turn out to be. However, Goleman's (1995) assertion that emotional intelligence accounts for more than 85 per cent of top leaders' exceptional performance is refuted by research carried out by, for example, Harris, Day, Hopkins, Hadfield, Hargreaves and Chapman (2003, 27). In the current study, we are keenly interested to see how ability-based EI relates to transformational leadership behaviour, which is regarded as crucially important for organisational success (Lowe and Kroeck 1996).

### 3. CONCLUSION

We believe that more systematic work needs to be undertaken on the area of emotional intelligence and emotional leadership within higher education institutions, especially during periods of restructuring and change. Our results seem to suggest that effective leadership cannot be accomplished by the simple adoption of a rational planning model. It seems clear that leadership comprises both intellectual and emotional intelligence facets and that both these facets need to be attended to during the training of leaders to equip them with sufficient management (and, indeed, survival) skills. This may be especially true in times of change and transformation (which are often characterised by turbulence) and its regular concomitant sprout, namely the need for adjustment. The results are, however, exploratory in nature and require replication with a sample from a diverse range of industries across both private and public sectors. Ideally, this study needs to be replicated with a bigger sample of senior and supervisory levels to investigate the question as to whether EI could be linked to effective leadership in a broader range of industries and at different leadership levels. Likewise, in-depth interviews need to be conducted with selected participants to explore the relationship between EI and effective leadership in more depth to triangulate the findings of the study.

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