

The Impact of Emotional Intelligence on Leadership Competencies Development of Employees

HASAN ALI AL-ZU'BI

Professor, Department of Business Administration
Applied Science Private University, Amman, Jordan
P.O. Box 922717 Amman, 11192 Jordan
E-mail: zubi1963@yahoo.com

Abstract

This study aims to investigate the impact of Emotional Intelligence on the leadership competencies development of employees within Jordanian industrial companies listed at the Amman Stock Exchange. The study population consists of employees working at these companies. A simple random sampling technique was used to select the respondents surveyed with a total of 154 questionnaires administered to the chosen respondents. Statistical tools were used to test the hypothesis. The findings of this study indicate that there is a significant positive impact of emotional intelligence (self-awareness, self-regulation, motivation, empathy, and social skill) on leadership competencies development; the study also shows that the most influential dimensions of emotional intelligence is motivation.

Key Words: Emotional Intelligence, Development, Leadership Competencies, Employees, Jordan.

Introduction

The emotional intelligence of modern concepts that have a clear impact and is important in the life of every person and his way of thinking, relationships and emotions, cooperation exists between feeling and thought, or between the mind and heart highlights the role of emotion in the influential thinking, both in making wise decisions, or in giving us the opportunity to think clearly, this has a major impact in improving the performance and solve problems and increase productivity at the level of individuals and institutions.

Due to the need for organizations to increase the pace of learning, and to be able to keep pace with the dramatic changes in contemporary business environment, they need more openness and receive new ideas and concepts, as they need to invent new goods and services and methods, and to train workers and encourage them to initiative and innovation in the important of their business.

Because the quality and excellence is one of the pillars that contribute to improving the performance of organizations, and plays a pivotal role in the promotion of values, beliefs and behaviors of employees and in order to move towards the application of quality principles, and given the large role that emotional intelligence in the development leadership competencies as illustrated by a study (Sadr, 2012) on the one hand.

On the other hand, the findings of the study (Peter, 2013) that emotional intelligence is a critical factor in leadership performance. Therefore notes that emotional intelligence impact in improving the leadership competencies. Therefore it has become necessary to study the potential impact of emotional intelligence in the development of leadership competencies for employees.

Literature Review

Emotional Intelligence

Meyer and Salovei in 1990 used the concept of emotional intelligence to describe the emotional characteristics of individuals to achieve success and these emotional characteristics include empathy, and control conflicts, and to achieve the love of others, perseverance and compassion, and express their feelings, and independence, and adaptability, and problem-solving among the people, and the affection and respect, and it was the use of this concept, which in turn began to spread after the first among those interested. Knew (Abraham, 2000) emotional intelligence as a set of skills that are attributable to the accuracy of estimating and correcting feelings of self-discovery and emotional features of the others, and use it for motivation and achievement in the life of the individual. He (Furnham, 2003) to emotional intelligence as the ability to perceive, understand and address the emotions and regulate emotions so that the individual can affect the feelings of others.

And Shapiro (1997) that emotional intelligence is a set of elements of social intelligence include the ability to do the individual to control his emotions and feelings of others is discrimination among them, and use this information to guide his thinking and his work and his actions.

The Emotional Intelligence concept of modern talk, but found him a clear impact on the course of the conduct of human life, an important influence on his way of thinking and relationships and emotions, there is a common denominator between emotions and thinking, between the mind and the heart, and there is cooperation among themselves to provide the opportunity for everyone to make the right decisions and thinking properly. A person who is suffering from an emotional disorder or lack of emotional equilibrium cannot control his emotions or control Panevaalath even if a high level of intelligence.

Dulewicz & Higgs (2004) Found that individuals with high emotional intelligence more successful in their careers and the highest performer functionally and feeling the pressure of work. Leadership skills and have the highest (Slaski& Cartwright, 2002). And have the ability to achieve a balance between work requirements (Higgs & Rowland, 2002). And facilitating organizational change to better operations (Vakola et al., 2004), and increases the performance of work teams (Jordan et al., 2002).

Leadership Competencies

Development in the contents of management thought has led to an increase in the attention of many researchers and writers competencies, including. Confirmed (Poulfelt, et al, 2009) competencies that can direct them and follow them through a competitive construction apart from the new activities of business organizations. In 1992, researcher Quinn stressed that the owners of the wisdom of the managers of organizations seeking to predict the variables in the market to support the client's requirements and build competencies that constitute crucial competitive limits.

And that there are features specific to competencies of particular importance in building the organization is (Pehrsson, 2004):

- Rarely made up of narrow skills, or the efforts of a single department, they are often a bunch of skills and knowledge of how to Know - How, or as some call acumen, resulting from the harmonious efforts through the synergistic action of groups and functions of departments that perform complementary activities in various series sites value in the organization.
- Typically lies in harmonious to the various groups and sections of the work efforts, the supervisors and department heads cannot expect to see the overall construction and establishment, by virtue of the specific responsibilities, as the responsibility of top management.

- Difficult to predict the quality of the competencies required for the success of the competitive future, because the customer needs and changing market conditions unexpectedly often. Although the concept of competencies is one of the relatively modern concepts in the field of human resources, competencies become a president, who is based upon attracting human resources operations hub, as well as they constitute the core of any ambitious strategy to improve and develop the performance of the human element (Hussein, 2006).

Occupied the subject of leadership competencies and surrounded by the dimensions of the utmost importance in the literature of business management, so as they have a major impact on workers and organizations in general (Rawashda, 2012).

And its impact on the present organization and its future, and its ability to formulate flexible organizations organizational culture through its holdings of guidance and motivation and contain critical situations authority, and holdings of values, skills and methods and administrative capabilities allow them to leave their mark on the organization, wording of the future direction of any organization depends on the foundation element of leadership, as the leader of the appropriate style and distinctiveness competencies quality and characteristics that qualify for a particular leader's behavior affect the formulation of visions of the future of the organization, and in the pattern formation of a flexible organizational culture and support of developmental processes in the organization (Al-Zahrani, 2009). Which necessitated the need to prepare and create leaders able to exercise difficult and unfamiliar with strategic thinking roles of forward-looking combine's absorption conscious of the theory and the possibility of the application, in fact, eventually leading to the construction of a distinct organizational culture and achieve the organization's performance is impressive (Al-Qudah.2006).

Problem of the Study

Based, to the findings of the study of each of (Sadr, 2012) that emotional intelligence plays a big role in the development of leadership in addition to the findings of the study (Peter, 2013) that emotional intelligence is a critical factor in leadership performance. Given the requirements of the business of providing organizations with a prestigious reputation of professional experience, in addition to the competencies enjoyed by the existing leaders to manage these organizations. It can represent the current study the problem by raising the following question:

"What is the impact of emotional intelligence (self-awareness; self-regulation; motivation; empathy, and social skill) in the of leadership competencies development (change leadership; acumen; results orientation; alliances building; and the leadership of individuals) for workers?"

The Objectives of the Study

The current study is primarily designed to demonstrate the impact of emotional intelligence on the of leadership competencies development of employees, by achieving the following objectives:

1. Determine the impact of emotional intelligence in the development of leadership change for employees.
2. Statement of the impact of emotional intelligence in the development of business acumen for employees.
3. Identify the impact of emotional intelligence in the development of results-oriented for employees.
4. Statement of the impact of emotional intelligence in the development of building coalitions for employees.
5. Identify the impact of emotional intelligence in the development of the leadership of individuals for employees.

Suggested Model

For the purposes of addressing the problem of the study and investigation of objectives, it has been building a hypothetical model presented by (Figure 1), which includes two variables, is the first independent dimensions of emotional intelligence, and the second is the dependent leadership competencies development.

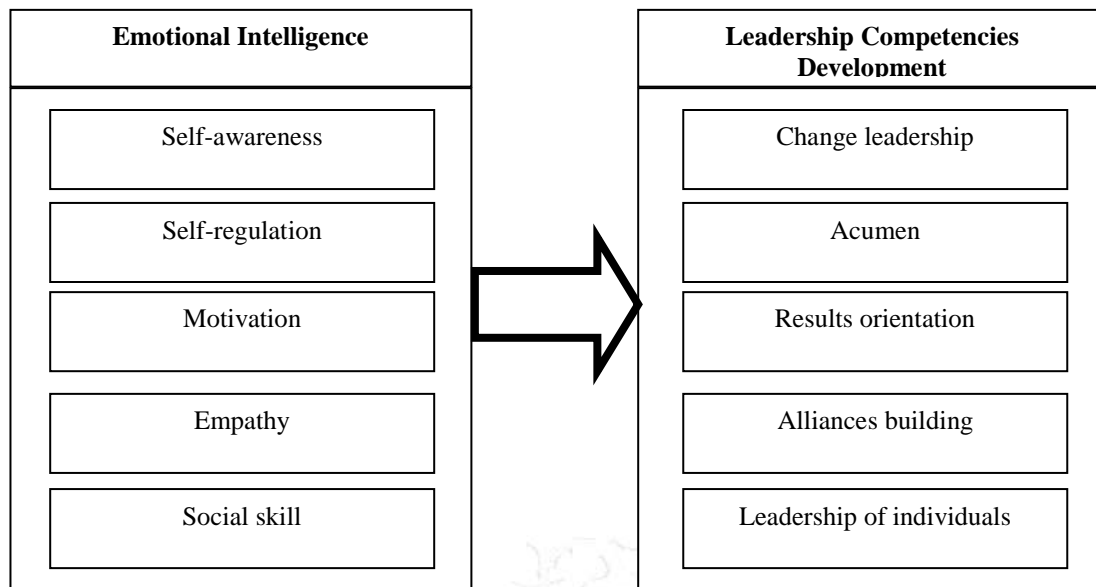


Figure 1: Research Model

Research Hypotheses

Main hypothesis:

Ho-1: There is no statistically significant effect of the dimensions of emotional intelligence (self-awareness, self-regulation, motivation, empathy, and social skill) on the development of leadership competencies for employees.

And which is derived the following sub-hypotheses:

Ho1-1: There is no statistically significant effect of the self-awareness on the development of leadership competencies for employees.

Ho1-2: There is no statistically significant effect of the self-regulation on the development of leadership competencies for employees.

Ho1-3: There is no statistically significant effect of the motivation on the development of leadership competencies for employees.

Ho1-4: There is no statistically significant effect of the empathy on the development of leadership competencies for employees.

Ho1-5: There is no statistically significant effect of the social skill On the development of leadership competencies for employees.

Methodology

The study Population and Sample

The study population of Jordanian industrial companies listed on the Amman Stock Exchange, of (89) consists Company. Has been selected intentional sample of (22) companies, this number represents (25%) of the total population of the study companies. Has been selected these companies based on the older age to suit the purposes of the study. Number of distributed questionnaires was reached (165) questionnaires were retrieved (158) questionnaires, and there was (4) incomplete questionnaires. Based on that, the number of questionnaires that have been analyzed (154) questionnaire, which they representing (93%) of the total sample, a percentage is enough to disseminate the results of the study.

Shown in Table (1) some of the characteristics of the study sample, where the number of males (122) and represent the percentage of (79%) of the sample size of the study. While the total number of females (32) and by (21%). In terms of the distribution of respondents by age group, it was the age group that lies between (41-50 years old) are the most likely age group, where the number of those who fall within this age category (56) and individuals representing the percentage of (36%) of the sample size.

The category was less (51 years and above), the number of individuals reached in this category (22) individuals representing the percentage of (14%) of the sample size. The distribution of the sample according to qualification, the number of individuals who hold a bachelor's degree was their majority in the study sample, where numbered (111) and individuals representing the percentage of (72%) of the sample size. Regarding the distribution of the sample according to length of service in the company, the number of individuals who have reached a period of service (6-10 years) are the most likely category, where numbered (45) individuals, representing the percentage of (29%) of the sample size.

Table 1. Demographic characteristics of the study sample (n=154)

Demographic characteristics		Frequencies	Percentage
Gender	Male	122	79
	Female	32	21
	Total	154	100
Age	Less than 30 years	35	23
	31-40 years	41	27
	41-50 years	56	36
	51 years and over	22	14
	Total	154	100
Qualifications	Diploma or less	23	15
	Bachelor	111	72
	Master	16	10
	Doctorate	4	3
	Total	154	100
Years of Experience	5 years or less	29	19
	6-10 years	45	29
	11-15 years	20	13
	16-20 years	37	24
	21 years and over	23	15
Total	154	100	

Instrument validity and Reliability

Instrument validity

The content validity of the questionnaire was determined by a panel of experts in the fields of, Emotional Intelligence and Leadership Competencies development.

Instrument Reliability

The reliability of the survey instrument was assessed through Cronbach's coefficient alpha (α). Reliability from our sample showed a reasonable level of reliability ($\alpha > 0.70$) (Sekran, 2006), See Table 2.

Table 2. Reliability Analysis

Variables	Coefficient Alpha
Leadership Competencies	0.82
Self-awareness	0.76
Self-regulation	0.81
Motivation	0.78
Empathy	0.80
Social skill	0.87

Results and Discussion

The results of this study show that the impact of Self-awareness on the development leadership competencies is significant. The multiple regression result shows altruism has $\beta = 0.471$, t -value = 3.796, p -value = 0.000. The results prove that, the null hypothesis that there is no significant effect of Self-awareness on the development leadership competencies can be rejected.

The results of this study show that there is an impact of the Self-regulation on the development leadership competencies. The regression result ($\beta = 0.493$, t -value = 2.239, p -value = 0.001) indicates that the impact of Self-regulation on the development leadership competencies is significant at (0.05) level ($p = 0.001$). The result shows that there is a positive direction between the two constructs. Accordingly, the hypothesis is rejected 1 – 2.

Table 3. Regression Results

Variables	Beta	t-value	p-value
Self-awareness	0.471	3.796	0.000
Self-regulation	0.493	2.239	0.001
Motivation	1.016	5.637	0.000
Empathy	0.393	5.059	0.000
Social Skill	1.109	2.491	0.012

Motivation dimension is an important dimension that has a positive impact on development leadership competencies. Referring to Table 3, the 1-3 hypotheses tested the no significant impact motivation on development leadership competencies. The regression result ($\beta = 1.016$, t -value = 5.637, p -value = 0.000) indicates that the impact of motivation on development leadership competencies is significant at .01 level ($p = .000$). In term of direction, the result shows that there is a positive direction between the two constructs. The results of this study show that the impact empathy on the development leadership competencies is significant at 0.01 levels. The multiple regression result shows empathy has $\beta = 0.393$; p -value = 5.059 ($p = 0.000$). The results prove that, the null hypothesis that there is no significant impact of impact empathy on the development leadership competencies can be rejected.

Results of this study show that there is an impact of the social skill on the development leadership competencies. The regression result (beta=1.109, t-value= 2.491, p-value= 0.012) indicates that the impact of social skill on the development leadership competencies is significant at (0.05) level (p= 0.024). The result shows that there is a positive direction between the two constructs. Accordingly, the hypothesis is rejected 1- 5.

From the above results, we can say that the objectives of the study have been achieved, the results indicate that there is a good level of emotional intelligence in companies that the Jordanian industrial companies. And became clear that all the dimensions of emotional intelligence had a positive impact in achieving the development leadership competencies of employees. See table 3 above.

Acknowledgement

The author is grateful to the Applied Science Private University, Amman, Jordan, for the full financial support granted to this research project (Grant No.DRGS-2014-2015-59).

References

- Abraham, R. (2000). The Role of job control as moderator of emotional dissonance and emotional Intelligence-outcome relationships. *Journal of Psychology*, 134 (2), 169-186.
- Al-Qudah, Alwan. (2006). *The impact of the adoption of the comprehensive quality strategy to improve the competitive position*. (Unpublished dissertation), Amman, Jordan.
- Al-Zahrani, Saud bin Hussein bin Said. (2009). *Reverse Calendar: an experimental model to evaluate the performance of the education department's managers in the light of the efficiencies of the upper educational leadership from the standpoint of educational leadership* Kharj, unpublished Educational Research Center, Al-Kharj, Saudi Saudi Arabia.
- Dulewicz, V& Higgs, M. (2004).Emotional Intelligence: A Review and Evaluation Study.*Journal of Managerial Psychology*. 15(4), 341 - 372.
- Furnham, A &Petrides, K.V. (2003).Trait Emotional Intelligence and Happiness. *Social behavior and Personalitg* .31(8), 815- 824.
- Higgs, M &Rowland, D. (2002).Does it need Emotional Intelligence to lead Change. *Journal of General Management*, 27, 62 – 76.
- Hussein, Thaer. (2006). *Managing guide thinking skills*. The first edition. Dar Juheina for Publishing and Distribution, Amman, Jordan.
- Jordan, P. J; Ashkanasy, N. M; Hartel, C. E. J & Hooper, G. (2002).Workgroup emotional intelligence: Scale development and relationship to team process effectiveness and goal focus.*Human Resource Management Review*, 12, 195 – 214.
- Pehrsson, Anders. (2004). Strategy competence: a study of successful business establishments. *Strategic Change*, 13, 271-282.
- Peter, Olannye, A. (2013). An Assessment of the Effect of Emotional Intelligence on Leadership Performance in Local Government Administration. *Journal of Emerging Trends in Economics and Management Sciences*, 5 (1), 44-50
- Poufelt, Flemming, Jensen, Søren H; Kraus, Sascha&Schulz,Anja. (2009). Strategic Awareness and Competence in High Growth SMEs Qualitative Empirical Evidence from Denmark. *International Journal of business Strategy*, 9, (2), 91 – 102.
- Rawashda, Mohsen. (2012). *The impact on performance excellence management efficiency: An Empirical Study on the Jordanian private sector institutions*. (Unpublished Thesis). University of Jordan, Amman, Jordan.
- Sadr, Golnaz. (2012). Emotional Intelligence and Leadership Development.*PublicPersonnei Management*, 41(3), 535 – 547
- Sekran, uma.(2006). *Research methods for business*. .3rd ed, John Wiley &sons, USA.

- Slaski, M & Cartwright, S. (2002). Health, Performance and Emotional Intelligence: An Exploratory Study of Retail Managers. *Stress and Health*, 18(2), 63-68.
- Shapiro, L. E. (1997). *How to raise a child with a high EQ: a parent's guide to emotional intelligence*. New York: HarperCollins.
- Salovey, Peter & Mayer, John D. (1990). Emotional Intelligence. *Baywood publishing Co.*, 185-211.
- Vakola, M; Tsaousis, I & Nikolaou, I. (2004). The role of emotional intelligence and personality variables on attitude toward organizational Change. *Journal of Managerial Psychology*, 19, 88–110.

