

Emotional Intelligence Perspective: How Do Trait Theory and Leadership as an Interpersonal Influence Process Explain Employee Behaviors in Organizations?

Divya Upadhyay

ALHOSN University, Abu Dhabi, UAE

Abstract: This paper tries to answer the question, how trait theory in leadership as an interpersonal influence process explains employee behaviors in organizations. For this purpose, emotional intelligence has been taken as a trait to explain employees' behaviors. This paper discusses five interpersonal influence processes - participative behaviors, trust, empathy, empowerment and coaching & counselling. Studies report that leaders employ certain tactics when they try to influence others, but these tactics are likely to bring behavioural change in employees only at superficial level and not at interpersonal level. Instead, the interpersonal influence processes discussed in this paper will bring attitudinal change in employees' and consequently will be observed in behaviors of employees for long term. Various employee behaviors are also discussed. Further, this paper proposes a study to examine the influence of emotional intelligent leaders on organizational citizenship behaviours of employees in four different cultures of organizations. For this study empathy will be examined as an interpersonal influence process.

Key words: Leadership • Emotional intelligence • Employee behavior

INTRODUCTION

To answer the question "How does trait theory in leadership as an interpersonal influence process explain employee behaviours in organizations?" this paper considers emotional intelligence (EI) as a trait of leaders to explain employee behaviours in organizations. Researchers taking the trait approach attempt to identify physiological (appearance, height and weight), demographic (age, education and socioeconomic background), personality, (self-confidence and aggressiveness), intellectual (intelligence, decisiveness, judgment and knowledge), task-related (achievement drive, initiative and persistence) and social characteristics (sociability and cooperativeness), with leader emergence and leader effectiveness. Researchers propose that trait such as courage, decisiveness, self-confidence, assertiveness, flexibility and social characteristics are essential for successful leadership. Even though traits of leaders are important but "Leadership is not a characteristic or quality that automatically induces other people to follow the leader. It is a process: A series of

actions, changes, or functions that bring about the desired result" [1]. Leadership is the process of influencing employees to work toward the achievement of organizational objectives [2]. Much of leadership success hinges on the ability to influence others [3, 4], but little research has been done on how leaders choose certain influence processes over others. This is an important issue because the methods that leaders use to get things done in an organization have important consequences for the culture of the organization and how people in the organization relate to one another. Leaders influence people through their interpersonal influence process or skills they have. Interpersonal skills include knowledge about human behaviour & group processes, ability to understand the feelings, attitude & motives of others and ability to communicate clearly & persuasively. This type of skill is essential for influencing people [4]. Interpersonal skills enhance the effectiveness of relationships-oriented behaviors. Strong interpersonal skills help a leader to listen in an attentive, sympathetic and non-judgemental way to somebody with a personal problem or complaint.

The trait approach shows consistently that interpersonal skills are important for leadership effectiveness and advancement [3]. In a study of leadership competencies interpersonal skills differentiated between effective and ineffective leaders, regardless of the situation [5].

Literature distinguishes between two types of compliance in studies of responses to influence attempts [6, 7]: attitudinal compliance and behavioural compliance (terms coined by Rahim & Buntzman [8]). Attitudinal compliance refers to the degree to which a target person is inclined by herself to conform to an actor's wishes. Behavioural compliance refers to the degree to which a target person conforms behaviourally to those wishes (without being inclined to do so by himself/herself). This dual conceptualisation of compliance derives from classic social psychological analyses of social interpersonal influence processes [9, 10]. Behavioural compliance results from direct or indirect social pressure from a group or an individual. It manifests itself as a surface change in behaviour and expressed attitudes. Since it does not reflect internal change, it usually persists only while behaviour is under surveillance. In contrast, attitudinal compliance generates genuine persuasion and true internal change that persists in the absence of surveillance [11, 12]. This paper discusses the attitudinal change of employees which results because of interpersonal influence process of emotional intelligent leaders. Before explaining why I have chosen EI as a trait to answer this question, a brief introduction about EI.

Emotional Intelligence: Emotional Intelligence is the ability or tendency to perceive, understand, regulate and harness emotions adaptively in the self and in others [13]. Mayer, Salovey, Caruso and Sitarenios proposed EI consists of four skill dimensions: 1. Perceiving emotion consists of the ability to identify emotions in faces, pictures, music. 2. Facilitating thought with emotion involves the ability to harness emotional information in ones' thinking. 3. Understanding emotion consists of the ability to comprehend emotional information. 4. Managing emotion consists of the ability to manage emotions for personal and interpersonal growth.

These skills have a hierarchical arrangement such that perceiving emotions correctly is primary to facilitating thought, understanding emotion and managing emotion [13]. Goleman [14] hypothesized that EI plays an important role in establishing and maintaining relationships. It was

stated that emotional competence is a crucial component for social development and contributes to the quality of interpersonal relationships.

Several studies suggest that EI plays an important role in job performance. Based on a review of the work of others and their own research, Hogan and Hogan [15] stated, that when leaders fail, they do so, because they are unable to understand other people's perspectives. This produces insensitivity to others which limits their abilities to get work done through others. Work colleagues do not like or do not trust (or both) the leaders. Crosbie [16] mentions a study conducted by Harvard University, the Carnegie Foundation and the Stanford Research Institute, where technical skills and knowledge account for about 15% of the reasons why an individual finds a job, keeps the job and advances in a job. The remaining 85% of job success is based on a person's people skills. On the same note, McCartney and Campbell [17] stated in their research that failing to sustained satisfactory interpersonal relationships was the most commonly cited cause for leaders to be ineffective within an organisational set-up.

Why EI is Chosen as a Leadership Trait to Explain Employee Behaviour?:

EI is chosen as a trait to study leadership as an interpersonal influence process because literature suggests that emotions play an important role in interpersonal influence processes. Research conducted indicates that focus on emotions and leadership behaviour is productive in organizations [18]. Huy [19] proposed that emotion at the individual level is critical in creating radical change. Huy's views are consistent with the descriptions of leadership behaviour whereby leaders attempt to evoke change by appealing to followers' emotional states to motivate personal adaptation. Similarly, Atwater and Yammarino [20] suggested that persuasion of employees to support organizational change is most successful through affective rather than cognitive appeals. In the same vein, Ashkanasy and Tse [21] described leadership behaviour as the management of leader and follower emotion, suggesting emotional abilities are critical for accomplishing tasks. The EI theory includes the possible benefits associated with superior emotional capabilities and the ability to develop interpersonal relationships. The use of EI affects skills such as inspiring employees, effective decision-making, flexible thinking and being an agent of change. Increasing evidence in recent years indicated social effectiveness skills are crucial aspects of leadership effectiveness [22]. Prati *et al.* view EI as a key construct of social effectiveness and leadership effectiveness.

Studies have indicated that leaders’ inability to understand others’ perspectives heavily influences leadership derailment because it makes the leaders insensitive to others [23]. Leaders who engage more frequently in emotionally intelligent behaviour often have higher quality leader–member relationships [24]. (Carney & Harrigan, 2003). Leader–follower relationships are critical for successful leadership and his ability to recognize emotion is important for building strong relationships. Leaders who build strong relationships do so through understanding followers’ emotions. The ability to recognize emotions accurately is critical for the relationship-building process. If emotional appeals are an effective means of successful leadership, leaders must be highly attuned to the emotional feedback they receive when delivering appeals. Hence, leadership is embedded in a social construct and for dealing with people, the idea of emotional intelligence in leadership is a powerful one. From available literature it was evident that EI is a very important and powerful trait and it has the potential to impact employee behaviour through interpersonal influence process.

Despite these claims for its importance and relevance, the link between EI leaders’ effectiveness and employee behaviors is much less investigated than other traits.

Literature suggests EI leaders impact employees positively in several ways such as it increases employee motivation, employee engagement, personal adaptation, organizational commitment, job satisfaction and job performance [25, 26]. (Goleman 2002, 2006). Research on the association between employee satisfaction and job performance suggests that the single most important contributor to the feelings of employee engagement, empowerment and satisfaction is based on the relationship they have with the leaders of the organization

[27]. Even though there are several studies which focus on influence tactics which leaders use to influence others, based on social influence literature I propose that most of these influence tactics are unlikely to influence interpersonally employee behaviors. Instead, these influence tactics (assertiveness and bargaining etc) will bring compliance in employees behaviourally and not attitudinally as discussed. Hinkin and Schriesheim [28] in their work confirmed seven key influence strategies which appear to be used in different organizational settings: rationality, assertiveness, bargaining, coalition, upward appeals ingratiation and sanctions. Research has found that these strategies are ways of trying to ‘get one’s way’. Another forceful strategy such as the use of personal assertiveness or the use of organizationally derived sanctions are more likely to be ineffective and to generate defensive or negative reactions on the part of others. The only influence tactics which can be important for interpersonal influence can be “inspirational appeals” which again involve an emotional or value-based approach.

Linkage of Ei Leaders, Interpersonal Influence Process and Employee Behaviours: This paper considers participative behaviour, trust, empathy, empowerment and coaching & counselling as important interpersonal influence processes used by Emotionally Intelligent leaders to explain employee behaviors (Figure 1).

Participative Behaviour: Participation is a process in which decision making, problem solving, action planning, or similar activities are shared and performed jointly by hierarchical superiors and their subordinates [28]. Theorists identified participatory processes as likely to have strong positive effects on work force morale &

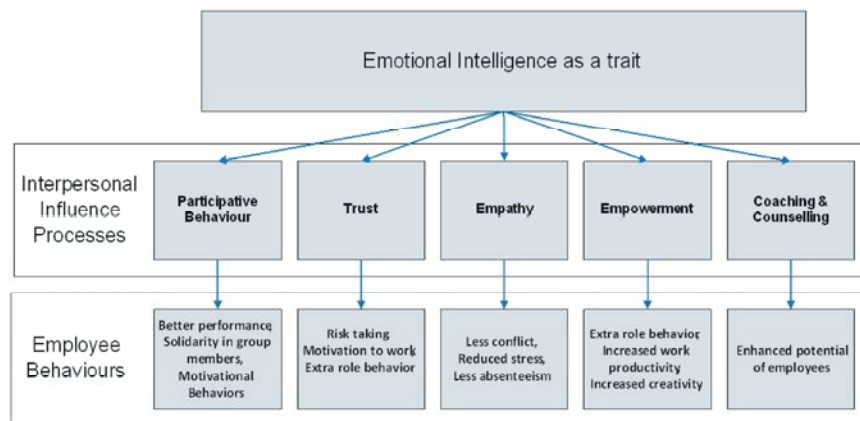


Fig. 1: Depicting linkage of EI leaders, interpersonal influence process and employee behaviours

satisfaction, feeling of involvement & commitment and employee motivation & performance [29, 30]. Participatory behaviour of leaders positively impact employee behaviors. Emotional intelligent leaders are more participative and have willingness to step outside the authoritarian bounds without giving a thought for position or designation. They work along with employees because of self-awareness and the ability to self-manage [31]. When employees receive individualized consideration, they feel they have a personal relationship with the leader [32]. Personal relationship resulting from individualized consideration is bolstered by the leaders' self-awareness. When a leader steps outside the authoritarian bounds of the leader's position and displays not only a concern for the end product, but also about small things of how the work is performed, the leader is exhibiting a level of emotional self-awareness.

Goleman [25] describes EI leaders as self aware, knowing their abilities with accuracy. EI leaders are always ready for difficult assignment because they are aware of their strengths. Such leaders often have a sense of presence, a self-assurance that lets them stand out in a group. Participative leaders' behaviour with self-awareness/self-control is important and necessary for relationship building, which ultimately promotes employee motivation. When EI leaders display participatory behaviour in day today life this makes employees to have solidarity in group members. This acts as glue that holds people together in a team and that commits people to an organization [25]. How well leaders manage and direct, set the tone for success and involve them and employees to achieve the goal in more structured and effortful manner and this motivates employees to give their best. Studies also report that EI leaders encourage exchange of ideas, opinions and information exhibiting participative behaviour. This participative behaviour is not only essential for the effective implementation of policies and procedures but plays an active part in relationship building that fosters motivational behaviour. Barbuto [33] stated that participative behaviors encourage to engage in behaviors that reinforce higher levels of competency in themselves and others. Hence, EI leaders' participative behaviour (a) promotes solidarity among unit members and the leader; (b) fosters relationship building; (c) is an essential for self-management and relationship management.

Trust: Trust is defined as the willingness of a trustor to be valuable to the actions of a trustee based on positive expectations about the trustee's characteristics, behaviors

and intentions [34]. Inducement of trust in employees can be done through personal qualities of leaders. When employees trust their leaders, they would be prepared to grant them influence over important issues by, for example, disclosing sensitive or personal information [35]. Trust in this example is not the actual disclosing of the information but it's a psychological state that makes the employee willing to do it. The disclosing of information represents risk taking, which can be viewed as one behavioural expression of trust [34]. Goleman's [25] suggested that emotionally intelligent leadership competency promotes teamwork and collaboration. Teamwork and collaboration is displayed when EI leaders are able to trust employees and generate an atmosphere where employees respect each other and cooperative interactions among employees happen. EI leaders draw others into active, enthusiastic commitment to the collective effort and build spirit & identity. They put effort and spend time forming and binding close relationships beyond mere work obligations. Trust builds collaboration as well as builds relationship through integrity, caring & consistency, which promotes employees motivation to work.

If employees do not trust leaders, they react to the leader's words with scepticism, spending time monitoring the leader, checking up on them and creating contingency plans in the event that things go wrong [36]. Such reactions amount to a distrust tax that can reduce the speed and efficiency of the actions, behaviors and decisions within organizational units [37]. In addition, a sense of distrust can undermine the communication and cooperation within the unit while increasing the potential for group conflict. Trust has a significant impact on employee motivation. Trust begins and ends with the actions of the leader and as such, leaders can create a trust-based environment, through the sheer impact of their individual influence.

EI Leaders foster trust within their work units because it encourages many beneficial outcomes in employee behaviour [38]. The most effective work relationships involve employees who are willing to go beyond the strict definitions of their work roles [39]. When a leader asks an employee to go the extra mile the employees has to have confidence that those efforts will eventually be rewarded, despite the absence of any formalized schedule or agreement. Employees who trust their leaders are willing to engage in those extra actions because they trust that their leader will eventually reciprocate [40]. Employees face other risks in their working lives, apart from the extra mile sort behaviors.

Among those risks is the decision to do their work in a creative and innovative fashion. Being innovative and creative usually entails a greater danger of making mistakes than following tradition. Despite these dangers, employees may accept the risks involved in creativity and innovation if they trust in the leaders. When employees view a leader as trustworthy, they know he or she will not take advantage of honest mistakes in a manner that will harm the employee.

Trust enhances employee job performance for a number of reasons. Many employees cannot perform their jobs at a truly effective level without the extra-role and risk taking behaviors. These behaviors can be fostered by trust. However, trust also impacts an employees' ability to focus on the task at hand [36]. Trust makes employees free of worries related to politics in organizations and helps to focus on their tasks and therefore it will have positive impact on job performance.

Empathy: Empathy is Identification with and understanding of another's situation, feelings and motives. Empathetic behaviour of EI leaders help to build and maintain effective interpersonal relationships. A leader who is empathetic towards people is more likely to win employee friendship and loyalty. An empathetic leader is one who is adept and willing to see issues from the perspectives of others. Goleman [26] believed empathy means thoughtfully considering employees feelings and empathy helps along with other factors in the process of making intelligent decisions. Empathy is one of the significant factors in maintaining relationship because of the increasing use of teams, the rapid pace of globalization and the growing need to retain talent. Empathy is important for understanding the feelings & perceptions of other people and for resolving conflicts in a constructive way. Equipped with the abilities to understand, regulate and alter the affective reactions of others [35], emotionally intelligent leaders are better prepared to perceive the need for help [41] and offer their employees more empathic responses to both personal and work-related problems.

Empathy plays a central role for successful leadership [42]. Empathy is associated with emotional intelligence and motivation. In many ways, empathy is a complex and multi-faceted construct that continues to be refined by researchers as they give meaning to its associated verbal and non-verbal inter-related behaviour patterns [43]. Empathy is an important interpersonal influence process that provides a uniquely human element. The process of being empathetic is "assumed to be dependent on two

complimentary function: affective sensitivity and cognitive perspective-taking" [42]. On empathy as an interpersonal process Hakansson & Montgomery [44] suggested that empathy has the capacity to connect leaders and followers who would otherwise be isolated and disconnected. This type of supporting behaviour reduces the amount of stress in the job. Studies report the job satisfaction and less stress can result in less absenteeism, less alcoholism and less drug abuse [45]. Empathy entails the degree to which a leader has a sense of good will towards followers, showing concern and loyalty to employees for reasons that are not egocentric or solely motivated by profits [35]. Empathetic leaders can be contrasted with narcissistic leaders or Machiavellian leaders who simply want to use people as a means to their personal ends.

Empowerment: Empowerment can be viewed as a process that originates in people and is derived from interaction among people through which people gain mastery over their jobs in the organization. Similarly, in the leader/employee dyad, empowerment is the way a leader can "enhance people's abilities to meet their own needs in order to control their jobs". To consider empowerment in terms of relational dynamic, it becomes the process by which a leader shares his or her power with subordinates. Power, in this context, is interpreted as the possession of formal authority or control over organizational resources. The emphasis is primarily on the notion of sharing authority. Burke's [46] position is representative: "To empower, implies the granting of power delegation of authority"

Leaders use emotional intelligence for empowerment, participation and meeting the psychosocial needs of organizational members. Through empowerment, employees gain power and realize their potential to grow personally. The ability to motivate employees toward self-improvement and involvement in making decision in daily work makes an organization effective because it increases worker productivity.

Research findings reinforce the importance of leader behaviour of empowering. EI leaders ensure a collaborative climate by making communication safe, by demanding and rewarding collaborative behaviour, by guiding the team's problem-solving efforts and by managing one' own control needs [47].

Empowerment as an enabling process affects both initiation and persistence of subordinates' task behaviour. Empowerment processes may allow leaders to lessen the emotional impact of demoralizing organizational changes

or to mobilize organizational members in the face of difficult competitive challenges. These processes may enable leaders to set higher performance goals and they may help employees to accept these goals. Empowerment practices also may be useful in motivating subordinates to persist despite difficult organizational/ environmental obstacles [48].

Although experts in the area of creativity agree that each of us has a capacity to be creative, they believe that leaders are responsible for creating a work environment (by empowering the employees) that allows creativity to flourish [49]. Raub and Robert [50], drawing on self-determination theory, hypothesized that empowering leadership behaviour would have direct effects on in-role and affiliative extra-role behaviors of employees, but that the impact of empowering leadership behaviour on challenging extra-role behaviors would be mediated by psychological empowerment. The term psychological empowerment describes how the intrinsic motivation and self efficacy of employees are influenced by leadership behaviour.

Coaching and Counselling: Coaching has now been established for more than two decades and it is now coming into maturity and revealing more in its depth [51]. Coaching helps people to clarify their goals, to schedule their actions and to succeed more readily at work and in life. EI leaders help people to learn and perform better by enhancing their awareness, responsibility, self confidence and self reliance. Lee [52] stated that coaching is the most powerful method for developing managers. However, the ability to harness this gain takes self-awareness, self-belief and personal motivation tools to enable the employees to put new ideas into new ways of behaving.

EI leaders focus on moving the employees forward. Counselling is appropriate when employees need to explore their grief over a period of time before moving on. Some of the benefits which employees have of coaching are better self awareness and self reflection, increased individual performance, higher quality of life, work life balance and improved communication and relationships. Strong interpersonal skills of EI leaders help to listen in an attentive, sympathetic and non-judgemental way to somebody with a personal problem or complaint. Coaching and counselling of employees by EI leaders impact employees' behaviour positively. Though there is inadequate attention given to this area but some studies report that coaching is used to enhance the potential of employees. Counselling is used to provide psychological support to employees whenever employees face some

kind of problems. Hence, EI leaders provide coaching and counselling to employees so that employees can perform their best and enhance their productivity.

Besides the above stated interpersonal influence processes, there can be others as well which can be linked to leadership and employee behaviors, but as mentioned earlier, this paper has tried to explore the processes which create attitudinal change in employees' behaviors and not just superficial behavioural change.

Proposed Study: The study proposed in this paper focuses on interpersonal influence perspective that involves leadership as a process of influence between a leader and employees. Despite its much relevance in organizations and importance of understanding the dynamic aspect of how leaders influence subordinates, little research has been done in this area.

EI as a trait will be studied to see how leadership as an interpersonal influence process will explain employee behaviour because of relevance of emotions in organizational context and also because inadequate attention has been given in the literature on how EI leaders use interpersonal influence process to explain employee behaviors. Studies report that managers employ certain tactics when they try to influence others. Some researches have suggested that there is a dispositional basis to influence tactics, such that individuals' personalities cause them to be predisposed toward certain influence tactics. For example, Mowday [53] found that people with higher needs for power and achievement were more likely to use influence tactics. Role of personality in influencing employees' behaviour is well researched area. This study will look into emotional intelligence which is less explored area. Hence, to address this gap, the proposed study will make an attempt to examine the impact of Leader's EI on employee behaviour.

The employee behaviour considered for this study is Organizational Citizenship Behaviour (OCB). The purpose of this study is to assess whether EI leaders promote OCB in employees and whether culture has any role to play in this relation. This relationship between EI and OCB will be explored in this study through Empathy as an interpersonal influence process. Empathy is chosen as an interpersonal influence process because empathy is closely associated with emotional intelligence. Also other interpersonal influence processes are not included in the study to keep the study manageable.

Organizational citizenship behaviour has been defined in the literature as a multi dimensional concept that includes all positive organizationally relevant

behaviours of organizational members including in role behaviours and extra-role behaviours [54]. Organ [55] argued that OCB is held to be vital to the survival of an organization. Organ further elaborated that organizational citizenship behaviour can maximize the efficiency and productivity of both the employee and the organization, which ultimately contributes to the effective functioning of an organization. In an attempt to further define organizational citizenship behaviour, Organ [55] highlighted five specific categories of discretionary behaviour and explained how each helps to improve efficiency in the organization. Altruism (e.g., helping new colleagues and freely giving time to others) is typically directed toward other individuals but contributes to group efficiency by enhancing individuals' performance. Conscientiousness (e.g., efficient use of time and going beyond minimum expectations) enhances the efficiency of both an individual and the group. Sportsmanship (e.g., avoids complaining and whining) improves the amount of time spent on constructive endeavours in the organization. Courtesy (e.g., advance notices, reminders and communicating appropriate information) helps prevent problems and facilitates constructive use of time. Civic Virtue (e.g., serving on committees and voluntarily attending functions) promotes the interests of the organization.

Research on the relationship between emotional intelligence and organizational citizenship behaviors has received, thus far, little attention. The scant research that does exist offers some support for this relationship. Drawing from Organ's work on OCB and gaps in the literature, this study proposes that emotional intelligence of leaders will be positively influencing five different categories of organizational citizenship behaviour.

Further, most of the empirical works which are done on leadership ignores the kind of organization and culture in which leaders function. This study will focus on four types of cultures in organizations: a) Adaptability culture b) Mission culture c) Clan culture and d) Bureaucratic culture [56]. This study makes an assumption that organizational culture will be a moderating variable for leader's EI influence on Employees' OCB through Empathy. As literature suggests, of all the research on dimensions of culture, perhaps the most researched is the work of Hofstede. Based on an analysis of questionnaires obtained from more than 100,000 respondents in more than 50 countries, Hofstede identified five major dimensions on which cultures differ: power distance, uncertainty avoidance, individualism-collectivism, masculinity-femininity and long-term-short-term

orientation. Hofstede's work has been the benchmark for much of the research on world cultures. In the specific area of culture and leadership, the studies by House *et al.* (2004) offer the strongest body of findings. These studies are called the GLOBE studies, named for the Global Leadership and Organizational Behaviour Effectiveness research program. The GLOBE studies have generated a large number of findings on the relationship between culture and leadership. GLOBE researchers have used quantitative methods to study the responses of 17,000 managers in more than 950 organizations representing 62 different cultures throughout the world.

Studies which are done in leadership and culture mainly focus on different country cultures but different types of organizations in the same country can also have different cultures. These organizations cultures have received inadequate attention in leadership context. Culture of organizations differs on the dimension of the extent to which the competitive environment requires flexibility or stability and the extent to which the organisation's strategic focus and strength are internal or external. Above mentioned four cultures - adaptability, mission, clan and bureaucratic - differ on these dimensions.

The adaptability culture is characterized by strategic focus on the external environment through flexibility and change to meet customer needs. This culture encourages entrepreneurial values, norms and beliefs that support the capacity of the organizations to detect, interpret and translate signals from the environment into new behaviour responses. This type of company, however, doesn't just react quickly to environmental changes - it actively creates change. Innovation, creativity and risk taking are valued and rewarded. In this type of culture, risk taking behaviour of employees will be encouraged by EI leaders. In this culture influence of EI leaders on employee's citizenship behaviour will be strong.

An organization concerned with serving specific customers in the external environment, but without the need for rapid change, is suited to the mission culture. Mission culture is characterized by emphasis on a clear vision of the organization's purpose and on the achievement of goals such as sales growth and profitability to achieve the purpose. Individual employees may be responsible for specified level of performance and the organization promises specified rewards in return. Managers shape behaviour by envisioning and communicating a desired future state for the organization. The clan culture has a primary focus on the involvement and participation of the organization's members and on

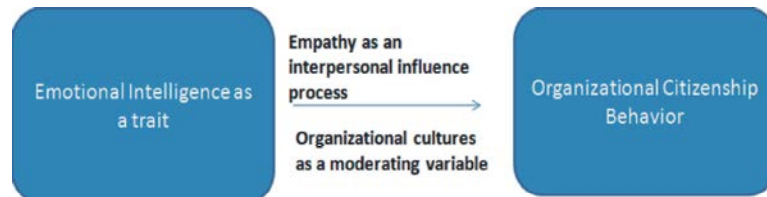


Fig. 2: Depicting constructs and processes used in the proposed study

rapidly changing expectations from the external environment. This culture focuses on the needs of employees as the route to high performance. Involvement and participation create a sense of responsibility and ownership and hence, greater commitment to the organization. Bureaucratic culture supports a methodological approach to doing business. Personal involvement is somewhat lower here, but that is outweighed by a high level of consistency, conformity and collaboration among members. This organization succeeds by being highly integrated and efficient. The influence of EI leaders on employee's citizenship behaviors can be comparatively low in comparison to adaptability and Clan culture because in this culture personal involvement is low even though there is collaboration among members but this collaboration can originate only to conform behaviourally.

The findings of this study will help to know the impact of EI leaders on employees' citizenship behaviors. Based on the findings, organizations can recruit leaders who are high on emotional intelligence so that this can promote citizenship behaviors in employees which consequently enhance organizations functioning and efficiency. Since cultures of organizations vary, this study will help in analysing in which cultures the influence of EI leaders on citizenship behaviour of employees through empathy as an interpersonal influence process is high.

CONCLUSION

This paper discusses emotional intelligence as a trait to explain employees' behaviors. This paper makes an assumption that EI will bring attitudinal change through stated interpersonal influence process. The interpersonal influence processes discussed are participative behaviors, trust, empathy, empowerment and coaching & counselling. EI leaders will bring positive change in behaviors of employees with the help of these interpersonal influence processes. A study has been proposed to assess whether EI leaders promote organizational citizenship behaviours in employees through empathy as an interpersonal process and whether culture has any role to play in this relation.

REFERENCES

1. Wienclaw, R., 2008. Behavioral foundations of management.
2. Lussier, R., 2008. Management fundamentals: Concepts, applications, skill development. Cengage Learning.
3. Bass, B.M., 1985. Leadership and performance beyond expectations. New York: Free Press.
4. Yukl, G., 1998. Leadership in Organizations. Upper Saddle River, NJ: Prentice-Hall.
5. Boyatzis, R., 1982. The competent manager: A model for effective performance. John Wiley & Sons.
6. Warren, D.I., 1968. Power, visibility and conformity in formal organizations. *American Sociological Review*, pp: 33.
7. Falbe, C.M. and G. Yukl, 1992. Consequences for managers of using single influence tactics and combinations of tactics. *Academy of Management Journal*, pp: 35.
8. Rahim, M.A. and G.F. Buntzman, 1988. Supervisory power bases, tactics of handling conflict with subordinates and subordinate compliance and satisfaction, *The Journal of Psychology*, 133: 611- 625.
9. Kelman, H.C., 1961. Processes of opinion change. *Public Opinion Quarterly*, 25: 57-78.
10. Hogg, M. and G.M. Vaughan, 1995. Social psychology, an introduction. London: Prentice-Hall/Harvester Wheatsheaf.
11. Moscovici, S., 1976. Social influence and social change. London: Academic.
12. Pnrez, J.A., 1994. Influence processes. In J.F. Morales (Ed.), *Psicolog'a Social [Social Psychology]* Madrid: McGraw-Hill, pp: 625-654.
13. Mayer, J.D., P. Salovey, D.R. Caruso and G. Sitarenios, 2003. Measuring emotional intelligence with the MSCEIT V2.0. *Emotion*, 3: 97-105.
14. Goleman, D., 2004. What makes a leader? *Harvard Business Review*, 82(1): 82-90.
15. Hogan, R. and J. Hogan, 2001. Assessing leadership: a view of the dark side. *International Journal of Evaluation and Assessment*, 9: 40-51.

16. Crosbie, R., 2005. Learning the soft skills of leadership. *Industrial and Commercial Training*, 37(1): 45-51.
17. McCartney, W.W. and C.R. Campbell, 2006. Leadership, management and derailment: a model of individual success and failure. *Leadership & Organization Development Journal*, 27(3): 190-202.
18. Ashkanasy, N.M., C.E. Hartel and C.S. Daus, 2004. Diversity and emotion: The new frontiers in organizational behaviour research, *Journal of Management*, 28: 307-338.
19. Huy, Q.N., 1999. Emotional capability, emotional intelligence and radical change. *Academy of Management Review*, 24: 325-345.
20. Atwater, L.E. and F.J. Yammarino, 1992. Does self-other agreement on leadership perceptions moderate the validity of leadership and performance predictions? *Personnel Psychology*, 45: 141-164.
21. Ashkanasy, N.M. and B. Tse, 2000. Transformational leadership as management of emotion: A conceptual review. In N. M. Ashkanasy, C.E.J. Hartel, & W.J. Zerbe (Eds.), *Emotions in the work place* Westport, CT: Quorum, pp: 89-114.
22. Prati, L.M., C. Douglas, G.R. Ferris, A.P. Ammeter and M.R. Buckley, 2003. Emotional intelligence, leadership effectiveness and team outcomes, *International Journal of Organizational Analysis*, 11: 21-40.
23. Rubin, R.S., D.C. Munz and W.H. Bommer, 2005. Leading from within: the effects of emotion recognition and personality on transformational leadership behavior, *Acad. Manage. J.*, 48: 845-58.
24. Carney, D.R. and J.A. Harrigan, 2003. It takes one to know one: Interpersonal sensitivity is related to accurate assessment of others, interpersonal sensitivity. *Emotion*, 3: 194-200.
25. Goleman, D., 2002. *Primal leadership: Realizing the power of emotional intelligence*. Boston: Harvard Business School Press, pp: 30.
26. Goleman, D., 2004. What makes a leader? *Harvard Business Review*, 82(1): 82-90.
27. Wagner, J., 2009. The research potential of new types of enterprise data based on surveys from official statistics in Germany.
28. Hinkin, T.R. and C.A. Schriesheim, 1990. Relationships between subordinate perceptions of supervisor influence tactics and attributed bases of supervisory power. *Human Relations*, 43(3): 221-237.
29. Andersen, J.A., 2006. Leadership, personality and effectiveness. *Journal of Socio-Economics*, 35(36): 1078-1091.
30. Patchen, M., 1974. The locus and basis of influence on organizational decisions, *Organizational Behavior and Human Performance*, 11(2): 195-221.
31. Palmer, S., 2008. The PRACTICE model of coaching: towards a solution-focused approach. *Coaching Psychology International*, 1(1): 4-8.
32. Burns, J.M., 1978. *Leadership*. New York: Harper & Row.
33. Barbuto, J.E., 2005. Motivation and transactional, charismatic and transformational leadership: A test of antecedents, *Journal of Leadership and Organizational Studies*, 11(4): 26-39.
34. Mayer, J.D., P. Salovey, D.R. Caruso and G. Sitarenios, 2003. Measuring emotional intelligence with the MSCEIT V2.0. *Emotion*, 3: 97-105.
35. Mayer, J.D. and P. Salovey, 1997. What is emotional intelligence? In P. Salovey & D.
36. Mayer, R.C. and M.B. Gavin, 2005. Trust in management and performance: Who minds the shop while the employees watch the boss?. *Academy of Management Journal*, 48(5): 874-888.
37. Covey, S.M., 2006. *The speed of trust: The one thing that changes everything*. Simon and Schuster.
38. Colquitt, J.A., B.A. Scott and J.A. LePine, 2007. Trust, trustworthiness and trust propensity: a meta-analytic test of their unique relationships with risk taking and job performance. *Journal of Applied Psychology*, 92(4): 909.
39. Graen, G.B. and T.A. Scandura, 1987. *Toward a psychology of dyadic organizing*. Research in organizational behavior.
40. Blau, P.M., 1994. *The organization of academic work*. Transaction Publishers.
41. Abraham, R., 1999. Emotional intelligence in organizations: A conceptualization. *Genetic, Social and General Psychology Monographs*, 125: 209-224.
42. Michie, S. and J. Gooty, 2005. Values, emotions and authenticity: Will the real leader please stand up? *The Leadership Quarterly*, 16: 441-457.
43. Irving, P. and D. Dickson, 2004. Empathy: Towards a conceptual framework for health professionals, *International Journal of Health Care Quality Assurance*, 17(4): 212-220.
44. Håkansson, J. and H. Montgomery, 2003. Empathy as an interpersonal phenomenon, *Journal of Social and Personal Relationships*, 20(3): 267-284.
45. Kessler, R.C., R.H. Price and C.B. Wortman, 1985. Social factors in psychopathology: Stress, social support and coping processes, *Annual Review of Psychology*, 36(1): 531-572.

46. Burke, W., 1986. Leadership as empowering others, In S. Srivastara (Ed.), Executive power San Francisco: Jossey-Bass, pp: 51-77.
47. Hill, S., 2004. Team leadership. In P. Northouse (Ed.), Leadership: Theory and practice Thousand Oaks, CA: Sage, pp: 265-289.
48. Conger, J.A. and R.N. Kanungo, 1988. The empowerment process: Integrating theory and practice, *Academy of Management Review*, 13(3): 471-482.
49. Daft, R. and D. Marcic, 2001. Understanding management (3rd ed.). Ft. Worth, TX:Harcourt College.
50. Raub, S. and C. Robert, 2010. Differential effects of empowering leadership on in-role and extra-role employee behaviors: Exploring the role of psychological empowerment and power values, *Human Relations*, 63(11): 1743-1770.
51. Whitmore, J., 2003. Coaching for performance, 3rd edn, Nicholas Breadley, London.
52. Lee, G., 2003. Leadership Coaching: From personal insight to organizational performance, CIPD, London.
53. Mowday, R.T., 1978. The exercise of upward influence in organizations, *Administrative Science Quarterly*, 23: 137-156.
54. Van Dyne, J. Graham and R.M. Dienesch, 1994. Organizational citizenship behavior: construct redefinition, measurement and validation, *Academy of Management Journal*, 37: 765-802.
55. Organ, D.W., 1997. Organizational citizenship behaviour: It's construct clean-up time. *Human Performance*, 10: 85-97.
- Denison, D.R. and A.K. Mishra, 1995. Toward a theory of organizational culture and effectiveness, *Organization Science*, 6(2): 204-223.
56. Hofstede, G., 1980. Culture's consequences: International differences in work-related values. Beverly Hills, CA: Sage.