Leadership has been one of the most researched areas in almost every country around the globe. Search is still on as what contributes to effective leadership in areas such as politics, education, and business. During the last two decades emotional intelligence has emerged as one of the contributing factors in the study of leadership in business. India has witnessed a decade long research relating emotional intelligence to leadership in business, though in almost all cases such studies have taken place in organized and large business entities. The present empirical research work has undertaken to assess the relationship between emotional intelligence and leadership having taken a sample of Government approved sole proprietor civil contractors who work outside any established and hierarchical business entities.

1.1. Modern Workplace and its Challenges

Effective management of business units in the 21st century poses great challenge to the top management. With the invasion of globalization, information technology, increase in workforce diversity, 'temporariness', work-life conflict etc. (Robbins, 2001) the management of people continues to remain the greatest challenge to the administrators. The human resources and how they are managed represents the competitive advantage of today's organizations. The transformation of economic exploitation from physical resources to intellectual resources has recognized the organizational dependence on human resources as a basis for competitive advantage (Landen, 2002). Gone are those days of dehumanizing effects of scientific management and unquestionable force
of bureaucracy which neglected the basic fact that the workers do not always behave according to the rules of formal organization (Bolton, 2005). What motivates one does not work for the other. Open and straightforward communication may be suitable for one but for the other it may appear threatening. So the management needs to recognize individual differences and respond in ways that ensures employee retention and greater productivity while, at the same time not discriminating.

1.2. New Requirements

Managing used to be characterized by long periods of stability, interrupted occasionally by short periods of change. But today it is described as long periods of ongoing change, interrupted occasionally by short periods of stability. Robbins (2001) is of the opinion that 'the world has become one of permanent temporariness'. Thus today's managers and leaders must learn to cope with flexibility, and unpredictability. Earlier employees were called 'workers' but today employees are being widely recognized as 'human capital' i.e., what they know – education, experience, skills etc. (Hitt & Ireland, 2002); 'social capital' i.e., whom they know – networks, connections, friends etc. (Luthans et al., 2004); and 'positive psychological capital' i.e., who they are – confidence, hope, optimism, resilience etc. (Pfeffer, 1998). Such a shift in perspective has given rise to the requirements for additional managerial skills of personality, congeniality, good humor, and interactive skills etc. (Casey, 1995). Since organizations have been concerned with employees' active and creative contribution, we are witnessing a drift from interest in abilities to willingness for achievement which is evident from motivation, engagement and identification with the organization (Landen, 2002). Management is increasingly asking the employees for enthusiasm,
devotion, vision, motivation and emotions – linked to the ideas of organizational citizenship (Flecker & Hofbauer, 1998).

1.3. New Role for Leaders

Bolton (2005) is of the opinion that organizational effectiveness could be improved if emotion is recognized as a vital element of motivation, leadership and group dynamics. Senge and Carstedt (2001) are of the opinion that emotional intelligence (EI), rather than the traditional cognitive intelligence, will fuel creativity, innovation and enterprising spirit in the coming days. Leaders have a great role in creating such a culture in organizations where employees feel free to enjoy their work, and to innovate with an increasing sense of belonging. Bennis (1989) has argued that ‘......we need a new generation of leaders – leaders, not managers....’. Posner noted that leaders need to be human. They need to be in touch, they need to be empathetic and be with people. Leaders need to be a part of what’s going on, not apart from what’s going on (Bisoux, 2002).

1.4. Emotion and Leadership

Leadership has been intrinsically an emotional process, whereby the leaders recognize follower’s emotional states, attempt to evoke emotions in followers, and then seek to manage follower’s emotional states accordingly (Humphrey, 2002). Pescosolido (2002) argues that leaders increase group unity and morale by creating shared emotional experiences. The ability of leaders to influence the emotional climate can strongly influence performance. George (2000) argues that EI is a key factor in an individual’s ability to be socially effective. EI is viewed in leadership literature as a key determinant of effective leadership (Ashkanasy & Tse, 2000). Goerge (2000) argues that emotionally
intelligent leaders can promote effectiveness at all levels in organizations. The EI of the leader plays an important role in the quality and effectiveness of social interactions with other individuals (House & Aditya, 1996). Mayer et al. (2000a) hypothesized that employees with high levels of EI had smoother interactions with members of their work teams. Salovey et al. (1999) found that individuals who were rated highly in the ability to perceive accurately, understand, and appraise others' emotions were better able to respond flexibly to changes in their social environments and build supportive networks. Mayer et al. (2000b) proposed that a high level of EI might enable a leader to be better able to monitor how work group members are feeling, and take the appropriate action.

1.5. Scope of Present Study

The present research work titled ‘Emotional intelligence and leadership in business – An empirical study’ focuses on the leaders who work beyond organizational, administrative settings and hierarchy. Government approved civil contractors have been playing a very important role in social and economic development of our country since its independence or even before. These contractors work for Government projects like construction, renovation, maintenance of road, dam, drains, houses etc. in Municipality, Gram Panchayat areas etc. The contractors deal with various groups of people. Suppliers, masons, laborers, local people, local councilors, plumbers, electricians, engineers etc. work under and with them. At the same time they also work under some degree of supervision of Government Engineers and Overseers. Maintaining a balance between the work demands of the authorities and the efficiency of the work force is a constant challenge to the contractors. The researcher has selected Bolpur municipality and a few contiguous villages
of Bolpur-Sriniketan block of Birbhum district, West Bengal as the sample area for the present study with the intention of assessing the role and importance of EI in case of sole proprietorship business leaders.

A business may be defined as an organization of economic activities designed to provide goods or services to the consumers to earn profit or revenue which will increase the wealth of the owner and grow the business itself. Thus one of the features of business is that there is generation or receipt of financial return in exchange of work and acceptance of risk. Business may be divided into three categories namely, manufacturing, service and other activities. According to Longman Dictionary of Contemporary English, a profession ‘is a form of employment especially one that is possible for educated persons after training such as law, medicine or teaching, and that is respected in society as honorable and includes the whole body of people in a particular profession and reflects one’s beliefs, opinion or feelings’. Every profession should have a separate association or apex body. But entry into such a profession is restricted upon acquiring special knowledge. Contractors, having specific associations, do serve the society but the market survey reveals that there is no specific qualification that may distinguish this field of work (particularly for the individual contractors). People from various walks of life with various educational backgrounds and competence have been serving as successful contractors for a number of years. Thus, it may be safely deduced that contractors are engaged in business activities, not in a profession. The business that the contractors are involved in relates to construction activities for the purpose of infrastructural development. In this study the term ‘business’ has been used to refer to the construction activities of the contractors.
1.6. Understanding Emotional Intelligence

Understanding the term emotional intelligence requires exploring its two component terms *emotion* and *intelligence*. Since the eighteenth century, psychologists have recognized an influential three-part division of the mind into cognition (or thought), affect (including emotion), and motivation (or conation) (Mayer, 1995a, 1995b; Mayer *et al.*, 1997). The cognitive sphere includes human memory, reasoning, judgment, problem solving and abstract thinking. Psychologists have conceived intelligence as how well this cognitive sphere functions in an individual (Mayer & Salovey, 1997). The affective sphere includes emotions themselves, moods, evaluations and other feeling states. The concept of emotional intelligence should connect emotions with intelligence. In the 1980s, growing research in psychology concerned the interaction of emotion and thought (Bower, 1981). Neuropsychological studies, too, reflected the interrelation of emotion and cognition (Damasio, 1994; Cacioppo, 2002). In this section an effort has been made to present definitions of intelligence and emotions, and the necessity of emotions in the context of business and leadership.

1.6.1. Intelligence

Symposia on intelligence over the years have repeatedly concluded that the first hallmark of intelligence is abstract reasoning (Sternberg, 1997). In other words, intelligence involves such capacities as seeing similarities and differences among objects, being able to analyze parts and appreciate their relation to each other and as a whole, and generally, being able to reason validly within and across content domains (Mayer *et al.*, 2001). Such abstract reasoning cannot take place without an input function. Thus emotional intelligence pertains to input and processing of emotional information (a detailed discussion is given in Chapter II).
Having given an operational definition of intelligence it is now time to consider the concept emotion and its necessity in business and leadership.

### 1.6.2. Emotion

Emotion and intelligence have often been seen as adversaries, with emotions viewed as an intrinsically irrational and disruptive force (Schaffer *et al.*, 1940). The ancient Greek Stoic idea was that reason was superior to emotion (Solomon, 2000). But during the past couple of decades industrial and organizational psychologists have made substantial progress in understanding the structure and role of emotions in human behavior. Izard (1993) notes that defining emotion is a complex issue. One school of thought has viewed emotions as disorganized interruptions to mental activity, so potentially disruptive that they must be controlled. Young (1936; 1943) defined emotions as 'acute disturbance of the individual as a whole'. He was of the opinion that, pure emotion is seen as causing a 'complete loss of cerebral control' and containing no 'trace of conscious purpose'. On the other hand, the second school views emotion as an organized response because it adaptively focuses on cognitive activities and subsequent action (Leeper, 1948). Instead of viewing emotion as chaotic, haphazard, and something to outgrow, Leeper suggested that emotions are primarily motivating forces; they are processes that arouse, sustain, and direct activities. Modern theories of emotion also see it as directing cognitive activities adaptively (Mandler, 1975). Salovey and Mayer (1990) view emotions as organized responses which typically arise in response to an event, either internal or external and that which has positive or negative meaning for the individual.

Frijda (1993) maintains that there are four components of emotion. First, is the experiential component. Second, it is always connected to
some person, object, or event. Third, there is consensus among emotion researchers that emotional states include recognizable, physiological, bodily changes. And finally, discrete emotions contain particular action tendencies. The experiential or subjective element of emotion is often called 'feelings' while what we exhibit, the recognizable, physiological bodily changes, is called 'emotion' (Fineman 2003). Moods and emotions are closely related, but are often distinguished by both the intensity and duration of the affective state (Larsen, 2000; Frijda, 1993). Moods are thought to be less intense and of longer duration. Emotions, on the other hand, have definite beginnings and endings. Emotions exist in relation to a particular person or object or event. Moods lack such a specific object or event. They exist more as a background affective state. This does not mean that they are not caused by something particular or that the individual is not aware of the state. Rather, it means that the cause is not part of the experience itself.

1.6.3. Emotions and Communications

Each emotion conveys a unique set of identifying signals – emotional information (Scherer et al., 2001). Such emotional signals communicate information about an individual’s relationship with the world. If one pays careful attention as to what the emotion is pointing at, the possibility is that it will help one to come through a tough situation, prevent something bad from happening or help bring about a positive outcome (Clore et al., 2001). Psychologist Paul Ekman (1993) believes that the primary function of emotion is to ensure interpersonal survival. Organizations are notorious for controlling emotion. Social psychologist Roy Baumeister believes that when people try to suppress the expression of emotion, they end up remembering less information (Baumeister et al., 2000). It seems that emotional suppression takes away energy and
attention that otherwise could be expended in listening to and processing information. The full expression of emotions seems to be a primary human motive and it is, therefore, worthwhile to consider it from business point of view.

1.6.4. Emotion in the Workplace

When we enter into any workplace we carry with us love, hate, anxiety, envy, excitement, disappointment, pride etc. We meet and interact with others who bring in their portion of emotions, and have their own emotional agenda. Thus the traditional concept of organization is transformed into emotional organization (Fineman, 2003). Emotion is an integral part of organizational processes like decision making, change, learning, motivation, leadership etc. Civil contractors are no exception. When they accept a work contract, they are to initiate various organizational decisions. Some of these decisions relate to whether a particular contract to apply for or reject; to make changes in the work group in order to meet the needs of a specific contract; how to constantly encourage the work force to perform well and meet the targeted date of completion, meeting their individual needs as well as achieving the set targets through their involvement etc. In the following sections we shall cite a few instances where emotion influences various workplace processes. All of them apply for the civil contractors too, when they undertake a project.

1.6.4.A. Emotion and Decision Making

It is traditionally believed that emotions disrupt rationality. In fact there has been a tradition to rationalize our decisions – to de-emotionalize them (Toda, 1980), and to make them look unemotional. This has made us think that decision making is, indeed, emotion free - therefore proper
and valid. But Caruso and Salovey (2004) propose that there is little use for a notion such as pure logic or cold rationality. Bower (1981) and Isen (1987), after studying interaction between mood and thinking for many years, have concluded that emotions influence our thinking in several ways. Frederickson (2001; 2003) suggests that positive emotions, apart from making us feel good, expand our thinking, help generate new ideas, encourage one to consider newer possibilities etc. Negative emotions, on the other hand, are also important as they can enhance thinking, in very useful and practical ways, provide a clearer focus, allow details to be examined more carefully and efficiently, etc. (Harker & Keltner, 2001). Our feelings and emotions are crucial for prioritizing, sorting and filtering possibilities; otherwise we are caught in a perceptive loop. They guide us to what matters and what is insignificant, irrelevant etc. (Clore & Isbell, 2001). The business of contractors involves making a number of decisions daily. Quite often such decisions are corporate in nature. In other words, the contractor in consultation with other members of the workforce makes decisions. He is subject to his own emotions and also those of the others; yet he needs to maintain a posture of emotional upbeat in the midst of numerous challenges and hardships.

1.6.4.B. Emotion and Change

The ability to manage change process and involve others is typically considered to be a key skill for effective management. But in practice not all changes in organizations are smoothly and sensitively executed. In any change process we always face conflicting emotions and feelings. Working through these emotions and feelings makes the process of change more challenging. It is hard to think of change as emotion free. Emotions shape the anticipation, the expectations and the effect of change (Fineman, 2003). Thus, speaking from an emotional perspective, change
occurs long before the physical change, as well as during and after it (George & Jones, 2001). A wide range of feelings such as anxiety, pain, struggle, distress, insecurity etc. are inevitably related to change management process. As anxiety about change increases, so does resistance. Signs of resistance often indicate important differences in the ways a change is perceived and understood. (Nord & Jermier, 1994). Resistance, if accurately ‘read’ provides important diagnostic information on the way change is being introduced, delivered and supported. It also indicates the hidden feelings and emotions that need to be addressed. Huy (2002) calls this process as ‘emotional balancing’. It falls upon the leaders to work with their own and their subordinates’ feelings if both change and continuity are to be achieved.

1.6.4.C. Emotion and Learning

Common experience would suggest that learning for both individuals and organizations is emotional i.e. driven, shaped and expressed through feelings and emotions (Fineman, 2003). Organizational learning may contain emotion, but is itself shaped by emotion, or even the product of emotion. Piaget et al. (1981) has identified emotion as a source of energy which facilitates intellectual functioning. He is of the opinion that emotion organizes feelings, thoughts and existence of knowledge, providing the motivation (desire and will) to learn from an experience. More (1974) has argued that ‘real’ learning takes place only when one realizes all three dimensions of learning, namely, the cognitive, affective and behavioral, thereby emphasizing on the evaluative character. Thus learning is a deeply emotional process – driven and guided by different emotions, including fear and hope, excitement and despair, curiosity and anxiety etc. Several authors have noted that learning and change are unlikely to occur without
emotional interference, especially anxiety. (Kofman & Senge, 1993; Schein, 1993). The impact of anxiety on management learning has been illustrated by Vince and Martin (1993) who show how it both promotes and discourages learning as illustrated below.

**Figure 1: Emotion and Learning (Vince & Martin, 1993)**

For individuals and groups, in the moment of feeling anxious, it is possible to move in either direction, towards learning or away from it. It obviously falls upon the contractor to direct and manage the emotions of the team members which will facilitate learning, acceptance, loyalty, belongingness rather than denial, resistance etc. The better he is able to handle the emotions of his own and those of his team members, the stronger is the bond and deeper is the sense of commitment from his employees.
1.6.4.D. Emotion and Group Dynamics

Emotions have a profound influence on interpersonal and group dynamics (Barsade, 2002) as well as job performance (Lopes et al., 2006). Positive emotions experienced by group members may bring unity among the members while negative emotions toward others outside the group may serve to reinforce group boundaries (Frijda & Mesquita, 1994; Heise & O’Brien, 1993). Emotion is proved to enhance group cohesiveness (Barsade & Gibson, 1998). When people feel good, they work at their best. Feeling good lubricates mental efficiency; it makes people flexible in their thinking (Isen, 1999). Upbeat moods help people feel more optimistic about their ability to achieve goals, enhance creativity and decision making skills (Fisher & Noble, 2000). Lopes et al. (2006) propose that emotional abilities contribute to both task performance and interpersonal facilitation. Emotional abilities may contribute to effective group decision making and other group activities and overall team effectiveness and work performance.

1.7. Definition of Emotional Intelligence

Peter Salovey and John Mayer, psychologists from Yale University and University of New Hampshire, conceive emotional intelligence as the subset of social intelligence that involves the ability to monitor one’s own and other’s feelings and emotions, to discriminate among them, and to use this information to guide one’s thinking and actions (Salovey & Mayer, 1990). Later this definition, according to them, seemed insufficient in the sense that it only mentioned perceiving and regulating emotions, but omitted thinking about feelings and emotions. So they went on to define emotional intelligence as: ‘the ability to perceive emotions, to access and generate emotions to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions to
promote emotional and intellectual growth' (Mayer & Salovey, 1997). Since the construct of EI is rather new and still evolving, it is worth considering the definition in detail (Figure 2 and the following discussion).

The four branches of the model are arranged from basic psychological processes to higher, more psychologically integrated processes. For example, the lowest level branch is concerned with (relatively) simple abilities of perceiving and expressing emotion. In contrast, the highest level branch is concerned with conscious, reflective regulation of emotion. Each branch has four representative abilities in it (in boxes). Abilities that emerge early in the development are arranged to the left of a given branch; while the abilities that emerge later in the development process are arranged to the right. People high in emotional intelligence are expected to progress quickly through these abilities and master more of them.

**Branch 1: Perception, Appraisal and Expression of Emotion**

The lowest branch is concerned with the accuracy with which an individual can identify emotions and emotional content. For example – as a child grows up he develops the ability to distinguish emotional facial expression early on and responds to the parents’ expressions. A mature individual can carefully monitor internal feelings e.g. if a teacher who stayed up late at night is interviewed in the morning, he might say that he is partly or fully fatigued or partly full of energy or anxious about the unfinished correction etc (Box 1). Feelings can be recognized not only in oneself but in other people and objects too. With the passage of time a child develops the ability to recognize the emotions expressed through the voice, body language of parents and generalizing that he may learn to
Figure 2: Four Branch Model of EI (Mayer & Salovey, 1997)

Branch 4: Reflective Regulation of Emotions to Promote Emotional & Intellectual Growth

- Ability to stay open to feelings, both those that are pleasant & those that are unpleasant
- Ability to reflectively engage or detach from an emotion depending upon its judged informativeness or utility
- Ability to reflectively monitor emotions in relation to oneself & others, such as recognizing how clear, typical, influential, or reasonable they are
- Ability to manage emotion in oneself & others by moderating negative emotion & enhancing pleasant ones, without repressing or exaggerating information

Branch 3: Understanding & Analyzing Emotions; Employing Emotional Knowledge

- Ability to label emotions & recognize relations among the words & the emotions themselves, such as the relation between liking & loving
- Ability to interpret the meanings that emotions convey regarding relationships, such as that sadness often accompanies a loss
- Ability to understand complex feelings; simultaneous feelings of love & hate, or blends such as awe as a combination of fear & surprise
- Ability to recognize likely transitions among emotions, such as the transition from anger to satisfaction, or from anger to shame

Branch 2: Emotional Facilitation of Thinking

- Emotions prioritize thinking by directing attention to important information
- Emotions are sufficiently vivid & available that they can be generated as aids to judgment & memory concerning feelings
- Emotional mood swings change the individual's perspective from optimistic to pessimistic, encouraging consideration of multiple points of view
- Emotional states differentially encourage specific problem approaches such as when happiness facilitates inductive reasoning & creativity

Branch 1: Perception, Appraisal, & Expression of Emotion

- Ability to identify emotion in one's physical states, feelings & thoughts
- Ability to identify emotions in other people, designs, artwork, etc., through language, sound, appearance, & behavior
- Ability to express emotions accurately & to express needs related to those feelings
- Ability to discriminate between accurate & inaccurate or honest versus dishonest expressions of feeling
recognize the same in the others too. A matured individual develops the ability to recognize expression of emotions even in painting, design, artwork etc. For example, he may learn that a relaxed-shouldered posture accompanies calmness, and that curtains are often thought to hide emotional secrets (Box 2). The individual learns to express feelings accurately (Box 3). As the emotionally intelligent individuals know about the expression and manifestation of emotions, they are also sensitive to its false or manipulative expression (Box 4).

Branch 2: Emotion’s Facilitation of Thinking

After emotion is perceived, it may facilitate cognitive reasoning. This branch is concerned with how emotion influences reasoning. Emotion serves as an alarm system essentially from the birth. They indicate important changes in people or in the environment. As a person matures, emotions begin to shape and improve thinking by directing a person’s attention to important changes. For example, a child may worry about his unfinished homework while watching TV. A teacher may be concerned about a lesson that needs to be completed for the next day. The teacher, with his better developed thinking, moves on to complete the task before his concern overtakes his enjoyment (Box 1). An emotionally intelligent individual can generate emotions ‘on demand’ so that they can be better understood. For a grown up individual the ability to generate feelings is helpful for planning. The individual can anticipate how entering a new school, or taking up a new job etc may feel. Anticipating such feelings can help the person to decide whether to take up the job or otherwise. In other words there exists an ‘emotional theater of the mind’ which is a processing arena in which emotions may be generated, felt, manipulated and examined in order to be better understood. The more accurately and realistically such an emotional theater operates, the more it
can help the individual choose alternative life courses (Box 2). The remaining two branches are concerned with more efficient and sophisticated thought processes. Emotionality helps people to consider multiple perspectives. Good moods lead to optimism while bad moods lead to pessimistic thoughts. A high school pass out student may feel inadequate with his marks and thereby, apply to many colleges with easy admission standards. But as his mood improves he may selectively apply to a few colleges. In this case, the shift of moods has led him to consider more possibilities, which is an advantage in case of uncertainty (Box 3). The final ability on this branch recognizes that different kinds of work and different forms of reasoning (e.g. deductive versus inductive) may be facilitated by different kinds of moods (Box 4).

Branch 3: Understanding and Analyzing Emotions; Employing Emotional Knowledge

The third branch is concerned with the ability to understand emotions and to use emotional knowledge. Soon after a child recognizes emotions he begins to label them and perceive relations among those labels. For example, the child begins to recognize the similarities and dissimilarities between liking and loving, annoyance and anger, and so on (Box 1). The child simultaneously learns what each feeling means in terms of relationships, e.g. sadness may be preceded by some loss, joy may be the result of some gain etc (Box 2). This kind of emotional knowledge begins in childhood and continues throughout life, with increased understanding of these emotional meaning. A matured person understands the existence of complex, and contradictory emotions in certain circumstances. For example, a person at the early stage if falling in love may experience joy, excitement, surprise etc at the same time. Similarly an individual may develop feelings of disappointment as well as
hope toward the local political leader (Box 3). Emotions tend to occur in patterned chains: anger may lead to rage, and if acted out it may lead to violence and then guilt may intensify, depending upon the circumstances etc. An emotionally intelligent individual is aware of such transitions i.e. moving from one emotion to the other as he experiences them (Box 4).

**Branch 4: Reflective Regulation of Emotions to Promote Emotional and Intellectual Growth**

The highest branch of the model is concerned with the conscious regulation of emotions to enhance emotional and intellectual growth. Reflective regulation or management of emotion begins with one being aware of emotion. If emotions are informative, then being open to such information will enable one to know more about the surrounding world – particularly the world of relationships – than if one were closed. Therefore, emotional reactions must be experienced – even welcomed – when they occur. This should happen independent of the pleasantness or unpleasantness of the experience associated with emotion. For this reason, the highest branch begins with the ability to stay open to feelings (Box 1). The open-to-feeling individual must use the knowledge gained from the perception, integration and understanding of emotion (the first three branches) in order to regulate or manage emotion optimally. Apart from being open to feeling, this branch also involves the ability to reflectively engage or disengage from an emotion depending upon the circumstances. As a child grows up, his parents teach him not to express certain feelings: to smile in public even when feeling sad, to go to the other room if angry etc. Gradually the child internalizes these divisions between feeling and acting. He begins to learn that emotions can be separated from behavior. As a result he learns to engage or disengage from an emotion at appropriate times. In moments of anger and rage, an
emotionally intelligent individual is able to draw back from expression of such extreme emotions, discuss the matter with more cool-headed confidants and so on. Later, the emotional insight thus gathered and energy provided by such experience may be applied to the reasoning process. Such regulation may motivate a healthy interaction and promote emotional and intellectual growth (Box 2). As a person matures he experiences feelings like 'I don’t fully understand the way I’m feeling’ or ‘This feeling is influencing how I’m thinking’ etc. An emotionally intelligent individual is able to reflectively monitor emotions in relation to himself and others, such as recognizing how clear or influential they are (Box 3). The person is also able to manage emotion in oneself and others by moderating negative emotions and enhancing pleasant ones, without repressing or exaggerating information they may convey (Box 4).

However, Singh (2003) has defined emotional intelligence as the ability of an individual to appropriately and successfully respond to a vast majority of emotional stimuli being elicited from the inner self and immediate environment. His model of EI consists of three psychological dimensions -- emotional sensitivity, emotional maturity and emotional competency. This definition has been expanded and discussed in detail in Chapter II.

1.8. Leadership

From infancy the study of history has been the study of leaders – what they did and why they did it. Leadership still fascinates scholars as well as ordinary people. However, the term leadership means different things to different people. Leadership has been defined in terms of influence, group processes, personality, compliance, particular behaviors, persuasion, power, goal attainment, interaction, role differentiation,
initiation of structure, and combinations of two or more of these (Bass, 1990). Leadership is sometimes distinguished from management (Kotter, 1990a; Zaleznik, 1977) or seen as one of the several management roles (Mintzberg, 1989). A number of definitions view leadership as the focus on group processes. Here the leader is at the center of the group change and activity. Another group of definitions conceptualize leadership from a personality perspective, which suggests that leadership is a combination of special traits or characteristics that individuals possess which enable them to influence others to accomplish tasks. Other definitions of leadership have defined it as an act or behavior – the things that leaders do to bring about change in a group. It has also been defined in terms of power relationship that exists between leaders and followers. Others view it as an instrument of goal achievement in helping group members achieve their goals and meet their needs. This view includes leadership that transforms followers through vision setting, role modeling and individualized attention. Finally, some scholars address leadership from skills perspective. This viewpoint stresses the capabilities (knowledge and skills) that make effective leadership possible (Bass, 1990).

1.8.1. Definition of Leadership

Though numerous attempts have been made to conceptualize leadership the following components are central to the concept of leadership – a) it is a process; b) it involves influence; c) it occurs within a group context; and, d) it involves goal attainment. Based on these components many define leadership as a process whereby an individual influences a group of people to achieve a common goal. Both leaders and followers are involved together in the leadership process (Heller & Van Til, 1983; Jago, 1982). Leaders need to be understood in relation to followers and vice versa (Hollander, 1992) and collectively (Burns,
1978). They are the two sides of the same coin (Rost, 1991). Although the leaders and the followers are closely linked, it is the leader who often initiates the relationship, creates the communication linkage, and carries the burden of maintaining the relationship (Northhouse, 2004). This very clearly applies to the contractors who initiates relationships and maintains them.

1.8.2. Emotional Root of Leadership

Leadership is defined as a process whereby an individual influences a group of people to achieve a common goal (Northhouse, 2004). The source of such influence may be formal or informal. But the very idea of leadership is imbued with emotion and is central to organizational processes. For some followers, a new leader may symbolize a fresh start, the prospect of correcting the wrongs previously done or of finally accomplishing their dreams. For others, the new leader may just be one of many disappointing individuals, who fails to deliver on promises (Fineman, 2003) etc. But great leaders move us. They ignite our passion and inspire the best in us. When we try to analyze why they are so effective we speak of strategy, vision or powerful ideas. But the reality is that great leadership works through emotions. No matter what the leader sets out to do – whether it’s creating strategy or mobilizing teams to action – their success depends on how they do it.

1.8.2.A. Providing Meaning

In examining the emotional core of leadership we must also consider ‘followership’ which is a process of mutual influence’. We follow, readily or reluctantly, the direction of our leaders – whether they are supervisors, managers, President or Prime Minister. The desire to follow has deep emotional roots (Fineman, 2003). Sigmund Freud spoke
of leader as a ‘primal father’. He is the person who taps into our hidden talents and shapes them. By accepting a leader people feel strong, protected, secure, supplied with explanations and simplifications in a complex world. In other words, the leader provides a framework of meaning. They can guide in ways that give people a sense of clarity and direction in their work. In any human group the leader has been the one to whom others look to for assurance and clarity while facing uncertainty and threat. When an ambiguous situation occurs within a group context, the members often turn to the leader to help make sense out of that event. The leader models an emotional response to the situation, illustrating what an ‘appropriate’ reaction would be. This allows the group members to interpret and express their own emotional reactions (Pescosolido, 2002). Effective leaders anticipate potentially threatening circumstances and make great efforts to provide appropriate information, knowledge to sustain performance. Most importantly, they continuously strive to help their teams maintain a posture of emotional readiness to the demands of both continuous learning and accelerated change. The task of continuous learning requires a good amount of emotional resilience on the part of the leader to cope with such change and lead others through such moments (Richards, 2003).

1.8.2.B. Group’s Emotional Guide

The leader acts as the group’s emotional guide (Goleman et al., 2002). To put it simply in any workgroup, the leader has the maximal power to sway everyone’s emotions or determine shared emotions (Pescosolido, 2002). If people’s emotions can be pushed toward the range of enthusiasm, performance can soar; if people are driven toward anxiety, distress, performance could be hampered. Thus the emotional art of leadership includes pressing the reality of work demands without
bringing undue stress upon people (Goleman et al., 2002). Thus the ability of a leader to pitch a group into an enthusiastic, cooperative mood can determine its success. How expressively leaders convey their feelings will determine how easily we catch on to a leader’s emotional status. Apart from getting the job done followers often look to a leader for supportive emotional connection. In a workgroup, research has identified that, everyone watches the leader more than the others; even when the leader is not highly visible (working behind closed doors) – his attitudes determine the organization’s emotional climate (Bachman, 1988). What the leader speaks is listened to more carefully; even when he maintains silence his behavior is closely watched. This offers a way to the subordinates to react emotionally to a given situation (Gardner, 1995). Indeed group members generally see the leader’s emotional reaction as the most valid response. The reason a leader’s style of doing things matters so much lies in the design of the human brain: what scientists have started to call the ‘Open Loop’ nature of the limbic system, our emotional center (Goleman et al., 2002). An open loop system largely depends upon external sources to manage itself. In other words, we depend on connections with other people for our emotional stability. Scientists describe the open loop as ‘interpersonal limbic regulation’, whereby one transmits signals that can alter hormone levels, cardiovascular function, sleep rhythms, and even immune function inside the body of another (Lewis et al., 2000). This design of our limbic system means that other people can change our very physiology and, thereby, our emotions. Concurring researches have identified how moods and emotions, e.g. cheerfulness and warmth (Barsade & Gibson, 1998), smile (Levenson & Ruef, 1997) etc. would spread when people are near one another, even when the contact is completely non verbal (Friedman & Riggio, 1981). The same applies to groups too (Bartel & Saavedra, 2000;
Totterdell, 2000). In short, leader's emotional status and actions do influence the people they lead and thereby performance. How well the leader manages his moods and emotions and influences those of others largely determines the performance of the business (Ashkanasy & Tse, 2000).

1.8.2.C. Leader Derailment

Studies have also identified that managers and leaders who have high potential to become successful have often been found to have drifted away from the path of success not so much due to lack of technical skills but more so due to lack of human skills. Such drifting is commonly termed as derailment. Derailment occurs when individuals who are perceived to have high potential for success become plateaued at a lower level than expected, or are demoted, or leave the organization either voluntarily or involuntarily (Lombardo & McCauley, 1988). It may be that at one time these individuals were recognized as having potential, but somehow did not continue to develop. This does not take place at the wish of the manager or at a time of his choice (Shakleton, 2003). Research by Center for Creative Leadership indicates that managers and leaders face potential derailers, such as difficulty in building team, difficulty in adapting and poor interpersonal relations etc. (Caruso & Salovey, 2004). One of the most common reasons for derailment is failure to maintain positive interpersonal relationship (Hogan & Hogan, 2001; McCall & Lombardo, 1983). Problems related to interpersonal relationship include the inability to build a team due to poor selection of team members, the inability to mould the staff into a team, and the inability to resolve conflicts among the team members etc. Study by Leslie & Velsor (1996) identified rigidity, lack of self-control, lack of trustworthiness, inability in building bonds and leveraging diversity, lack
of social skills etc. to be blind spots in the lives of managers and leaders. Kaplan (1991) identified a list of common blind spots among forty two highly successful managers. Some of these are - blind ambition, setting unrealistic goals, driving others, power hunger, insatiable need for recognition etc. Another potential derailer is inability to adapt to changing circumstances (Velsor & Leslie, 1995) and to varied personality states of members. At least two studies replicated the results. Lack of sensitivity in dealing with others (Tyson et al., 1986) was found to be a major derailer. Brindle (1992) found that though the derailed managers were sufficiently intellectual, conceptual, innovative, independent, they were much less emotional, warm and conscientious in dealing with others. Parallel analyses of successful and failed managers in Germany, and Japan (Goleman, 1998a) revealed the same pattern: those who failed had their largest deficit in the emotional intelligence skills, and their failure came despite strengths and expertise in cognitive abilities. This further illustrates the role of emotional intelligence in leadership.

1.9. Research Problem

Having defined intelligence, emotions, emotional intelligence, and leadership and having discussed the importance of emotion in business and on leadership, the research problem may be stated in the form of an interrogative statement: What is the relationship between emotional intelligence and leadership style in business? In studying this in a systematic and organized manner the present study has taken a sample of Government approved civil sole proprietor contractors residing in and around Bolpur Municipality in Birbhum district of West Bengal and tested the influence of emotional intelligence on their leadership behavior(s). It has been assumed that the respondent contractors possess varied levels of emotional intelligence and display it through emotionally
intelligent behavior during their work. It has also been assumed that they display specific leadership behavior(s) toward their subordinates during the course of public works. It has been pointed out that the contractors deal with various groups of people. Therefore they have enough opportunities to exhibit emotional intelligence and leadership behavior(s) toward their subordinates. The contractors have been interviewed individually to collect data and subsequently such data have been analyzed with the help of appropriate statistical tools and techniques. The findings from the study may be generalized to add to the existing body of knowledge.

1.10. Proposed Chapterization

In order to carry out the present work it is proposed that the study consists of the following chapters:

**Chapter I** – Deals with introduction only (this present chapter)
**Chapter II** – Examines the present literature in this subject
**Chapter III** – Explains the methodology to be applied for this study
**Chapter IV** – Traces the profile of the respondent civil contractors
**Chapter V** – Presents data analysis and interpretation
**Chapter VI** – Includes recommendations and conclusions
SUMMARY

Effective management of human resources continues to remain the greatest challenge for leaders today. The growth of human resource development as a distinct discipline in the recent past has led to the recognition of ‘workers’ as ‘human capital’, ‘social capital’ and ‘positive psychological capital’. Research has shown that such human capital behaves not as per rules of formal organization but as per their personality and motivation. As a result, emphasis has shifted from their ‘abilities’ to ‘willingness’ for achievement. Management has started to recognize that it is not enough to hire ‘right persons for right jobs’ but it is imperative to train and develop them so as to earn their loyalty, commitment and devotion leading to organizational citizenship. It falls upon the leaders to create such an organizational culture and climate where employees feel free to engage, innovate and commit with a deep sense of belonging. Research has pointed out that it is possible to achieve such a mammoth task by recognizing the role that emotions play in personality, motivation and leadership. Researchers differ in their understanding regarding the role of emotions in human behavior. A group of them views emotions as irrational, disruptive force, interruptions to mental activity, acute disturbances etc. leading to loss of cerebral control. Others view emotions as organized response, motivating force, directing cognitive activities etc. leading to interpersonal survival and growth. The concept of traditional organization has been transformed into an emotional one where it is well recognized that emotion is an integral part of organizational processes like decision making, change, learning, motivation, leadership etc. The very process of leadership is found to be imbued with emotions. The desire to follow has deep emotional roots. The leader provides a framework of meaning, a sense of clarity and
direction, models emotional response to a situation, guides group’s emotional state, determines organizations’ emotional climate and thereby enhances performance of the business. Thus the emotional art of leadership involves pressing the reality of work demands without bringing undue stress upon the people. It is now widely believed that leaders with emotional intelligence abilities are able to enhance group unity and morale, influence performance, promote effectiveness, respond flexibly to the changes in social environments, build supportive networks etc. Research has also identified that leaders with great potentials have derailed not so much due to lack of technical and conceptual skills but due to lack of emotional intelligence abilities such as poor interpersonal relations, inability to transform individuals into team, rigidity, lack of sensitivity etc. All these evidences strengthen the case for probing the role of emotional intelligence in leadership. Thus to study leadership one must include the role of emotions and the intelligent use of it. In other words, leaders who are able to use their and other’s emotions intelligently have an edge over their counterparts. Psychologists Salovey and Mayer have introduced the term emotional intelligence way back in 1990. They redefined their concept of emotional intelligence based on further research. Their present definition includes ability to perceive and express emotions, ability to let emotions influence thinking, ability to understand and use emotional knowledge and the ability to consciously regulate in order to promote emotional and intellectual growth. This present research is aimed at investigating the role of emotional intelligence on leadership in sole proprietorship business.
References

Books


Journals, Magazines and Periodicals


**Papers**