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**The Role of Leaders Emotional Intelligence on Motivation and
Performance of Management Faculty****L. Gandhi* & Dr. K.T. Vijaykarthigeyan****

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Abstract

The aim of this study was to investigate impact of B-School Leaders' Emotional Intelligence on faculty motivation and performance. Management Teaching is one of the most challenging jobs in the world. In fact, Management Institutes have scarcities of quality teachers with strong skills in the areas of student engagement, instructional practices, and classroom management. The respondents of the study included 120 management teachers representing 20 B-Schools were the samples selected using stratified random sampling. Convenient sampling is then used to select a sufficient number of subjects from each stratum. A structured questionnaire was administered to collect the data. The collected data were analyzed by using appropriate statistical tools including Correlation Analysis and regression. The study results indicated that management institute leader's emotional intelligence play a critical role in enhancing the motivation and performance of their team members. In fact, the leaders have to break the traditional thinking and adapt to innovating ideas apart from being a guiding force for their team members.

Keywords: Emotional Intelligence, Motivation and Job performance

Introduction

Precisely, Intelligent Quotient (IQ) has been a buzz word among academic experts and industry personnel two decades ago; In-fact Emotional Intelligence (EI) has received an enormous amount of importance and attractiveness in various arenas during the last two decades.

Humans are unique in the way that they are at the top of a spectrum of existing intelligence and are better in thinking and able to articulate their feelings effectively. The

human brain has a remarkable set of cognitive skills to process complex information. Human intelligence developed over the years was previously regarded as one single unitary factor. However, it was Howard Gardner (1983) who by coining a theory of multiple intelligences discovered that human intelligence encompasses a set of several interconnected and interwoven capabilities, such as the capacities to reason, to plan, to solve problems, to think abstractly, to comprehend ideas, to use language, to learn

and so on. As a result individuals have multiple intelligences situated within different parts of their brain. Gardner grouped these intelligences into seven different components: logical, linguistic, spatial, musical, kinesthetic, interpersonal and intrapersonal intelligences. He later added naturalistic as well as spiritual/existential intelligences in multiple intelligence and all these can broadly be grouped into one of three categories, i.e. abstract, concrete and social intelligence. Researchers believe that emotional intelligence has its roots in social intelligence (Bar-On, 2006; Young, 1943, 1967). The recognition of social intelligence received a major boost by the publication of Gardner's highly regarded theory of multiple intelligences in 1983. Both interpersonal and intrapersonal intelligences are closely related with the phenomenon of emotional intelligence (Bradberry & Su, 2006).

Conceptual Framework

Basically emotional intelligence is an interconnection between feelings and thinking process, i.e., 'feeling about thinking' and 'thinking about feeling'. The human brain's physiology and anatomy not only enable us to understand its process and structure but also reveal the fact that humans have a triune brain. The theory of 'triune brain' was devised by Paul Donald MacLean (1990), US neuroscientist and emotional intelligence pioneer, to explain the evolution of the human brain and to try to reconcile rational human

behaviour with its more primal and violent side. Our triune brain consists of not one brain but three brains, namely, a primate neocortex or thinking brain, a midbrain or emotional brain and a reptilian brain stem. The neocortex, also known as the cerebral cortex, is found in the brain of higher mammals, and is responsible for higher-order thinking skills, reason, speech and sapience. MacLean termed the brain's centre of emotions as the limbic system that is comprised of the hippocampus, hypothalamus and amygdala. The limbic system is the source of emotions and instincts (e.g. feeding, fighting, fleeing and sexual behaviour – also known as 'the 4 Fs'). Emotions are produced when this part of the brain is stimulated, such as by mild electric current. The 'reptilian brain', which includes the brain stem and cerebellum, is primarily reactive to direct stimuli and controls the muscles, balance and autonomic functions (e.g. breathing and heartbeat). MacLean proposed that the limbic system had evolved in early mammals to control fight-or-flight responses and react to both emotionally pleasurable and painful sensations.

Ever since the publication of Daniel Goleman's book on emotional intelligence in 1995, the phenomenon of emotional intelligence has become widely known and popular across a wide range of academic and non-academic circles. It is believed to be a better forecaster of excellence than general intelligence and it might predict up to 80% of

success in life, based on Daniel Goleman's implication (1995, 1998, 2006). Many other psychologists and researchers seem to agree that emotional intelligence can really have a significant predictive value. Current research on emotional intelligence measured as ability suggests that it may have some use in predicting important outcomes like reduced rates of emotional behavioural problems. Thus emotional intelligence has immense significance and relevance for self-emotional management, development of human potential, relationship management at home and work, teamwork, effective leadership, job performance, organizational development, creativity and innovation, educational development, stress reduction helper and so on.

Emotional intelligence is the ability to accurately perceive your own and others' emotions; to understand the signals that emotions send about relationships; and to manage your own and others' emotions. Emotional Intelligence being an important area in management and in leading people, it is vital to study the correlation of Leader's emotional intelligence on employees' performance.

Statement of Problem

In modern day's cut-throat competitive world, employers have a range of expectations apart from being committed to the projects assigned. The employees are also expected to think smart in all spheres and emotionally

intelligent to be victorious in business organizations. Emotional Intelligence facilitates employees to build positive relationships at workplace, to complement team members, to control emotions to effectively cope up with stress, enhanced performance under pressure and acclimatize to transitions in the organization. By the emergence of emotional intelligence and models of modern theory in the field of Human Resource Management, the need seems necessary and urgent to check the premises of these theoretical models and assumptions upon which, knowing the extent of the contribution of emotional intelligence in predicting some of the other criterion including Motivation and job performance, which is a still need in-depth research to understand all dimensions contained. Hence, this study is designed to understand the impact of emotional intelligence of B-School Directors on motivation and job performance of B-School faculty.

Objectives of the Study

This study aims to identify the relationship between emotional intelligence, Motivation and Job Performance among faculty members working in Business Schools. The objectives of the study are:

To study the impact of B-School Leaders' Emotional Intelligence on faculty motivation and performance

To study the perceptions of B-School Leaders and Faculty members on Emotional intelligence

To study the role of emotional intelligence in reducing work stress and increase job focus

To study the leadership traits and interpersonal skills of B-School Leaders

Research Methodology

A descriptive research design was adopted in this study. Relevant primary data were obtained by using questionnaire and secondary data were collected from books, journals, magazines and other published sources. The study questionnaire was prepared based on the following Components of Emotional Intelligence propounded by Daniel Goleman,

Self-awareness

Self-regulation

Motivation

Empathy for others and

Social skills

The faculty members who are associated with B-Schools in South India were the Population for the study. From the population, 120 B-School faculty members representing 20 B-Schools were the samples selected using stratified random sampling. Convenient sampling is then used to select a sufficient number of subjects from each stratum. The collected data were analyzed by using appropriate statistical tools including Correlation Analysis.

The Five Components of Emotional Intelligence (propounded by Daniel Goleman)

Self-Awareness: The ability to recognize and understand personal moods and emotions and drives, as well as their effect on others. Hallmarks of self-awareness include self-confidence, realistic self-assessment, and a self-deprecating sense of humor. Self-awareness depends on one's ability to monitor one's own emotion state and to correctly identify and name one's emotions.

Self-Regulation: The ability to control or redirect disruptive impulses and moods, and the propensity to suspend judgment and to think before acting. Hallmarks include trustworthiness and integrity; comfort with ambiguity; and openness to change.

Internal Motivation: A passion to work for internal reasons that go beyond money and status -which are external rewards, - such as an inner vision of what is important in life, a joy in doing something, curiosity in learning, a flow that comes with being immersed in an activity. A propensity to pursue goals with energy and persistence, Hallmarks include a strong drive to achieve, optimism even in the face of failure, and organizational commitment.

Empathy: The ability to understand the emotional makeup of other people, a skill in treating people according to their emotional reactions. Hallmarks include expertise in building and retaining talent, cross-cultural

sensitivity, and service to clients and customers. (In an educational context, empathy is often thought to include, or lead to, sympathy, which implies concern, or care or a wish to soften negative emotions or experiences in others.) It is important to note that empathy does not necessarily imply compassion. Empathy can be 'used' for compassionate or cruel behavior. Serial killers who marry and kill many partners in a row tend to have great emphatic skills!

Social Skills: Proficiency in managing relationships and building networks, and ability to find common ground and build rapport. Hallmarks of social skills include effectiveness in leading change, persuasiveness, and expertise building and leading teams.

Review of Literature

Dr. Ijaz A. Qureshi¹, Rehan Ali, Hassan Raza, Prof. Dr. Mike Whitty (2015) stated in research document that the result of organizational productivity and performance depends on employees' dedication is very important factor. The study at sports industry of Sialkot explored the impact of leader's intelligence Emotional on worker's dedication. The data of around 170 employees from the first-line and middle level management with minimum of 100 employees. The focus with questionnaires were used to explore the consumption of leader's emotional intelligence and employee commitment prediction. This editorial

provides to the field of management by determining the behaviour of leader impacting on the employee towards their organization. Statistical package for social sciences (spss) software used to analyze the data through mean, charts and linear regression tests. It is one of the significant studies done to evaluate how a leader might affect on the employee commitment. (Dr. Ijaz A. Qureshi¹, 2015)

Ashkan Khalili (2015) paper says that it is very important to have keen observation on the employees' creativity and innovative behaviour in small to medium enterprises to stay competitive. Leadership behaviour is most significant in the workplace to nurture and enhance subordinates' creative and innovative behaviour. It is been found that it all depends on the contextual and personal variables. The objective of thesis is to inspect the relation between SME leadership behaviour, employees' creativity and innovative behaviour, individuals' perceptions of a supportive climate for innovation, employees' personal initiative, and individuals' emotional intelligence in SMEs in Australia. So, this thesis initialises the research model to test the influence of SME leadership behaviour on creativity and innovative behaviour of employees. (Khalili, 2012)

Katarzyna Łukasik (2017), it explains how important the training to employees, which directly motivates them to the work in industrial premises in the SME sector. The

impact of training on the motivation is assessed after both empirical and theoretical analysis of the research goal. In this research material the assessment is evaluated from various information using domestic and foreign literature and SME employees (54) questionnaire. Finally, this research defines the existence of strong link between motivations of employees to the work and internal training in the company survey. (Łukasik, 2017)

Nadia Botma, Magister Artiunl (2009) paper discusses about the well-being of employee is significant subject in organisational research. The negative emotion in the workplace always experiences damaging effects on employees' health and well-being. On the other hand, there is drag down of research regarding specific sentimental events at work leading to certain emotions, specifically inside the South African working context. The main aim is to investigate and determine the emotional experiences at work, Causes for emotions and emotional control mechanism. To test the construct validity and reliability of the Greek Emotional Intelligence Scale (GEIS) preferred two different culture groups to test a structural model of wellness including burnout, emotion work, emotional intelligence and social support for professionals in a working context. (Nadia Botma, 2009)

In the study conducted by Carolyn Kohn titled "Emotional Intelligence, Personality,

Emotion Regulation, and Coping", the author argues that EI is not a single construct, but rather it consists of several other constructs that tries to measure different individual traits or abilities. He relates to the two distinctive models of EI i.e., the ability EI and the trait EI. In his study he finds out that trait EI correlates highly with personality traits whereas ability EI has been found to correlate with coping skills and emotional regulation.

Heffernan et. Al. (2008), in his work titled "Emotional Intelligence in Banking Sector" explored the development of trust for relationships between staff and customers in the banking sector and also instigated possible links between financial performance of relationship manager and their levels of emotional intelligence (EI) and trust. The study revealed that trust was found to be made up of three components: dependability; knowledge; and expectations. Further, there were significant correlations between both trust and EI, when compared to the financial performance of a relationship manager.

In the study conducted by Vanessa Urch Druskat and Steve B Wolff (2001), "Building the Emotional Intelligence of Groups", they found that team EQ is a significant factor in determining overall performance. The study showed that, just like individuals, the most effective teams are emotionally intelligent ones, and that any team can attain emotional intelligence by working to establish norms for emotional awareness and regulation at all

levels of interaction, teams can build the solid foundation of trust, group identity, and group efficacy they need for true cooperation and collaboration and high performance overall.

Analysis and Interpretations

It is revealed from the above chart that 23% of the respondents feel that leaders rarely express their own feelings and 29% of the respondents feel that often the leaders express their own feelings

When 26% of the respondents feel that their leaders recognize the situations that trigger own emotions, nearly 33% of the respondents feel only sometimes their leaders recognize the same

29% of the respondents feel that only sometimes their leaders know how own feelings impact own performance and 15% of the respondents feel that they rarely know this phenomenon

29% of the respondents opine that sometimes their leaders feel confident to work without the need for direct intervention from the top management

41% of the respondents feel that leader is decisive and influential

29% of the respondents feel that leader assumes significant personal or professional risk to accomplish important goals

Around 39% of the respondents feel that their leaders often resist the impulse to act immediately, behaves calmly in stressful situation and believes in responding than reacting.

Around 35% of the respondents feel that their leaders sometimes or rarely resist the impulse to act immediately, behaves calmly in stressful situation and believes in responding than reacting.

Nearly 40 % of the respondents feel that sometimes or rarely their leaders behave consistently with own stated values and beliefs

Nearly 34% of the respondents feel that often their leaders publicly admit to mistakes even when it is not easy to do so

Nearly 43% of the respondents feel that sometimes or rarely their leaders act on own values even when there is a significant risk

Nearly 40% of the leaders sometimes or rarely change ideas or perceptions based on new information or a contrary evidence

Nearly 35 % of the respondents feel that often their leaders apply standard procedures flexibly and adapt by changing overall strategy, goals or projects to fit the situation.

Nearly 26 % of the respondents feel that sometimes their leaders apply standard procedures flexibly and adapt by changing overall strategy, goals or projects to fit the situation.

Nearly 29% of the respondents feel that sometimes their leaders find and act upon present opportunities

Nearly 35% of the respondents feel that often leaders cut through red tape and bend rules when needed

40% of the respondents feel only sometimes or rarely leaders go beyond what is required or expected

Nearly 41% of the respondents feel that often leaders express dissatisfaction with the status quo and seek way to improve performance

Over 38% of the respondents feel that often leaders make decisions, set priorities and choose goals on the basis of calculated costs and benefits

Nearly 33% of the respondents feel that leaders sometimes or rarely take calculated risks to reach a goal Nearly 35% of the respondents feel that sometimes or rarely their leaders emphasize on high performing teams

Nearly 33% of the respondents feel that their leaders often identify star performers and rewards them

Nearly 32% of the respondents feel that their leaders always motivate to undergo training to enhance performance and 33% of them feel that often motivate to undergo training to enhance

36% of the respondents feel that their leaders often pay attention and listen to employees whereas 26% of the respondents feel that sometimes their leaders pay attention and listen to employees and nearly 16% of them feel leaders rarely pay attention and listen to employees

34% of the respondents feel that leaders sometimes or rarely ask questions to understand another person

Over 36% of the respondents feel that leaders often read the people's moods and feelings

35% of the respondents feel that leaders often take personal responsibility for resolving non-defensively. 18% of the respondents feel rarely leaders take personal responsibility for resolving non-defensively

Nearly 38% of the respondents feel sometimes or rarely leaders make self-available to customers or clients

58% of the respondents feel that always or often their leaders express positive expectations about others' potential.

Nearly 40% of the respondents feel that their leaders sometimes or rarely give directions or demonstrations to develop others

Nearly 65% of the respondents feel that always or often their leaders recognize specific strengths or development opportunities in others

Discussions

The following points were found after data analysis,

29% of the respondents feel that only sometimes their leaders know how own feelings impact own performance and 15% of the respondents feel that they rarely know this phenomenon

Around 35% of the respondents feel that their leaders sometimes or rarely resist the impulse to act immediately, behaves calmly in stressful situation and believes in responding than reacting.

Nearly 40 % of the respondents feel that sometimes or rarely their leaders behave consistently with own stated values and beliefs

Nearly 43% of the respondents feel that sometimes or rarely their leaders act on own values even when there is a significant risk

Nearly 40% of the leaders sometimes or rarely change ideas or perceptions based on new information or a contrary evidence

40% of the respondents feel only sometimes or rarely leaders go beyond what is required or expected

Nearly 33% of the respondents feel that leaders sometimes or rarely take calculated risks to reach a goal

Nearly 35% of the respondents feel that sometimes or rarely their leaders emphasize on high performing teams

34% of the respondents feel that leaders sometimes or rarely ask questions to understand another person

Nearly 38% of the respondents feel sometimes or rarely leaders make self-available to customers or clients

Nearly 40% of the respondents feel that their leaders sometimes or rarely give directions or demonstrations to develop others.

It was observed from the above table that there was a more positive correlation between emotional self-control and self-confidence. Also, there was increased positive correlation between adaptability of the managers and transparency of the managers. There was also

more positive correlation between initiative and adaptability, achievement and adaptability of managers also correlated positively. It was also identified that social skills and achievement variables have positive correlations, the variables inspirational leadership and developing others have positive correlations. Also, team work and change catalyst have positive correlations.

Discussions

Based on the major findings presented in this paper, a few suggestions are made and those suggestions are presented below,

Consistent Behavior on own Stated Values

Being a leader of the team who has been on the constant lookout for high performing members, needs to show consistent behavior towards his own stated values in order to exhibit the significance given on the stated values. This will also be a model to the team members to follow their leaders and show consistent behavior in their respective stated values. Also, this will demonstrate the cultural dynamics of the organizations.

Go Beyond the Conventional Ideas and Adapt to the New Information

One of the most warranted qualities of leaders especially management institutes' leaders is that they need to go beyond the traditional ideas and quickly acclimatize the new information and act accordingly. Management institutes are on the constant force to emerge and modify from the existing state and learn new dimensions of the filed. The leaders from

the front need to think beyond the conventional ideas and adapt according to the new information.

Taking Calculated Risks

Subsequent to innovation in thinking and practice, the leaders of the management institutes have to develop the quality of taking risks. The risks of management institutes leaders may range from admitting students from other regions and counties, approaching international accreditation bodies for recognitions to finding overseas placement for students. Unarguably, this is one the most significant qualities of any management professionals and being a leader of a management institute, it is a need of the hour to take calculated risks to uplift the institute and break the status quo.

Emphasizing on High Performing Teams

The success of any organization is largely dependent on the performance of their teams. The positive energy of the team determines the rate and pace of success. In fact, the recruitment process is obviously be the first stage of boarding the right people for the right job. Management institutes are no exception to this phenomenon and there is a necessity for the leaders of management institutes to focus on high performing teams to achieve overall excellence. Faculty development programs, in-house training programs, mentoring initiatives will largely help in achieving this mission.

Showing Directions and Demonstrations

Leading by example should be the maxim of management institute leaders and they hold the moral responsibilities to show the right directions to their faculty members in turn they guide the community of students. The future leaders are to be molded positively and shown the right directions, hence, leaders of management institutes are to assume the role of torch bearers and guide appropriately.

Conclusion and Scope for the Future

Research

Emotionally intelligent competencies and skills are increasingly becoming substantial and inevitable almost in all areas ranging from effective leadership, building teams, to the communication network, development of individual potential and performance, interpersonal skills etc., In this dynamic and intensely competitive environment, leaders of management institutes will have to facilitate the team members to develop their own leadership skills and potential with the help of emotional intelligence. In order to influence their team members, the management institutes' leaders need to break the status quo in their thinking and action and act as a guiding force. This study in the future can be taken up as a national level study with bigger sample size. Also, comparative studies are also possible between Indian management institute leaders and other country management institute leaders.

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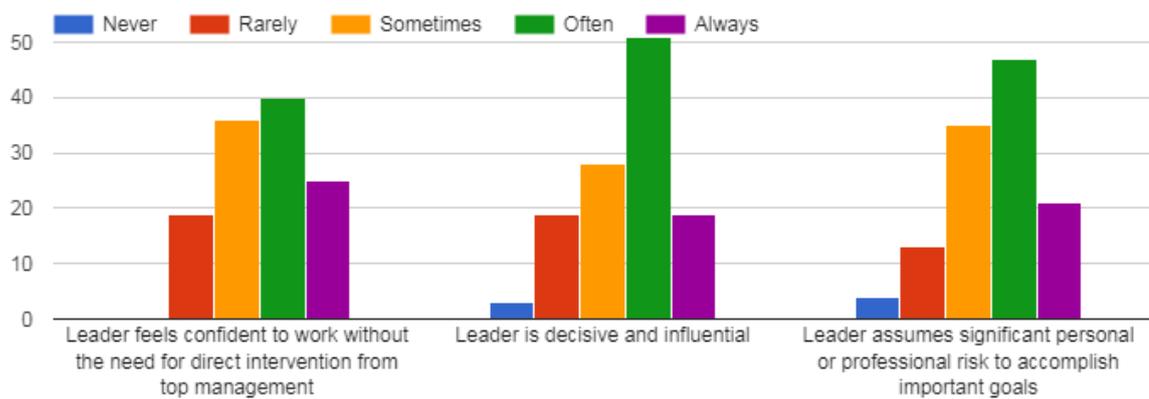
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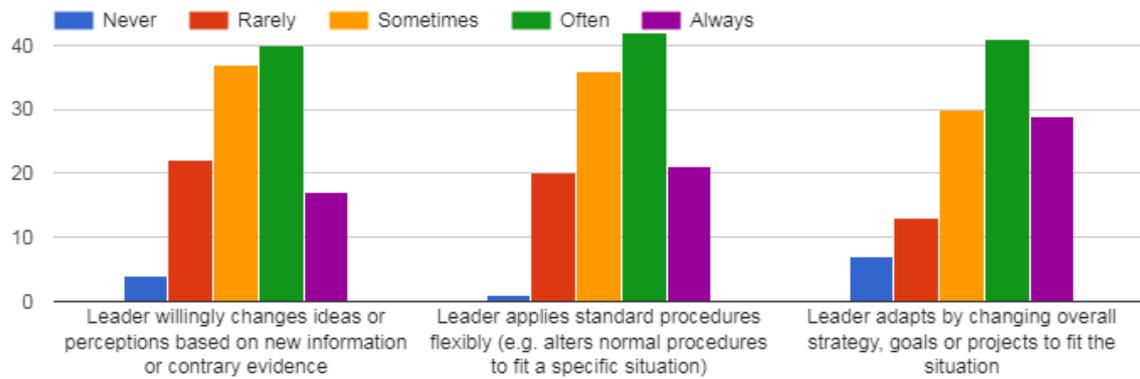
Emotional Self-Awareness



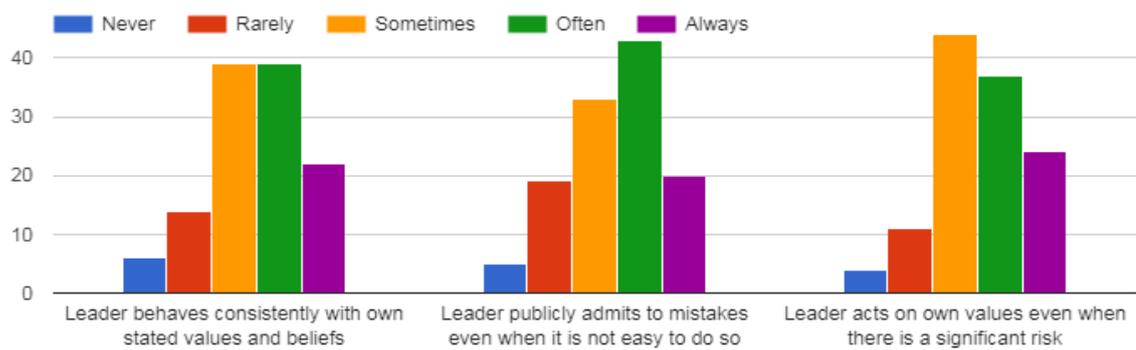
Self-Confidence



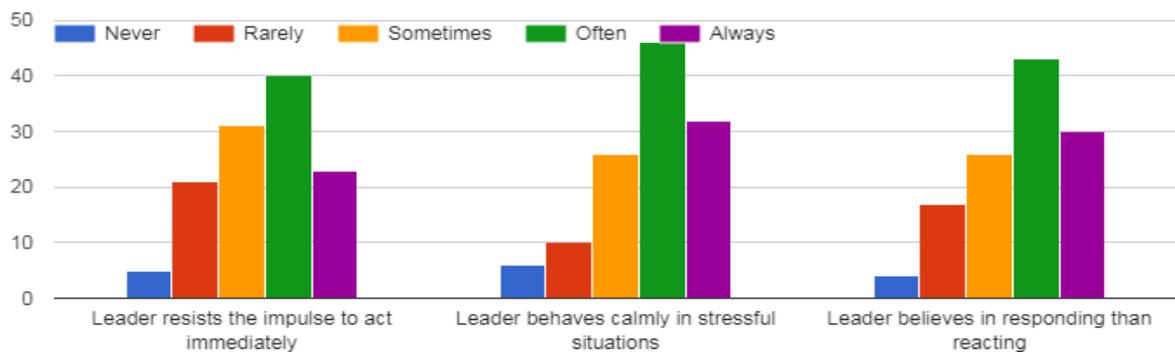
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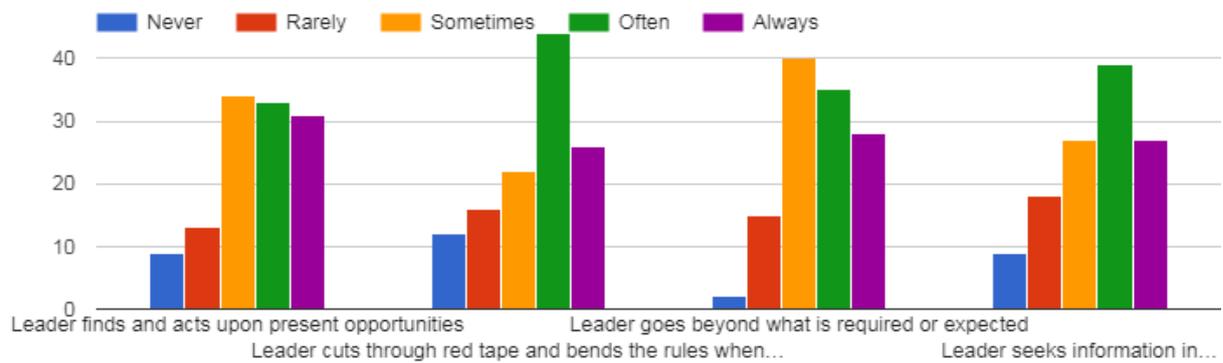
Transparency



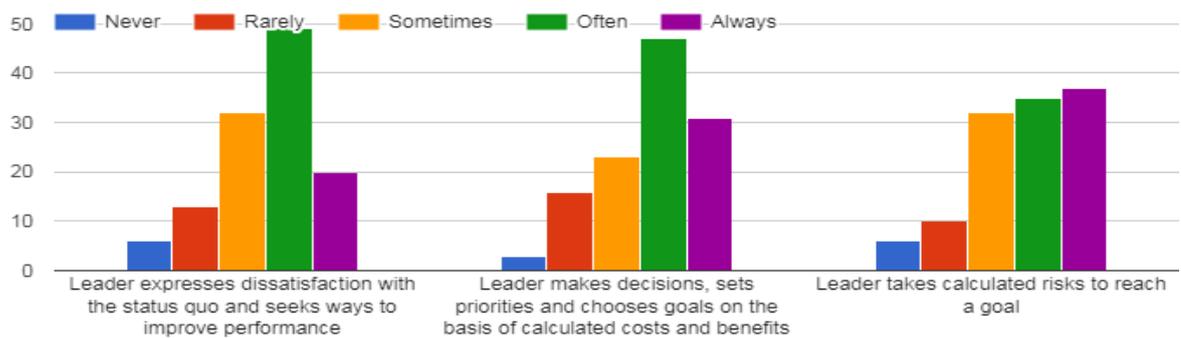
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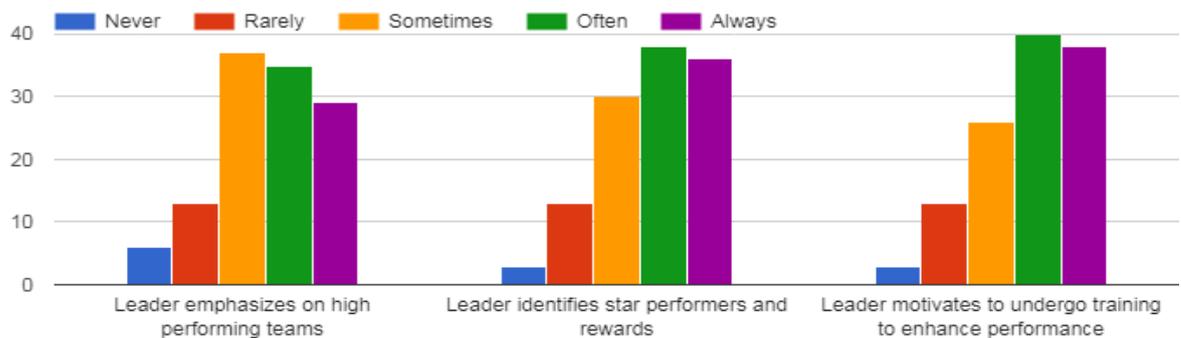
Initiative



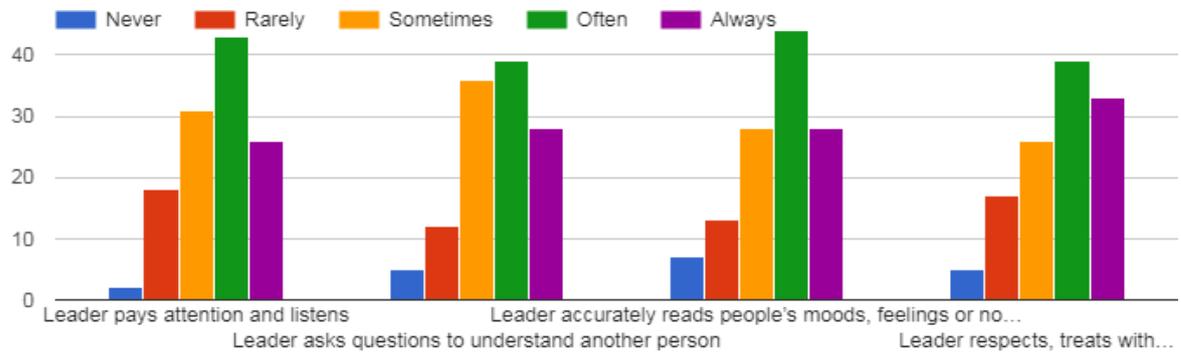
Achievement



Performance Culture



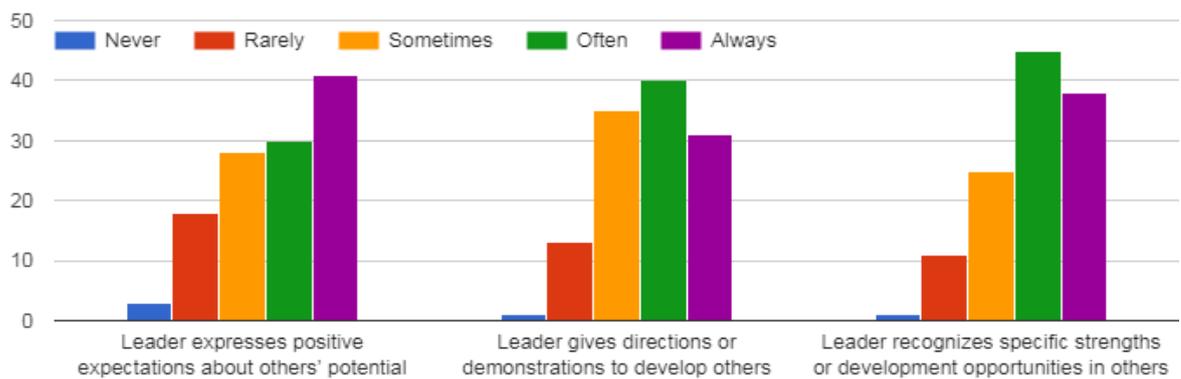
Compassion



Social Skills



Developing Others



	<i>Emotional Self-Awareness</i>	<i>Accurate Self-Assessment</i>	<i>Self-Confidence</i>	<i>Emotional Self-Control</i>	<i>Transparency</i>	<i>Adaptability</i>	<i>Initiative</i>	<i>Achievement</i>	<i>Optimism</i>	<i>Performance</i>	<i>Compassion</i>	<i>Organizational Awareness</i>	<i>Service Orientation</i>	<i>Social Skills</i>	<i>Developing Others</i>	<i>Inspirational Leadership</i>	<i>Conflict Management</i>	<i>Change Catalyst</i>	<i>Teamwork and Collaboration</i>	
Emotional Self-Awareness	1.00																			
Accurate Self-Assessment	0.72	1.00																		
Self-Confidence	0.52	0.70	1.00																	
Emotional Self-Control	0.55	0.68	0.75	1.00																
Transparency	0.55	0.68	0.66	0.66	1.00															
Adaptability	0.52	0.69	0.63	0.61	0.76	1.00														
Initiative	0.61	0.79	0.67	0.65	0.74	0.75	1.00													
Achievement	0.50	0.71	0.67	0.72	0.74	0.80	0.80	1.00												
Optimism	0.55	0.66	0.66	0.67	0.67	0.75	0.75	0.83	1.00											
Performance	0.42	0.66	0.67	0.59	0.68	0.74	0.68	0.81	0.80	1.00										
Compassion	0.54	0.71	0.69	0.71	0.65	0.69	0.70	0.77	0.74	0.73	1.00									
Organizational Awareness	0.52	0.73	0.72	0.71	0.66	0.70	0.79	0.79	0.73	0.64	0.71	1.00								
Service Orientation	0.46	0.63	0.68	0.67	0.66	0.67	0.73	0.74	0.75	0.73	0.71	0.70	1.00							
Social Skills	0.49	0.69	0.69	0.65	0.68	0.75	0.73	0.80	0.76	0.73	0.80	0.70	0.70	1.00						
Developing Others	0.48	0.70	0.75	0.76	0.66	0.72	0.76	0.80	0.77	0.73	0.79	0.80	0.76	0.80	1.00					
Inspirational Leadership	0.47	0.66	0.75	*0.76	0.63	0.67	0.71	0.73	0.71	0.68	0.73	0.71	0.73	0.76	0.81	1.00				
Conflict Management	0.61	0.65	0.57	0.66	0.64	0.63	0.65	0.63	0.63	0.55	0.64	0.61	0.61	0.66	0.69	0.61	1.00			
Change Catalyst	0.54	0.70	0.68	0.71	0.69	0.67	0.71	0.71	0.70	0.69	0.73	0.66	0.68	0.77	0.77	0.71	0.77	1.00		
Teamwork and Collaboration	0.56	0.71	0.68	0.67	0.68	0.77	0.74	0.78	0.74	0.73	0.75	0.76	0.74	0.76	0.81	0.71	0.70	0.79	1.00	
Influence	0.55	0.70	0.71	0.78	0.68	0.70	0.72	0.73	0.74	0.64	0.72	0.74	0.73	0.75	0.81	0.75	0.76	0.80	0.79	1.00