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Leadership Styles and Emotional Intelligence of Federal Employees in Diversified Work Environments

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Walden University

College of Management and Technology

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Richard Lopez, Jr.

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Walden University
2020

Abstract

Leadership Styles and Emotional Intelligence of Federal Employees in Diversified Work
Environments

by

Richard Lopez, Jr.

MBA, Webster University, 1997

BS, University of Maryland, 1994

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Management

Walden University

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Abstract

On the Office of Personnel Management Federal Viewpoint Surveys, followers rated their leaders as ineffective. The public expects federal government leaders to effectively lead their followers in order to efficiently manage public services. The purpose of this correlational nonexperimental study was to determine whether there is a correlation between emotional intelligence (EQ) and a full range of leadership styles, as measured by the multileadership questionnaire (MLQ), from the perspective of the follower. Grounded in the theory of EQ, the extant scholarly literature revealed EQ skills complements leadership styles and predict leader success in a variety of business sectors, cultures, and multigenerational cohorts, regardless of age, gender, and race or ethnicity, as rated by followers. Thirty-eight full-time federal employees across various business sectors throughout the federal government participated in an online survey responding to EQ and MLQ. Data analysis included Spearman and Pearson correlation methods. The Pearson correlation was suitable to determine if any relationship exists between EQ and a full range of leadership styles. The test results indicated that EQ skills correlated with transformational and transactional leadership styles, but EQ did not correlate with management-by-exception or laissez-faire leadership style as rated by followers in a diversified federal government workforce. The literature indicated leaders with EQ skills significantly contribute to employee performance and organizational outcomes when combined with active leadership styles such as transformational and transactional leadership styles. The social implications suggest EQ skills of leaders within the federal government predicts leader success and can point to effective leadership styles.

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Dedication

I dedicate this dissertation posthumously to my mother, Ramona Casarez Lopez. She constantly instilled in me the importance of education. I have gotten to where I am because of the many actions and sacrifices she made for her family while here on earth. I love you! I also dedicate this dissertation to my wife Rozina Fernandez Lopez. You have sacrificed much throughout this journey without question or complaint enabling me to complete this journey and complete this degree.

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Chapter 1: Introduction to The Study

The focus of this study was on exploring whether a correlation exists between emotional intelligence (EQ) and a full range of leadership styles of federal employee leaders from the perspective of their followers. The EQ construct is an integral part of leadership behavior that mediates social problems at work (Sharma, Mishra, & Sharma, 2014) in a variety of confrontational situations that may occur between members of different generations. Mitigating generational differences is necessary in the federal government sector. Statistics from the Office of Personnel Management (2014) indicated that approximately 4% of federal employees were traditionalists, 42% were baby boomers, 35% were members of Generation X, and 19% were millennials. However, the extant literature on EQ lacks research on the phenomenon of leadership styles and its impact on leader–follower relationships within the federal government.

Leaders may need to develop a vision and enforce guiding organizational values and rules that many employees may not like or understand (Kouzes & Posner, 2006). Although many leaders have applied a variety of leadership styles within their role as leaders, those who are successful and productive have a high degree of EQ competencies (Goleman, 2013; Dapke, 2016). Leaders, managers, and supervisors can use their EQ skills to solve complex issues (Fiori & Antonakis, 2012). Further, leaders can use EQ to manage employee interactions in diverse environments (Clark & Polesello, 2017). Emotional intelligence is a topic that is growing increasingly popular in both private and public industries, but the EQ phenomenon has not been fully realized, explored, or

effectively integrated within the federal government's leadership development model, perhaps because of the lack of scientific studies in this domain.

In this chapter, I will discuss the Federal Employee Viewpoint Survey (FEVS) and the results analyzed in terms of how a follower's perspective affects their perception of their organization environment. I will describe the past and current state of leadership within the federal government based on the Office of Personnel Management's (OPM's) FEVS. I will also conduct a review of the EQ theoretical foundations to develop a holistic view of EQ. The nature and rationale for the study is to conduct an assessment of the various EQ constructs and leadership styles to determine whether a correlation exists between leadership styles and EQ. Finally, I will discuss the limitations, scope of the study, and significance of the study to the field of leadership within the federal government. The potential positive social change is that leaders may improve their ways of thinking through using EQ skills in their leader roles while applying a full range of leadership styles used by both current and future leaders in a pluralistic workforce. Additionally, human capital managers may better predict who will be successful leaders based on their ability to identify those who may have a higher EQ versus IQ. The outcome of this study contributes to the limited body of research on EQ and leadership within the U.S. federal government and shows the efficacy of EQ skills for leaders of the U.S. federal government.

Background of the Study

The federal workforce demographic continues to become increasingly diversified. Analysts at OPM measure employee satisfaction using OPM surveys, which serve as a

valuable tool to help develop retention, productivity, and leader–follower satisfaction strategies. Federal employees represent the image of diversity in the United States, and research has shown that, for the first time in history, four generational cohorts are working together in the United States (Desmukh & Madhur, 2014). Analysts at OPM conduct annual surveys to determine employee satisfaction and which leadership management practices determine organizational performance (OPM, 2008). All levels of leaders including managers and supervisors use the results of these surveys to determine leadership areas that need improving. A foreseeable solution to the leadership index of the survey is to develop leadership skills to meet the needs of an increasingly diverse demographic environment within the federal government.

The use of different leadership styles has both benefits and challenges in terms of understanding how to lead and inspire employees with diverse backgrounds and experiences. Leaders who understand how to positively affect employees in organizations with multicultural demographics may be in a better position to succeed as leaders (Rosenbach, Pittman, & Potter, 2012). Based on an ongoing demographic shift to a multicultural and multigenerational workforce demographic, the 21st-century workforce might become the most diversified workforce in history.

Leaders within OPM have taken steps to develop strategic plans and assess where gaps in leader skills exist (OPM, 2011). Chrobot-Mason and Leslie (2012) contended that leaders should develop EQ competencies. The authors found leaders with EQ skills possessed self-awareness and the ability to work effectively in a multicultural environment. I explored the extant literature on EQ and examined whether and to what

extent EQ competencies correlate with specific leadership styles of U.S. federal government leaders to support and facilitate their effectiveness. Emotional intelligence has been a positive mediator in employee perceptions globally. For example, Jain (2012) conducted a study in northern India and found that, in a multinational customer service environment, EQ competencies had a connection and a positive relationship with impression management. Impression management is a psychological paradigm in which individuals are able to control or manipulate the impression they have on others (Jain, 2012). In the study, employees with impression management skills engaged in positive organizational behavior, particularly toward their immediate supervisors, which depicted employees as engaged, dedicated, and having a positive impact on the organization (Jain, 2012). The moderating effect of impression management on EQ showed positive social behavior beyond enhancing employee reputations. Employees with EQ skills showed they truly possessed genuine productive behavior in their performance within the organization. The extant literature on EQ shows EQ competencies are relevant to developing leaders in the workforce (Sowcik, Andenoro, McNutt, & Murphy, 2015).

Leaders in public civil service continue to face the challenge of leading followers who have a variety of background experiences. Northouse (2010) contended that globalization has created a need for leaders to develop a cross-cultural orientation and become adaptable to diverse environments if they are to be effective in global societies. Jain (2012) asserted EQ skills are a factor in predicting success and are an asset to an organization. Leaders can use EQ competencies to make a positive impression on coworkers and superiors. Specifically, individuals with EQ abilities can help influence

others through collaborative communication and a high commitment to organizational goals, particularly for supervisors and managers (Goleman, 2013).

The literature on EQ shows that leaders with high EQ skills, regardless of gender, race, or profession, are likely to have successful careers, particularly at the higher end of the organizational hierarchy. Rhode, Arthaud-Day Ramaswami, and Howes (2017) found EQ facilitates leaders' performance effectively particularly at higher organizational levels and increased the performance of followers towards organizational goals. Jimenez (2018) found EQ skills correlated with transformational leadership using the multileadership questionnaire within the ability to understand others' emotions.

The popularity of EQ in the literature continues to increase, especially with regard to designing leadership education that incorporates EQ skills and competencies in leadership curriculums. Hess and Bacigalupo (2013) supported the concept that EQ competencies benefit leadership decision making and is a strategy for developing leadership skills in nonprofit organizations. Leaders making decisions that are logical and that remove spontaneity and emotions that negatively impact constituents are able to make more effective decisions and sustain a positive work climate. Public service in the U.S. government is similar to service in nonprofit organizations, in that government entities serve the public and are not in the business of generating profits, but work for the nation's taxpayers and make decisions that provide benefits through governmental services and programs. Employees who represent various cultural group cohorts bring a variety of ideas and experiences that position their company at an advantage. Njoroge and Yazdanifard (2014) noted an organization performs more productively and benefits

widely when employees are members of different generations. Moreover, Rosenbach et al. (2012) posited the rapidly changing workforce consists of heterogeneous and diverse employees.

Emotional intelligence skills helped leaders working as public administrators have positive outcomes. Employees working in the public sphere have shown to effectively control their emotions when mediating politics or enforcing administration policies when dealing with publicly diverse constituents in a more socially aware manner in terms of understanding various perspectives (Ljungholm, 2014; Park and Faerman, 2019). Leaders who exhibit EQ skills such as self-management are adaptable and flexible toward new and different challenges (Goleman, Boyatzis, & McKee, 2002). According to many of these scholarly studies, it seems that leading employees will benefit leaders who exhibit EQ skills when working in diversified workforce and in multicultural environments.

Emotional intelligence is an effective tool that enhances leadership. Iuscu, Neagu, and Neagu (2012) asserted that present-day leaders require EQ skills to cope with and respond to complex issues on a regular basis. Leaders who rely on leadership strategies without EQ skills lack the ability to read cues between groups of employees resulting in ineffective leadership (Lawlor, Batchelor, & Abston, 2015). The emerging EQ phenomenon seems to be providing a supplemental skill set to leadership beyond traditional leadership models.

Leaders at OPM have taken steps to measure employees' perception of the quality and effectiveness in the workforce. The tool used to measure leaders' challenges within the executive branch of the U.S. government is the FEVS, which measures employees'

opinions related to the job, organization, and leadership (OPM, 2016). The surveys were submitted to randomly selected employees throughout various federal government agencies (OPM, 2015). Researchers have found the survey metrics and indices to be useful as a tool to address challenges in the workforce.

Generational cohorts have common experiences throughout their lives that define their generation. Costanza, Badger, Fraser, Severt, and Gade (2012) noted empirical researchers had identified individuals born in different generations and referred to those with shared contextual similarities as cohorts. Shared experiences within the same country through periods such as the Great Depression, wars, the Civil Rights movement, terrorist attacks, and other life-changing events provide certain filters that individuals carry throughout their lives. Though contrasting life experiences define each age group's approach to different leadership styles, introducing EQ skills to each generational age group may lead to a cohesive bond within a streamlined approach to a common objective in leadership skills in terms of increasing employee engagement, increased empathy, improved communications, and building positive relationships.

Many researchers have explored EQ, and researchers have discovered that EQ is influential in employee behavior, particularly motivation. Though various academics have contributed to the EQ construct, Law, Wong, and Song (2004) asserted that psychology and management researchers had an interest in the study of emotions long before the construct of EQ was proposed. The contributions of many scholars in the EQ paradigm showed an association exists between EQ and leadership (Lawlor et al., 2015; MacCann et al., 2003; Shih & Susanto, 2010). There is value in capitalizing on the EQ

construct within the employees of one of the largest government departments in the United States, which is the executive branch. Though the judicial and legislative branches may also benefit from EQ training, employees of the executive branch represent over 89% of the total federal workforce (OPM, 2016). Federal employees at the executive level are closest to the operational level in leading employees who deal face-to-face with the public in providing and delivering government services, supervise federal employees, and manage federal government programs.

Though federal employees within the executive branch are hired primarily based on required technical skills, experience, and educational accomplishments, there remain challenges for appointed candidates regarding assimilation in a multicultural environment that may not be readily apparent in the hiring and leadership development process. The shift in leadership development models may overcome this oversight and incorporate EQ skills training that helps mediate individuals' approach to understanding others' values, experiences, mind-sets, and perceptions, regardless of their cultural work group (Deshmukh & Madhur, 2014). The focus by human capital staff in identifying effective leadership development programs is limited by a broad spectrum of traditional leader skillsets that do not seem to include EQ skills. Bennett (2009) contended the leadership models used date back to the 1970s and 1980s. Though leaders may have influenced followers based on authoritative titles, they may have limited the effectiveness of leadership development in multicultural demographics. Recent studies of the 21st century, have shown that successful leadership development models that included the EQ

phenomenon have shown to predict leader effectiveness and increased productivity in multicultural environments.

The problem with leadership in the federal government, based on OPM surveys, is leaders' inability to adapt to an increasingly diversified cohort of followers. Leaders who are not aware of culturally diverse demographics potentially create a divisive group (Costanza et al., 2012). Leaders possessing EQ skills are an asset to a multigenerational and multicultural organization demographic. The social change for the 21st century's federal leadership workforce involves a change in the leader selection process to include an assessment of their EQ skills.

Each generational cohort develops distinct values, experiences, and comfort levels based on past experience resolving business problems. These differences in experience create barriers in work groups (Ferrie-Reed, 2013) that may reduce productivity and prevent teams from reaching organizational goals. Emotional intelligence mediates this complication through empathy, which facilitates relationship building among the various generational cohorts. Assessing EQ skills can serve as a precursor to OPM's leadership development programs. Sadri (2012) contended that EQ competencies have been successful when integrated within a leadership development tool. Sadri recognized that various EQ models presented by scholarly researchers had a common denominator: they had all been successful in leadership development, in managing conflict while improving communications through employee collaboration, and in developing self-discipline and ethical control.

Researchers have closely studied the paradox between IQ and EQ. Goleman (2013) asserted that, among the highly intelligent, individuals possessing EQ skills will more positively predict that they would be the best to lead and be highly productive in their professions. Data from 500 global organizations in government, health care, and academic institutions showed that individuals with EQ skills outperformed their peers, and individuals with only technical skills were negligible in terms of leader performance (Goleman et al., 2002). Emotional intelligence skills seem to be a common denominator among many successful professionals who have consistently progressed in their fields.

Leadership styles that are effective in building positive relationships with followers ultimately improve the chance to achieve organizational goals. Phipps and Prieto (2014) contended that leaders who exhibit EQ skills made excellent leaders, as they learn to be perceptive and are trusted by their followers. Leader–member exchange (LMX) refers to a positive and trusting relationship between followers and leaders within an in-group (Northouse, 2010). The criticism regarding LMX theory is that LMX discriminates out-group members, which may be harmful in a multicultural workforce (Northouse, 2012). Chen, Lam, and Zhong (2012) asserted there appears to be a lack of studies on how followers' perception of supervisors contributes to LMX. The focus of this study was to determine if there is a relationship between EQ and leader behavior or style from the perspective of the follower. Leadership styles, when coupled with EQ, increase a leader's ability to lead effectively and enhance adaptation to different leadership styles based on the situation. Emotional intelligence competencies have been an increasingly positive asset to leaders and therefore may also be beneficial within the

U.S. government as it continues to become more cross-cultural. Leader and followers who both possess EQ skills would be the best outcome for an organization and for the efficacy of the follower and leader.

Developing leadership skills with EQ competencies has been effective across various cultures. Prieto (2014) contended that EQ competencies improved when coupled with job rotations, mentoring, developmental assignments, and coaching. Hui-Wen, Mu-Shang, and Nelson (2010) noted the importance of the link between EQ skills and leadership styles across multiple cultures. Hui-Wen et al. found a correlation existed between EQ skills and leadership in academic leadership settings in which effective communications among leaders in cross-cultural dynamics showed social consciousness between U.S. and Taiwanese leaders. The Americans exhibited a theme of individualism, and the East Asians acted in concert with collectivism when dealing with family and coworkers in terms of pride, loyalty, and cohesiveness. In collectivist societies, the group is more important than the individual (Walls & Triandis, 2014). The distinction was Asians considered the sensitivities of others' feelings whereas the Americans focused more on expressing their emotions through confrontation and risk taking (Hui-Wen et al., 2010). The former resulted in establishing a cohesive work group more efficiently than the latter. Within the United States, productivity in major corporate industries has benefited from the integration of EQ skills in human capital.

Human resources department staff may consider not only technical skills when seeking out potential candidates for managerial and leader positions that implicitly and in some cases required supervisory experience or leadership skills, but also develop their

EQ competencies (Maamari & Majdalani, 2017). Hahn, Sabou, Toader, and Radulescu (2012) noted EQ skills supplemented with technical qualifications transforms an organization. Emotional intelligence skills have consistently been beneficial in predicting positive outcomes in leaders' and managers' capacity to lead employees in various organizational programmatic functions, from different generational backgrounds, and with other diverse profiles. Some examples of large business entities that have benefited from EQ-equipped leaders include the U.S. Air Force, AT&T, Colgate-Palmolive, Johnson & Johnson, and Marriott (Doe, Ndinguri, & Phipps, 2015).

The extant literature on EQ also showed EQ is popular and continues to be integrated into many institutions within their personnel development programs. Goleman's (2004) analysis of 188 large global companies indicated that technical competencies were less likely to contribute to leadership success than emotional competencies. Goleman (2012) found "that most effective leaders are alike in one crucial way, they all have a high degree of what has come to be known as emotional intelligence" (p. 21). Emotional intelligence skills outweigh technical skills in terms of productive value that an employee brings to an organization.

Technical skills and IQ alone are inadequate skills in organizational environments when interacting with employees in multiple generations and from different races concerning issues with productivity, turnover, communication, empathy, or mediation. Goleman's colleagues Bradberry and Greaves (2009) agreed with Goleman that EQ is a variable distinct from general intelligence (IQ). Li, Gupta, Loon, and Casimir (2016) asserted that EQ skills positively affect leadership behaviors. I set out to measure EQ and

leadership styles and assessed whether and to what extent EQ correlated with leadership styles from the perspective of the follower.

The EQ phenomenon has continued to grow in popularity since its inception during the early 1990s. While working for over 20 years in a neuropsychological unit, Gardner (2011) posited that individuals possessed multiple intelligences. Gardner's seminal research on human abilities in the brain indicated that individuals possessed the skills of autonomous intelligences in which the brain acted much like a network of computers versus just one main computer. The phenomenon garnered interests from researchers in various fields, including leadership, education, and psychology, over the next several decades. The human capital staff who run leadership development programs within the federal government could study this scientific research and consider how the EQ phenomenon may enhance the leadership skills of federal employees.

Government employees face a myriad of leader and bureaucratic demands from internal supervisory pressures for increased qualitative, quantitative, and public expectations that often create emotional stressors. Ljunholm (2014) asserted that individuals in public service experience a constant challenge when dealing with disputes, power conflict, and emotionally charged debates among policies and administration. Li et al. (2016) asserted followers experience negative emotions from supervisors and managers, which creates unnecessary demands or an abuse of authority. Emotional intelligence competencies such as self-regulation, sympathy, social awareness, and self-management are key to managing these emotionally charged situations. Scientific researchers in the EQ domain corroborated Li et al.'s findings, and Goleman (2011)

articulated how conflicting demands often hijacked the amygdala, a small part of the brain that manages an individual's self-control. Individuals who lack self-management, which is a component of EQ skills, may become irrational during an emotional hijack (Goleman, 2011). Emotional intelligence and self-awareness competencies help individuals manage and control these emotions and facilitate collaboration with others, ultimately affecting productivity in organizations (Goleman et al., 2002). Exploring the EQ phenomenon and the correlation to a full range of leadership styles may reveal a new way to facilitate and help leaders manage inclusiveness in the multicultural population within the U.S. government.

Defining leadership skills and competencies is a complex endeavor. Northouse (2010) contended that researchers have studied leadership from various viewpoints and perspectives by using qualitative and quantitative methods and by asserting that leadership consists of multiple dimensions. The EQ construct has received wide recognition as an integral part of leadership and a mediator of social problems (Sharma et al., 2014) in a variety of confrontational aspects. A meta-analysis of the 2016 FEVS identified an increase in employee engagement of only 1% for the previous 4 years, from 64% to 65% (OPM, 2016a). The three items listed under employee engagement index made up of three subfactors: Leaders lead, Supervisors, and Intrinsic work experience. Each subfactor reflects an aspect of an engaging work environment: (a) leaders lead are employees' perception of the integrity of leadership, including workforce motivation, remained stable at 53% for all 4 years; (b) supervisors experience are interpersonal relationships, including trust, respect, and support between coworkers and supervisors,

increased two percentage points; and (c) intrinsic work experience related to employees' feelings of motivation and competency in terms of their role in the workplace increased 1% during those 4 years. Emotional intelligence training supplemented with other leadership educational programs may positively impact social change by potentially improving many aspects of leader–subordinate dynamics such as engagement, trust, performance, and employee satisfaction while increasing inclusiveness within the federal government. The results of these indices identified to what extent the U.S government was measuring the perception of leader–follower engagement, communication, and other aspects of leadership effectiveness in meeting the mission of their own agencies.

Costanza et al. (2012) noted the lack of peer-reviewed empirical studies on the mediating factors between generational cohorts of the 21st century. The problem within the executive branch is there has not been much evidence or many studies that showed how EQ competencies mediated the decline of many components within the realm of leadership, such as those mentioned in the OPM surveys, or the extent to which EQ competencies may characterize successful conditions within executive branch agencies.

Leaders with EQ competencies are more effective at building relationships (Hughes & Terrell, 2012) and better at managing continuing organizational improvement (Kaur, 2014). Organizational change is continuous and generally negatively affects employees with differing opinions about organizational change. Leaders with EQ skills are more effective in managing human relations and organizational change than leaders who are technically and analytically competent but lack EQ skills (Goleman, 2013; Isaah, 2018). Goleman predicted that employees with EQ skills would have a positive impact on

retention, employee engagement, and critical thinking on the basis of merging EQ competencies with leadership development programs. When combined with critical thinking skills, EQ is a critical part of leadership development (Sowcik et al., 2015).

Problem Statement

The leadership effectiveness of federal government supervisors, managers, and leaders is below the standards of effective leadership. A survey conducted by researchers at OPM (2014) showed the leaders index, defined by which leaders clearly communicate goals, listen to followers, provide support, respect followers, and maintain high standards of honesty and integrity, consistently declined 4 years in a row: from 56% in 2011 to 54% in 2012, 53% in 2013, and 50% in 2014 (OPM, 2014b). The OPM researchers performed several surveys within the executive branch of the U.S. government to measure employee perception and productivity of various supervisors and managers in government bureaus, agencies, and offices, and they found leadership effectiveness in a multicultural environment was lacking (OPM, 2011). Asencio (2016) asserted there was a need to explore differing leadership behaviors that were effective in building satisfaction among government employees. Adapting to various leader styles and behaviors may also comply with Executive Order No. 13853 (2011). Executive Order No. 13853 directs the leaders of government agencies to hire new leaders from diverse segments of American society.

Leaders face an unprecedented set of challenges in increasingly diverse employee populations in organizations. Northouse (2010) asserted organizations, communities, and schools have become globalized, and leaders may need to gain competency in cross-

cultural awareness. There are various perceptions of satisfaction, such as from the perspective of the public, employees, or leaders, and leaders may influence both the public and employees, as well as their own associates. Examining the EQ phenomenon and its ongoing trend in predicting leader success may help understand how EQ improves leader outcome in multicultural and multigenerational organizational demographic environments.

The leadership styles of supervisors and managers in the 21st century may be different from previous generations due to a historic change in the demographics of the federal workforce. The traditional notion about leadership and their historical models is inconsistent with 21st-century leadership expectations (Kotter, 1996). Kotter (1996) posited standard organizations of the 20th century will become extinct if leaders do not address social trends. The general problem is that many leaders find it difficult to effectively lead an increasingly diversified workforce (OPM, 2011). The 2016 OPM employee survey showed that, from 2013 to 2014, there was no improvement in employees' trust and confidence of supervisors, as the percentage declined to 65 from 66. During the same period, leadership percentages in terms of motivation declined from 41 to 38%, honesty and integrity declined from 54 to 50%, and communication declined from 61 to 58%.

Supervisors typically lead from an authority perspective but disregard the values of building trust, respect, and credibility (Sowcik et al., 2015). The specific problem with leaders within the federal government is that followers in the federal government rate their leaders as ineffective in terms of leadership skills (OPM, 2016). The classical

leadership models such as the trait model involving intelligence, height, or fluency, or the emergent model where a leader was assigned based on formal position (Northouse, 2010) is predictably ineffective in a multicultural demographic institution. Incorporating EQ skills may improve the leader index results in OPM employee surveys.

Leadership effectiveness means more than being technically skilled. General Colin Powell was successful at improving morale and performance by deliberately soliciting open communications from his followers as an equal and successfully creating a more open culture throughout the rank-and-file (Harari, 2002). Hughes and Terrell (2012) asserted EQ competencies are key to performance in a leadership role. Goleman's (2013) analysis of EQ skills revealed that the basis of a leader's success is EQ competencies rather than technical skills. Asencio (2016) noted that the measures in the FEVS by OPM were limited, as the survey designers did not originally develop the survey to measure the leadership abilities or employee perceptions of federal employees' leadership behaviors.

Leaders are accountable for employee morale, retention, and organizational results. The OPM surveys reveal a decline in employees' satisfaction of leadership within the federal government, which may have an impact on retention within the federal government. The OPM director asserted that FEVS responses indicated fewer employees recommended their organization as a good place to work (OPM, 2013). The Best Place to Work in the Federal Government Rankings, produced by the Partnership and Deloitte, alerted managers and leaders to problems relating to leadership skills within the federal government (Government Wide Analysis, 2017). Emotional intelligence skills

predictably improves leadership regardless of an individual's position within the organization and can make the difference between success or failure as a leader (Goleman, 2013). In this quantitative study, I surveyed government employees and examined the relationship, if any, between EQ and a full range of leadership styles among supervisors from the perspective of followers. Leadership competencies include conflict management, developing others, entrepreneurship, external awareness, human capital management, influencing/negotiating, leveraging diversity, partnering, political savvy, public service motivation, strategic thinking, team building, technical credibility, technology management, and vision (OPM, n.d.-a). The survey results showed leaders were not meeting the leadership competencies expected of leaders. Goleman (2011) argued leaders who possessed EQ competencies excelled at their leadership roles. My research of the extant literature revealed a gap of scientific research is lacking within federal government regarding whether EQ's emerging phenomenon correlates with leadership styles. I researched the correlation of EQ skills with a full range of leadership styles.

Purpose of the Study

The purpose of this quantitative correlational research was to examine whether a relationship exists between EQ and a full range of leadership styles of federal supervisors and managers from the follower perspective. The assessment tools used were the Multifactor Leadership Questionnaire (MLQ) and the Wong and Law Emotional Intelligence Scale (WLEIS) instruments. A full range of leadership refers to leadership theories bounded by the theories of transactional, transformational, and laissez-faire

leadership (Northouse, 2010; Arenas, Connelly & Williams, 2018). Goleman (2013) contended that effective leadership eluded leaders until recent research showed that various components of EQ combined with various leadership styles resulted in work environments that are both unique and positive. The OPM (2016) survey indicated satisfaction of leader performance remained at 45% from 2013 to 2014 and increased 2% through 2016. The OPM survey ratings related to policies and practices, communication, recognition of performance outcomes, productivity, and goal completion from 2013 to 2016 remained below 50%. Sowcik et al. (2015) asserted that followers had not been appreciated from the perspective of leadership studies since the mid-1980s. There is more to explore regarding supervisors' leadership style from an employee's perspective.

Previous OPM surveys did not collect data to measure leadership themes and styles, but they did collect data that measured employee perceptions about job security, engagement, and strengths (OPM, 2014b). Burbuck (2004) contended that salient themes on failure in businesses, government, and society in general were the result of the failure of leaders to build and lead teams effectively. An analysis of leadership development continues to be a challenge in terms of types of training and education.

The FEVS (OPM, 2010) responses showed a 4% decrease from 2008 when questioned whether managers and supervisors working well with culturally diverse groups. Additionally, results showed a 5% decrease since 2008 regarding whether policies and programs promoted diversity. This was considered statistically significant in statistical tests when such test is less than 5% probability that a difference occurred by chance; that difference was considered, in the report, to be a statistically reliable (OPM,

2010). I used the MLQ, a widely used tool in quantitative research (Jogulu, 2010; Keshtiban, 2013), to measure a full range of leadership styles. A full range of leadership styles include transformational leadership, transactional leadership, and passive-avoidant behaviors. The EQ instrument measured the EQ of leaders using 16 items of the WLEIS on a 7-item Likert-type scale. The survey included randomly selected participants, as followers, in federal government service. Further details appear in Chapter 3. The research questions and hypotheses for the study were as follows:

Research Question 1 (RQ1): What are the relationships between each of the 15 MLQ scores and the EQ total score as rated by followers pertaining to leaders?

H1₀: No relationship exists between any of the 15 MLQ scores and the EQ total score.

H1_a: A relationship exists between at least one of the 15 MLQ scores and the EQ total score.

Research Question 2 (RQ2): What are the relationships between each of the 15 MLQ scores and the EQ total score after controlling for followers' demographic characteristics of age, gender, years of work experience, and race/ethnicity as rated by followers pertaining to leaders?

H2₀: No relationship exists between any of the 15 MLQ scores and the EQ total score after controlling for followers' demographic characteristics (age, gender, years of work experience, and race/ethnicity).

H2_a: A relationship exists between at least one of the 15 MLQ scores and the EQ total score after controlling for followers' demographic characteristics (age, gender, years of work experience, and race/ethnicity).

Theoretical Foundation

The theoretical foundation for this research was the concept and theory of EQ. The genesis of EQ traces back to Thorndike during the 1920s (Matthews, Zeidner, & Roberts, 2003). Thorndike's theory of social intelligence was different from other forms of intelligence and based on the concept that individuals have the ability to perceive others in terms of internal states, motives, and behaviors regardless of gender or age and to respond optimally to those states on the basis of those behaviors (Mayer & Salovey, 2004). Thorndike's theory was the foundation in the emerging phenomenon in framing various models of EQ.

Gardner theorized there were other intelligences beyond IQ. Gardner's theory of intra- and interpersonal intelligence with research in EQ was founded on and framed as multiple intelligences (Gardner, 2011; Goleman, 2011; Law et al., 2004). Goleman agreed with Gardner that the human brain possesses a distinct area that governs and regulates EQ (Goleman, 2011). Gardner's theories inspired many practitioners in the field of psychology, and scholars investigated the EQ models and made advances in the research of EQ, which popularized other models.

Goleman's EQ model expanded research on the brain and identified portions of the brain that govern emotions in humans. Goleman (2011) argued that certain areas in the brain that manage emotions were distinct from other areas of the brain that affected

logic, such as math and science, for example. Goleman posited that researchers were developing various other EQ models and several elements of every EQ model fit his framework of EQ: self-awareness, self-management, social awareness, and relationship management. There are many EQ models, and the field continues to grow.

Researchers have explored and labeled other competing models of intelligence as EQ. The focus of Mayer and Salovey's EQ model was emotional functions related to perceptions and expressions of emotion, assimilating emotion in thought, understanding and analyzing emotion, and reflective regulation of emotion (Mayer & Salovey, 2004). The basis for the theoretical model used in this study was Goleman's EQ model, which was bounded on four components and fit within other popular EQ models: self-awareness, self-management, social awareness, and relationship management (Goleman, 2011; Rosete & Ciarrochi, 2005). Researchers have studied leadership skills for decades to examine what makes a successful leader. The EQ paradigm has gained significant attention in predicting that supplementing EQ with the cognitive abilities of IQ improves leadership performance.

Emotional intelligence models have consistently shown they can improve the breadth of leadership development in many professions. Emotional intelligence overcomes the limitations of leader skills that IQ cannot measure: self-regulation, empathy, social awareness, and self-management (Bradberry & Greaves, 2009; Goleman, 2011). Combined with leadership development, EQ may significantly predict a leader's success in organizational productivity among his or her followers. Modern studies in EQ have shown that EQ competencies play a significant role in leadership development in

the 21st century (Newman, 2008). Emotional intelligence has become a popular tool in developing leadership skills and is more important than IQ (Sadri, 2012). From a relationship perspective when serving in public civil service, EQ helped leaders understanding differing perspectives when leading employees of multiple cultures.

Supervisors who exhibit a lack of empathy and social awareness regarding their followers' needs and differences may unknowingly derail their paths to an otherwise successful career. Rhode, Arthaud-Day, Ramaswami, and Howes (2017) contended that social skills are particularly relevant to senior managers as they climb higher on the corporate ladder. Leaders' emotions reflect on employee behaviors because leaders lead by example, exhibit empathy, and possess social awareness, not by their technical proficiencies but by understanding their own and their followers' emotions. Leaders are responsible for managing and shaping the feelings of those individuals they interact with through the power of EQ skills (Goleman, 2011). Followers constantly tune into a leader's behavior, which may have an impact on their morale, productivity, and commitment to the organization.

An important dimension of EQ is self-awareness, which includes the ability to manage and control one's feelings and obtain an awareness of, and a sense of, emotions. Law et al. (2004) hypothesized that individuals lacking EQ skills negatively affect the ability to manage and control their emotions, particularly during conflict with employees which increasingly resulted in negatively affecting leader's job performance. Individuals with the ability to control and regulate their emotions could redirect negative emotions to a more constructive and productive state of outcomes. This is one example in which EQ

skills are a distinct set of abilities that have shown EQ skills could improve leadership effectiveness.

Emotional intelligence skills seemingly possess few limitations, if any, that prevent leaders from improving their effectiveness in their role as a leader, regardless of their level within the hierarchy. Individuals with EQ competencies positively influence organizational behavior at all levels of an organization (Lee, 2014). The human capital staff at OPM provides sources for EQ leadership development programs; however, there are no data on whether EQ training results in improved leadership abilities. Office of Personnel Management FEVS surveys do not incorporate EQ in leadership indices to show how EQ may have affected leadership indices in their surveys.

Trends indicate that the future demographics of federal employees will continue to increase in diversity. Office of Personnel Management's 2011 performance report to Congress indicated that hiring individuals of diversity in science, technology, engineering, and math skills from a diverse group of cultures, generations, and gender, and even disabilities could improve the government's commitment to provide efficient services to society to support strategic growth of the federal government. Integrating the EQ paradigm in leadership development models may help prepare federal public service managers to lead multicultural employees.

The work setting of civil service employees within the federal government is largely based on the premise of interacting with individuals within the government and in public social settings. Emotional intelligence is an intelligence construct that predicts positive interactions in individuals correlate with social behaviors (Caruso, Mayer, &

Salovey, 2002). MacCann et al. (2003) noted an individual with high EQ can improve personal and social lives in a variety of contexts, including work, family, sports, and academics, independent of general intelligence. Emotions guide a leader's behavior on a regular basis when making decisions affecting individuals. Followers carefully listen to what, how, and why their leader speaks (Goleman et al., 2002). When a leader lacks empathy, lacks self-control, or is not attuned to the organization's social culture, his or her leadership effectiveness will likely decline, which could contribute to a breakdown in trust and team cohesiveness.

More research was necessary to identify the efficacy of EQ that helps improve confidence of supervisors and managers within the federal government and, to a broader extent, within municipal government leaders. Emotional intelligence does not entirely replace the requisite quantitative qualifications of a leader. However, EQ's values may be mistakenly considered a criterion lower in the qualification rating scale than IQ values when leaders are selected in positions of leader roles in management. Hahn et al. (2012) posited EQ is an important competency for leaders in the workplace. The EQ paradigm has received attention from professional practitioners in various fields ranging from academia to science to public service leaders (Anand & UdayaSuriyan, 2010). The extant literature on EQ showed EQ skills have been beneficial to leaders when leading employees toward successfully accomplishing the organizational missions, through a combination of leadership styles and EQ competencies in a variety of business entities globally.

Nature of the Study

The nature of this quantitative correlational study was to assess the relationship between EQ competencies and a full range of leadership styles in federal employees from the perspective of the followers. A quantitative design was suitable as a means to test the objective of the theories through examining the relationships between EQ and a full range of leadership styles. The sample that completed the instruments for this study consisted of 38 federal employees of the U.S. federal government located in the Mountain West through snow ball sampling and other states throughout the nation through federal employees who were members of Linked-In's cohort of federal employees

I considered and evaluated various qualitative research designs before deciding which method was best for this study. A case study in qualitative design was considered, but would not have been a good fit based on the principle noted by Gillham (2010) that a case study design's fundamental characteristics do not start out with a theory. Another consideration similar to the case study was grounded theory. I was not planning on using the data collected to develop a theory in this study.

The instrument used to measure the leadership styles was the MLQ, in which followers rated the rater. Researchers in quantitative studies have traditionally used the MLQ to measure full range of leadership styles, and the MLQ is an easy tool to understand because the reading level of the instrument is at the U.S. ninth-grade level (Bennett, 2009). I modified the WLEIS by replacing the word "principal" with "supervisor," with the approval of Dr. Wong (see Appendix B). Wong and Law designed the instrument to measure EQ in the workplace. The WLEIS showed convergence with

past EQ measures, such as the Trait Meta-Mood and the EQ-i, though the WLEIS appears to show better criterion variables such as life satisfaction (Wong & Law, 2002). I analyzed the data from the research questions to investigate the correlation between EQ and a full range of leadership styles. I collected the data using an online delivery method through the Internet. Participants received an invitation to participate in the survey. If they agreed, they accessed the surveys through a web link attached to the invitation, which took them to the Survey Monkey website.

Definitions

Charismatic leader: The charismatic leader focuses on the future and emphasizes change from the status quo (Byrne, Mumford, Hester, & Peterson, 2011).

Contingent reward: A quid-pro-quo leadership style in which a leader communicates what to expect when followers achieve performance goals (Bass & Riggio, 2011).

Emotional intelligence (EQ): The Goleman model of EQ contains four competencies: self-awareness, social awareness, self-management, and relationship management. (Goleman, 2011).

Follower: A employee who is supported by a leader who provides rewards, and praise for motivation in a leader–follower relationship (Lawlor, Blaine, Batchelor, & Abston, 2015).

A Full Range of Leadership: Leadership styles and behaviors that include transactional, transformational, and laissez-faire leadership (Northouse, 2010; Arenas, Connelly, & Williams, 2018).

Individualized consideration: A leader behavior in which a leader provides individualized attention to teach and coach followers (Bass & Riggio, 2006).

Intellectual stimulation: A subcategory of transformational leadership in which a leader intellectually stimulates followers to perform at high levels and seeks differing perspectives when solving problems (Bass & Riggio, 2006).

Laissez-faire: A leader behavior in which a leader does not actively participate or delays responding to urgent requests (Bass & Riggio, 2006).

Leadership: There are many definitions of leadership. Leadership contains three elements: process, people, and common goals. Leadership is a process through which leaders influence people to accomplish a common goal (Northouse, 2010).

Leadership repertoire: A leadership repertoire is a collection of leadership styles that a typical effective leader can apply and adapt to situational needs (Goleman et al., 2002).

Management-by-exception: Two forms of management-by-exception are active and passive. In the active form, a leader focuses attention on mistakes and deviations from the standards. In the passive form, a leader is a believer in the concept “if it ain’t broke, don’t fix it” (Bass & Riggio, 2006).

Rater: A person who estimates or determines a rating; a supervisor or manager who has direct legal authority to manage and lead followers.

Situational leadership: A leadership style that adapts to the situation. This approach exists on a continuum from directive to supportive toward followers based on the situation (Northouse, 2010).

Transactional leadership: A leadership style that rewards or disciplines followers depending on the followers' performance; a quid-pro-quo leadership style (Bass, 1996).

Transformational leadership: A leadership style that provides followers with a clear sense of purpose and is intellectually stimulating. The leader encourages and inspires followers to question methods to improve on them and provides individual consideration (Avolio, Bass, & Jung, 1999).

Assumptions

The purpose of this study was to explore the relationship between EQ and leadership styles in a multicultural environment within the federal government. One assumption was that some leadership styles correlated more with EQ competencies than with other leadership styles within a full range of leadership styles. Another assumption was that enough participants would fully participate and complete both surveys so I could analyze the data and determine if a relationship exists between EQ and MLQ scales from the follower perspective. Individuals with higher EQ competencies have higher levels of engagement, manage stress more efficiently, and are more team oriented toward achieving organizational goals than are individuals with fewer EQ skills (Goleman, 2011; Arfaraa & Samanta, 2016). The final assumption was that participants would understand, participate, and honestly answer all questions to the best of their abilities.

Scope and Delimitations

The scope and focus of this study was to obtain access to federal government employees, specifically followers. Excluded were temporary employees, contractors, interns, and political appointees. The FEVS leadership results were the focus of this study

pertaining to active federal employees' follower perceptions of leader's behaviors. The validity constructs that might have affected this research included employees' understanding and willingness to answer honestly all the survey questions developed from the MLQ and the WLEIS surveys.

The emerging transformation in federal and overall government demographics in terms of culture and generational cohort has been a major focus of follower perspective within practically every agency and subagency within the federal government. Impacting this transformation is leaders' ability to adapt, unite, and build a cohesive workforce in every federal department. In this study, I collected data on managers' leadership styles and their EQ skills as rated by followers, and I assessed whether and to what extent a relationship exists between EQ and leadership styles.

The human capital policies and practices that govern federal employees include laws, ethics, performance standards, and merit systems that are similar to ensure the consistent application of fair practices throughout the federal government, irrespective of location, grade, profession, or length of service. This study has implications for federal employees. I excluded contract employees, part-time employees, and volunteers from this study because they are in probationary periods, and contractors, and other nonpermanent employees are not governed by the same performance standards, ethics, and benefits that contribute to federal employees' fiduciary responsibilities until they become permanent employees of the federal government.

Limitations

A limitation of this study was the smaller number of participants ($N = 38$) than expected. The results may not be generalizable throughout the federal government and may limit the context of the results, though strong correlation may be demonstrated between EQ and MLQ. The potential issues related to the limitations of this study are that employees who received the surveys may not have responded honestly or may not have understood the questions. A belief that the e-mail request was not part of a legitimate scholarly study might have affected the number of participants. Measures taken to mitigate these issues were provided in instructions that included an explanation that participants would not experience harm, benefits, or negative impacts from participating. Additionally, participants were able to contact me, using the contact information provided, at any time, or they could terminate the survey at any time. Government employees have a variety of experience and various backgrounds. Finally, the survey included information pertaining to the privacy of the participants and an explanation that the study results would not affect participants' performance ratings or lead to any other adverse human relations actions.

Significance of the Study

The significance of this study is that there are limited studies in EQ that discuss its efficacy within leadership behavior styles in the federal government; the U.S. Department of Defense was not included in this study. Goleman et al. (2002) noted that empathy, an EQ competency, is a critical component when engaging with employees in a multicultural environment. The future leaders for the next generation of federal

employees could transform employee policies, values, and behavioral norms through leadership styles. This study may contribute to shaping the literature on EQ to expand EQ's construct in levels of government in addition to federal government, such as city and state governments. I researched and analyzed the relationship between EQ and leadership styles as perceived by followers in the federal government. The extant literature on EQ and leadership shows how EQ skills mediate leader behavior in relationship building, communication, trust, motivation, and integrity. Leaders with EQ skills may help implement several aspects of Executive Order No. 13583 (2011). The purpose of Executive Order No. 13583 is to cultivate diverse leaders through innovation strategies using a wide range of tools, techniques, and data-driven approaches (OPM, 2011). A leader's full range of leadership styles may involve appropriately applying various leadership styles facilitated in situational circumstances based on the follower's needs and leader's expectations. Emotional intelligence skills and competencies may facilitate the U.S. government's strategic initiative of increasing diversity cohesiveness within government employee ranks.

The U.S. government's demographic profile will be much different in the 21st century and beyond. Executive Order No. 13583 created a path and agenda for outreach programs to communities, schools, and organizations in an effort to employ individuals from a broad spectrum of cultures to provide a work environment of inclusiveness and diversity (OPM, 2011). Building relationships with individuals of various backgrounds requires a unique set of skills and abilities that leaders with EQ competencies can provide.

This study may help guide OPM federal executive leadership, and human resource officers to a more successful outcome in the federal employee FEVS leadership indices. Goleman's (2013) EQ constructs may positively impact leadership behaviors and styles. The first two competencies, self-management and self-awareness, have a cognitive focus on an individual's inner strengths, abilities, and self-identified weaknesses. The second set of EQ skills, social skills and empathy, guide individuals toward the social phenomenon with regard to how they can adapt and get along with others, regardless of differences in culture, race, sex, religion, age, physical limitation, or gender orientation (Goleman et al., 2002). These EQ competencies, if found to correlate with MLQ, may result in leadership styles in diverse and multicultural environment enabling trust, open communications, and transparency. When combined, these competencies may create a synergy that provides a feeling of inclusiveness among all members of a work group and an organization at large. Emotional intelligence competencies help leaders to improve their leadership skills and to build trust within teams.

The path for the next generation of leaders may be supplemented with EQ skills. Self-management, self-awareness, social awareness, and relationship management are components of EQ that predictably create a positive synergistic effect in leaders (Goleman et al., 2002). These four competencies provide leaders with the ability to manage their inner strengths and weaknesses while predicting an emotionally charged outcome of others and finding ways to bring together the collective efforts of the group (Goleman et al., 2002). This examination of a correlation between EQ and leadership

style within the federal government might help determine the type of leadership development needed for future leaders.

Significance to Theory

Middle-level leaders are traditionally selected based on their technical skills. The literature on EQ included limited governmental studies on how leaders' EQ correlates with leadership styles. Park and Faerman (2019) contended that, despite the interest in EQ, there is little research regarding the relationship between EQ and its impact on developing effective leadership skills within the U.S. government. Emotional intelligence challenges the hegemony of IQ in predicting leadership advancement that results in successful careers (Kosedagi & Altindag, 2015; Goleman, 2011; Hughes & Terrell, 2012). Political dissent has had a negative effect on leadership effectiveness throughout the government. Olannye (2014) asserted citizens of local governments are losing faith due to a lack of leadership skills. Employees overcome disagreements more effectively through self-control and internal regulation. I researched the correlation between a full range of leadership styles and EQ skills. The literature on EQ lacks studies related to federal government employees.

Researchers have studied both the strengths and weaknesses of leadership models extensively. Emotional intelligence is the newcomer to the field of psychology and more research is necessary regarding how EQ demonstrates its effectiveness within the leadership domain within organizations (Northouse, 2010). Many researchers have examined the efficacies of leaders with EQ competencies globally, but little, if any,

research has shown how EQ correlates in a multicultural and bureaucratic organizational hierarchy such as the federal government.

Significance to Practice

Leadership effectiveness increases with EQ skills regardless of culture. In a EQ study, using Nelson and Low's emotional skills assessment process, Hui-Wen et al. (2010) found U.S. academic leaders scored higher in relationship-oriented EQ skills of assertion, time management, and decision making. The authors found Taiwanese participants scored higher in relationship-oriented EQ skills of Comfort and Commitment Ethic. The Taiwanese scored higher in other problem indicators of Aggression and Deference which are patterns of interpersonal communication converted to EQ management skills. Hui-Wen, et al. (2010) concluded emotional intelligence assessments be used when selecting leaders in culturally diverse communities in order to respond properly to others' cross-cultural needs. Clark and Polesello (2017) posited EQ can assist organizations with creating cultures that promote diversity and foster collaboration. Neurological research has shown that the human brain's functions correlate with EQ and social intelligence. Goleman (2011) noted neuropsychologists have validated, using a successful standard method, that damage to the amygdala, a brain center within the human brain that controls emotions, resulted in the loss of EQ and social intelligence competencies. Physical damage to an individual's brain may negatively affect the individual's ability to lead (though IQ, but logical cognition may not be affected).

Researchers have shown that certain brain centers govern EQ skills, and other brain centers govern academic skills measured with IQ. More research is necessary to

explore how managers can use EQ to be more socially aware, exhibit self-regulation, and show empathy in a multicultural environment within the government demographics. Park and Faerman (2019) found EQ skills were important to managers during their transitions to managers and leader roles in public organizations. Meisler and Vigoda-Gadot (2014) performed EQ studies in Israel that showed EQ mediates employees' perspective on politics and improves employee productivity. Employees' perceptions of politics created negative thoughts that resulted in lowered productivity and other behaviors negatively affecting organizational objectives. Emotional intelligence skills may predict and facilitate government leaders to build positive relationships with their followers in bureaucratic government environments.

Researchers in the extant literature on EQ, found that EQ studies should be conducted in other organizations, cultures, and countries to increase the confidence in the phenomenon that EQ mediates effective leadership practices. Emotional intelligence is a subset of social intelligence and, combined with IQ, EQ has the potential to improve the effectiveness of leaders because they get things done through their positive relationships with followers. The added benefit is that EQ can help to improve intrapersonal attitudes and behavior that extends to better relationships outside the organizational setting.

Significance to Social Change

There were several positive potential implications bounded by this study. This study adds to the body of literature related to EQ and its relationship to leadership styles within the federal government from the perspective of the follower. The significance of EQ skills shows a positive effect on leader behavior from the perspective of the follower.

Identifying the significance between EQ's correlation with the full range of leader behavior may also identify which leadership styles are more effective for leaders to apply and how EQ supports leader effectiveness. A review of the extant literature on EQ showed that EQ positively predicts leader success globally in various cultures, business sectors, races, and ages. However, few studies have been conducted regarding this phenomenon within the U.S. federal government.

Additional research on this phenomenon, such as the research conducted in this study, is necessary to understand the effects of EQ within the U.S. federal government. Traditional leadership styles lacking EQ skills such as self-awareness and multicultural demographics are ineffective for future leadership development in the 21st century (Jordanoglou, 2018). Sowcik et al. (2015) also indicated that traditional leadership styles were relevant to a time when demographics were not as diverse as they are in the 21st century. Developing emotional intelligence skills and specific leadership styles seem to be the contemporary approach necessary to meet future needs in leadership development in order to lead the growing diversity of demographics within the federal government.

There is limited research related to leadership and its relationship with EQ within the federal government. Although OPM offers education or training regarding EQ and leadership, the surveys conducted by OPM do not consider or measure EQ skills and its impact related to leadership. I will provide an executive summary to OPM, and bring an awareness, through presentations, to leaders in various federal bureaus and agencies with recommendations on ways to include EQ within human resources leadership development.

Summary and Transition

The expectations and leadership competencies for 21st-century federal public service managers and supervisors are more complex than in previous generations. The composition of the current federal workforce is distinctly different than it has been for the past several decades (Aitoro, 2015). The retirement of leaders who are baby boomers will be a significant drain of knowledge, and incoming leaders from younger generation may be ill-prepared to develop the next generation of leaders (Kochanowski, 2011). Thus, a need exists to identify and accept different values, experiences, ideas, and expectations held by a demographically diverse employee base.

The emerging interest in the EQ phenomenon is an opportunity for OPM leaders to modernize leadership development and integrate EQ skills within the next generation of leaders. Zammuner, Dionisio, Prandi, and Agnoli (2013) found that leaders in their early years of developing their leadership skills with EQ competencies were better able to handle conflicts and showed improvement in other EQ components such as initiative, trust, teamwork, and collaboration compared to leaders without EQ training. The population of federal employees continues to transform into a multicultural mix of individuals with various technical skills and diversified thought processes that improve public service and may improve leadership behaviors in government. Human resources personnel in OPM have an opportunity to use the research results from this study to transform the future of federal government leaders. Jameson, Carthy, McGuinnessa, and McSweeney (2016) found employers prefer graduates with EQ competencies. Emotional

intelligence is a concept that researchers have shown to be beneficial for leaders in many industries and may improve OPM's changing leadership demographics.

A consistent decline in internal employee satisfaction is a challenging endeavor to stop and reverse. Leaders face many complications in their role as leaders, including, for the first time in history, managing a multigenerational mix of four cohorts (Aitoro, 2015; Njoroge & Yazdanifard, 2014). One style of leadership may be insufficient in a multicultural environment. Future government leaders may have better opportunities to cope with the growing diversity of human capital by possessing a repertoire of leadership styles that includes EQ competencies.

Diversity within federal government demographics is expected to continue to expand. The government's minority demographics have steadily increased throughout the 21st century. For example, the percentage of ethnic minorities (i.e., Blacks, Hispanics, Asians and Pacific Islanders, and American Indians and Alaska Natives) grew to 32.1% in 2006 from 29.4% in 1997. Ethnic diversity in the federal government increased to 32.5% from 31.8% between 2005 and 2015 (Aitoro, 2015). The increasing diversity of demographics may continue to be a challenge for leaders in terms of balancing various communication styles (Sowcik et al., 2015) that may negatively impact the strength of a multicultural government workforce. Managing the increasing diversity in the federal government workforce may improve by transforming the leadership styles from the legacy leadership behaviors of the 19th century and incorporating a better understanding of the modern 21st century approach of leadership styles and supplemented with EQ skills. Succession management that involves mentoring leaders may also include

developing EQ skills which may help better understand and empathize with diverse organizations. Developing the leadership skills of future generations is only one component of helping to ensure a productive workforce.

Training and developing the future workforce in the federal government is a priority in work force management. The talents, skills, and energy present in a growing workforce are critical to the expanding and changing operations of the government (Aitoro, 2015). Leaders are vital to developing a cohesive and productive workforce. Emotional intelligence competencies are effective in enhancing leadership skills programs in a variety of industries. In Chapter 2, I discuss the extant literature on EQ relevant to the issues faced in federal government as it pertains to leadership challenges in a multicultural workforce and articulate the social change that EQ skills may provide for future leadership development programs. An increasing number of researchers have shown an interest in EQ since 2010, which demonstrates the vibrancy of EQ. However, although interest in EQ continues to grow, more research on its efficacy within the federal government is necessary to expand its purpose within the federal government.

Chapter 2 includes a comprehensive depiction of the emerging popularity of EQ and the various leadership styles based on Avolio and Bass's (1995) full range of leadership styles. In Chapter 2, I will articulate the evolution of EQ and show the positive effects it has had in various industries, as described by scholarly researchers. I will discuss why EQ competencies matter more than IQ, particularly as individuals climb higher on the career ladder and become leaders of their organization. I will also present

an analysis of the potential benefits of EQ, followed by the challenges involved in incorporating EQ into leadership development within workforce development programs.

Chapter 2: Literature Review

The leadership effectiveness of federal government managers seems to be declining. The OPM FEVS conducted in 2014 indicated critical components of leadership competencies, such as engagement, honesty, integrity, and support for employee development had been in a downward trend 4 years in a row, from 55% in 2010 to 50% in 2014 (OPM, 2014b). Analysts at OPM perform FEVS within the executive department of the U.S. government to measure employee perception and productivity of various supervisors and managers in government bureaus, agencies, and offices.

The purpose of this correlational quantitative research was to examine whether a relationship exists between the components of EQ competencies and a full range of leadership styles of federal supervisors and managers from the follower perspective. Goleman (2013) contended that effective leadership has eluded leaders until research showed that various components of EQ combined with various leadership styles resulted in a work environment that was both unique and positive. The 2018 OPM survey indicated the relationship between employees and their supervisor insignificantly increased by one to two percentage points. The data analysis of this study indicated that EQ correlated with various leadership models which suggests leaders in federal government may improve their leader-follower efficacy by developing their EQ skills.

Highlights of the 2018 OPM FEVS showed nonsupervisors did not have a significant level of confidence in leadership responsibility. When asked to rate whether senior leaders generate high levels of motivation and commitment in the workforce, survey results were 43% in 2017 and 44% in 2018 when rating “senior leaders maintain

high standards of honesty and integrity” (OPM, 2018, p. 5). Survey results were 54% in 2017 and 55% in 2018 when rating “I have a high level of respect for my organization’s senior leaders.” In 2017 and 2018, 28% of nonsupervisor employees indicated managers will take steps to deal with poor performers (OPM, 2018).

Federal employees continue to rate leaders low in other areas of leadership for not recognizing employee performance. When asked if “differences in performance are recognized in a meaningful way” in 2017, the rating was 37%, and the rating increased by one point to 38% in 2018. Sowcik et al. (2015) asserted that followers have not been appreciated from the perspective of leadership studies since the mid-1980s.

In 2014, OPM director Archuleta reported the decline related to performance of senior leaders and managers was due in part to the definition of leadership (OPM, 2014b). One way the government’s leaders can improve their leader efficacy is to inform the human resources department on recent research that the EQ paradigm may positively influence leadership effectiveness. The 21st-century workforce consists of multiple generational cohorts (Ferri-Reed, 2013), which naturally creates a variety of problems in the workplace in which each cohort differs in its perception of the organizational environment in terms of communication, retention, problem solving, and inclusivity from a perspective of differing life experiences. Generational cohorts have contrasting experiences in terms of the perspectives of traditionalists, baby boomers, members of Generation X, and millennials (Costanza et al., 2012; Ferri-Reed, 2013, 2014).

Emotional intelligence skills help leaders improve their effectiveness through a variety of situational leadership traits by improving how they interact with others through

communication, empathy, and social awareness and also help leaders defuse conflict (Burian, Maffei, Burian, & Pieffer, 2014). However, EQ, IQ, or technical skills individually are not effective in predicting success in a leader's career. Burian, et al., (2014) argued researchers collaborate on various leadership styles and behaviors to understand a comprehensive approach to effective leadership. Emotional intelligence combined with various approaches to leadership styles has predicted a positive outcome in meeting the needs involved in diversified employee demographics.

This chapter includes a discussion on various EQ models underpinned by Gardner's social intelligence theories. I synthesize the extant literature on EQ associated with leadership and discuss the potential outcomes of EQ and its positive influence on leader-subordinate work performance. While exploring the EQ construct in various peer-reviewed and scholarly articles, I found that EQ skills were generally associated with leadership competencies, irrespective of industry, gender, race, and age, both in public and private business sectors around the world. The EQ theoretical paradigm continues to evolve and has garnered the attention of human capital practitioners worldwide.

Literature Search Strategy

The references that supported and informed this study included peer-reviewed and scholarly articles, federal magazines, federal reports, and books on the topic of leadership and EQ. The databases accessed to retrieve the literature were ABI/INFORM Complete, Academic Search Complete, EBSCOhost, Business Source Complete from EBSCOhost, Emerald Management, ProQuest Central, Science Direct, and Federal Times. The range of years included was 2001 through 2014. The browsers used were Safari, Firefox, and

Microsoft Explorer. The search key words used to retrieve many of the articles on the web were *emotional intelligence, leadership and emotional intelligence, emotional intelligence and government, public servants and government, public servants and leadership, public servants and emotional intelligence, government and emotional intelligence, public service and EQ, emotional intelligence and public service, emotional intelligence and leadership.*

Table 1

Research Materials Used for Study

Sources	<i>N</i>	Date range
Peer-reviewed articles	245	2001–2020
Books	9	2001–2012
Government websites and magazines	4	2011–2019
Databases	10	NA

Background

The quantitative measure of IQ was the historical benchmark for selecting individuals in certain colleges and aligning them in certain career paths for success. Educational and organizational systems, leadership career paths, and available managerial positions have led registrars, human resources practitioners, and hiring managers into believing IQ scores correlated with predicting the success of individuals (Bartholomew, 2004; Gardner, 2011). The measure of IQ was traditionally used to determine job selection, and these job opportunities subsequently provided certain privileges throughout individuals' lives and positively affected their future (Kaur, 2014). Though IQ results influenced individuals' path toward academic or career selections, Emmerling, Shanwal and Mandal (2008) noted that, by the 1940s, IQ was no longer the

only accepted measure of an individual's success in life or in a career. Miao, Humphrey, and Qian (2018) found a leader's IQ does not predict follower's task performance and job satisfaction as does leader's EQ competencies. Extensive research in the field of EQ showed that a significant distinction exists between IQ and EQ in predicting success in an individual's career or quality of life in general. These discoveries may have an impact on and lead to a transformation in the leadership development models for future generations.

Demographics in the 21st century are distinct from previous generations in terms of diversity. Technical knowledge or cognitive analytical abilities are not the only predictor of leaders' ability to lead a pluralistic organizational environment, such as the federal government, effectively. The general problem is that many leaders face challenges in effectively leading an increasingly diversified workforce. A historic change in the demographics of the federal workforce requires more quantitative measure in social and emotional skills of leaders than in technical qualifications. Although the technical qualifications of a leader are important for managing policies and regulations and for providing specific instructions to accomplish tasks, these abilities are not enough to predict whether a manager will be competent (Berman & West, 2008). Leadership behaviors may invoke positive or negative emotional affects from followers. Li et al. (2016) found that leaders with high EQ are more likely to invoke a positive energetic outcome from directions given to followers and more likely to manage their behavioral authority than are leaders with low EQ. Giorgi (2013) indicated that the application of EQ skills by leaders also significantly improves the work-life balance of employees. The specific problem is leaders lack the effective leadership skills needed to build respect,

motivation, trust, and credibility among nonsupervisors within the multicultural work environment of the federal government.

Theoretical Foundation

During the 20th century, IQ was the standard for measuring individuals' cognitive capacity. Emmerling et al. (2008) broadly defined IQ as "one's cognitive capacity such as one's ability to learn complex scientific methods, quickly recall, apply, think, reason and abstract" (p. 56). Bradberry and Greaves (2005) and Matthews et al. (2003) noted that individuals have struggled to succeed in life regardless of their formal education, experience, or knowledge based on IQ alone. Miao et al. (2018) found that, a leader's cognitive abilities (IQ) did not have any influence over a follower's task performance or job satisfaction as did EQ skills. Yet, others have flourished in their jobs, communities, families, and individual self-development while lacking the skills and attributes of an educated individual or those possessing above-average IQs. The anomaly to this phenomenon is the distinction of how a person's brain functions and applies EQ competencies to predict success over general intelligence.

There are limitations to a person's natural development of IQ and EQ skills development can also be negatively impacted by the condition or damage to the right amygdala (Goleman, 2011) located in the center part of the brain. Gardner (2011) posited that although a person may experience a traumatic brain injury and damage his or her frontal lobes, the portion of the brain that solves problems or demonstrates initiative may continue to have an IQ at genius levels. Related EQ literature indicated that, although an individual's IQ may maintain its cognitive state, damage to the portions of the brain that

manage emotions may alter a person's personality and behavior, causing the individual to become incapacitated in terms of acceptable social behavior such as empathy, self-control, and self-awareness.

The study of EQ has been ongoing for more than 20 years, and EQ has gained popularity among psychologists and leaders in the business world. McCleskey (2015) credited Gardner for presenting the idea that individuals possess inter- and intrapersonal intelligence 7 years before the terms EI or EQ were conceived. Several EQ researchers used the terms EI and EQ interchangeably. The underlying research for this dissertation began with Gardner's theories, and Gardner's theoretical findings have served as a reference to many researchers in the study of EQ. Goleman's EQ model was popularized in many peer-reviewed journals on EQ.

I researched Goleman's EQ model. Goleman (2011) discovered that certain brain centers govern emotions in an individual's brain centers, thereby affecting cognitive abilities between EQ and IQ competencies. The distinction between success and failure in one's career ladder and life in general has shown that EQ competencies can successfully bridge the gap between logical (cognitive) and EQ management (Bradberry & Greaves, 2005). Before adulthood, cognitive development affects an individual's values and motivation changes, which theoretically sets the stage for success or failure in negotiating and effectively managing life challenges, whether personal or professional.

Research in EQ began with the theory that individuals possess multiple intelligences. The EQ paradigm offered a new outlook for individuals exhibiting low levels of cognitive ability (Matthews et al., 2003). Cognitive scientists contended that

intelligence contains a single property that is relevant, recognized, and measured under a bell-shaped curve traditionally labeled as IQ or general intelligence (Gardner, 1999).

Gardner (2006) argued that individuals are genetically predisposed to one or two intelligences separate from IQ that manifest in their genetic makeup and enables them to operate and perform in above-average skills in that particular domain of intelligence.

That domain may be in the physical or mental, including emotional, realm.

All people can develop the ability to increase their current cognitive state of mind. Gardner (2000) contended multiple intelligences are unique to each individual's strength, particularly when humans are operating in their unique skill sets. Although leaders' strength may exist in skills learned in an academic or experiential environment, the creative and unique way in which the leaders may thrive is in their natural multiple intelligences talent. An individual's natural talent may be being creative at solving problems or being creative.

Multi-intelligence, which was the precursor to EQ and the emerging EQ phenomenon, was the basis of research in EQ. Gardner (2000) contended that individuals destined to become successful have an amalgam of intelligences. The potential for all individuals to gain knowledge beyond their IQ enables them to succeed in life and their career endeavors. For example, an individual with an above-average IQ and skills in a technical white-collar career, such as an accountant, lawyer, or doctor, may also have an affinity toward creating art, which is a skill not customarily viewed as an intelligence (Gardner, 2000). Gardner's research in multiple intelligences evolved into the EQ

phenomenon and was popularized by various EQ models that align with Goleman's EQ model of intelligence.

Practitioners in the field of psychology and in business organizations and institutions have researched EQ, and the resounding common theme was that EQ exerts a positive influence on individual behavior, performance, and attitude (Cheok & O'Higgins, 2012). The salient features of the EQ construct are the ability to understand and control one's own and others' emotions (McCleskey, 2014). A leader's skill in quickly adapting to changing environments may be a valuable competency in a multicultural workforce, such as managing negative impulses and having the ability to perceive and manage others' feelings and respond to them, such as having empathy allowing a leader with EQ skills to adapt to situational circumstances in diversified environments. An expectation exists that supervisors and managers who serve in leadership roles will often find themselves in unexpected situations.

Managing intrapersonal and interpersonal interactions with employees is a component of EQ skills that helps mediate leadership roles. Individuals with developed intrapersonal skills focus more on work tasks, and individuals with interpersonal skills focus more on positive interactions with employees and are able to control their own insecurities, fears, and desires; both are linked to EQ skills (Gardner, 2000; Gurieva, Kuznetsova, Yumkina, Manichev, & Sidorenko, 2017). Gardner (2000) stressed the importance of interpersonal and intrapersonal intelligence as playing a "vital role . . . in a person's life-course decisions" (p. 43). Emotional intelligence competencies involve

understanding one's own as well as managing others' emotions, which is an advantageous skill for leaders, particularly in a multicultural environment.

Researchers who compared IQ to EQ highlighted the difference between EQ skills and IQ and emphasized EQ skills positively impacted social interactions between individuals. When contrasting EQ with IQ, EQ skills emerge as pertinent for individuals to develop (Gardner, 2011). The multiple intelligences and EQ paradigms were discoveries that made a positive impact on many leaders' careers and on social change; they also improved organizational outcomes. More research was necessary to address the gap regarding the effect of EQ on leadership development to correlate its efficacy within the federal government.

Evolution of EQ

Brain researchers have concluded that a distinct brain circuitry separate from IQ regulates EQ skills. Emotional intelligence management for every individual begins in the part of the brain where emotions are experienced (Bradberry & Greaves, 2009; Goleman, 2011, 2013; Hughes & Terrell, 2012). During his early years in college, Goleman (2011) observed that, although some individuals with high IQ scores did well on Advanced Placement tests, some seemed to lack motivation, which resulted in them being risk averse, anxious, and fearful of potential threats. Goleman's colleagues in the neuropsychology field and research in studies of the brain discovered that damage to specific parts of the brain correlated with diminished ability in emotional and social intelligence (Goleman, 2011). The amygdala, located in the right hemisphere of the brain, is central to controlling emotions. Damage to this area of the brain will not necessarily

affect an individual's IQ but will significantly affect the ability of an individual to manage and understand emotional responses.

Evolving research in EQ showed that EQ competencies are relevant when assessing how successful an individual may be in careers, controlling impulsiveness, and life in general. An individual's development of health, various types of skills, and overall happiness is in large part based on EQ skills (Hughes & Terrell, 2012). Individuals with self-discipline, control, social awareness, empathy, and persistence may exhibit naturally high EQ skills without being aware that it is a skill of considerable benefit in their interactions with people, demands, and management of other environmental stressors.

Subsequent to Gardner's theories in social intelligence, the EQ paradigm began to gain psychologists' attention in the neurobiology field. Subsequently, human resources departments, consulting firms, and organizational leadership invested time, funding, and other resources in training their leaders to learn and develop EQ competencies (Doe et al., 2015). During the peak years of EQ's paradigm, circa 2005, critics of EQ questioned the assessments that measured EQ and whether EQ was a valid intelligence construct. The question remained regarding why many leaders with high IQ continued to fail their organizations and individual performance (Doe et al., 2015). The IQ measure became popular during the 20th century as the benchmark in predicting an individual's success in leadership (Ugoani, Amu, & Kalu, 2015). However, scientists began to discover EQ was a phenomenon associated with predicting the success of a person's leadership competencies and positive influence over individuals. Transcending Gardner's social

intelligence model, Goleman popularized EQ and framed the EQ mixed model, which increased the popularity of EQ in the early 21st century.

Goleman developed his EQ mixed-model approach during a time when research in EQ was gaining attention by the public. Salovey, Brackett, and Mayer (2004) asserted that Goleman's definition of EQ broadened its construct beyond the limits of IQ and encompassed an array of personal attributes, political awareness, self-confidence, conscientiousness, and achievement motives, among other desirable personality attributes. Many studies in the extant literature showed that EQ has positively influenced individuals at home, school, and work and in their personal lives (Pipera, Militaru, & Niculescu, 2019; Doe, Ndinguri, & Phipps, 2015; Xiao-Y & Liu, 2013). Salovey et al. asserted that EQ, not IQ, would predict individuals' success at school, work, and home. Current research in EQ showed that EQ is the predictor to improved performance in a variety of individual behaviors, relationships, and careers.

Varying Perspectives on EQ

Highly sympathetic leaders have been known to have a certain perceived understanding and connection with their employees. Krishnakumar and Hopkins (2014) asserted that EQ skills are significant in the process of performing leadership roles in terms of connecting emotionally with their followers. Kotter (2012) noted that communicating the vision can be difficult and emotionally charged for leaders but communication is more effective on an emotional level. Individuals with EQ skills are self-motivated and seek out leadership roles. The added benefit of their EQ abilities is an increase in their self-efficacy during social interactions. Northouse (2010) defined

leadership as a process and indicated leaders with EQ skills are sensitive to their emotions and the impact their emotions have on others, which results in leadership effectiveness with their group. Leaders hail from a variety of backgrounds and experiences in terms of the paths that brought them to their roles as managers and supervisors. A review of the extant literature on EQ revealed that lacking EQ skills when dealing with people may be the most challenging role a leader may face.

Human resources staff in government organizations passively offer EQ in their leadership development programs; however, there is a lack of reports that show any metrics or whether high EQ skills lead to improved scores on OPM's surveys related to followers' opinions of leadership. Berman and West (2008) found managers who developed EQ skills in various local government offices were associated with success in their government jobs. Although some researchers have had doubts about the EQ paradigm, scientific evidence exists within neurobiology related to the EQ paradigm, and individuals' EQ guides their complex emotional decisions (Doe et al., 2015). The common theme among most of the researchers in the EQ domain is that EQ competencies has an enabling effect on individuals to monitor their own and others' feelings and emotions. However, the impact of the EQ construct from the perspective of various researchers remains unclear and debatable regarding the validity of some EQ instruments.

Emotional intelligence has gained popularity among researchers and psychological practitioners and in a variety of organizations and business sectors. However, there exists some debate and inconsistency regarding which EQ model defines EQ most effectively and which instrument is the most valid EQ tool (Giorgi, 2012). The

literature on EQ includes three popular EQ models: the cognitive ability model that facilitates emotional thinking, the ability trait that facilitates behavioral traits, and the mixed model that combines the trait and abilities.

A Full Range of Leadership

Leadership has been difficult to narrow down to a simplified and uniform definition. Some leadership scholars have defined leadership as a group process, whereas others have defined leadership as a power relationship (Northouse, 2010). Northouse (2010) asserted leaders focus their energies toward individuals or groups for the purpose of achieving a common goal. In this study, I focused on a full range of leadership as defined by Avolio and Bass (1995) in their MLQ instrument.

Leadership behaviors are not without emotions. Northouse (2010) contended another way of assessing leadership traits is through the concept of EQ. When leaders express their messages in a positive and enthusiastic voice, follower performance increases (Goleman et al., 2002). Goleman (2011) noted EQ is a fundamental aspect of effective leadership skills and appears to be an important part of effective leadership abilities (Northouse, 2010). Within the leadership continuum, there are various leadership styles, and some may be more effective than others; arguably, the more effective leaders possess higher EQ skills.

Transformational Leadership

The transformational leadership style is distinct from other leadership styles. The extant literature on leadership indicates transformational leaders are connected with their emotions and followers' needs. Bernard and Riggio (2006) found EQ correlated highly

with transformational leadership styles in terms of understanding and managing emotions consistently within the context of EQ skills. Bernard and Riggio indicated a leader who is concerned but calm, who is decisive but not impulsive, and who is clearly in charge can inspire the confidence and trust of followers.

Transformational leadership involves emotions, values, and ethics and transforms people to perform more than their expected outcome and is an increasingly popular leadership model (Northouse, 2010; Arenas, et al., 2018). The four components of transformational leadership are idealized influence, inspirational motivation, intellectual stimulation, and individual consideration. The holistic approach to transformational leadership is that it deals with all four dimensions simultaneously (Lawlor et al., 2015). Followers led by transformational leaders produce better outcomes than followers led by transactional leaders do (Northouse, 2010). Followers are likely to experience growth and achieve significant results from transformational leaders.

Idealized influence. Leaders with idealized influence behave with integrity, serve as role models, and ensure followers that challenges to problems can be overcome. Followers emulate leaders who have idealized influence (Bass & Riggio, 2006).

Inspirational motivation. In the inspirational motivation leadership style, leaders include followers in articulating the vision. Leaders clearly communicate the vision of the future and engender followers to commit to the vision (Bernard & Riggio, 2006). Leaders also establish high standards and empower followers with challenging work (Lawlor et al., 2015).

Intellectual stimulation. Leaders who apply intellectual stimulation encourage followers to seek ways to innovate new ideas. Northouse (2010) noted leaders who apply this component of transformational leadership support followers in solving problems on their own and provide unique ways for followers to increase their output. Followers are inspired by the transformational leader and seek ways to reengineer processes or resolve problems on their own. Leaders use this component of transactional leadership to provide support in a way that builds efficacy and confidence in followers.

Individual consideration. Leaders who employ this component of transformational leadership provide followers with the support needed to improve their skills. Leaders provide coaching, emotional support, support work task needs of the individual, and provide challenging assignments that help develop followers' confidence and competencies (Lawlor et al., 2015; Northouse, 2010). Leaders who use individual consideration determine where followers are in the continuum of developing their skills and adapt to followers' needs (Northouse, 2010). Individuals will exhibit skills specific to their strengths and weaknesses and to the individual consideration of the leader, who will adapt and adjust to each follower's needs accordingly.

Transactional Leadership

Transactional leadership style is fundamentally a contractual process between leader and follower. This type of leadership consists of contingent reinforcement, either through management-by-exception active or through management-by-exception passive (Bass, 1996; Arenas, et al., 2018). Transactional leaders is focused on exchanges between leaders and followers based on some contingent reward for the performance of the

follower on what the follower must complete and what the payoff will be if the performance is accomplished (Northouse, 2010; Lawlor et al., 2015; Arenas et al., 2018). Transactional leader–follower performance are based on work tasks that are in writing, followed by rules, regulations, benefits, and disciplinary outcomes (Bass & Riggio, 2006). Transactional leadership is a style of leadership seen in leaders who maintain the status quo (Rosete & Ciarrochi, 2005). Unlike transformational leaders, transactional leaders are not concerned with developing followers (Northouse, 2010). The transactional leadership style has a managerial effect on followers rather than leaders displaying active leadership.

Management-by-exception (active). Leaders who employ management-by-exception (active) focus attention on irregularities and deviations from standards. Bass (1996) noted this type of leadership may be ineffective but necessary in certain situations. Transactional leaders who rely on this component of leadership may increase stress on followers and thus lower the self-esteem of followers, who may feel victimized by a coercive leader. Leaders may offer rewards or mete out discipline, depending on the performance by the follower.

Management-by-exception (passive). Management-by-exception (passive) is a type of leadership that accepts the status quo. Leaders who apply this type of reinforcement wait passively for mistakes to occur before taking corrective action (Bass, 1996). If followers are not complaining and operations seem to be running smoothly, then the leader will not be involved (Bernard & Riggs, 2006). The concept of “if it ain’t broke, don’t fix it” is typically the type of approach taken by leaders with this leadership style.

Situational Leadership

The situational leadership style is a style whereby leaders adjust their leadership engagement based on the level of developmental needs. This type of leadership is easy to understand and intuitively simple to practice (Northouse, 2010). Leaders will adjust their approach to leadership using directives for new employees who need specific direction to coaching and delegating for employees who are highly productive and capable. Each follower is treated differently. Northouse (2010) contended there are very few published studies in which researchers have justified the concept behind this leadership style. Regardless of the limited research available, situational leadership is a valid leadership style used in many leadership training programs.

Laissez-faire Leadership

The laissez-faire leadership style is a leadership style in which leaders fail to take any responsibility for themselves or their followers. This type of leadership represents the absence of leadership and delays responses to urgent requests (Bernard & Riggio, 2006; Northouse, 2010; Arenas, et al., 2018). A leader exhibiting laissez-faire leadership style has no interest in followers' growth and makes little or no contact with their followers.

Correlating Leadership and EQ

Research in EQ and leadership has shown a positive relationship between the two constructs. Berman and West (2008) discovered, in their study of local governments, that a positive association exists between leaders with EQ skills and success in government jobs, as managers were able to creatively solve problems involving strong negative emotions from followers. Kosedagi and Altindag (2015) contended that leaders with EQ

competencies are optimistic and find ways to solve problems and find solutions rather than withdraw from problems. Kotter (2012) posited that, regardless of the quality of employees in an organization, change and transformation in an organization is likely to fail without effective leadership. Growing interest in EQ has consistently shown that management and organizations are much better when leaders possess EQ skills than when leaders have few or no EQ skills. Successful leaders can produce effective performance outcomes through networking and building relationships. Emotional intelligence skills become more of an asset the higher a leader ascends in an organization or in an industry due to the increasing number of interactions with individuals of varying backgrounds.

Emotional intelligence competencies have shown to be predictable in leader success and can continue to be developed. Additionally, EQ does not have the biological limitations of IQ, which are being genetically inherited and fixed in individuals (Bradberry & Greaves, 2009; Goleman, 2011). Developed through training and life experience, EQ can significantly improve a leader's effectiveness and has resulted in measured successes in many fields. Modern studies of EQ have shown that EQ competencies play a significant role in leadership development for the 21st century (Newman, 2008). Emotional intelligence is a popular tool in developing leadership skills and more important than IQ (Sadri, 2012). From a relationship perspective, leaders in public civil service with EQ skills may help make the biggest impact when leading employees from multiple cultures.

Leadership competencies and development ideologies have changed since the discovery of EQ and its impact on leaders' success. Doe et al. (2015) asserted that, prior

to the EQ research revolution, IQ was the baseline approach to predicting how well an individual would succeed as a manager and leader. However, scholarly researchers in the emerging field of EQ contended EQ competencies were relevant and a predictor to leaders being more successful than when applying IQ or technical skills as the only criteria of success (Doe et al., 2015; Lawlor et al., 2015; Li et al., 2016). Studies and results of this phenomenon was tested in various industries, professions, and cultures.

Emotional intelligence studies revealed that EQ mediates leadership challenges in terms of leader–follower trust and performance. Organizational leaders of Fortune 400 companies in private industry, such as AT&T and FedEx, instituted EQ training in their leader training programs with improved organizational performance by their leaders (Doe et al., 2015). The extant literature on EQ has consistently shown that employees throughout the organizational hierarchy and regardless of rank or role have shown improved human relationships with customers, employees, and peers when they had high EQ skills. However, not all leadership styles are equally correlated with EQ competencies.

A full range of leadership styles includes laissez-fair, transactional, situational, and transformational (Lawlor et al., 2015). Lawlor et al. (2015) contended EQ and transformational leadership are constructs that align and that require further exploration into how they have evolved. Research on the EQ phenomenon and leadership has shown EQ correlates with some leadership styles. I explored whether a correlation exists between leadership style and EQ skills from the perspective of followers within the federal government.

Given the current culturally diverse demographic environment within the federal government, leaders may be more effective when they apply various leadership styles and EQ skills in different situations. Giorgi (2013) contended that EQ has improved organizational health, increased positive morale, and improved relationships between employees, but more research was necessary in Western societies with culturally diverse work environments. Researchers have completed EQ studies globally and within Western cultures. However, few studies have taken place in a federal government environment.

Leaders originating from various cultures and from different generations have been trained, practice, and exercise various types of leadership styles based on their individual experience, training, and distinct backgrounds. The issues, drivers, and contextual challenges for the future are likely to be significantly different for followers and leaders than they were in the 1980s (Sowcik et al., 2015). Sowcik et al. (2015) noted that studies in followership and leadership had only begun in 1980s, and it would be another decade before the EQ paradigm emerged. Benjamin, Gulliya, and Crispo (2012) contended that EQ competencies learned and practiced by leaders enable them to identify and understand the needs of individuals and to adapt leadership styles that were most effective to a certain individual's culture. When combined with IQ, technical abilities, and positive leadership behaviors, EQ skills can be influential and can improve in a modern model of leadership development for the 21st century.

Leadership Styles Aligned to EQ

The types of leadership within a full range of leadership styles are transformational, transactional, and laissez-faire. The leadership style dominant in the

field of leadership is the transformational leadership style (Keshtiban, 2013; Arenas, et al., 2018). Leaders and management staff share roles and responsibilities regarding the function of an organization. The distinction between the two is that leaders primarily navigate change while managers ensure compliance and efficiencies (Northouse, 2010). Iuscu et al. (2012) developed a table that shows on the distinctions between a leader and a manager. Table 2 shows that the characteristics of leadership are more about influencing individuals through character and developing employees than taking an autocratic approach.

Table 2

The Differences Between Leader and Manager

Leader	Manager
Is original	Is a copy
Is in search of change	Is in search of stabilization
Has followers	Has subordinates
Sees the long-term picture	Sees the short-term picture
Is vision bound	Is objective bound
Has charisma	Has authority
Is protective	Is reactive
Sells	Talks
Fights	Acts
Develops	Maintains
Follows new directions	Follows existing paths
Gives credit	Takes credit
Takes blame upon himself	Blames
Has formal power	Has informal power
Innovates	Manages
Inspires confidence	Resorts to control
Asks question about what and why	Ask questions about how and when

Note. From “The Difference Between Leader and Manager,” by S. Iuscu, C. Neagu, & L. Neagu, 2012, *Globe: The Institute for Business & Finance Research*, 7, p.214. Copyright 2012 by Globe: The Institute for Business and Finance Research. Adapted with permission.

The research literature on EQ showed that the competencies in EQ correlated with effective leadership in various cultures, both in public and in private organizations.

Emotional intelligence training may be able to facilitate both leaders and managers in their roles and functions through self-regulation, emotional management of self and others, having the ability to read others' emotions, and understanding and working with diverse cultures

Irshad and Hashmi (2014) posited transformational leadership correlates with EQ. As a result of their research in Pakistan, Irshad and Hashmi discovered that employees exhibited positive morale and made the extra effort not expected of them, such as performing work beyond their expectations. The instrument used to measure leaders in that study was the MLQ by measuring leadership styles and characteristics, transformational leadership, and intellectual stimulation.

Transformational leadership is a popular leadership style that results in improved employee performance. However, transformational leadership style seems to be an involuntary leadership approach based on the required written performance plans and agreement between leader and follower in the federal government's employee performance appraisal system. The federal government's employee performance appraisal system describes how leaders, supervisors, and managers rate their followers based on a transactional leadership style. The employee appraisal process is a tool focused on results in accordance with Title 5 of the *United States Code* (OPM, Performance management; Performance appraisals n.d.-c) and involves developing

critical performance elements that tell employees (followers) what and how they must perform to receive minimal ratings or higher in order to receive rewards, including monetary rewards, time off, and other types of compensation. At the end of the reporting period, leaders determine the rewards for good performance based on whether the follower met the required metrics (OPM, 2017b). This is a transactional type of relationship between the follower and leader, which mimics a transactional leadership style.

The leader–follower dyad in federal government service is rigid and bureaucratic but offers an environment in which to create an understanding of strengths and weaknesses between leader and follower. Northouse (2010) explained the concept of leader–member exchange involves a high-quality interaction between leader and follower that results in improved productivity, communication, loyalty, and commitment to organizational goals and objectives. Subsequently, understanding one another and interacting effectively may increase opportunities in facilitating and building a trusted relationship between leader and follower and within a team, regardless of culture, business sector, or differences in age. I explored the correlation of EQ competencies in various government sectors worldwide to assess the association between EQ and a full range of leadership styles.

The diverse demographics of U.S. government employees seem to require an increase in the development of EQ skills and in leadership development. Emotional intelligence competencies such as self-awareness, self-management, social awareness, and relationship management are foundational components of Goleman’s EQ model

(Bradberry & Greaves, 2009; Goleman, 2011). Government leaders of several national governments worldwide have applied EQ skills successfully in their domains. Lee (2013) asserted that the EQ skills of South Korean government workers correlated with altruism in public organizations. Lee's study on EQ competencies showed that government workers with high EQ skills maintained good relationships throughout the organization. Employees who had high EQ skills demonstrated a productive partnership or relationship with those close to their work unit and also supported others throughout the organization in various business units more than those employees without high EQ skills. The EQ of a group within an organization positively affects the organization.

In the United Arab Emirates, studies in the EQ paradigm required delicate negotiations with participants to explore the mediating effects of EQ competencies in a culture where gender roles of the female are considered discriminatory by U.S. standards. Whiteoak and Manning (2012) asserted that employees in a large government organization in Dubai reacted strongly to social change regarding Emiratization, which refers to the migration of local nationals to government work in large government organizations. Whiteoak and Manning set out to study employees' perception of their leaders' EQ. Whiteoak and Manning's research goal was to obtain the perceptions of females about working in government with their male counterparts. This emerging social change was impactful in a social environment where males have historically been the dominant figure in society. Whiteoak and Manning found that leaders having EQ skills had important workplace implications. Leaders with EQ competencies had higher levels

of follower satisfaction in the workplace, reduced turnover, and higher group task satisfaction.

Whiteoak and Manning's (2012) research indicated that EQ training was important in Emiratization and intermingling genders in government workers. The authors noted, government employees of both genders in the United Arab Emirates respectfully appreciated each other's contributions while working side-by-side in government. Emotional intelligence skills therefore contributed to significant social change in the United Arab Emirates, which is a society that had not accepted women as having equal standing as men in the workforce.

Social norms in other countries such as Spain had similar stereotypical expectations that males were better leaders than females. Lopez-Zafra, Garcia-Retamero, and Martos (2012) found males were trained in science, technology, engineering, and math courses in college more often than females. Lopez-Zafra et al. (2012) analyzed the relationship between EQ and transformational leadership gender roles and discovered inconclusive evidence that males had more EQ skills than females based on a variety of EQ instruments that included trait models, ability models, and overall global score. The authors discovered that females emerged as more transformational leaders than males using the MLQ instrument. The extant literature on EQ showed that transformational leaders inspired others and were emotionally skilled, which naturally facilitated building positive relationships and productive working environments.

The human resources department in Nigeria's national government found people with EQ competencies were successful in mediating company-wide employee

complaints. Government employees Nigeria who possessed EQ skills showed commitment to their organization irrespective of overwhelming complaints by their peers (Adeoye & Torubelli, 2012). Adeoye and Torubelli (2012) performed a study on EQ skills with human resources management as the independent variable and employee commitment as the dependent variable, with Nigerian civil servants as the participants. Emotional intelligence has gained significant attention in the human resources field (Doe et al., 2015). Integrating EQ skills within human resources departments' recruitment requirements and identifying employees with EQ skills are assets for hiring leaders (Arfaraa & Samanta, 2016; Varis & Jolkkonen, 2019; Maamari & Majdalani, 2017). The literature on EQ indicated that organizations with multicultural environments benefit from leaders who can develop or who have developed high EQ skills. Federal government recruitment programs may benefit from incorporating EQ skills in their hiring criteria.

Leadership and EQ are constructs that may correlate, but leaders want to know which leadership styles correlate more with EQ from the perspective of the follower. Leaders with self-management, which is an EQ skill, exhibit self-control by managing difficult situations without becoming distraught or disgruntled (Goleman, 2013). Irshad and Hashmi (2014) noted there were limitations to their study, including results that may have different outcomes in other cultures, geographic areas, and time frames. Nevertheless, the positive effect of EQ on employees is useful for corporate managers in that it helps predict employee performance (Clanton, 2013; Irshad & Hashmi, 2014).

Many followers aspire to become leaders and developing their EQ competencies may be a path to success as a future leader.

Emotional intelligence and leadership style may correlate beyond the logical decisions leaders make in their role as a leader. Irshad and Hashmi (2014) noted that transformational leadership is an effective leadership style based on the many potentially emotionally charged situations that occur at work. Emotional skills may also mediate leaders' ability to manage and control their own emotions having a positive impact on their effectiveness as a leader. The ability of leaders to manage their own emotions may also affect their organization's reputation.

The British Petroleum (BP) chief executive officer's response to the public during the historical oil spill in the Gulf of Mexico in April 2010 is an example of how a lack of EQ skills may have led the public to develop a negative opinion of the executive. Doe et al. (2015) noted BP's chief executive officer's lack of emotional control during the oil spill did irreparable damage to the company regarding his apparent lack of concern for natural resources, his employees, and the ecosystem in the Gulf of Mexico. Employees with EQ competencies can mediate self-control in organizational behavior, which helps build trust with followers and presumably strengthens an organization's reputation. Transformational leadership correlated with EQ in a study of a private service business entity in Pakistan (Irshad & Hashmi, 2014). Individuals' ability to manage and control their own and others' feelings in terms of empathy is a positive indication and predictor of a successful leader.

Researchers have shown that individuals with EQ competencies are motivated to lead. Krishnakumar and Hopkins (2014) discovered, in a study of graduate and undergraduate students, that individuals with EQ skills were more motivated to lead than those who had no control or understanding of how to manage their own or others' emotions. Sowcik et al. (2015) posited that EQ has become the benchmark approach to enabling leaders to better understand themselves and others around them. This study serves to highlight that human resources staff and other hiring authorities can use the EQ framework to predict successful leader candidates.

Review of EQ Studies

Researchers in the EQ domain refer to three popular EQ models: the ability model, the trait model, and the mixed model (Hess & Bacigalupo, 2013). Each model has its own tests and measures, with other models gaining interest and undergoing further study in the field (Goleman, 2011). Goleman's model consists of four components: self-awareness, social awareness, self-management, and relationship management. Each component involves depth of perception and understanding of self and managing others to potentially fully develop EQ skills and competencies.

Ability Model

The ability model in EQ refers to the mental capacity to manage emotions. The ability model of EQ, developed by Salovey and Mayer (2004), includes four related abilities. Emmerling et al. (2008) and Santos, Mustafa, and Gwi (2015) noted the ability model identifies emotion in an individual's physical and psychological states; the ability to generate emotions to facilitate thought using emotions; the ability to understand

emotions and the causes and consequences of emotions; and the ability to manage emotions in oneself and others.

The ability model of EQ concerns the ability of individuals to apply both cognitive and emotional ability to perceive their own and others' emotions. Salovey et al. (2004) asserted that the ability of an individual to understand, assimilate, and regulate emotions in the self and others has high levels of EQ that predict success in an individual in social interactions. This type of EQ competency defines individuals as being nondefensive; they serve as role models and are optimistic.

The ability model's common reference to the mixed and trait EQ models is that individuals possess the competency to assess their own and others' emotions. Doe et al. (2015) noted that the ability EQ model "is made up of four abilities: the ability to perceive emotion, the ability to use emotions to influence thought processes, the ability to understand emotions and the ability to manage emotion" (p. 106). Similarly, Santos et al. (2015) and other researchers in the extant literature noted the cognitive ability of individuals to manage and control their emotions from an amygdala (or emotional) hijack and to manage stress. The EQ ability concept also aligns with Gardner's multiple intelligences theory with a focus on an individual's cognitive skills.

Trait Model

The EQ trait model is a model that underpins an individual's self-perception based on personality traits. Emotional intelligence was originally coined by Reuven Bar-On (Hughes & Terrell, 2012). Santos et al. (2015) asserted that researchers have not shown that the trait model is reliable or that the trait model is consistent when measures

according to the nature and disposition of an individual's self-perceived emotions are taken into account in self-reported survey studies. McCleskey (2014) asserted many researchers have explored the trait model and viewed the word "trait" as referring to a personality trait, distinct from an ability (cognitive) trait. Operationalizing a study must have very little questionable validity merits and must have met verifiable tests by scholars in similar fields.

The EQ's trait model is distinct from the ability model, in that the focus of the trait model is an individual's personality. Kavya (2016) and Ugoani et al. (2015) noted that the trait model "subsumes" (p. 568) Goleman and Bar-On's EQ models, which are idealized under the constructs of understanding one's self and others and being socially aware of and adapting well to one's environmental surroundings. McCleskey (2014) asserted that the trait model's construct is operationalized under various personal facets, including impulsiveness, relationships, happiness, and optimism, as well other domains such as self-management, expression, and emotional regulation.

The trait model is similar to the mixed model but represents a mix of attributes distinct from that in Goleman's theory. The trait model approach includes EQ skills that represent a mix of personality, motivational, and affective attributes. Kotze and Nel (2015) asserted the trait model was associated too closely with personality traits to be useful and was criticized by researchers in the field of EQ. The federal government is an example of an agency that maintains a pluralistic environment. Emotional intelligence skills may help leaders display social awareness, self-management, and self-regulation, which may facilitate developing a more cohesive and inclusive group of employees.

The major distinction between the trait model of EQ and other EQ models is the trait model is measured on a self-reported instrument that may have flaws (Kotze & Nel, 2015). However, Santos et al. (2015) discovered the trait EQ model was effective in mediating stress and burnout among Malaysians, while reducing emotional dissonance. Kewalramani, Agrawal, and Rastogi (2016) supported the trait EQ theory and asserted the focus of the trait model was the concept of individual personality. However, use of the trait model of EQ is limited in the EQ literature, but scholars in the field of psychology have used the EQ trait instrument.

Mixed Model

Goleman's EQ model fits within four domains of other EQ theories: self-awareness, self-management, social awareness, and relationship management (Goleman, 2011). Though all four components are beneficial to every leader, the social awareness component's key characteristics seem to facilitate managing emotionally charged organizational dynamics. Socially aware leaders purposely build relationships and develop a network of associates who can assist with achieving the leaders' goals and aspirations by understanding associates' abilities, needs, and concerns (Goleman, 2013). Northouse (2010) noted an effective leader needs the same requirements while monitoring the organizational environment, as networking, forming alliances, and advocating for the team and recognition for the team are important ways to stay viable as a successful leader. The social-awareness skill component of EQ may be even more critical even if leaders lack other strengths within the EQ paradigm.

In the military, leaders can be assigned by seniority in terms of time-in-grade, rank, authority, and position of office the individual holds. Building relationships, showing self-control and empathy, and getting to know and respect leaders (Kouzes & Posner, 2006) are the factors that influence followers to follow their leaders. In the leader domain environment, authority and seniority were the classical model in leadership designation and the primary driver to get followers to comply with leaders' direction. Twenty-first century workplace dynamics and multigenerational cohorts have significantly changed these customs and traditions. Researchers have predicted that individuals with EQ skills will be successful leaders in pluralistic environments.

The mixed-model EQ framework is one of three EQ models that researchers have operationalized and evaluated as a valid EQ model in measuring EQ in human participants. Salovey et al. (2004) asserted all mixed models are measured using the self-reporting method. In a study of undergraduate students, the EQ mixed model supported predictions that college students were more successful when possessing EQ skills compared to success based on general intelligence measures (Salovey et al., 2004). Emotional intelligence models correlate with each other between the ability and trait models, which reveals that scientific work in the EQ field is valid and reliable, regardless of the model used in the research. Doe et al. (2015) asserted proponents of the mixed model view individuals as exhibiting a combination of EQ competencies that include personality, motivation, and skills, as measured by the Emotional Competence Inventory and the Emotional and Social Competency Inventory. As the field of EQ has extended

into more geographical regions, the mixed model has been the most popular and supported model by researchers.

Other EQ Constructs

Social scientists have developed a variety of EQ theories that have not been completely constructed or have determined their validity, but are related to the most popular EQ models mentioned: ability, trait, and mixed model. Some of the newer EQ theories overlap with the three more popular models, but do not include any instruments that have validated their constructs (Salovey et al., 2004). Some newer EQ constructs are derivatives of Gardner's early studies of social intelligence. Other EQ constructs are emerging developments that will add to the body of EQ literature.

The named concepts that may surface are EQ constructs related to Gardner's earlier studies in EQ, such as the nonverbal intelligences that correspond to physical, art, and more recent EQ skills aimed at identifying one's own and others' feelings. Salovey et al. (2004) agreed with Goleman's (1995) claims that EQ is validated quantitatively and that 20% of an individual's predictive success comes from IQ and 80% of the gap for improvement has been correlated with various other criteria. Consistent peer-reviewed research in EQ revealed a significant distinction between IQ and EQ that is sufficient to predict which intelligences will be predictable in an individual's career and life's successes.

Organizational Culture and EQ

Interactions between determined and strong-minded government employees with differing ideas in a diversified environment can often create internal organizational

conflict. Shih and Susanto (2010) researched how EQ mediates conflict and team performance by government employees in Indonesia. Shih and Susanto noted that, although management principals are similar in private and public organizations, organizational goals differ in terms of profits and self-interest (public) and social welfare (government) with regard to employee performance and organizational outcomes. Conflict management styles vary among individuals based on their organization's interests but may be more effectively managed by employees who are adept at employing EQ skills in either private or public organizations.

Individuals' conflict resolution style differs based on individual behavioral traits that are possibly influenced by their experiences and environment. Some individuals may prefer avoiding conflicts. Others in an authoritative role may approach conflict from an aggressive perspective, and yet others may employ compromising roles in reaching solutions to various types of problems. Shih and Susanto (2010) found in their EQ study of 300 government employees (of whom 228 responded to a self-reported survey) that EQ was successfully associated with mediating conflicts. Supervisors and their followers are likely to face conflict in a cross-cultural environment. Furthermore, leaders with EQ skills are likely to understand and control their emotions to mitigate conflicts.

Occupations in the federal government are often technical, and although employees may not interact with the public regularly, there is often a need for leaders to influence and understand employee and customer emotions to influence their productivity or concerns positively. In a study of 311 employees working in the customer service section of 12 different companies, Kaur (2014) found a correlation between EQ as a dependent

variable and job performance as an independent variable. The research showed employees with EQ avoided antagonism, were physically and emotionally engaged, and had a positive influence on other employees.

Emotional intelligence is important when considering who to select as the leader to lead a pluralistic work group. Jogulu (2010) noted that few researchers of studies on leadership styles based on cultural differences have considered the influence of the differentiation of leadership style based on cultural influences. Jogulu found that leadership is “culturally contingent” (p. 716), regardless of the generally accepted leadership styles, principles, and universal leadership training models. In many instances, a team may also be from similar homogenous cultures. Liu and Liu (2013) explored EQ’s association between team leads and work groups of two or more individuals in a group and discovered that EQ skills improved performance, job satisfaction, and morale in Chinese culture. Beyond in-house work groups, EQ skills helped to develop trust between executives and external business entities.

Trust in team leaders as a part of leadership is a highly valued attribute. Liu and Liu (2013) found EQ skills in team leaders positively influenced followers in terms of happiness in team climates within the workplace. Liu and Liu contended that the EQ skills of leaders improved productivity in a study of participants located in Asia and working in multiple business sectors such as regional government, airlines, and telecommunications. Consequently, EQ competencies are relevant in a variety of workplace environments and business sectors. Emotional intelligence may also help build trust between team leads and followers in U.S. government service. Building the public’s

trust as public servants serving in government and helping employees to trust coworkers leads to job enrichment, self-efficacy, and confidence for leaders and their followers.

Introducing EQ in Leadership Education Within the Federal Government

Employee demographics within the U.S. federal government have significantly transformed and are different than in previous decades. Hannam and Yordi (2011) asserted the United States is undergoing a significant change, in that the workforce consists of four generations. Employee demographics within the U.S. federal government reflect this shift in diversity. Njoroge and Yazdanifard (2014) contended a multigenerational workforce is essential to its growth. Njoroge and Yazdanifard asserted the classical management approach traditionally did not consider employees' emotions. Leadership skills such as adaptation, social justice, and EQ could have a lasting impact on future leaders and followers (Sowcik et al., 2015). Lawlor et al. (2015) contended that leaders skilled in EQ possess skills to respond more effectively to followers' needs because they can apply EQ skills such as empathy and because they are adept at using social skills while instilling a sense of appreciation for followers. As a result of the demographic transformation in the U.S. federal government, EQ skills may be supplemented with leadership development or modern leadership training models when developing current and successor leaders.

Leaders will continue to be an asset within the federal government. Phipps, Prieto, and Ndinguir (2014) and Doe et al. (2015) noted U.S. companies spent \$14 billion annually developing leaders. The cost of training and developing leaders within an organization is a significant operating expense. Leader behavioral development may

include developing technical competencies but more importantly should include integrating emerging EQ skills.

Emotional intelligence is a soft skill that has a high return on investment in many organizations worldwide. Giorgi (2013) found that EQ education enhances leaders' self-efficacy and relationship management, and the positive behavior exhibited by leaders permeates multiple organizational contexts, such as administration, production, military, education, and health care. Leaders rely on their followers to complete tasks and are responsible for increasing morale, creating positive interactions, inspiring employees, and keeping employees engaged while balancing work–family life within the government in a variety of organizational contexts.

A variety of leadership models, definitions, and constructs have emerged throughout time in the literature of leadership. Northouse (2010) authored many editions of scholarly books and topics on leadership and asserted that EQ is an important construct in the leadership domain and has a positive effect on leaders' ability to be more effective. Filling open positions in the U.S. government by promoting individuals through filling vacancies due to high turnover is an ineffective process (Kochanowski, 2011). Though technical skills are an asset for promotions to leadership, technical skills alone are not enough to predict success in one's leadership roles. Leadership combined with EQ skills has predicted success in individuals' career, particularly when those individuals are leading followers toward organizational objectives and goals (Doe et al., 2015; Goleman, 2013; Wittmer & Hopkins, 2018). The survival of an organization may involve trade secrets, the technical abilities of employees, and technologically skilled employees, but

the success involved in navigating positive relationships to achieve organizational goals may include EQ competencies in the repertoire of leadership skills.

Importance of an Emotionally Intelligent Workforce

Constant change, reorganization, and bureaucratic policies have the potential to disrupt and negatively affect organizational goals and productivity, which may negatively impact an employee's commitment to an organization. From 2012 through 2015, federal government employees' commitment declined steadily due to lack of job enrichment, lack of pay increases, and lack of overall satisfaction in their organizations (OPM, 2015). Goleman (1998) found that employees with EQ skills such as self-awareness are able to manage and control their inner turmoil to prevent typical work issues from an emotional hijack. Vigoda-Gadot and Meisler (2010) and Arfaraa and Samanta (2016) asserted the adoption of EQ skills among public service employees has an impact and is a valuable part of the outcome of public organizations. Emotional intelligence competencies can have a mediating effect on employees at various grade levels, without negatively affecting organizational human capital challenges such as commitment, retention, and turnover.

The importance between the competencies of IQ and technical abilities are more effective with EQ competencies (Goleman, 2013). The classical model of leadership development primarily included technical aspects, but it is not effective for satisfying 21st-century leadership developmental needs (Malos, 2011). Northouse (2010) described leadership as the interactions between a leader and a follower. The classical management principles and techniques are also primarily involved in controlling processes, systems,

budgets, and finance, but void of incorporating the most valuable asset--leadership.

Goleman (1998) noted that EQ training provided to leaders by human resources leaders has been implemented incorrectly and is a waste of time and money.

An organization's success, survival, performance, and growth can be attributed to the effectiveness of the relationships between the leaders and followers of an organization. The results of the FEVS (OPM, 2015a) indicated that, between 2011 and 2014, new IQ indices that identified positive habits among managers and team members were open, supportive, fairness, cooperative, and empowerment. The FEVS results in fairness, cooperation, supportive, open, and empowerment between managers and followers varied; however, the overall new IQ indices results were relatively unchanged since 2012; from 57 percentage points in 2012, dropped to 56 percentage points in 2013 through 2014, and raised one percentage point to 57 percentage points in 2015. The only index that increased was supportive, from 74 percentage points in 2012 to 75 percentage points in 2015 (OPM, 2015). Human capital management at OPM sets targets for agencies to improve their metrics by a reasonable target of 2% or more (OPM, n.d.-b). A hallmark of EQ at work regarding social skills is finding common ground and being effective at building and leading teams (Goleman, 1998). Remaining optimistic and having the motivation to achieve and strive for improved results translate into strong leadership.

Emotional intelligence competencies have been a sought-after construct within the leadership development training program in many organizations. Park and Faerman (2019) asserted that significant advances in understanding more about how EQ relates to

leadership may inform management about the potential to incorporate the EQ paradigm into leadership development programs. Leaders who developed EQ competencies have a variety of options in their leadership repertoire that enable them to navigate the various issues and problems to which leaders should contribute (Iuscu et al., 2012). Goleman et al. (2002) asserted that leaders with at least six EQ abilities performed better than their peers without EQ skills in dealing with dynamic organizational issues. Leaders possessing EQ skills were typically more successful when they had an awareness and understanding of how to empathize in a wide variety of cultural issues that employees faced. Li et al. (2016) found that leaders with EQ skills chose a combination of leadership styles. Managing one's self-control to avoid being despondent is an EQ skill that facilitates leadership effectively.

Followers in government service look to managers to help guide them through complex issues and resolve problems throughout their daily work lives. Vigoda-Gadot and Meisler (2010) found a direct relationship between EQ and job satisfaction in a study of public service employees, particularly within the domain of the political sphere. How a leader makes decisions impacting employees' emotions affects employee behavior and job satisfaction, which results in increasing the effectiveness of teams (Liu & Liu, 2013). The extant literature in Leader EQ skills seems to correlate with happier employees.

The private sector primarily relies on financial success, and solvency is critical to organizations' success. However in government, which is essentially a nonprofit institution, the institutional ethos primarily relies on its employees' fiduciary responsibility to manage programs that provide human services to the public.

Administering services mandated by law to and for the public in an ethical manner is a significant part of a government job. Hess and Bacigalupo (2013) noted the difference between public and private organizations is how managers cope with time management, wealth, and stakeholder priorities (profit organizations) versus conflict management and social awareness (nonprofit organizations). Emotional intelligence skills in nonprofit agencies also improved the quality of decisions made by leaders in nonprofit organizations (Hess & Bacigalupo, 2013). Emotional intelligence skills seem to have success and a positive impact on three major industry domains while leading or working with people in: public, private, and nonprofit organizations.

For the first time in history, the federal government employee demographics consist of four distinct generations. Results from the 2016 FEVS (OPM, 2016a) indicated that U.S. federal government employee demographics are a model for diversity: 1% were from the traditionalist generation (born in 1945 or earlier), 45% were baby boomers (born between 1946 and 1964), 41% were members of Generation X (born between 1965 and 1980), and 12% were members of Generation Y or millennials (born in 1981 or later). Leaders with EQ skills are more likely, than leaders void of EQ skills, to be effective in their leadership positions (Irshad & Hashmi, 2014; Krishnakumar & Hopkins, 2014). Supplementing EQ skills with modern leadership training predicts effective leadership outcomes with followers.

Emotional intelligence skills can substantially improve the supervisor's or manager's effectiveness in terms of gaining support from followers and building positive relationships. Leaders with EQ skills are adaptable to changing environments (Pastor,

2014). As the global business environment continues to expand, leaders with EQ competencies are able to identify which employees prefer written communication or face-to-face interaction while dealing with highly complex managerial issues; communications preferences and leadership style vary by generational cohort (Hess & Bacigalupo, 2013; Salahuddin, 2010). Another dynamic that leaders must deal with, and some companies may be aware of, is managing work–life balance.

Individuals with EQ competencies are predictably successful in their personal and professional work life. In a study of government employees in Israel, Carmeli (2003) found that EQ helped moderate work–family conflict while managing career commitments. Carmeli discovered that government senior managers with high EQ competencies were able to manage family-related matters while performing productively with highly complex issues at work. Vigoda-Gadot and Meisler (2010) found EQ is negatively related to work outcomes such as burnout and negligent behavior. An investment in integrating EQ skills with leadership skills may also facilitate a balance between productively serving public citizens while maintaining family and personal matters. Emotional intelligence competencies such as social awareness may be an effective leadership tool when balancing conflict issues with work and personal issues.

A leader’s ability to constantly divert from difficult and complex tasks while maintaining a clear understanding and managing their and others’ views of the problems is measured not by general intelligence but by the level of EQ competencies. Iuscu et al. (2012) contended EQ is an important competency that helps leaders holistically manage and adapt fluidly to challenges and issues that occur in every sector of an organization.

Human resources staff has an opportunity to create a major change in leadership development in terms of training, staffing, succession management, and workforce development by integrating EQ skills throughout the recruitment, leader training, and development life cycle of leaders.

The implication of improving results from OPM FEVS surveys from the perspective of followers within the leadership indices may be underpinned through providing EQ skills training to leadership. Wittmer and Hopkins' (2018) findings indicated that EQ competencies in leaders are valuable skills that have repeatedly increased employee morale and performance and have positively affected overall organizational performance. Lopez-Zafra et al. (2012) and Levitats and Vigoda-Gadot (2019) noted that EQ training has positive implications for leaders. Liu and Liu (2013) and Jameson et. al. (2016) supported the extant literature that suggested EQ competencies can be included as criteria by human resources staff to select team leads or to provide EQ training to help improve and maintain positive morale within the organizational climate. To explore the mediating effect of organizational politics and turnover, EQ is a useful skill (Vigoda-Gadot & Meisler, 2010). Many researchers and scholars in the EQ paradigm have explored and discovered an association between EQ and improved job satisfaction among employees around the world.

Government employees seem to begin and continue their careers in government for altruistic reasons. Lee (2013) reported that the EQ skills of South Korean government workers correlated with altruism in public organizations. However, the bureaucratic nature and rigid hierarchy of governments makes some employees question their

commitments. Continuous development of EQ skills can help employees remain optimistic and can help to control or redirect disruptive impulses (Goleman, 1998). Lee's study in EQ competencies showed that government workers with EQ skills maintained good relationships, maintained engagement in workloads that were beyond their expectations for the betterment of the organization, and managed stress effectively while working with the public.

The extent to which EQ competencies improve managers' performance as a leader and positively affect the organization requires more research. Park and Faerman (2019) and Edelman and Knippenberg (2018) noted that more research in EQ is necessary to develop indices on how EQ improves a leader's effectiveness in public service careers. Berman and West (2008) asserted emotions are affected by public policies and practices when working in public service, and more studies are necessary in public service agencies to determine the effectiveness of EQ skills and how they may ameliorate public service management issues. Many leadership training opportunities and programs are available to managers and supervisors within each government agency through their human resources department. In order to understand if EQ is related to leadership styles, I researched that phenomenon to determine whether EQ is correlated to a full range of leadership styles. A review of the extant literature revealed EQ is an antecedent and predictor of leader success (Irshad & Hashmu, 2014; Iuscu et al., 2014; Krishnakumar & Hopkins, 2014; Wittmer & Hopkins, 2018). Emotional intelligence is an emerging leadership development paradigm that may influence social change in the 21st century.

The classic leadership models seem to lack any account of the impact an individual's emotions have on decision-making abilities. Emelander (2013) asserted that leadership requires emotions. A leader who displays a lack of concern or empathy for followers is unlikely to gain the attention of, or the performance expectations from, their followers. Leaders with the empathy component of EQ may deliver advice and direction more effectively than leaders without EQ skills (Hughes & Terrell, 2012). Applying empathy skills results in more effective communications and reduced conflict in multicultural social settings, which also helps leaders understand the perspectives of individuals in different generations, race, gender, or ethnicity.

Leaders can use EQ skills to reengage with employees and help inspire them. A criterion that reflected a decline in OPM's 2015 FEVS survey of federal workers was engagement, which decreased from 65 percentage points in 2012 to 64 percentage points in 2015. Top-performing organizations have engaged employees (Goleman, 2011). Emelander (2013) contended engagement between leaders and employees improves following emotional skills training. Emotional intelligence competencies have a positive effect on leader and follower engagement, but more importantly can predict whether leaders will be successful in a multicultural and multigenerational environment.

The four EQ constructs theorized by Goleman can be effective leadership tools in a diversified and multicultural working environment similar to the current U.S. federal workforce. Goleman (2013) noted that, in a global study that involved assessing the ratio of IQ and technical abilities to the EQ skills of employees at 188 large companies, including governments, leaders with EQ competencies outperformed leaders who

exhibited higher IQ and technical abilities. Emotional intelligence is twice as important than IQ, training, or other experience in any level of employment (Cheok & O'Higgins, 2012). Goleman (1998) contended that technical and IQ skills are important for meeting the entry-level requirements for executive positions. The popularity of EQ in the 21st century has increased across different levels of leadership and supervisory roles. Research on EQ has revealed that the government and many other organizations are becoming more globally oriented and dealing with more individuals from different cultures (Ljungholm, 2014). The review of literature on EQ indicated that individuals with EQ skills were successful in building relationships with individuals from different cultures or races. Developing the EQ competencies of leaders within the federal government may improve leader–follower interactions with employees of different cultures and in different generational cohorts, which may improve the results relating to leadership indices in OPM's federal employee surveys.

Leaders in the U.S. federal government should be adept at working with a culturally diverse group of employees as a result of the expanding global business entities within the United States. Northouse (2010) contended that, due to the increased globalization, future leaders would need to understand, work with, and relate to individuals from a variety of cultures and to understand their perspective of equality versus from the leader's role of authority. A leader with self-management, which is an EQ skill, can help mediate and solve issues with followers in different generational cohorts, from different races, or with different perspectives through learned EQ behaviors and can empathize with others' perspectives while understanding their own strengths and

weaknesses. Self-management entails many positive attributes that may benefit a leader, such as managing anger, fear, impulsiveness, and other negative emotionally charged reactions (Goleman, 2013). A leader with a positive attitude may more successfully manage these impulses in a dynamic environment where different situations can happen during unexpected events. Many of these events, such as meeting with teammates, followers, coleads, coworkers, and superiors, involve interacting with a diverse group of employees with diverse perspectives.

A challenge for leaders in the federal government in the 21st century is engaging and leading a demographically diverse workforce. The concept of inclusiveness in many government bureaus, offices, and agencies is a necessity based on Executive Order No. 13583 (2011). In Goleman's EQ model, empathy is one of several EQ competencies that may help serve the purpose of this executive order through understanding individual's perspectives from their cultural perspectives and listening to others' viewpoints and employees' and considerations. Empathy, which is the emotional response by which employees listen and understand employees' perspective, may reasonably be expected to improve relationships, control others' emotions, and increase leader's trust to gain the satisfaction of increasing employee performance and achieving organizational objectives.

Autocratic leader types are becoming rare, particularly in government service, where leaders recognize the importance of empathy when dealing with various employee issues. Goleman (2013) noted there are three important reasons empathy is a necessary EQ leadership competency: (a) the requirement of leaders to work in teams, (b) the increasingly global nature of business, and (c) the need to retain leaders' empirical

knowledge in the workforce. Sowcik et al. (2015) noted that empathy is an important principle for leaders to better understand and manage personal, team, and organizational climates. The value of EQ skills, competencies, and traits is undisputable in terms of their effectiveness globally.

Human resources staff work alongside hiring managers to develop criteria as part of the process for selecting and retaining qualified leaders, and changes in the process should involve assessing a leader's qualifications as part of the selection criteria for leadership positions. Criteria that depend on IQ or experience alone are insufficient to determine a leader's predictors for success (Doe et al., 2015). Selection criteria for leader qualifications in promotions, retentions, and hiring may help mitigate high turnover, follower complaints about leadership, and other dysfunctional human capital issues in organizations. Studies on EQ across cultural boundaries have shown that EQ competencies can mediate how leaders manage follower complaints when dealing with organizational change, work and environmental conditions, and other points of contention.

A deficit of EQ skills among leaders may create morale problems when dealing with constant organizational change. Kotter (2012) contended organizations that change due to macroeconomics resulting in reduced costs, reengineering efforts, increased productivity while downsizing have left employees frustrated and disgruntled. Santos et al. (2015) discovered that, during a time of major change, employees not accustomed to major shifts in dealing with customers suffered from increased emotional exhaustion as well as business and personal issues. Leaders with relationship management skills, which

is an EQ competency, were skilled at being change catalysts and leading change in the face of opposition (Goleman et al., 2002). The federal government is constantly undergoing change due to changes in federal executive level administrations. Leaders with EQ skills are likely to be better prepared to maintain productivity and employee morale particularly in an emerging multicultural demographic environment.

The federal government's pluralistic workforce includes a variety of perspectives. Goleman et al. (2002) asserted that team members work more productively when everyone in the group, particularly the leader, listens to and accepts the perspectives of everyone in the group. Leaders have the most influence to set the tone, remain optimistic, and possess self-control and social awareness of the employee environment. Leaders accomplish organizational goals through employees.

Being unable to connect with others' emotions negatively impacts leaders' effectiveness to lead and an organization's reputation as a whole potentially declines. British Petroleum's CEO stated, "I'd like my life back," during the Deepwater Horizon oil spill disaster in the Gulf of Mexico and failed to make a connection with environmental disaster and the public's reaction to BP's failure to account for the social and environmental impact over BP's negligent safety operations (Doe et al., 2015). Working in public service organizations such as the federal government requires an ability to be responsive to the public and to empathize with concerns that negatively affect the rights, laws, health, or safety of the public at large.

The importance of EQ skills and competencies transcends effective leadership behaviors. Kaur (2014) found that employees with EQ skills working in service

organizations such as banking, insurance, and telecommunications were less likely to create gossip at work and more likely to volunteer for additional work outside of normal boundaries. This finding shows that EQ competencies are valuable skills for public service leaders to focus on performance outcomes and achieve organizational objectives.

Challenges of EQ Integration in the Federal Government

The traditional bureaucratic and top-down reporting structure of the federal government may need to change and encourage more flexible leadership styles. The lack of EQ skills has shown that leaders are better off with obtaining these EQ competencies than without them, yet organizational leaders remain skeptical of the success of EQ training (Doe et al., 2015). Lawlor (2015) noted a manager must possess EQ skills as a result of frequent exchanges between leader and follower in order to avoid potential irreparable damage to the leader–follower relationship. Integrating EQ skills training in leadership development courses may be more effective in improving employee productivity than attempting to change the organizational structure, such as removing vertical organizational structures that have impeded effective communications between organizational functions.

Transitioning employees from workers to leaders may be a challenge for some who are not prepared to perform in leadership roles. Krishnakumar and Hopkins (2014) posited employees with EQ skills have higher levels of self-efficacy in social interactions and are more motivated to perform in leadership roles. Leaders who are confident in social interactions take time to understand each group's or individual's personality and behavioral styles. Lawlor et al. (2015) developed a model that exhibited a specific order

of leadership styles that are necessary before a leader can develop trust and an understanding of subordinates' behavioral styles and emotional needs. In time, this symbiotic relationship grows and, given successful satisfactory productivity, trust begins to develop. The leader is then able to detect emotional cues from followers and to situationally inspire motivation and productivity. However, the challenge is the time needed to develop trust and relationships in addition to integrating this leadership model.

Research has shown EQ is influential in building trust and relationships.

Individuals with the EQ components self-awareness and self-management can help others to build trust and cultivate relationships (Bradberry & Greaves, 2009). The EQ paradigm, though popular in the business domain, is gaining acceptance in many organizations.

VanderPal (2014) noted that the challenge of implementing EQ tools within organizations is that most leaders view EQ as a fad. Some researchers have performed and published extensive work in EQ, while others do not have a complete understanding of EQ's complex components. Scholarly researchers have developed various tests in the field of EQ that measure EQ constructs (Salovey et al., 2004). There is evidentiary material in the EQ literature that describes EQ as a scientific, valid, and demonstrated theory that helps develop the self-efficacy of individuals and leaders in various industries. The challenge for human resources staff is taking the time to accept and integrate the EQ phenomenon in leadership development training and in the hiring process.

Unlike traditional academic courses in management, the EQ paradigm has not emerged as a predictor to success in leader roles. Emotional intelligence has emerged as a significant aspect of intelligence but has not become a part of the traditional academic

studies in schools or universities (Joshith, 2012; Salovey et al., 2004). Subsequently, human resources practitioners and hiring managers might not consider EQ a valuable asset but rather see it as a supplement to the need for technical skills in the 21st century workforce.

New concepts rarely have an immediate effect, and EQ is no different. Doe et al. (2015) noted that, in a study of participants involved in an emerging leaders training program, results from Bar-On's EQ instrument showed no significant difference in EQ scores prior to and after participating in emerging leaders training. To gain the advantages of EQ training, more time should be dedicated to emphasizing EQ concepts. One of the challenges may be costs budgeted for training; EQ skills development requires ongoing training and development.

The topic of EQ is an emerging phenomenon. Salovey et al. (2004) indicated that, in over a decade of research, researchers in the field of psychology have not shown that a single variable such as EQ that improves an individual's quality of life. Salovey asserted individuals with EQ competencies may be more flexible and resourceful at solving problems. Researchers who studied the psychology of EQ globally have found EQ skills improve leaders' relationship with followers, which resulted in enhanced organizational effectiveness (Bradberry & Greaves, 2009; Goleman et al., 2002; Rhode, et al., 2017). Leaders in agencies throughout the federal government would need to make an independent assessment of this paradigm and prioritize their human resources programs to assess if EQ is a worthwhile investment for developing leaders and leadership development programs throughout the organization.

Gap in the Literature

The EQ paradigm is distinct in that IQ measures an individual's intelligence in order to predict academic success and EQ predicts an individual's likelihood for success in life in general and in many other personal goals. Gardner (2008) posited IQ is a biased measure of success and is not inclusive of the various intelligences that gifted individuals possess, such as language, music, and art. Miao et al. (2018) found a leader's IQ does not predict follower's job satisfaction or improve a follower's task performance as EQ competencies has shown can predict when a leader possesses EQ skills. Executives who lack EQ competencies rarely receive outstanding ratings, and the divisions they represent as leaders are often rated as underperforming (Goleman, 2013). Leaders have an impact on the organizational climate and performance of their followers. Mediating negative results, having a positive influence on the organization, and improving their performance require more than IQ and certain leadership styles. To a large extent, successful leaders are guided by EQ competencies (Goleman, 2013). Researchers have found the correlation between EQ and leadership skills is universal across cultures.

Emotional intelligence skills especially benefit individuals in certain cultures. Confucian societies and values are rooted in Asian countries, including China, Taiwan, Japan, South Korea, Singapore, and Vietnam (Chang, Wu, & Weatherall, 2017). Chang et al. (2017) found the differences between Confucian societies and Western societies include types of government, political systems, family norms, cultures, and work ethics. However, researchers in the EQ context contended U.S. and Asian cultures did not differ in the results of leadership studies between the cultures in an academic environment. Hui-

Wen et al. (2010) found that, despite differences in leadership style, EQ skills are an underlying competency for effective leadership in both the United States and Taiwan. In Indonesia, Shih and Susanto (2010) found EQ is an antecedent to conflict management for employees working in both private and government industries and results in improved productivity. Further research on EQ might help discover unexplored areas in which researchers may assess the validity and correlation between EQ and leadership effectiveness professions in the public service sector, including city, state, or federal government.

Emotional intelligence competencies may improve the leadership skills of next-generation leaders. Forty-nine percent of federal employees are eligible for retirement, and the next-generation cohorts, the millennials, will be the federal government's future generational leaders (OPM, 2015a). Researchers in the field of EQ have consistently found a correlation between leadership skills and EQ. Kouzes and Posner (2006) asserted, "What is crucial is that you become more self-aware—and self-awareness is a predictor of success in leadership" (p. 64). Kouzes and Posner's position aligns with Goleman's (2011) assertion that EQ is the foundation to developing outstanding leadership skills. Contemporary leadership skills coupled with EQ competencies may be the social change in leadership style for federal leaders in the 21st century.

There is a significant cultural separation between the traditionalists, baby boomers, Generation X, and millennials regarding how they engage in communications and manage employees. Ingram and Cangemi (2012) purported that the use of computers, smart phones, and other technologies for social interactions has lessened the ability to

engage an individual's emotions. Leaders with EQ skills engage employees by regulating self-control; leaders are socially aware, and as such build the trust of followers through individualized attention. Effective leaders understand and control their emotions and the emotions of others to engage the heart and passion to energize the group to accomplish the objectives of an organization.

The extensive literature in EQ lacks research within the U.S. federal government, which has diversified demographics. Giorgi (2013) asserted that researchers involved in the meta-analysis of EQ competencies have agreed EQ is associated with positive organizational behavior and positive overall health of the organization. More studies are necessary to assess how EQ affects the culture within the federal government's leadership domain in order to determine whether leadership indices from FEVS may be improved. Giorgi noted that EQ studies, while generalized throughout the Western culture, have not been thoroughly examined across multicultural environments. This study adds to the body of literature on EQ regarding multicultural environments from the perspective of the follower. Researchers may use this study as an outline for exploring other correlations between EQ and leadership to assess which leadership styles are correlated with EQ.

Summary and Conclusions

Emotional intelligence skills can be a positive transformational experience for government leaders, as has been the case in the private sector for many business entities globally and in research performed in other cultures. However, there is limited research within the EQ literature on the executive department of the U.S. government. Shih and Susanto (2010) posited their study serves as an example that government human capital

planners can use EQ to support arguments for integrating EQ training into government leadership training programs for employees. Park and Faerman (2019) asserted, EQ skills are important for work in public administrations and HR departments within the civil service should do more in their criteria for selecting and promoting leaders with EQ skills. Emotional intelligence skills showed how employees skilled in EQ can facilitate organizational and individual performance (Arfaraa & Samanta, 2016; Clark & Polesello, 2017; Wittmer & Hopkins, 2018; Levitats and Vigoda-Gadot, 2019). Luu (2013) indicated EQ is the foundation to developing employees' organizational responsibility, loyalty, and trust. Zammuner et al. (2013) tested the ability model on graduate students throughout a semester and discovered EQ training increased EQ skills. Zammuner et al. asserted that EQ training results in improvements in leadership behavior. The extensive research has shown that EQ has benefited private and public organizations. Additionally, the few researchers who have investigated the phenomenon of EQ within the government found similar positive results.

The future generation of supervisors, managers, and the overall leadership cohort may require more social skills than previous generations as a result of the expanding and global nature of institutions engaging with foreign countries. Sigmar, Hynes, and Hill (2012) asserted students are lacking the collaboration skills needed in a global market with complex networks and team development. The extensive literature on EQ showed that leaders from different cultures in other countries have discovered the benefits of EQ competencies for their employees in the government and private domains. Sigmar et al. noted that EQ skills training is an emerging topic in academics as a result of the need and

complex nature in businesses. Research with this heuristic method of developing EQ skills is a continuum with a view to develop better leaders within the federal government as well as in other levels of governments, including local, state, and regional.

Scholars have indicated EQ skills are favored over IQ when predicting whether an individual will be successful as a leader. An association exists between EQ and leadership behavior (Emelander, 2013). The extant literature revealed that, when compared to general intelligence, EQ is predictable for identifying individuals who may be successful in leader roles. These study results may show that human resources staff in OPM who institute EQ training into leadership development programs may reverse the course of negative FEVS results regarding followers' satisfaction of leadership.

Chapter 3 will address the technical constructs related to the research methodology and design. I will discuss the instrumentation used for the survey questions as well as their internal and external validities and the reliability constructs. The chapter will also include a discussion on the rationale of the selection supported by various scholarly research practitioners.

Chapter 3: Research Method

The purpose of this quantitative correlational research was to examine whether a relationship exists between EQ and a full range of leadership styles of federal employees from the follower perspective. The leadership effectiveness of federal government managers is profoundly below standard. Surveys conducted by OPM researchers indicated leadership effectiveness in terms of motivation and commitment declined from 41 to 39% between 2013 and 2015 (OPM, 2017). Additionally, ratings regarding leaders maintaining high standards of honesty and integrity declined from 54 to 50% during the same years. During the same period leadership ratings declined in communicating goals and priorities. Fifty-one percent of followers in the federal government indicated they respect leaders, which was a decline from 52% in the same time frame (OPM, 2017). The anticipated leadership skills of federal government leaders in the 21st century will be different from those in previous generations due to a historic change in the demographics of the federal workforce. From employees' perspective, leaders of government agencies need to select leaders with the right skills, which may result in generating more commitment and motivation in the workforce (OPM, 2017). The specific problem is that followers rate the majority of government leaders as ineffective in their leadership roles. The U.S. federal government is an institution with diverse multicultural demographics. Leaders who build respect, motivation, trust, and credibility among followers within the federal government may show improved results in OPM FEVS surveys within leadership indices.

Leaders have not shown how they can effectively develop a positive workplace environment, engage their followers, or increase morale, based on the results of several FEVS conducted by OPM. I propose EQ skills may reverse this trend. Sowcik et al. (2015) asserted it took 2 decades before industry leaders adopted EQ as a must-have factor in leadership development. Legacy leadership models do not seem to effectively transfer to complex organizational environments with multicultural demographics in the 21st century. Possessing technical skills, time-in-service, or charismatic personality traits does not automatically transform a newly designated leader into a predictably successful leader.

In this study, I examined the data collected to determine whether and to what extent a correlation exists between EQ and a full range of leadership styles among federal employees from the perspective of followers. The instrument used for measuring was the MLQ, which is a widely used leadership tool in quantitative research (Avolio et al., 1999; Jogulu, 2010; Keshtiban, 2013). There are three major characteristics of a full range of leadership styles (Avolio & Bass, 1995):

- Transformational leadership model involves idealized influence, inspirational motivation, individualized consideration, and intellectual stimulation.
- Transactional leadership model involves contingent reward and management-by-exception (active).
- Laissez-faire leadership model involves a passive-avoidant type of leadership behavior.

These classical leadership models demonstrate a limited view of leadership for future generations (Burian et al., 2014). The focus of existing leadership models and theories is the leader's traits and personality. A more refined view of leadership integrates leadership, behavioral view, and system processes (Burian et al., 2014). In this study, I explored the relationships between EQ skills and a full range of leadership styles as defined by Avolio & Bass (1995).

The EQ instrument used was the WLEIS. The WLEIS (Wong & Law, 2002) has shown to be reliable in measuring construct validity for life satisfaction and work performance. Law et al. (2004) contended that emotional labor, which facilitates an individual's ability to use appropriate emotions for job efficiency, is linked to EQ competencies. The results of this study identify specific leadership styles that correlate with EQ skills from the perspective of the follower.

The MLQ Short Form 5x describes leadership styles and was designed to measure a full range of leadership. Researchers in quantitative studies have traditionally used the MLQ to measure a full range of leadership. The tool is attractive and easy to understand, with a U.S. ninth-grade reading level (Bennett, 2009). The MLQ leadership instrument was developed to measure transformational, transactional, and laissez-faire leadership styles (Avolio & Bass, 1999). The MLQ does not label a leader as transformational or transactional, but identifies a leader's behavior as more transformational than the norm or less transactional than the norm, for example.

Research Design and Rationale

I conducted this quantitative correlational study to assess whether a relationship exists between EQ and a full range of leadership styles among leaders who are federal employees, from the perspective of their followers. The reason for selecting a quantitative design was to test the relationship between EQ and MLQ leadership styles. The sample for this study consisted of federal employees who were representative of employees within the U.S. federal government.

I considered and evaluated various qualitative research designs before deciding on a correlational design. Case study was a qualitative design considered but would not have been a good fit based on the principle that a case study design does not start with a theory (Gillham, 2010). Singleton and Straits (2010) noted that social scientists are more interested in the social contexts of larger populations and their impact on society than on individual differences. Another design considered was grounded theory. Grounded theory research has its roots in the inductive theory approach and is concerned with generating new theory that emerges from the data and evidence discovered in the research (Gillham, 2010). As information is gathered, a researcher posits a new theoretical framework based on the researcher's documented experiences of the participants (Ridenour & Newman, 2008). Charmaz (2014) asserted that a researcher could apply the grounded theory method for both quantitative and qualitative research. In qualitative research a researcher develops a theory from data grounded in the voices, actions, and experiences of the participants through the researcher's systematic collection and analysis of the lived

events and experiences of the participants (Goulding, 2002). Another type of qualitative research methodology considered was the ethnography design.

An ethnography design was not appropriate because the ethnography design requires a linear approach that involves spending an extended amount of time with the participants to document the themes of the participants' cultures. Ridenour and Newman (2010) noted that ethnographic design incorporates the strategies of grounded theory and case studies while assimilating with the participants within their environment for long periods of time. Access to the participants' environment gives the researcher a unique view of the lives and experiences of the participants while causing minimal disturbance to the events and environments in which the participants live (Charmaz, 2014; Pole & Morrison, 2003). Ethnography research entails recording the lived experiences of groups and collecting artifacts, documents, and other supplementary data while immersed in their social environment. The participants in my investigation were located in various geographical regions and worked different hours; it would have been impractical to observe the participants in their work settings. Moreover, in the 21st-century mobile workforce, many employees participate in teleworking agreements and work from home or work in alternate locations away from traditional office settings. These considerations within the qualitative methodology led to the conclusion that quantitative design would be the logical approach for this research paradigm.

I considered various research designs before deciding the best approach for this study. Singleton and Straits (2010) asserted that, among the disciplines within communications, economics, political science, education, psychology, and sociology,

four research strategies are suitable to conduct social investigations: “experiments, surveys, field research, and use of available data” (p. 5). The following research design is based on a quantitative research design. I examined data using two validated instruments and ran a statistical analysis to determine whether a correlation exists between EQ and a full range of leadership styles. The basis of my research was the traditional quantitative methodology with roots in the deductive approach: testing a theory.

The tool used to measure a full range of leadership styles was the MLQ, where followers rate the leader. Researchers in quantitative studies have traditionally used the MLQ to measure a full range of leadership styles; the tool is attractive and easy to understand, as the reading level of the instrument is at the U.S. ninth-grade level (Bennett, 2009). The second instrument I used was the WLEIS, modified to replace the word “Principal” with “Supervisor,” with the approval of Dr. Wong. The instrument was designed to measure EQ in the workplace. The WLEIS showed convergence with past EQ measures, such as the Trait Meta-Mood Scale and the EQ-i, though the WLEIS appeared to show better criterion variables such as life satisfaction (Wong & Law, 2002). The data from the survey were analyzed to investigate the correlation between a full range of leadership styles, such as satisfaction with leaders, management, and manager effectiveness, with EQ competencies from the perspective of the follower. I collected the data using an online delivery method. Participants received an invitation to participate in the survey. If they agreed to participate, they accessed the survey through a web link attached to the invitation, which took the participants to the Survey Monkey website.

The questions and hypotheses used to decide the appropriate approach for analyzing the data collected were as follows:

Research Question 1 (RQ1): What are the relationships between each of the 15 MLQ scores and the EQ total score as rated by followers pertaining to leaders?

H1₀: No relationship exists between any of the 15 MLQ scores and the EQ total score.

H1_a: A relationship exists between at least one of the 15 MLQ scores and the EQ total score.

Research Question 2 (RQ2): What are the relationships between each of the 15 MLQ scores and the EQ total score after controlling for followers' demographic characteristics of age, gender, years of work experience, and race/ethnicity as rated by followers pertaining to leaders?

H2₀: No relationship exists between any of the 15 MLQ scores and the EQ total score after controlling for followers' demographic characteristics (age, gender, years of work experience, and race/ethnicity).

H2_a: A relationship exists between at least one of the 15 MLQ scores and the EQ total score after controlling for followers' demographic characteristics (age, gender, years of work experience, and race/ethnicity).

I used the quantitative methodology and a correlational design to obtain the data from the participants using the two instruments. The focus was to investigate the relationship between EQ and a full range of leadership styles from the follower's

perspective within the federal government. The EQ and MLQ data underwent quantitative analysis using SPSS statistical analysis tools.

Qualitative designs for this study were considered but determined not appropriate for this investigation. Though some components in a qualitative design may include quantitative data, they are exclusively qualitative in nature (Saldana, Leavy, & Beretvas, 2011). Qualitative researchers collect all kinds of data: observation, artifacts, text, pictures, and indirect observation (Stake, 2010). Qualitative research primarily involves reporting the context of the research.

The frame for my research was a correlational design. The scope of research was to determine the relationship of one or more measurable variables on a measurable outcome variable (Howell, 2013). The aim of correlational research is to determine links between several variables. In this study, the links provided evidence into whether EQ is an antecedent to effective leadership and to which leadership style may be more correlated to EQ than others. The type of leadership style practiced by leaders or managers may affect the relationship between the leaders or managers and their followers. Emotional intelligence skills and competencies positively influence leader–subordinate relationships, regardless of culture, age, sex, or race, thereby enhancing the inclusiveness of every employee.

Methodology

The quantitative approach of this research built on the existing literature so other researchers may replicate this study in other government agencies in the executive branch of the federal government. The research design components included the population,

sampling procedures, procedures for recruitment, participation, and data collection, types of instruments, and support for their validation, threats to validity and ethical procedures.

Population

The target population for this study was federal employees located throughout various programmatic sectors within the federal government. Approximately 10,000 employees representing the U.S. government are members of a subgroup in LinkedIn. The risk was obtaining access to a sufficient number of federal employees, as many were not willing to participate or complete the survey. This study, with participants from this specific population, adds to the body of literature in EQ and informs human capital specialists of the emerging turning points in leadership development while taking into account EQ skills as supplemental to leadership development programs.

Federal employees, regardless of their profession, grade, or geographical location, are all under the same human resources guidelines, whether a supervisor, manager, or follower. Ridenour and Newman (2008) asserted that, in quantitative studies, participants selected to participate represent a defined population. The major difference emerging in recent years within the U.S. federal government has been the growing diversity of employees in terms of race, age, gender, religion, and culture. Federal employees excluded from the sample were contractors, part-time workers, seasonal, and temporary hires. These employees typically do not supervise federal employees or obtain tenure within the federal government. Additional information in terms of population size is available in the Sampling and Sampling Procedures section. The federal employees who participated in this study worked in various positions throughout the United States, as

noted in their LinkedIn profiles. However, all federal employees work under similar human resources policies and rules mandated by OPM and follow the same legal obligations taken under oath as other public employees, which include performing fiduciary responsibilities in support of the U.S. Constitution.

Sampling and Sampling Procedures

The sampling strategy for this study was random probability sampling to ensure there were no biases in the selection of the participants. Singleton and Straits (2010) posited probability sampling offers two major advantages. Probability sampling eliminates biases from the researcher targeting specific participants from the sample. The second, “laws of mathematical probability may be applied to estimate the accuracy of the sample” (p.158). In comparison to nonprobability sampling, selecting cases to sample means they are not randomly selected and the process may be viewed as biased and may potentially bring into question the validity of the investigation.

Using power analysis is an integral part of scientific research. Bausell and Li (2002) posited many universities’ institutional review boards (IRBs) and funding agencies consider power analysis a requirement in an experimental design before they approve experiments involving human participants. In research, most alpha values are set at .05, and the minimum acceptable power level considered is .80 (Bausell & Li, 2002). The resulting outcome of the research would increase the likelihood of finding a significant result to 80%.

To obtain an estimated sample size for this study, I conducted the power analysis using the power calculator G*Power 3. G*Power 3 is a statistical tool used in social and

behavioral science research. Faul, Erdfelder, Lang, and Buchner (2007) posited G*Power is a major improvement over its predecessors and provides improved effect size calculators. The G*Power 3 provides power analysis for test statistics following t , F , or X^2 (Faul et al., 2007, p. 180). The Pearson correlation was suitable for the analysis in this study.

The parameters set for the priori analysis were exact for the test family; the statistical test was correlation: bivariate normal model, two-tailed test, which allows for significant positive or significant negative correlation, effect size was .50, and alpha level was .05. The correlation p was set at 0, as the test was against a null hypothesis of no correlation. The a priori sample size to achieve sufficient power (.80) was 29 respondents. In a priori power analysis, a sample N is a function of the required power ($1 - \beta$), which denotes a type II error of falsely retaining an incorrect H_0 .

Procedures for Recruitment, Participation, and Data Collection (Primary Data)

I recruited participants through the Internet. Members of LinkedIn voluntarily participated and responded to online EQ and MLQ tools accessible through Survey Monkey, but not prior to acknowledging their willingness to participate in an invite. To increase the number of participants, and upon receiving approval from the IRB, I identified public venues and participants at U.S. federal government locations in the Mountain West region of the United States. A snowball sampling method took place at a federal government center located in the Colorado metropolitan area. Employees at the U.S. federal government location in the Mountain West region were offered an opportunity to participate in the surveys. The invitation was posted on a bulletin board in

a cafeteria and gymnasium. The federal center consists of 28 different federal agencies in 44 federal buildings. There were no changes to original IRB requirements other than seeking approval for access to participants in a different location other than LinkedIn. Demographic data collected in the questionnaire included ethnicity, gender, age, and years of work experience. The invitation included a consent statement with the purpose of the study and an assurance that I would hold the participant's information in confidence and would not collect any personally identifiable information.

The research was anonymous. I did not collect any personally identifiable information from the participants. Participants responded through an e-mail link, data were encrypted and secured throughout the transmission, and all responses were stored in encrypted electronic storage. Additionally, I informed participants that they would be treated equally and no harm would be brought to them by their organizations based on their participation in my study. I provided them with my contact information and informed them that I would be available at any time to answer any questions. If the participant agreed to participate, they could click on a hyperlink to go to the questionnaires.

I collected data using the instruments and provided participants access to them through an encrypted link to Survey Monkey, sent via e-mail. The sampled participants were members of a LinkedIn group called Federal Employees of the U.S. Government. I recruited additional participations using invitations posted on bulletin boards in the cafeteria and gymnasium at a federal government building. Participants recruited from

the posted invitations were federal employees representing various federal departments, bureaus, offices, and agencies located in a metropolitan area in Denver, Colorado.

Using the Internet and cloud services is the most effective, quick, and accessible way to make contact with potential participants located in geographically separate locations. Vogt, Paul, Gardner, and Haeffele (2012) noted that the Internet is the safest and most effective approach to having participants take self-administered surveys. An alternative method of submitting questionnaires is through the postal service. Schonlau, Fricker, and Elliott (2002) found using the U.S. postal service as a distribution method resulted in a low response rate. As of 2013, 85% of the U.S. population used the Internet, and e-mail has become the best mechanism through which to conduct research surveys nationally and internationally (Dillman, Smyth, & Christian, 2014). Submitting surveys via the Internet is the quickest and most responsive method.

Instrumentation and Operationalization of Constructs

Wong and Law Emotional Intelligence Scale

The EQ variables in this study were measured through the WLEIS instrument. The WLEIS is a 16-item self-report instrument based on the Mayer and Salovey (1997) model. The model measures four dimensions of EQ:

- Self-emotional appraisal measures an individual's ability to understand his or her emotions.
- Others' emotional appraisal is the ability to recognize and understand other people's emotions.
- Use of emotion is the tendency to motivate oneself to enhance performance.

- Regulation of emotion assesses the ability to regulate emotions (Sulaiman & Noor, 2015).

The internal consistency of WLEIS was $\alpha = .86$, and the internal consistency of self-emotional appraisal, others' emotional appraisal, use of emotion, and regulation of emotion was $\alpha = .81$, $\alpha = .83$; $\alpha = .72$ and $\alpha = .87$, respectively.

The WLEIS is available for research purposes, but not for commercial purposes. Participants rate the 16 items in the WLEIS on a Likert-type scale of 1 through 7, where 1 = *strongly disagree* and 7 = *strongly agree*. I contacted the author of the instrument, who agreed to a minor change in the instrument, which involved replacing the word “principal” with the word “supervisor” to align it with the context of this research study.

Various researchers have tested the two instruments used in this study, which were the MLQ and the WLEIS (EQ), for validity in their specific field and validated the instruments for their intended use. As previously mentioned, the MLQ and the WLEIS have both been shown to have Cronbach's alpha reliability values over .70. Convergent and discriminant validity has been shown for the MLQ through confirmatory factor analysis and by comparing the instrument to other similar established instruments. A variety of scholars have demonstrated the validity of the WLEIS in different studies. Thus, the instruments used for this study are valid and reliable measures.

Assessing EQ Instruments

Ensuring the validity and reliability of instruments used to measure variables in a quantitative study is necessary. I considered five EQ instruments for this research, but

only one met the criteria for the study: the WLEIS. The other three did not possess construct validity or lacked sufficient peer-reviewed testing and validation.

Bar-On's EQ-i. Like many other EQ self-report tools, the Bar-On EQ-i instrument, developed by Bar-On (1997), has been applied in academic settings. MacCann et al. (2003) concluded EQ-I and ECI are unreliable. Conte (2005) asserted the theory behind the assessment was vague.

Mayer-Salovey-Caruso Emotional Intelligent Test (MSCEIT). The Mayer-Salovey-Caruso Emotional Intelligent Test (MSCEIT) has a long history in EQ testing, and the most recent version is MSCEIT V.2. Conte (2005) contended Version 2 is a slight improvement over the previous version Multifactor Emotional Intelligence Scale (MEIS) developed in 1999; however, few studies have been published using the newer version. The previous version, the MEIS, tended to have higher internal consistency and may be better than its successor (Matthews et al., 2003), although with certain limitations (Kewalramani et al., 2015), as it is longer and more cumbersome to administer (Matthews et al., 2003).

Emotional Competence Inventory. The Emotional Competence Inventory is another popular instrument among EQ practitioners that I considered but was questionable regarding peer-reviewed assessments. Conte (2005) contended that the Emotional Competence Inventory, developed by Boyatzis, Goleman, and associates, had few independent peer-reviewed assessments published.

Trait Emotional Intelligence. The EQ instrument that aligns with the theoretical basis of this study, has undergone many peer reviews, and has been approved by

practitioners in the field of EQ is the Petrides TEIQue instrument. Although not all psychologists agree on the reliability of every available EQ instrument, the reliability of the TEIQue (2004) is well documented. However, the instrument does not assess EQ from the perspective of the follower. Assessing job performance from the perspective of the follower may have provided better data on issues related to management phenomena.

Wong and Law Emotional Intelligence Scale (WLEIS). Many EQ scholars have argued for and against the virtues of EQ. However, Law et al. (2004) argued the differences are minor and more complementary than distinct. Apart from acceptable reliability and validity, the WLEIS displayed convergence with many other EI measures such as the Trait Meta-Mood Scale and EQ-i. Wong and Law's (2002) scale, designed for individuals 18 years old and older, appears to perform better in predicting external criterion variables such as life satisfaction. The WLEIS fit this study well and framed the research based on the fact it was developed to provide a short measure of EQ suitable for research in the workplace.

Literature on EQ showed that the demographics of employees in many organizations are multicultural. The leadership theories of the 20th century are not adaptable toward multigenerational organizations because their focus was on governance, administration, and leadership (Burian et al., 2014). Burian et al. (2014) contended that future multigenerational paradigms will need to develop leaders with a collaborative culture through the lens of a comprehensive view of leadership, the leader, and their skills. Emotionally intelligent leaders are better able to engage people and draw people to them, forming healthier relationships (Burian et al., 2014). Meisler and Vigoda-Gadot

(2014) used the WLEIS based on its use in different cultures and among people with different ethnicities and in different gender groups, as well as for its established measure of meeting rigorous validity and reliability tests. The scale's 16-item Likert-type model was developed for use in organizations and has been found to be a predictor of job performance.

Comparing Leadership Instruments

Following a comparative analysis of three leadership instruments, I selected the instrument for this study to determine if a correlation exists between EQ and a full range of leadership styles. The basis of the analysis was the availability of the instrument for research, the ability to submit the instrument online, and its reliability and validity as a qualified measure of a full range of leadership styles. The investigation revealed each instrument was peer-reviewed and met reliability and validity constructs, but only one would be suitable for meeting the purpose of this study.

Situational Leadership Scales. The Situational Leadership Scales was one of three instruments considered along with the EQ instruments previously assessed for this study. Micheal and LeBreton (2011) indicated that the Situational Leadership Scales instrument was developed based on Minzberg's (1989) decisional, informational, and interpersonal managerial roles, with two leadership situations per role. The instrument measured passive and active roles in a supervisory setting, and in a study of 109 participants, the coefficient alpha reliabilities for leadership situations ranged from .90 to .98. Although I considered the alpha reliability, the SLS instrument did not meet the

usefulness criterion for this study due to its limited applicability in measuring a full range of leadership styles.

Transformational Leadership Measure. The purpose of the Transformational Leadership Tool is to measure the behavioral characteristics of transformational leaders (Reichard, Riggio, & Smith, 2009). The instrument is available for noncommercial research without written permission. Although transformational leadership was of interest in this study, transformational leadership is only one theoretical model within a full range of leadership styles (Bycio, Hackett, & Allen, 1995). Burian et al. (2014) noted that other leadership styles include transactional, charismatic, contingency, trait, and ethical. Alatawi (2017) contended researchers should compare the effects of transformational leadership to other models such as laissez-faire and transactional leadership models to develop better conceptual clarity. The MLQ was selected as the best model for use in this study on a full range of leadership.

Multifactor Leadership Questionnaire. The MLQ includes a broad range of leadership characteristics. Bycio et al. (1995) asserted Bass's MLQ tests framed five leadership factors and some factors target more than five constructs; three factors are defined in the transformational leadership style: intellectual stimulation, inspirational motivation, and individualized consideration. The remaining two constructs are transactional (passive and active) and laissez-faire (a passive-avoidant leadership style). These constructs within the MLQ instrument provided the best opportunity to investigate the research questions in this study.

The MLQ, although popular, has received criticism for its lack of gender balance and because researchers typically apply it in academic settings. Keshtiban (2013) noted the MLQ should take into account the larger picture of an investigation and researchers should use it as a supplementary instrument. I used the MLQ to measure a full range of leadership styles, and the WLEIS, an EQ measuring tool, in an environment of professional practitioners in a federal government supervisor–follower context. The two instruments complemented each other in understanding where the gaps lie between leader–follower motivation and an analysis of a holistic view of the correlation between leadership styles and EQ. The participants self-administered the survey through a web application and addressed leadership style, demographics, and other independent variables within the relationship of the emotional competencies of followers.

Data Analysis Plan

Statistical Program for Social Sciences Version 23.0 was used to analyze the data. Descriptive statistics to describe the sample’s demographics and the research variables were used in the analysis. Values greater than 3.29 and less than -3.29 standard deviations from the mean were outliers and removed from the data set. Cases were examined. Any missing data for nonrandom patterns, and data from participants who did not complete major sections of the survey were excluded. Inferential statistics were applied to answer the research questions:

Research Question 1 (RQ1): What are the relationships between each of the 15 MLQ scores and the EQ total score as rated by followers pertaining to leaders?

$H1_0$: No relationship exists between any of the 15 MLQ scores and the EQ total score.

$H1_a$: A relationship exists between at least one of the 15 MLQ scores and the EQ total score.

Research Question 2 (RQ2): What are the relationships between each of the 15 MLQ scores and the EQ total score after controlling for followers' demographic characteristics of age, gender, years of work experience, and race/ethnicity as rated by followers pertaining to leaders?

$H2_0$: No relationship exists between any of the 15 MLQ scores and the EQ total score after controlling for followers' demographic characteristics (age, gender, years of work experience, and race/ethnicity).

$H2_a$: A relationship exists between at least one of the 15 MLQ scores and the EQ total score after controlling for followers' demographic characteristics (age, gender, years of work experience, and race/ethnicity).

To assess RQ1, I used Pearson's correlation. Pearson's correlation (r) is a bivariate measure of strength of the relationship between two variables. Given that all variables are continuous (interval/ratio data) and the hypotheses seek to assess the relationship between EQ and a full range of leadership styles, a Pearson correlation was the appropriate bivariate statistic (Pagano, 2010). Correlation coefficients can vary from 0 (no relationship) to +1 (perfect positive linear relationship) or -1 (perfect negative linear relationship). Positive coefficients indicate a direct relationship; as one variable increases, the other variable also increases. Negative correlation coefficients indicate an

inverse relationship; as one variable increases, the other variable decreases. I used Cohen's standard (Cohen, 1988) to evaluate the correlation coefficient to determine the strength of the relationship, where coefficients between .10 and .29 represent a small association; coefficients between .30 and .49 represent a medium association; and coefficients above .50 represent a large association.

The assumptions of the Pearson correlation were assessed, including linearity and homoscedasticity. Linearity assumed a straight-line relationship between the MLQ and EQ variables, and homoscedasticity assumed that scores were normally distributed about the regression line. Linearity and homoscedasticity are assessed by examining scatterplots (Stevens, 2009). To address RQ2, I used a partial correlation by measuring the strength and direction between EQ variables and leadership styles, and I determined a relationship exists between leadership style(s) and EQ.

Threats to Validity

External Validity

Threats to external validity were sample size, historical events, and experiences of the participants to the general federal employee population. Though there was a significance in the correlations between EQ and a full range of leadership styles, the sample size was limited to determine that results are generalized to the population of the federal employee workforce. I used various approaches, both online and in physical locations, to increase the sample size. Additionally, I kept the survey open for 11 months to increase the number of participants. Taylor (2013) asserted history may influence results based on events occurring outside of the study results. Many changes in the

federal government take place in a short period of time, such as pay, turnover, promotions, separations, and retirements. Participants might have been affected by such changes during their participation in the study. I did not measure any changes to the participant's involvement in their careers related to the study. However, the extant literature in EQ found that EQ skills predict leader success among followers rather than IQ alone in various professions, cultures, countries, and business sectors.

Internal Validity

Various scholarly researchers have tested and verified the instruments used in this study within the framework of EQ and leadership. I found the association between EQ and leadership to be consistent with other studies in which the researchers used similar instruments. Liu and Liu (2013) used the WLEIS instrument and found EQ skills in team leaders improved team performance and effectiveness. Hui-Wen et al. (2010) found EQ correlated with leadership in a cross-cultural study between Taiwanese and U.S. academic leadership, in which the participants included academic deans, student deans, and chairs at all levels of schooling. Doe et al. (2015) contended IQ alone is insufficient when recruiting for leader roles. Doe et al. posited researchers should conduct EQ research in various cultural domains to determine if EQ skills moderate leader effectiveness. In Pakistan, Irshad and Hashmi (2014) used the WLEIS and MLQ instruments and concluded that a link existed between EQ and transformational leadership that distinguished transformational leaders from the average leader. The findings in this quantitative correlational study align with the extant literature on the correlation between EQ and leadership.

I assumed the participants were honest in answering all the questions to the best of their ability and knowledge, but the risks were that participants would not answer all questions or there could be biases from the participants when answering the questions. To control threats from internal validity, researchers should select participants from the target population (Taylor, 2013). I randomly selected participants for this study through a LinkedIn forum of federal employees and through snowball sampling in a federal center with federal employees, with access to the center available with federal identification cards designated for federal employees. Additionally, I provided my contact information to participants so I could address any questions they had. There was no concern over maturation due to the cross-sectional nature of this study.

Construct Validity

The construct validity of the MLQ and WLEIS was intended to measure the leadership styles and emotional competencies, respectively, from followers' perspective. Singleton and Straits (2010) asserted that validity is a construct of a valid instrument between an operational definition and the concept it is intended to measure. Various researchers in different fields have tested the MLQ and EQ (WLEIS) for validity and validated the instruments for their intended purpose. As previously mentioned, the MLQ and the WLEIS have both been shown to have Cronbach's alpha reliability values over .70. Researchers have shown the MLQ to have convergent and discriminant validity using confirmatory factor analysis and by comparing the instrument to other similar established instruments. It is reasonable to assume that the instruments used for this study are valid with reliable measures.

Ethical Procedures

I submitted an IRB application for review by the IRB and received approval (Approval No. 02-17-17-0080978). Other elements of ethical procedures include confidentiality and the security of the data collected from the participants. Before they could access the questionnaires, participants were taken to an informed consent form when they accessed the web link provided to them. The consent informed the participants of the purpose of the study and the right to terminate the survey. The participants received my contact information and were informed that they could ask any questions they may have regarding the study. Another aspect of ethical consideration was ensuring the privacy and security of the data collected. Abbott and McKinney (2013) asserted research is intrusive, and participants have a right to know how their data will be secured and kept anonymous. I did not collect any information on the participants' personal identity during the data collection process.

Researchers must comply with the basic principles of research, which include protecting participants from any physical, psychological, social, or legal harm that could arise from participating in a study. I informed participants that the study would add to the body of knowledge on EQ (Abbott & McKinney, 2013). To ensure transparency, researchers should take steps to provide participants fair and equal treatment while ensuring there is no appearance of deception. I assured participants that their participation would be voluntary and they were welcome to stop answering questions at any time. I took steps to ensure data will remain encrypted and properly secured, whether in physical

or electronic storage devices, for a minimum of 5 years, as stated in the IRB approval.

Only the committee members, the statistical team, or I had access to the data.

I informed participants they would receive an invitation via e-mail in the form of a Survey Monkey link. Survey Monkey is certified and in compliance with the EU-US Privacy Shield framework. Transmissions created through the Survey Monkey website were hosted in secure networks and stored in encrypted formats.

Summary

This chapter included a discussion of the research questions and hypotheses, the research methodology and design, and the instruments used in the study. I analyzed various qualitative research designs and justified my decision to use a quantitative research methodology by ensuring it aligned with the purpose, problem, and research questions. I addressed the reliability and validity of the instruments and how various scholarly researchers have shown them to be reliable and validated. Chapter 3 contained the rationale for selecting a correlational design in this research. In Chapter 4, I provide the results of the study and articulate the strengths of the relationships between EQ and a full range of leadership, as defined in the MLQ instrument.

Chapter 4: Results

The purpose of this quantitative correlational study was to determine whether a relationship exists between EQ and a full range of leadership styles of federal employees from the follower perspective. The following research questions and hypotheses served as a guide for the data analysis:

Research Question 1 (RQ1): What are the relationships between each of the 15 MLQ scores and the EQ total score as rated by followers pertaining to leaders?

H1₀: No relationship exists between any of the 15 MLQ scores and the EQ total score.

H1_a: A relationship exists between at least one of the 15 MLQ scores and the EQ total score.

Research Question 2 (RQ2): What are the relationships between each of the 15 MLQ scores and the EQ total score after controlling for followers' demographic characteristics of age, gender, years of work experience, and race/ethnicity as rated by followers pertaining to leaders?

H2₀: No relationship exists between any of the 15 MLQ scores and the EQ total score after controlling for followers' demographic characteristics (age, gender, years of work experience, and race/ethnicity).

H2_a: A relationship exists between at least one of the 15 MLQ scores and the EQ total score after controlling for followers' demographic characteristics (age, gender, years of work experience, and race/ethnicity).

The purpose of Chapter 4 is to present the results of the study; a discussion on the time frame of the data collection; challenges; baseline descriptive statistics; the methodology of data collection; the demographics of the population in terms of ethnicity, gender, age, and workforce experience (years worked); results of the data analysis; and a summary. For the first time in history, four distinct generations are working side-by-side, which makes leadership more complex than ever, and Aitoro (2015) noted demographic diversity continues to increase in federal government. The fundamental role of a leader is to influence a group of employees, and the analysis of the data revealed EQ significantly correlates with a full range of leadership styles.

Data Collection

The time frame for data collection was approximately 11 months. The sample was smaller than expected at $N = 38$. Although the sample was smaller than expected, the Spearman correlation coefficient describes the strength of the association between two ordinal variables (Salkind, 2012). A significant correlation exists between EQ and a full range of leadership styles.

Federal employees are managed under common human capital policies in terms of ethics rules, performance-based objectives, and hiring and dismissal processes. The participants were federal government employees in various federal agencies in different states. Excluded from this study were city and state government employees, as well as contractors, temporary employees, and politically appointed employees bound by human capital policies distinct from those that bind federal employees.

The survey used to measure a full range of leadership styles was the MLQ Short Form. Researchers in quantitative studies have traditionally used the MLQ to measure a full range of leadership styles. The tool is attractive and easy to understand because the reading level of the instrument is at the U.S. ninth-grade level (Bennett, 2009). For the EQ instrument, I used the WLEIS, designed and validated for use in management studies (Law et al., 2004).

The 16 items in the WLEIS began with three groups of MBA and undergraduate students trained in the EQ construct and cross-validated with three additional student samples ($N_1 = 72$, $N_2 = 146$, $N_3 = 110$), 116 nonteaching employees from a university, and 149 supervisor-subordinate dyads (60 middle- and upper-level managers). (Law et al. 2004, p. 14)

After receiving approval to begin collecting data from the population identified in the application, I identified and submitted a request to the owner of the LinkedIn group Federal Employees of the U.S. Government and was accepted as a member into the group. I then sent an invitation to over 216 group members whose profiles identified them as federal employees working full-time in various federal positions in the United States. The invitation was sent using LinkedIn's automated messaging communication tool.

Statistics for the participants who responded to the OPM (2017) survey included more than 485,000 employees, of whom 51% were male and 73% were White. The largest age group was baby boomers (43%), 34% were ethnic minorities, and 49% had agency tenure of 1–10 years. Participants in this study were members of a group

established in LinkedIn for employees of the U.S. federal government. I sought and identified other federal government forums in LinkedIn such as Govloop, FedSCOOP, and American Society for Public Administration and attempted to obtain volunteers in those forums for access to their populations to increase the number of participants.

The owner of the LinkedIn group Federal Employees of the U.S. Government accepted my request to the forum, but leaders of other group forums such as Govloop and FedSCOOP would not release a listing of federal government employee e-mails, citing privacy rights. This considerably limited access to potential U.S. federal employee participants. Subsequently, a change to the IRB application was prepared, processed, and approved by the IRB committee for a change in methodology to include snowball sampling. The snowball sampling took place at a federal government center located in the Colorado metropolitan area. The federal center consists of 28 different federal agencies in 44 federal buildings. There were no changes to the demographics, population of interest, or characteristics of the population. Upon receiving approval from the IRB committee, I identified public venues and participants at U.S. federal government locations in the Mountain West region of the United States.

I posted an invitation memorandum with my photo and contact information in public venues at federal government locations that I patronize, such as the cafeteria and gymnasium bulletin boards. Some individuals contacted me, inquired about the study, and asked if they could invite their federal employee peers, which I encouraged as long as they were active federal employees and not contractors or temporary hires, as stated in the invitation memorandum. I therefore extended the data collection period for an

additional 3 months, and 51 individuals responded through the LinkedIn group or through snowball sampling, and 38 completed both instruments for a 75% completed response rate from the individuals who participated in the surveys. Both recruitment methods used and approved by the IRB were forms of probability sampling. The LinkedIn members and the individuals recruited from a federal government center that housed multiple federal agencies were employees of the U.S. federal government. The invitation to the survey explicitly stated the invitation was for U.S. federal government employees.

To obtain an estimated sample size for this study, I conducted a power analysis computed using the power calculator G*Power by Faul, Erdfelder, Buchner, and Lang (2014) to obtain an estimate of the sample size needed to show the strength of correlations between the variables measured. To obtain an estimated sample size for this study, the power analysis was computed using the power calculator G*Power 3. G*Power 3 is a statistical tool used in social and behavioral science research. Faul et al. (2007) posited G*Power is a major improvement over its predecessors and provides improved effect size calculators. The G*Power 3 provides power analysis for test statistics following t , F , or X^2 (Faul et al., 2007, p.180).

The parameters set for the priori analysis were exact for the test family; the statistical test was correlation: bivariate normal model, two-tailed test, which allows for significant positive or significant negative correlation, effect size was .50, and alpha level was .05. The correlation ρ was set at 0, as the test was against a null hypothesis of no correlation. The a priori sample size to achieve sufficient power (.80) was 29

respondents. In a priori power analysis, a sample N is a function of the required power $(1 - \beta)$, which denotes a type II error of falsely retaining an incorrect H_0 .

Though the number of participants and responses was smaller than expected, an analysis of the data found a correlation between EQ and several leadership styles.

Calculating power helps to determine which sample size will be large enough to achieve relationships between two ordinal variables. Though the participation sample determined through G*Power analysis was smaller than expected, the Spearman correlation coefficient described the strength of the association between two ordinal variables.

Researchers use various statistical methods to measure how to generalize study results to a population. The results should be considered in the context of past empirical research as an indication that specific leadership styles are strongly associated with EQ skills.

The effect size indicates the strength of the relationship between two variables. Martin and Bridgmon (2012) posited the effect size is a measure of power analysis to determine the strength of a relationship in a hypothesis; it can only range from -1.0 and +1.0. The closer r gets to -1 or +1, the stronger the correlation between two variables (Abott, 2011). The strength of the relationship between EQ and transformation leadership was .75, and $r^2 = .56$. The statistical analysis of the data showed there was a significant and linear correlation between EQ and a full range of leadership styles from the perspective of the follower. Power is more of a concern when researchers do not find relationships of variables to be significant. The purpose of this study was to explore the relationship between a full range of leadership styles and EQ from the perspective of followers. Northouse (2010) asserted leadership is defined by others observing leaders

acting out their leadership behaviors. In RQ1 I explored the relationship between each of the 15 MLQ scores and the EQ total score as rated by followers pertaining to leaders. The option was that either no relationship exists between any of the 15 MLQ scores and the EQ total score or that a relationship exists between at least one of the 15 MLQ scores and the EQ total score. In RQ2, I explored the relationships between each of the 15 MLQ scores and the EQ total score after controlling for the follower's demographic characteristics of age, gender, years of work experience, and race/ethnicity as rated by followers pertaining to leaders.

I invited more than 200 federal employees who were members of a LinkedIn group and who worked in federal positions nationwide, and also posted an invitation memorandum in public venues at federal government locations where federal employees congregated, such as the cafeteria and gymnasium bulletin boards to recruit additional participants through snowball sampling. Fifty-one individuals began filling out the questionnaires and 38 completed them.

Descriptive Statistics

Table 3 displays the frequency counts for the selected variables. Sixty-one percent were male. Ages ranged from 28 to 67 years ($M = 50.24$, $SD = 9.84$). The most common racial/ethnic group was Caucasian/White (65.8%). The years of experience ranged from 4 to 52 years ($M = 30.79$, $SD = 11.44$).

Table 3
Frequency Counts for Selected Variables

Variable and category	<i>n</i>	%
Gender		
Male	23	60.5
Female	15	39.5
Age range ^a		
28–39	6	16
40–49	9	24
50–59	19	50
60–67	4	11
Ethnicity		
Hispanic	5	13
African/Black,	5	13
Caucasian/White	25	66
Multicultural	1	3
Other	2	5
Years of experience ^b		
4–19	5	13
20–29	10	26
30–39	15	39
40–52	8	21

Note. $N = 38$.

^a Age: $M = 50.24$, $SD = 9.84$. ^b Experience: $M = 30.79$, $SD = 11.44$.

Research Questions

RQ1 was as follows: What are the relationships between each of the 15 MLQ scores and the EQ total score as rated by followers pertaining to leaders? The related alternative hypothesis was the following: A relationship exists between at least one of the 15 MLQ scores and one of the 16 EQ principles. To answer RQ1, Table 4 displays the Spearman correlations between the 15 individual MLQ scores and the EQ total score. Spearman correlations were used instead of the more common Pearson correlations due to the small sample size ($N = 38$). The table shows 11 of 15 correlations to be significant in the direction that would be expected by theory (better leadership scores are related to

higher EQ scores). This combination of findings provided support to accept the alternative hypothesis (see Table 4).

Table 4

Spearman and Partial Correlations Between Individual MLQ Scores and EQ Total Score

MLQ score	Spearman correlation	EQ total score partial correlation ^a
Idealized influence attributed	.78****	.85***
Idealized influence behavior	.73****	.74****
Inspirational motivation	.80****	.85****
Intellectual stimulation	.68****	.79****
Individual consideration	.71****	.76****
Contingent reward	.75****	.81****
Management-by-exception (active)	-.11	-.38*
Management-by-exception (passive)	-.41**	-.48****
Laissez-faire leadership	-.70****	-.78****
Transformational leadership	.75****	.85****
Transactional leadership	.48***	.38*
Passive/avoidant	-.63****	-.71****
Effectiveness	.76****	.87****
Satisfaction	.79****	.87****
Extra effort	.78****	.80****

Note. $N = 38$.

^a Controlling for gender, age, race/ethnicity, years of experience.

* $p < .05$. ** $p < .01$. *** $p < .005$ **** $p < .001$.

RQ2 was as follows: What are the relationships between each of the 15 MLQ scores and the EQ total score after controlling for the followers' demographic characteristics of age, gender, years of work experience, and ethnicity as rated by followers pertaining to leaders? The related alternative hypothesis was the following: A relationship exists between at least one of the 15 MLQ scores and the EQ total score after controlling for the follower's demographic characteristics (age, gender, years of work experience, and race). To answer this question, Table 5 displays the partial correlations between the 15 individual MLQ scores and the EQ total score controlling for age, gender,

years of work experience, and race. Inspection of the table found all 15 correlations to be significant in the directions that would be expected by theory (better leadership scores are related to higher EQ scores). This combination of findings provided support to accept the alternative hypothesis.

Leadership and emotions are constructs that correlate with increased employee engagement. Applying the Pearson's correlation coefficient, the closer r gets to -1 or +1, the stronger the correlation between two variables (Abott, 2011). Contingent reward, which is a subcategory of transactional leadership, correlated with EQ (.75). However, management-by-exception (active and passive) showed an inverse correlation between EQ and MLQ (-0.11 and -0.41, respectively), which indicates that leaders with management-by-exception leadership styles are likely to exhibit few or no EQ skills. The data revealed that active, passive, passive/avoidant, and laissez-faire leadership styles showed an inverse correlation to EQ skills from the perspective of the follower. The weakest correlation between EQ and a full range of leadership styles was in the laissez-faire leadership style (-0.70), which was an inverse relationship with the laissez-faire leadership style. In general, leaders who exhibited the laissez-faire leadership style also showed few or no EQ skills. A hands-off style of leadership such as laissez-faire defies the definition of leadership (Northouse, 2010). Followers who rated leaders low on the total EQ scale (-.78), as identified in Table 4 were also found to demonstrate laissez-faire leadership behavior style (-.70) based on the ratings in the MLQ scale. Engaging with employees is an important part of leadership, as is being able to determine an employee's emotional state in order to manage and control emotionally charged situations.

Table 5

Ratings for Emotional Intelligence Scale Sorted by Highest Mean

Item	<i>M</i>	<i>SD</i>
11. My supervisor is a self-motivating person	5.29	(1.37)
4. My supervisor always knows whether or not he/she is happy	5.26	(1.00)
12. My supervisor would always encourage him/herself to try his/her best	5.24	(1.32)
10. My supervisor always tells him/herself he/she is a competent person	5.21	(1.10)
3. My supervisor really understand what he/she feels	5.21	(1.19)
2. My supervisor has a good understanding of his/her own emotions	5.16	(1.24)
9. My supervisor always set goals for him/herself and then try his/her best to achieve them	5.16	(1.31)
1. My supervisor has a good sense of why he/she has certain feelings most of the time	5.03	(1.38)
14. My supervisor is quite capable of controlling his/her own emotions	4.79	(1.85)
13. My supervisor is able to control his/her temper so that he/she can handle difficulties rationally	4.79	(1.83)
5. My supervisor knows his/her friends' emotions from their behaviors	4.79	(1.36)
16. My supervisor has good control of his/her own emotions	4.76	(1.82)
15. My supervisor always calms down quickly when he/she is very angry	4.68	(1.68)
6. My supervisor is a good observer of others' emotions	4.61	(1.73)
8. My supervisor has a good understanding of the emotions of people around him/her	4.53	(1.70)
7. My supervisor is sensitive to the feelings and emotions of others	4.26	(1.95)

Note. $N = 38$. Ratings based on a six-point metric where 1 = *strongly disagree* and 6 = *strongly agree*.

Summary

This study used survey responses from 38 participants to explore the relationship between a full range of leadership styles and EQ from the perspective of followers.

Northouse (2010) noted leadership is defined by others who observe leaders acting out their leadership behaviors. Northouse found leaders who exhibited EQ are proactive in responding to followers' problems in order to "change the way people think about what is possible" (Northouse, 2010, p.11).

Hypothesis 1 (individual leadership scores correlate with EQ) was supported (see Table 5). Hypothesis 2 (individual leadership scores correlate with EQ controlling for demographics) was also supported (see Table 5). In the final chapter, I will compare these findings to the literature, draw conclusions and implications, and make a series of recommendations. Chapter 5 will include an interpretation of the research findings, a discussion of the limitations of the study, recommendations on how to use the results for public policy changes, suggestions for future research, and a discussion on ways this study may effect social change in government administration.

Chapter 5: Discussion, Conclusions, and Recommendations

The purpose of this quantitative correlational study was to investigate the relationship between EQ and a full range of leadership styles of federal leaders from followers' perspective. A review of the literature revealed few researchers have conducted quantitative scientific studies within the U.S. federal government civil service domain related to the EQ phenomenon and the relationship to a full range of leadership styles. The general problem was that an increasingly diversified workforce of followers within the U.S. federal service were dissatisfied, including with leadership (OPM, 2011). A survey conducted by researchers at OPM indicated leadership competencies, ethics, and employee engagement declined in one year from 53% in 2013 to 50% in 2014 (OPM, 2014b). Successful leaders should be able to consistently engage the workforce in an organization. The FEVS results came from 392,752 responses and indicated that leadership ratings in the leadership index that leaders lead in terms of engagement, integrity, motivation, and communication. Asencio (2016) noted the measures in the FEVS by the OPM were limited because the original purpose of the survey was not to measure the perception of federal employees' leadership behaviors.

Leaders and human resources representatives have not fully realized or effectively integrated the EQ phenomenon within the federal government's leadership training or hiring processes. My analysis of the data collected using self-reported surveys from a diverse group of participants indicated a correlation exists between leadership styles and EQ. Sharma et al. (2014) found EQ skills were integral to leaders' effectiveness and success. Ferrie-Reed (2013) noted that EQ skills were integral in helping to understand

various values in a mixed generational cohort group. The quantitative methodology used in this study was suitable for examining the relationship between a full range of leadership styles, as defined in the MLQ instrument, and EQ from the perspective of followers. The theoretical framework was EQ, popularized by Goleman and coined by Bar-On (Hughes & Terrell, 2012). A correlation emerged between EQ and a full range of leadership styles.

I recommend a change of protocol for future research. The sampling methods were limited by access to federal employees. Members of a LinkedIn forum who were federal employees were slow to respond to the survey, and federal employees were also not responsive to invitations posted on bulletin boards within federal facilities. A qualitative approach may be helpful for engaging federal employees one-on-one for interviews. I articulate the results of the study in this chapter. The chapter includes five major sections: interpretation of findings, limitations of the study, recommendations, implications, and conclusions.

Interpretation of Findings

I explored the relationship between EQ skills and a broad range of leadership styles that included transformational, transactional, and laissez-faire. The EQ paradigm and its competencies are significant to the performance of leadership roles in terms of leaders connecting emotionally with their followers (Krishnakumar & Hopkins, 2014). The extant literature in EQ and leadership consistently indicated a correlation exists between EQ competencies and leadership styles (Hui-Wen et al., 2010; Lawlor et al., 2015; Sharma et al., 2014; Dapke, 2016). Leaders cannot use EQ skills to know which

leadership style to use, but leaders with EQ competencies may improve their leadership performance to help facilitate leader–follower relationships by being emotionally intelligent about managing their own and their followers’ emotions.

Researchers may quantify EQ and leadership skills separately. However, the extant literature in EQ revealed EQ skills are leadership tools that have been effective in managing others’ emotions through positively influencing followers, exhibiting effective communications, improving conflict management, inspiring followers, and managing change (Jimenez, 2018; Isaah, 2018; Goleman, 1998). The salient features in this study were that leaders with EQ skills exhibited active leadership behaviors. Data analysis confirmed that EQ correlates positively with transformational and transactional leadership styles, along with leader outcomes, within the federal government domain.

Passive leadership behaviors emerged as negatively correlated with EQ from the perspective of followers. The management-by-exception and passive-avoidant subcategories of transactional leadership correlated negatively with EQ. The laissez-faire leadership style also correlated negatively with EQ. These types of leadership styles emerge in leaders with lower levels of engagement who wait for mistakes to occur, are inactive as leaders, and presumably lack EQ skills (Avolio & Bass, 1995).

The increasing demographic diversity within the federal government will require a different path for leader development than in previous decades for leaders in future generations. Bass (1996) asserted that leadership is as much emotional as it is rational and goes beyond being an effective leader and the leader’s self-interest. Self-awareness is an EQ skill, and self-awareness of multicultural demographics improves leader

effectiveness, as it enables leaders to adjust and adapt to followers from various cultural backgrounds (Chrobot-Mason & Leslie, 2012). Scholarly studies in EQ revealed the continuing interest in EQ by leaders in various institutions consistently showed that management in organizations are much better off with leaders who possess EQ skills (Hahn et al., 2012; Malos, 2011; Phipps & Prieto, 2014; Wittmer, & Hopkins, 2018; Kosedagi & Altindag, 2015; Tang et al., 2010). Leaders with EQ skills have been successful and have been valuable assets in organizations with employee populations whose multicultural demographics are likely to increase.

Identifying which leadership style correlates with EQ may help develop more effective leadership development models supplemented with EQ skills. Idealized behavior, idealized influence, inspirational motivation, and individualized consideration were subcategories within transformational leadership styles that had the highest correlation with EQ in this study. Northouse (2010) noted transformational leadership concerns “emotions, values, ethics, standards, and long-term goals” (p. 171). From the followers’ perspective, the data in this study indicated that leaders who exhibit EQ skills demonstrate leadership styles that are influential, inspirational, and individualized to employees are likely to accomplish more than others expect of them. Leaders low or without EQ skills are more likely to be self-consumed and power oriented and are unsuccessful to engage in communications effectively with their followers (Northouse, 2010; Levitats & Vigoda-Gadot, 2019). Emotional intelligence skills ratings (see Table 4) by followers showed leaders with EQ skills are self-motivated, are encouraged to try their best, exhibit confidence, set goals, and make efforts to achieve them.

The responses from followers, which were on a 6-point metric, where 1 = *strongly disagree* and 6 = *strongly agree*, indicated that leaders who rated lower than the highest mean (M) in EQ skills had a difficult time controlling their feelings. Followers rated Question 7 (My supervisor is sensitive to the feelings and emotions of others) on the WLEIS scale $M = 4.26$ and Question 8 (My supervisor has a good understanding of the emotions of people around him/her) $M = 4.53$. An individual's understanding of others' feelings cultivates social interactions and facilitates organizational performance (Law et al., 2004). Emotional intelligence skills help managers adapt to a diversified workforce (Chrobot-Mason & Leslie, 2012; Clark & Polesello, 2017). Goleman et al. (2002) noted that empathy, which is an EQ competency, is critical when engaging with employees in a multicultural environment.

Federal government leaders may benefit and continually improve performance leading a diverse demographic through development of EQ skills, and followers may be better led and improve performance with leaders that have developed their EQ skills. Leaders with EQ skills have been more effective in their leader roles than they would have been based solely on their technical skills or IQ alone (Miao, et al., 2018; Kosedagi & Altindag, 2015). The diversity of federal government employees' demographics will continue to increase with regard to generational cohorts, race, and gender. Framing leadership development skills by incorporating an emerging phenomenon such as EQ creates social change through the recognition that leveraging active leadership skills with EQ better prepares current and future leaders to score higher on OPM's FEVS leadership index at all levels and in all organizational sizes in the U.S. federal government.

The findings indicated EQ correlated with a full range of leadership styles, particularly with transformational and transactional leadership styles. Leaders at other government levels, such as state and local governments, may use the findings from this study for consideration in their selection of leaders. This study adds to the limited body of literature regarding scholarly studies within federal and other government domains such as local and state governments.

Followers, who rated their leaders low on the WLEIS (EQ instrument), resulted in a negative correlation with MLQ. The results (-.70) between laissez-faire and total EQ score indicated a passive leadership style may be problematic because leaders are accountable for motivating followers to perform and meet organizational goals and objectives. The results of this research may lead hiring managers and human capital practitioners to consider that leaders with EQ skills may help them meet their hiring objective of selecting the right leader candidates who will be successful as leaders.

Emotional intelligence skills correlated with active leadership styles such as transformational leadership. Other leadership styles, such as management-by-exception (active/passive), laissez-faire, and passive/avoidant leadership styles, resulted in a negative correlation with EQ. The OPM surveys showed a decline in leadership competencies from 53 percentage points in 2013 to 50 percentage points in 2014 (OPM, 2014b), which can have a negative effect on the performance of followers providing public services. The public recognizes this as well. A Gallup poll indicated 21% of Americans feel dissatisfied with government leadership particularly with diversity in terms of race (Swift, 2017).

The path to improving FEVS survey results seems to involve improving leadership skills. Emotional intelligence skills combined with appropriate and flexible leader behaviors may be an effective approach to improving leadership indices within OPM. Leaders with EQ skills are better able to empathize with their followers and respond with self-management based on the situational needs of the employees. This study adds to the scholarly body of literature on EQ and its correlation to a full range of leadership styles. The results of this study inform human resources practitioners at various levels of government to consider and leverage EQ skills with the development of current and future leaders.

The OPM survey of federal government employees is a reflection of the public's perception of government leadership. The results of this study and others in the literature indicated EQ competencies have predicted the success of leaders in leadership roles. Not all leadership styles correlated with EQ skills, but an association exists between transformational leadership style and EQ skills.

The results of this study extend knowledge in the extant literature on EQ that EQ correlates with a full range of leadership where followers assessed the EQ skills of their leaders. Emotional intelligence competencies in the private domain, such as AT&T, FedEx, and Fortune 400 companies, improve leaders' relationship with followers and organizational effectiveness (Doe et al., 2015). Integrating EQ skills with leadership styles may reveal which leadership styles are more effective in an increasingly pluralistic environment.

Transformational leadership, of the three major leader styles defined in the MLQ instrument: transformational, transactional, and laissez-faire, is the type of leadership that significantly correlated with EQ. Transactional leadership correlated with EQ the least, and laissez-faire style leadership had no association with EQ. The type of leadership style that is likely more common in the federal government is transactional leadership, though the results of this study, idealized influence a subcategory of transformational leadership style, correlated higher than transactional leadership style by followers. Federal employees receive cash bonuses, time off, and incremental step promotions when employees meet or exceed performance goals set by the supervisor. This type of leadership style may not be motivationally inspiring, as it is a transaction agreement between leader and follower correlating less with EQ than a transformational leadership style. Forty-four percent of federal employees reported that senior leaders energize followers' motivation and commitment in the workforce (OPM, 2018). The OPM results, in leadership can increase with transformational leadership styles. However, I found in the extant literature in EQ, that few leaders will be successful in their leader roles without possessing EQ skills.

Leader skills, other than EQ, seem to fall short of predicting successful for leaders to succeed. A leader who does not possess EQ skills but displays an authoritative type of leadership and shows disregard for followers' feelings may be successful at their job through highly technical skills and navigating the politics of the organization (Salovey et al., 2004). Though successful, the outcome may include reduced morale or dissatisfied followers, which may potentially reduce employee retention. One finding that emerged

regarding the engagement index in the FEVS is that 50% of employees reported an intention to leave the U.S. federal government (OPM, 2018). Federal government leaders may use the findings in this study to address critical skills gaps in the federal workforce. This study and its associated statistical data indicate that an opportunity exists to reform the federal government's rating appraisal system and remove the quid-pro-quo rating system that reflects a transactional leadership style.

The data showed that followers are in tune with leaders' emotions. Managers with EQ competencies help facilitate positive leadership outcomes. Lawlor et al. (2015) asserted that leaders who rely on traditional leadership models may not be able to detect emotional cues. The literature reviewed on EQ revealed that EQ skills facilitate leaders' social awareness and regulation management and help redirect the efforts of employees who exhibit behavioral signs of withdrawal or who are fully engaged with work priorities.

The relationship between a full range of leadership styles and EQ skills may provide a way to understand and cope with situational or transformational leadership styles within a diverse employee population. The extant literature indicated that leaders who possess EQ competencies show effective leadership capabilities through positive interactions with their followers (Rhode et al., 2017; 2003; Law et al., 2004; Lawlor et al., 2015; Kosedagi & Altindag, 2015; Phipps & Prieto, 2014). In Chapter 2, I explored a wide range of studies in different industries regarding EQ and leadership in various cultures; however, there were few studies on this phenomenon within the executive department of the U.S. government.

More research conducted with federal workers may help human capital practitioners find weaknesses in leadership styles and experiment with providing EQ training and awareness to help each generational cohort understand the various behaviors, values, experiences, and communication styles of employees. Krishnakumar and Hopkins (2014) and Edelman and Knippenberg (2018) found leaders with EQ skills are likely to have positive working relationships with their followers. Lee (2015) noted EQ skills exhibited by managers increase leader–follower communication. The results in studies conducted globally supported these outcomes. For example, in the United Arab Emirates, Whiteoak and Manning (2012) found males and females worked together productively and respectfully in a society where males are the dominant and authoritative figures in society and business sectors.

Leaders with EQ competencies within the federal government are more likely to succeed in their roles as leaders than are leaders without EQ competencies. Researchers (Irshad & Hashmi, 2014; Krishnakumar & Hopkins, 2014; Wittmer & Hopkins, 2018) found EQ competencies were a significant contributor to career success and follower engagement. Rhode, Arthaud-Day, Ramaswami, and Howes (2017) found EQ skills in leaders builds social capital and facilitates positive career outcomes particularly at higher organizational levels. My investigation throughout this study supports other research on the EQ phenomena that EQ correlates with leadership styles, and adds to the body of literature where little research of this type has been done within the federal government. Li et al. (2016) found that, in private sectors worldwide, a link exists between EQ skills

and leadership styles. Identifying leadership styles that correlate with EQ is foundational to improving future leaders' performance and success.

Followers rely on leaders to inspire them and advance their potential, but leaders should also demonstrate self-control and empathy. Chrobot-Mason and Leslie (2012) noted that managers with EQ skills are more self-aware of their weaknesses and strengths when managing multicultural groups than managers without EQ skills. Leadership style and behaviors can evoke emotions among followers (Li et al., 2016). The data in this study indicated that leaders with EQ skills are likely to have an understanding of their own and their followers' emotions, which can improve decision making that affects follower performance and organizational productivity.

Limitations of the Study

A limitation of this study was that it was a cross-sectional study completed during a certain period of time and government employees in the baby boom generation are retiring at an increasing rate. Survey results may change with members of Generation X (born between 1965 and 1980) and Generation Y (born in 1981 or later) as the next generation of leaders and followers. A linear study that includes several years may have produced different results. The population selected for this study was not the general public, but employees of the U.S. federal government employed in a unique time in history consisting of four generations of employees (OPM, 2018). The survey took place at a time when baby boomers are retiring at an increasing rate. In 2018, the federal workforce consisted of 35% baby boomers, 43% members of Generation X, and 21% members of Generation Y (OPM, 2018). The demographic data for the same populations

in 2017 was 43% baby boomers, 42% members of Generation X, and 14% members of Generation Y (OPM, 2017). A change is occurring in employee demographics, in which members of Generation X are increasingly filling leadership roles and may have different leadership styles, and surveys conducted with their followers may have different results based on changing demographics. A follow-up study may provide additional, consistent, or different conclusions compared to the conclusions in this study, as many baby boomers are becoming eligible for retirement and members of a different generation of leaders are filling the vacated leadership positions.

In anticipation of the limited time participants had available to fill out questionnaires, I chose the MLQ Short Form to increase interest in completing a survey that does not require a significant amount of time. The MLQ is a widely used tool in quantitative research (Jogulu, 2010; Keshtiban, 2013) and was designed to be easy to read at a U.S. ninth-grade level (Bennett, 2009), but the primary limitation for the MLQ may be that its primary use is in academic settings.

I used the WLEIS rather than the TEIQue EQ instrument initially proposed. The author of TEIQue did not respond in a timely manner to a request for approval to use the instrument. I received approval from the WLEIS authors to use the instrument with a slight modification for this study. The WLEIS is a free and short (16-item) instrument compared to other EQ instruments. However, a limitation related to its use was the assumption that employees were honest in responding to the questionnaire, understood the questions, and completed the entire questionnaire.

I suggest using a different protocol in future studies. Federal employees are skeptical about completing online surveys due to increased cyber-security awareness. Additionally, surveys are increasingly used by various vendors who contact federal employees, which leads to a potentially continuous demanding list of requests to complete online surveys. Conducting traditional face-to-face interviews in a qualitative study may increase access to individuals who may willingly participate, thus helping researchers avoid the limitations of online participation and lack of access to participants.

Recommendations

Policy Recommendation

The OPM's human capital decision makers have an opportunity to review the value of EQ skills and their correlation to certain leadership styles. High-risk areas identified by a Government Accountability Office (GAO) report involve identifying a high-risk list that included Strategic Human Capital Management (GAO, 2019). The human capital management risks involved support for training, retention, and identifying critical skills gaps to an increasing retiring cohort. Applying an initiative to develop the leadership skills of current and future leaders with EQ skills may help engage the current and future workforce in a multicultural environment within the U.S. federal government, which may help address the GAO's key strategies for improving leadership in the U.S. federal government and address many of the human capital management issues addressed in the GAO 2019 report.

This study involved gathering the perspectives of followers on the EQ skills of their leaders and assessing if EQ correlates with a full range of leadership. Pastor (2014)

found that followers led by leaders with a high level of EQ tended to achieve higher professional performance. Human resources, hiring managers, and supervisors may use the results of this study to gain an awareness of the emerging phenomenon that EQ skills have positively improved organizational leader roles globally. Developing leadership skills without considering the positive impact that EQ competencies have on leader performance will produce status quo in leadership development and may continue to be problematic in attempting to improve employee satisfaction, performance, and retention within the federal government.

Human capital officials in various industries have implemented EQ in their personnel programs, such as by including EQ competencies as a hiring component (Varis, Majaniemi, & Wilderom, 2018). The 2014 OPM FEVS report indicated, 35 items decreased from 2013. The largest decrease was for the following statement: “My organization’s senior leaders maintain high standards of honesty and integrity” (-4 percentage points). During 2014, the FEVS showed a decline in senior leaders generating motivation and commitment from 41% in 2013 to 38% in 2014 (OPM, 2014b). During the same years, honesty and integrity declined four percentage points from 54% to 50%. Subsequently, the percentage decreased to 44% in 2018 (OPM, 2018). The OPM director asserted that the decline related to the performance of senior leaders and managers was due in part to the definition of leadership (OPM, 2014b). Executive Order No. 13853 (2011) directs government agencies to seek out leaders from all segments of American society. Studies in EQ showed that EQ is a mediator to managing and leading a pluralistic workforce in all type of business sectors.

Multicultural and diverse demographics will continue to proliferate within the federal government. Chrobot-Mason and Leslie (2012) contended that leaders must develop EQ competencies for managers working in a multicultural environment to cope with and manage a diversified workforce. More studies conducted within the federal government regarding how EQ affects leaders' ability to cope with a diverse employee population may show the effectiveness of the emerging concept of EQ skills in leader roles. The results of this study may inform senior leaders that developing EQ skills of current and emerging future leaders of the U.S. federal government predicts improved FEVS leader indices.

Organizational Leadership Development

An opportunity exists within OPM to accept the value of EQ skills in the 21st century, particularly in a diverse multicultural and multiracial environment consisting of four generations. The classical models of leadership in the 20th century might not be relevant or effective as developing leaders with EQ skills for 21st-century leaders (Kotter, 1996; Isaah, 2018). Leadership skills or serving in a position of a leader is not a panacea or a predictor of leader success (Ugoani et al., 2015). Leaders generally acquire leadership training that is relevant to a specific period in time. Members of each generation may learn the various models of leadership as they progress through their experience, academic work, training, and working career seemingly without considering how EQ skills are relevant and predictable to leader success. The literature showed EQ skills such as empathy, self-control, and social awareness have a significant impact on leadership styles. Unlike the quantitatively measured IQ, EQ competencies are learnable,

and individuals of any gender can acquire them at any age and in any profession throughout their life. The EQ paradigm continues to make significant contributions to the leadership capabilities of managers and supervisors in leadership roles.

Engaging followers can be a leadership challenge in various organizational dynamics, such as understanding organizational cultural diversity. More studies are needed to assess how leadership affects individuals in a multicultural environment (Northouse, 2010). Employees fear the unknown when organizational change results from many facets, such as external environmental factors that may be sources for decisions in downsizing or organizational restructuring. A leader with EQ skills is better equipped to manage follower's reactions to organizational change (Jimenez, 2018). The complex factors in business decisions are viewed differently from various perspectives by individuals in various cultures.

The classical career ladder, and improving technical competencies are less likely to contribute to leader success than the development of EQ skills (Goleman, 2004). Emotional intelligence is more important in the 21st century, than it was in the 20th century, because individuals with EQ skills exhibit self-management, adapt well to changes, and understand cultural differences (Goleman, 2013). Supplementing EQ skills with leadership development programs may be a logical social engineering approach as the demographics of government employees become more diverse and EQ skills assist leaders in coping with organizational change dynamics.

Emotional intelligence studies included in the empirical literature review consistently showed that EQ strongly correlates with a variety of leadership styles in

academic settings (Krishnakumar & Hopkins, 2014; Majid et al., 2012), in cultural settings, and in large organizations (Doe et al., 2015; Hahn et al., 2012). Tang et al. (2010) noted the importance of the link between EQ skills and leadership styles across multiple cultures. The findings of this study correspond to this theme, in that EQ skills, correlated with a full range of leadership styles. From an employee and customer relations perspective serving in public civil service, EQ may help make the biggest impact among leaders when leading individuals from a variety of cultures.

Further Research

Leadership skills, though studied for many years, remain difficult to definitively define. However, modern studies in EQ showed that EQ competencies play a significant role in leadership development for the 21st century (Newman, 2008). I recommend conducting further research using a qualitative method to investigate the work experiences of followers who report to leaders with EQ skills. Investigating the lived experiences of followers from the perspective of government employees adds to the body of literature from a generational, gender, and multiracial perspective. I also recommend changing the protocol of accessing federal employees for scholarly studies. Although using the Internet is a more convenient method than physical mailings or personal one-on-one interviews, motivating participants through the Internet can be challenging. Federal employees who were members of a LinkedIn forum were slow or disinterested in participating in surveys. Additionally, administrators of other government forums such as Govloop denied me access to a list of federal employees, citing privacy rights. A

qualitative study with one-on-one interviews would require fewer participants compared to a quantitative study, which typically requires a larger number of participants.

Further research may include a broader focus on governmental sectors. It would be to the government benefit to carry out research in more federal organizations with a larger sample to increase the power and in order to further and deeper explore the impact of high degree of emotional intelligence on improving of public sector (Arfaraa & Samanta, 2016). Although empirical studies related to EQ in large industries in the private sector exist, such as AT&T, Colgate-Palmolive, Johnson & Johnson, and Marriott Corporation, more EQ research is necessary on business sectors such as technology, medical staff, human resources, and others within the U.S. federal government due to the increased multicultural demographics.

Human resource and workforce development officials may incorporate the EQ phenomenon in various levels of government, such as local and state governments, to lead a multicultural workforce. Next-generation leaders and managers will lead a workforce with continually increasing multicultural demographics and an increasingly larger ethnic minority population (Weimer & Zemrani, 2017). Further research is recommended in various sectors of the public service environment at broader government levels, such as police, hospitals, fire departments, and public education. Many of these sectors may have experienced a demographic change and transitioned to greater diversity in cultures between leaders and followers during the past several decades. Research that identifies individuals' EQ skill level can help identify what level of EQ training is necessary and what type of leadership style individuals are using, which will frame their

strengths and weaknesses. The extant literature indicated that EQ skills applied in parallel with positive leadership styles may shift the focus of leaders from considering hard technical skills toward the value of soft skills in building leader–follower relationships and EQ competencies.

Support and help researchers increase the ease and access to federal employees in order to increase participation numbers in the research. It can be bureaucratically difficult for researchers to access government employees due to various physical security surrounding government buildings, contact information of government employees, and employee participation in surveys. The OPM headquarters human capital resource staff, agency executive directors, ethics and solicitors' offices, as appropriate, could endorse these recommended ideas for future research. Support from program officials may lead to more research and provide linear statistical data for further analysis.

Implications

The implications for positive social change from this study exist at the individual and organizational level. Effective leaders positively influence followers by applying various leadership styles depending on situational circumstances (Goleman, 2013). This study may be of interest to human capital practitioners, leaders at OPM, training officers, and hiring managers, as the federal government is facing an ongoing increase in the number of planned retirements from the baby boom generation and increasingly pluralistic demographics. Research has shown that, for the first time in history, there are four generational cohorts working together in the United States (Desmukh & Pranjali, 2014). This transformational change in history includes a generational and cultural mix of

employees who represent the general public in the United States. The historical transformation of demographics may involve a change in thinking regarding leader competencies and qualification criteria. Researchers have shown that EQ skills predict and enhance leaders' careers (Newman, 2008). Emotional intelligence skills can positively affect leader–follower relationships in multicultural environments.

A full range of leadership styles included transformational involving its subcategories of idealized influence, inspirational motivation, intellectual stimulation, and individual consideration. Emotional intelligence correlated with transactional leadership involving contingent reward; however, the exceptions were laissez-faire leadership and management-by-exception (active). The leadership style passive/avoidant also correlated negatively with EQ.

Leaders with EQ skills were adept at developing positive morale in organizational employees. Maamari and Majdalani (2017) found leaders with EQ skills improved overall organizational climate of employees by providing support and rewards without exceeding their authority. The correlation between EQ and leadership styles may positively influence follower performance and ultimately enhance the perspective of leadership by followers and result in a subsequent increase in the status quo of the OPM FEVS in relation to leader indexes.

Emotional intelligence can predict the success of a leader. Krishnakumar and Hopkins (2014) asserted that EQ skills are a significant part of leadership roles in terms of leaders connecting emotionally with their followers. Federal government workers can have effective leadership styles that are correlated with EQ skills, such as

transformational leadership, but they might not be as effective without EQ skills or with leadership styles that are ineffective, such as laissez-faire leadership. Leaders in the federal government with EQ competencies may improve the leadership indices in the FEVS. Leaders at OPM continue to struggle to obtain significantly improved ratings.

Emerging Concept in Leadership Development

Leadership expectations in the 21st-century workforce are likely to become increasingly complex and demanding as demographics continue to expand toward an increasingly pluralistic workforce. The OPM (2013) survey findings indicated effective leadership indices declined in the federal workforce. The diversity of government workers involves both benefits and challenges in terms of understanding how to motivate employees with diverse backgrounds and experiences. Leaders who understand how to manage employees in organizations with pluralistic backgrounds are in a better position to succeed as leaders.

As a result of this study, human capital representatives, executive leaders, and others in authoritative positions may gain a significant interest in the topic of EQ as it relates to developing their confidence as leaders. Managers and supervisors who have followers from demographically diverse populations may increase their leadership efficacy through EQ competencies (Sharma et al., 2014; Jimenez, 2018). Emotional intelligence competencies positively affect leaders and improve their leader competence in complex environments, such as in a pluralistic environment. The EQ phenomenon is a popularly growing leader skill explored by researchers in many global industries and in both private and nonprofit businesses.

Leaders in the U.S. federal government spend a lot of resources mentoring and developing current and future leaders. Phipps et al. (2014) reported more than \$14 billion is spent in the United States to develop leaders. Spending wisely is important for U.S. taxpayers and for federal expenditures. Giorgi (2013) found that EQ training enhanced leaders' self-efficacy and relationship management and that the positive behavior exhibited by leaders permeated multiorganizational contexts. Developing EQ skills for current and future leaders is an efficient use of taxpayer money in increasingly diverse populations within the federal government.

More research is necessary on the EQ phenomenon within the federal government. Park and Faerman (2019) noted the lack of research on the relationship between EQ and leadership development within the U.S. government. Northouse (2010) and Edelman and Knippenberg (2018) also noted more research is necessary in the leadership development domain in terms of incorporating EQ skills. This study with findings from the perspective of government employees adds to the body of EQ literature.

EQ and Leadership in an Enterprise

The analysis in this study may lead to a significant potential impact in positive social change through the identification of the increasingly multicultural workforce of U.S. federal government employees and how leaders are affected by this transformation as noted from the follower perspective. The data collected are generalizable to the current U.S. federal government demographics. Over 60% of the participants in my study were male, 34% were ethnic or racial minorities, and 50% were ages 50–59 (representing baby boomers born 1946 and 1964). In comparison, the participants in the OPM (2017a)

survey revealed 51% were male and 43% were baby boomers (born between 1946 and 1964), followed by 42% who were members of Generation X (born between 1965 and 1980), 14% were members of Generation Y (born in 1981 or later), and 1% were traditionalists (born in 1945 or earlier); 34% were ethnic or racial minorities; and 49% of employees had agency tenure of 1 to 10 years.

Various leadership development opportunities are available from OPM for all federal employees. The results of this study indicated a correlation exists between the total EQ score and a variety of leadership styles. The two competencies of leadership and EQ are valuable skills that facilitate positive interactions between leaders and followers (Rhode et al., 2017; Law et al., 2004; Lawlor et al., 2015; Barreiro & Treglown, 2020; Phipps & Prieto, 2014). The extant literature on leadership indicated that transformational leadership is a popular leadership style in a variety of business sectors.

I researched studies performed in a wide variety of private industries located around the world and with participants from various races and with different customs and cultures. The literature showed EQ improves leader performance regardless of industry, location, or customs. Data collected by researchers for OPM showed 46% of 598,003 federal employees feel dissatisfied with their leaders (OPM, 2018). Integrating EQ skills throughout leadership in the federal government may help improve OPM leader index survey results as well as employee satisfaction of leaders throughout the federal government. Leaders within the federal government are highly technically competent but seem to lack effective leadership skills based on the findings from several OPM FEVS surveys conducted over the past several years. Emotional intelligence development

among leaders and aspiring leaders may facilitate and improve the negative perception followers have of their leaders in the U.S. federal government.

Emotional intelligence competencies affect leaders' success. The demographic makeup of staff in federal bureaus, offices, and agencies will continue to increase in diversity. Leaders and followers closely align on common goals, and both influence organizational objectives (Northouse, 2010). The OPM surveys are designed to measure and assess how EQ skills benefit leadership roles. Maintaining and improving technical skills is a lifelong process due to innovations and advances in various fields of employment. Obtaining and maintaining EQ skills is a skill that is emerging and advancing through research and is more important than technical skills in ensuring leaders will perform in their leader roles. However, the extant empirical literature indicates EQ competencies are more significant than IQ or technical knowledge as the span of control increases in terms of the number of employees a leader is expected to lead in a multicultural environment.

Conclusion

The most valuable asset in any organization is the people. In a public entity such as the U.S. federal government with emerging and increasingly multicultural demographics, including differing cohort generations, races, and ethnicities, integrating leader skills with EQ seems to be the most effective way to effectively predict successful leadership. The extant literature in EQ and leadership has shown that, when leadership is supplemented with EQ skills, leader effectiveness is predictable. Leaders with EQ skills helps facilitate better understanding the needs of followers. although transformational

leadership style correlated highest with EQ, a good transformational leader who possesses high EQ will also be situational and rise to the challenges of the situation. This prevents a leader from displaying a static leader behavior, but applies proper and flexible leader styles. The leader which leader style is appropriate based on the individual's demographical background and experiences. The outcome of leader effectiveness includes increasing retention, productivity, profits, and reduced employee turnover. More important, leader empathy and leader-follower communications increase trust which is particularly relevant in a pluralistic and generationally diverse working environment such as the U.S. federal government.

More research is needed to understand how to effectuate successful leaders in pluralistic environments within the U.S. federal government. Responses from OPM surveys in which respondents were asked whether leaders associated well with employees of different backgrounds showed a decline from 67.3% in 2008 to 63.5% in 2010 (OPM, 2010). Some changes in wording in the OPM surveys resulted in different responses related to the leadership indices. On the basis of these changes, employee engagement declined from 67% in 2011 to 63% in 2014. OPM officials interpret this downturn in engagement as being due to budgetary constraints or a lack of pay increases. However, FEVS results showed the largest increase of 2% from 2013 to 2014 and the value remained at 63% through 2018 (OPM, 2018). It seemed economics was not the issue related to a decline in engagement.

Employee engagement is generally considered a function of leadership. Leaders at OPM designed the FEVS to assess employees' engagement as a condition of leadership

(OPM, 2018). In terms of defining engagement, OPM surveys draw from the employees' perceptions of leader integrity and behaviors (OPM, 2018). The FEVS response in employee engagement in 2014 was 50%, 51% in 2015, 53% in 2016, 55% in 2017, and 56% in 2018. Yet, 46% of 598,003 federal employees felt dissatisfied with their leadership (OPM, 2018), and the federal government was still facing the challenge of improving these results. The OPM FEVS consistently showed that employees rate leadership indices lower than many other indices, such as satisfaction with their jobs, work-life programs, agreeing with the importance of their work, and willingness to put forth extra effort.

The result of this study was that EQ correlated with certain leadership styles. The 21st century will be a transformational century for the federal government. Certain leadership behaviors coupled with EQ skills may predict leader success and ultimately improve OPM surveys related to leader indices. Technical abilities, academic degrees, and job have historically been the criteria for promotion to leadership roles within the U.S. federal government. However, my research and the extant literature in EQ contradicts these criteria as consistently successful or predicting successful leadership.

Interest in the EQ phenomenon continues to increase in various business sectors worldwide. Government programs, services, and employees, and lack the ability to understand and effectively provide services to a growing population of non-white citizens at all levels, local, and state (Weimer & Zemrani, 2017). U.S. federal government workforce is also experiencing demographic changes. However, studies on the EQ phenomenon and its correlation to leadership style from the follower perspective were

lacking within the U.S. federal government. Researchers may use the results of this study to address the critical skills gaps OPM researchers found in the federal workforce (GAO, 2019). Specifically, more research conducted within the federal government may reveal that EQ skills are more positively impactful for leadership development, and leader–follower relationship in an increasingly diversified workforce demographics. Emotional intelligence skills build trust, empathy, self-control of leaders, and social awareness of cultural diversity and predict leader effectiveness, organizational performance, and follower engagement for future generational leaders across all levels of government.

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Appendix A: Wong and Law Emotional Intelligence Scale

Please circle the number on the right hand columns to indicate your agreement with the following statements about your Supervisor:

1=strongly disagree
 2=disagree
 3=slightly disagree
 4=neither disagree nor agree
 5=slightly agree
 6=agree
 7=strongly agree

1. My Supervisor has a good sense of why he/she has certain feelings most of the time.	1	2	3	4	5	6	7
2. My Supervisor has good understanding of his/her own emotions.	1	2	3	4	5	6	7
3. My Supervisor really understands what he/she feels.	1	2	3	4	5	6	7
4. My Supervisor always knows whether or not he/she is happy.	1	2	3	4	5	6	7
5. My Supervisor knows his/her friends emotions from their behaviors.	1	2	3	4	5	6	7
6. My Supervisor is a good observer of others' emotions.	1	2	3	4	5	6	7
7. My Supervisor is sensitive to the feelings and emotions of others.	1	2	3	4	5	6	7
8. My Supervisor has a good understanding of the emotions of people around him/her.	1	2	3	4	5	6	7
9. My Supervisor always set goals for him-herself and then try his/her best to achieve them.	1	2	3	4	5	6	7
10. My Supervisor always tells him/herself he/she is a competent person.	1	2	3	4	5	6	7
11. My Supervisor is a self-motivating person.	1	2	3	4	5	6	7
12. My Supervisor would always encourage him/herself to try his/her best.	1	2	3	4	5	6	7
13. My Supervisor is able to control his/her temper so that he/she can handle difficulties rationally.	1	2	3	4	5	6	7
14. My Supervisor is quite capable of controlling his/her own emotions.	1	2	3	4	5	6	7
15. My Supervisor always calms down quickly when he/she is very angry.	1	2	3	4	5	6	7
16. My Supervisor has good control of his/her own emotions	1	2	3	4	5	6	7

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Appendix B: Approval to Use the WLEIS

Wong Chi Sum (MGT) 
To: Richard Lopez
RE: EI Instrument Rating Others

October 23, 2016 2:51 AM
[Hide Details](#)

2

Dear Richard,

So far as you are using the scale for non-profit making research projects, feel free to use it. Good luck to your work.

Regards,
C.S. Wong
Dept. of Management
The Chinese University of Hong Kong

From: Richard Lopez [<mailto:lopezr16@me.com>]
Sent: Sunday, October 23, 2016 1:32 AM
To: Wong Chi Sum (MGT)
Subject: Re: EI Instrument Rating Others

Hello Dr. Wong,

Thank you for your response. I enjoyed reading the paper; I will reference it in my dissertation.

I have found an EI instrument, that you have developed (attached), in which it would be useful in my research that explores the correlation between leadership and EI from the perspective of the ratee.

May I ask your permission to use the "Emotional Intelligence Teacher Rating Principal Wong and Law" instrument except that I would replace and reword "principal" with "supervisor"?

This tool would be helpful and expand the construct of EI, using your tool, in a multicultural environment in the U.S. Certainly I would give credit and reference Wong and Law in the paper for the use of the tool as I have with other references as required by our University and in accordance with APA standards.

Your consideration is greatly appreciated.

Regards,

Richard Lopez, Jr.
PhD Candidate
College of Technology and Management

On Oct 19, 2016, at 7:49 PM, Wong Chi Sum (MGT) <wongcs@cuhk.edu.hk> wrote

[See More](#) from Wong Chi Sum (MGT)

Appendix C: MLQ License

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Multifactor Leadership Questionnaire™**Instrument (Leader and Rater Form)****and Scoring Guide
(Form 5X-Short)****by Bruce Avolio and Bernard Bass**

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