

## **IS EMOTIONAL INTELLIGENCE A KEY ATTRIBUTE OF QUALITY LEADERSHIP?**

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### **Abstract**

There is need for quality leadership in order to have great accomplishments. Quality leadership is a combination of many factors including honesty, straightforwardness, result orientation, self control, attentiveness, enthusiasm, a sense of urgency, being empathetic, approachability, firmness, transparency, organisational skills, consistency, being realistic, being optimistic, and as many more others as there are successful leaders. At the turn of the 19<sup>th</sup> century Charles Darwin mentioned the importance of emotional expression for survival, citing cognitive aspects such as memory and problem-solving. The term emotional intelligence features in the writings of Payne's (1985) while studying emotion. Emotional Intelligence is seen as a variety of competencies and skills that lead to successful leadership performance. Emotional Intelligence in one sense refers to the ability to make use of sources of information to understand the social environment. This ability is seen to manifest itself in certain behaviours. In another sense it is looked at in reference to certain traits that help a person to recognise what needs to be done in order to lead others in the accomplishment of goals. This is opposed to the long held view that it is only intelligence quotient tests that can reveal one's capacity. It is certainly a big question to know whether emotional intelligence is a key attribute of quality leadership. Quality leadership is very much needed in the world and more so in Africa because the continent has faced a number of administrative and governance problems, some of which have been attributed to poor leadership. Considering the factors attributed to quality leadership, there seems to be a correlation between emotional intelligence and quality leadership. This is substantiated by interviewing professionals and scholars in a variety of leadership positions, plus digging into existing scholarly works to discover current debates on the subject. It looks at models, theories, concepts on emotional intelligence and attempts to show their relevance and application. It concludes with a report of whether there is a relationship or not between the two variables while making recommendations on how the two aspects complement each other in bringing about effective leadership and good governance.

**Key words:** Emotional intelligence, leadership, governance, efficiency, effectiveness, trustworthiness.

Introduction

**Definition:**

Emotional intelligence (EI) refers to the ability to perceive, control and evaluate emotions. Some researchers, ( Goleman (2008),(J D Mayer (1986), suggest that emotional intelligence can be learned and strengthened, while others claim it is an inborn characteristic. Emotional intelligence is defined by the ability to understand and manage our emotions and those around us, (Goleman 2008). This quality gives individuals a variety of skills, such as the ability to manage relationships, navigate social networks, influence and inspire others. Every individual possesses different levels, but in order for individuals to become effective leaders, they all need a high level of emotional intelligence. (Reuven, 2000) explains that emotional intelligence describes the ability, capacity, skill or self-perceived ability to identify, assess and manage the emotions of one self and of others. Emotional intelligence refers to a variety of competencies and skills that lead to successful leadership. It is looked at in reference to certain traits that help a person to recognise what needs to be done in order to lead others in the accomplishment of goals. (McClelland,1998). These traits include, among others, honesty, straightforwardness, result orientation, patience, self-control, coaching ability, attentiveness, enthusiasm, a sense of urgency, empathy, approachability, firmness, transparency, organisational skills, consistency, being realistic, and optimism. People who possess these traits tend to be sociable, resilient and optimistic. Since 1990, Peter Salovey and John D. Mayer have been the leading researchers on emotional intelligence. In their influential article "Emotional Intelligence," they defined emotional intelligence as, "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" Salovey and Mayer (1990). Charisma, purpose, determination – are just a few of the traits that are typically used to define a leader. However, many leaders have a single quality in common. In short, what distinguishes the best leaders from the majority is their level of emotional intelligence.

## **Evolution of Emotional Intelligence**

One of the ancient philosophers, Plato, is quoted to have said that "All learning has an emotional base". The earliest roots of emotional intelligence can be traced to Charles Darwin's work on the importance of emotional expression for survival and adaptation. In the 1900s, even though traditional definitions of intelligence emphasized cognitive aspects such as memory and problem-solving, several influential researchers in the intelligence field of study had begun to recognize the importance of the non-cognitive aspects. For instance, as early as 1920, Thorndike used the term 'social intelligence' to describe the skill of understanding and managing other people. In 1930s, Thorndike describes the concept of "social intelligence" as the ability to get along with other people (Thorndike, 1930). In 1940 Wechsler's reference described the influence of non-intellectual factors on intelligent behaviour, and further argued that our models of intelligence would not be complete until we could adequately describe these factors. Wechsler suggested that affective components of intelligence might be essential to success in life. 1950s – humanistic psychologists such as Abraham Maslow described how people can build emotional strength (Maslow,1950). The term "emotional intelligence" also appeared in Leuner (1966). Howard Gardner (1975) and where they introduced the concept of multiple intelligences. Payne (1985) introduced the term emotional intelligence in his doctoral dissertation entitled "*A study of emotion: developing emotional intelligence; self-integration; relating to fear, pain and desire theory, structure of reality, problem-solving, contraction/expansion.* Payne, (1985). In an article published in Mensa Magazine, Keith Beasley (1987) used the term "emotional quotient." The concept of emotional intelligence is popularized after publication of psychologist and New York Times science writer Daniel Goleman's book (1995) *Emotional Intelligence: Why It Can Matter More Than IQ*. Daniel (2000) makes a distinction between 'trait emotional intelligence' and 'ability emotional intelligence, (Goleman,1995)

## **Models of emotional Intelligence**

### **Ability model**

Salovey and Mayer's conception of emotional intelligence strives to define emotional intelligence (EI) within the confines of the standard criteria for a new intelligence. Following their continuing research, their initial definition of EI was revised to:

*"The ability to perceive emotion, integrate emotion to facilitate thought, understand emotions and to regulate emotions to promote personal growth."*

The ability-based model views emotions as useful sources of information that help one to make sense of and navigate the social environment. The model proposes that individuals vary in their ability to process information of an emotional nature and in their ability to relate emotional processing to a wider cognition. This ability is seen to manifest itself in certain adaptive behaviours. The model claims that EI includes four types of abilities:

1. **Perceiving emotions** – the ability to detect and decipher emotions in faces, pictures, voices and cultural artefacts—including the ability to identify one's own emotions. Perceiving emotions represents a basic aspect of emotional intelligence, as it makes all other processing of emotional information possible.
2. **Using emotions** – the ability to harness emotions to facilitate various cognitive activities, such as thinking and problem solving. The emotionally intelligent person can capitalize fully upon his or her changing moods in order to best fit the task at hand.
3. **Understanding emotions** – the ability to comprehend emotion language and to appreciate complicated relationships among emotions. For example, understanding emotions encompasses the ability to be sensitive to slight variations between emotions, and the ability to recognize and describe how emotions evolve over time.
4. **Managing emotions** – the ability to regulate emotions in both ourselves and others. Therefore, the emotionally intelligent person can harness emotions, even negative ones, and manage them to achieve intended goals.

#### **Mixed model-Daniel Goleman**

The first formal model of emotional intelligence the 1990 model was the one Daniel Goleman relied on in his popularization of the field. Goleman says that social intelligence – empathy and social skill – are essentials for effective leadership, although very often people are promoted to leadership positions because they have gotten excellent results as sole performers. But if they lack social intelligence they will struggle. He talks of motives, social skills, all forms of self-regulation and warmth, among many other attributes. His critics, such as Caruso et al, say that the problem with this idea is that those different psychological qualities are separate and independent of one another both conceptually and empirically (e.g. they do not correlate). Moreover, most of them have little to do directly and specifically either with emotion or intelligence. Mixing them together created considerable conceptual confusion. Today, such models are called "mixed models," as they mix many attributes unrelated to emotion, intelligence or emotional intelligence, in with the emotional intelligence concept. The mixed model is introduced by Daniel Goleman and it focuses on emotional intelligence as a wide array of competencies and skills that drive leadership performance. Goleman's model outlines five main emotional intelligence constructs:

1. **Self-awareness** – the ability to know one's emotions, strengths, weaknesses, drives, values and goals and recognize their impact on others while using gut feelings to guide decisions;
2. **Self-regulation** – involves controlling or redirecting one's disruptive emotions and impulses and adapting to changing circumstances;
3. **Social skill** – managing relationships to move people in the desired direction
4. **Empathy** – considering other people's feelings especially when making decisions; and
5. **Motivation** – being driven to achieve for the sake of achievement, Goleman (1998).

Goleman includes a set of emotional competencies within each construct of EI. Emotional competencies are not innate talents, but rather learned capabilities that must be worked on and can be developed to achieve outstanding performance. Goleman posits that individuals are born

with a general emotional intelligence that determines their potential for learning emotional competencies.

### **Trait model**

Soviet-born British psychologist Petrides (2001) proposed a conceptual distinction between the ability-based model and a trait-based model of EI and has been developing the latter over many years in numerous scientific publications. Trait Emotional Intelligence is "a collection of emotional self-perceptions located at the lower levels of personality." In lay terms, trait Emotional intelligence refers to an individual's self-perceptions of his emotional abilities. This definition of emotional intelligence encompasses behavioural dispositions and self perceived abilities and is measured by self report, as opposed to the ability-based model which refers to actual abilities, which have proven highly resistant to scientific measurement. Trait emotional intelligence should be investigated within a personality framework.

### **The four branches model**

The four branches model of emotional intelligence describes four areas of capacities or skills that collectively describe many areas of emotional intelligence (Mayer & Salovey, 1997). More specifically, this model defines emotional intelligence as involving the abilities to: accurately perceive emotions in oneself and others' use of emotions to facilitate thinking, understand emotional meanings and manage emotions

### **Four Branches**

**1. Perceiving Emotion:** The initial, most basic, area has to do with the non-verbal reception and expression of emotion. Evolutionary biologists and psychologists have pointed out that emotional expression evolved in animal species as a form of crucial social communication. Facial expressions such as happiness, sadness, anger and fear, were universally recognizable in human beings. Emotions researchers, evolutionary biologists, specialists in non-verbal behaviour and others, have made tremendous inroads into understanding how human beings recognize and express emotions. The capacity to accurately perceive emotions in the face or voice of others provides a crucial starting point for more advanced understanding of emotions.

**2. Using Emotions to Facilitate Thought:** The second area appeared as basic as the first. This was the capacity of the emotions to enter into and guide the cognitive system and promote thinking. For example, cognitive scientists pointed out that emotions prioritize thinking. In other words: what we respond emotionally to something that captures our attention. Having a good system of emotional input, therefore, should help direct thinking toward matters that are truly important. As a second example, a number of researchers have suggested that emotions are important for certain kinds of creativity to emerge. For example, both negative and positive mood swings have been implicated in their capacity to carry out creative thought.

**3. Understanding emotions.** Emotions convey information. Happiness usually indicates a desire to join with other people. Anger indicates a desire to attack or harm others while fear indicates a desire to escape, and so forth. Each emotion conveys its own pattern of possible messages and actions associated with those messages. A message of anger, for example, may mean that the individual feels treated unfairly. The anger, in turn, might be associated with specific sets of possible actions: peace-making, attacking, retribution and revenge-seeking, or withdrawal to seek calmness. Understanding emotional messages and the actions associated with them is one important aspect of this area of skill.

Once a person can identify such messages and potential actions the capacity to reason with and about those emotional messages and actions becomes of importance as well. Fully understanding emotions involves the comprehension of the meaning of emotions, coupled with the capacity to reason about those meanings. It is central to this group of emotionally intelligent skills.

**4. Managing emotions.** Finally, emotions often can be managed. A person needs to understand how emotions convey information. A person may want to remain open to emotional signals so long as they are not too painful, and block out those that are overwhelming. In between, within the person's emotional comfort zone, it becomes possible to regulate and manage one's own and others' emotions so as to promote one's own and others' personal and social goals.

To provide a practical and simple way to learn and practice emotional intelligence, Six Seconds (1997) developed a three-part model as a process – an action plan for using emotional intelligence in daily life.

### **Three-part model -Six Seconds' emotional model**

This model of EQ-in-Action begins with three important pursuits: to become more aware (noticing what you do), more intentional (doing what you mean), and more purposeful (doing it for a reason). It is about knowing yourself clearly and seeing what you feel and do. Emotions are data and these competencies allow you to accurately collect that information. Choose yourself doing what you mean to do. Instead of reacting “on autopilot,” these competencies allow a person to pro-actively respond.

#### **Doing it for a reason**

These competencies help you put your vision and mission into action so you lead on purpose and with full integrity. Know Yourself gives you the “what” – when you Know Yourself, you know your strengths and challenges, you know what you are doing, what you want and what to change. Choose yourself provides the “how” – it shows you how to take action, how to influence yourself and others, how to “operationalize” these concepts. Give yourself delivers the “why” – when you Give yourself you are clear and full of energy so you stay focused why respond in a certain way, why move in a new direction, and why others should come on board. This model is a process! The process works when you spin it, like a propeller moving a ship. As you move through these three pursuits you gain positive momentum.

### **The Bar-On Model of Social and Emotional Intelligence (SEI) By Reuven Bar-On (1997)**

According to this model, emotional-social intelligence is a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them and cope with daily demands. Consistent with this model to be emotionally and socially intelligent is to effectively understand and express oneself, to understand and relate well with others and to successfully cope with daily demands, challenges and pressures. This is based, first and foremost, on one’s intra-personal ability to be aware of oneself, to understand one’s strengths and weaknesses, and to express one’s feelings and thoughts non-destructively. At the interpersonal level, being emotionally and socially intelligent encompasses the ability to be aware of others’ emotions, feelings and needs, and to establish and maintain cooperative, constructive and mutually satisfying relationships.



Ultimately, being emotionally and socially intelligent means to effectively manage personal, social and environmental change by realistically and flexibly cope with the immediate situation, solving problems and making decisions. To do this, we need to manage emotions so that they work for and not against us, and we need to be sufficiently optimistic, positive and self-motivated.

Childs (2004) Identifies 5 important reasons why leaders should cultivate their emotional intelligence.

### **1. Self-Awareness**

Leaders with emotional intelligence are self-aware and able to recognize emotions as they happen. This is a vital skill for leaders, as it helps them to obtain a clear understanding of their strengths and weaknesses without any obstruction. In addition, great leaders are able to perceive emotions as they arise in response to an action or situation. As a result, they are better able to address problems and handle any future complications (Childs, 2004).

### **2. Emotional Management**

Emotional intelligence gives leaders the ability to stay aware of their feelings. The next step is learning how to manage those emotions. Leaders with high emotional intelligence are able to regulate themselves and stay in control. These individuals are unlikely to rush headlong into hasty decisions or let their anger take over their behaviour. It is vital that individuals in managerial positions keep their emotions in check as it will help them stay in a respected position (Childs, 2004)..

### **3. Effective Communication**

The benefit of emotional awareness and management is to be able to clearly express thoughts. Ideally individuals with emotional intelligence also have the skill of effective communication. They are able to clearly convey directions and know what to say in order to inspire and motivate others. Communication is an essential skill for leaders because it can be used to determine whether the team listens or not (Childs, 2004)..

#### **4. Social Awareness**

Leaders with emotional intelligence are well tuned to the emotions of others and are able to pick up on what is going on around them. They are able to sympathize with others by putting themselves in the employee's shoes and giving helpful feedback. This is a critical skill for leaders who work closely to inspire and motivate a team. If the leader is unable to empathize with his employees, he or she will surely find it difficult to command respect or loyalty (Ashkanansy & Zerbe, 2000).

#### **5. Conflict Resolution**

In leadership there is always the risk that emerging conflicts can threaten or disrupt efficiency and productivity. Leaders with emotional intelligence are equipped to handle conflicts and provide solutions. With this skill, leaders can quickly placate any disagreements that arise between employees, customers and other parties. In conjunction with the above skills, leaders can use their emotional intelligence to develop a more effective workplace. Emotional intelligence in this vein leads to the following qualities which are essential for good leadership (Childs, 2004)..

#### **Essential Qualities for Good Leadership**

A good leader has an exemplary character. It is of utmost importance that a leader is trustworthy to lead others. A leader needs to be trusted and be known to live life with honesty and integrity. A good leader "walks the talk" and in doing so earns the right to have responsibility for others. True authority is born from respect for the good character and trustworthiness of the person who leads. True character develops due to emotional intelligence (Axelrod, 2000).

A good leader is enthusiastic about the work or cause and also about the role of leader. It is certainly difficult to do this in the absence of Emotional Intelligence. People will respond more openly to a person of passion and dedication. Leaders need to be able to act as a source of inspiration and be a motivator towards the required action or cause. Although the responsibilities and roles of a leader may be different, the leader needs to be seen to be part of the team working

towards the goal. This kind of leader will not be afraid to roll up sleeves and get dirty (Drucker, 1996).

A good leader is confident. In order to lead and set direction a leader needs to appear confident as a person and in the leadership role. Such a person inspires confidence in others and draws out the trust and best efforts of the team to complete the task well. A leader who is emotionally intelligent conveys confidence towards the proposed objective and inspires the best effort from team members (Childs, 2004)..

A leader also needs to function in an orderly and purposeful manner even in situations of uncertainty. People look up to the leader in times of uncertainty and unfamiliarity and find reassurance and security when the leader portrays confidence and a positive demeanour. This would be difficult without Emotional intelligence (Gardner, J. W. (1990).

Good leaders are tolerant of ambiguity and remain calm, composed and steadfast to the main purpose. The secret behind remaining calm and composed in the midst of storms, emotions and crises is emotional intelligence. Storms and emotions come and go and a good leader takes them as part of the journey and keeps a cool head (Goleman & McKee 2002).

A good leader as well as keeping the main goal in focus is able to think analytically and this requires emotional intelligence. Not only does a good leader view a situation as a whole, he is also able to break it down into sub parts for closer inspection. Not only is the goal in view but a good leader can break it down into manageable steps and make progress towards it.

A good leader is committed to excellence. The good leader not only maintains high standards, he is also proactive in pushing for higher levels in order to achieve excellence in all areas.

A good leader does not think he or she knows everything or always knows better. A case in point is the dictatorial government under Amin in Uganda in the 70s which used fear of death as method for commanding obedience which is a negative use of emotional intelligence. A good leader not only listens, but listens to lots of different people—and takes their advice and their views into account when making decisions. A good leader recognizes the importance of giving up control in certain areas because other people know more about that area and/or bear primary

responsibility for it. Inclusiveness and delegation are the essence of shared governance. A good leader doesn't just pretend to listen nor does (s)he pretend to delegate. He or she doesn't merely pay lip service to the concept of shared governance nor does (s)he or attempt to manipulate the process for personal gains. Once all sides have had their say and the decision-making ball is in the leader's court, (s)he will make that decision and accept responsibility for it (Childs, 2004).

A good leader is not constantly pointing accusing fingers at or blaming others for problems—even if he actually did not create them. This is being responsible and accountable for what is done. Whatever challenges a unit or institution might face, a good leader is always positive, consistently projecting an attitude of realistic optimism about the future. A good leader can address issues openly and frankly without spreading doom and gloom. At the same time, a good leader is objective about challenges. A good leader not only accepts blame (s)he also deflects praise and credit to others. A good leader understands that when others in the units earn recognitions they reflect positively on him or her. A good leader does not always have to be the one in the spotlight—and, indeed, may actually shun the spotlight. A good leader does not place himself or herself above other workers but rather considers them colleagues in the truest sense of that term, and to achieve this (s)he needs emotional intelligence (Drucker, 1996)..

A good leader has communication skills which lead to effective communication. Communication skills are the top quality people look for in a leader. No matter how intelligent a leader is, if he cannot communicate, he cannot successfully lead. Communication skills enable a leader to connect with employees, team members, clients and especially customers to build and maintain professional business relationships. Emotional intelligence in this case promotes effective communication enabling the leader to read the situation, know what to say, when and how to say it (Gardner, J. W. (1990)..

Trustworthiness is another important quality required in good leadership. Trust is at the core of respecting any leader and to achieve this he needs emotional intelligence. Employees rely on their leaders for income and guidance, vendors rely on leaders for continued business and clients rely on leaders for a product or service. If employees genuinely believe leaders within an organization are honest, they know they can trust that the job at hand will be carried out to the

best of that leader's abilities. Employees work harder for a leader whom they trust, respect and believe in (Drucker, 1996)...

A good leader also needs the ability to reflect on the past, understand the present, and see the future. A great leader needs more than an optimistic outlook for the future of the country or the organisation (s)he leads. A great leader needs to learn from what happened in the past, adapt to how things are working in the present, and tries to predict how things will work in the future, all at the same time.

Exemplary leadership is the best method for encouraging employees to work harder and value their positions. A good leader needs to show the people (s)he leads that (s)he actually practises what (s)he preaches, and in that way they too will follow that good example.

Motivation is an important element for accomplishment of the organisational/country objectives. Leaders must provide the people they lead with a reason to work harder to their full potential. An emotionally intelligent leader is responsible for motivating and inspiring employees to get as excited as they go about the business. Motivating leaders can improve overall office morale and productivity (Childs, 2004).

Consistency is another important quality required for good leadership. This makes a great leader easier to follow. People don't want to be apprehensive of their leader, wondering about unpredictable reactions or day-to-day mood swings. Good leaders need to learn to have a proper balance of mental, emotional, and physical characteristics (emotional intelligence) so that the people they lead have a chance to get to know, understand and adapt to their leadership style (Burns, 1977).

Responsibility is yet another quality essential for good leadership. Leaders delegate and give direction to each employee. Therefore the work that is done by those employees is a reflection of each leader's leadership skills. Leaders must show employees their support and accept an employee's work as their own. Leaders need to be with the people they lead through thick and thin. Great emotionally intelligent leaders are responsible for their people as long as they are under their leadership. If someone in a leadership position makes a poor decision or makes a

mistake, it is expected of him that he should take responsibility for his actions and not pass the mistake on to other colleagues in leadership positions (Childs, 2004).

Emotionally intelligent leaders need to be organized and know everything that is going on in their organization. They ought to be able to discern what takes priority and delegate to whoever is responsible for what. Having the ability to know and understand all that is going on in an organization allows each leader to approach decisions about the organization in a comprehensive manner by understanding how each decision may impact each different portion of the organisation differently (Axelrod, 2000).

Keeping good relations with employees is a key element of successful leadership. Leaders need to work with all employees. They need to get to know who the employees are within the organization, how they work, what motivates them and what is frustrating or upsetting to them. An emotionally intelligent leader is in tune with his employees and can connect with them more easily and therefore create a more effective professional relationship (Burns, 1977)

Lastly is feedback which is done by asking the people for suggestions, comments and concerns, and then be willing to genuinely listen to their answers. Emotionally intelligent leaders learn more about their people and how their business is running when they take the time to listen to those people vital to the success of their organisation and their country at large (Childs, 2004).

Emotional intelligence leads to development of high quality leadership which in turn leads to efficiency. Efficiency in general describes the extent to which time, effort or cost are well used for the intended task or purpose. It is often used with the specific purpose of relaying the capability of a specific application of effort to produce a specific outcome effectively with a minimum amount or quantity of waste, expense or unnecessary effort. "Efficiency" has widely varying meanings in different disciplines(Burns, 1977)

Efficiency is a measurable concept, quantitatively determined by the ratio of output to input. "Effectiveness", on the other hand is a relatively vague, non-quantitative concept, mainly concerned with achieving objectives. In several of these cases, efficiency can be expressed as a result, as a percentage of what ideally could be expected, hence with 100% as an ideal case. This

does not always apply, not even in all cases where efficiency can be assigned a numerical value, e.g. not for specific impulse (Goleman & McKee 2002)..

A simple way of distinguishing between efficiency and effectiveness is the saying that, "Efficiency is doing things right, while effectiveness is doing the right things." This is based on the premise that the selection of objectives of a process is just as important as the quality of that process.

### **Emotional Intelligence and management of the public service in Africa**

According to Tiyesere and Chasuka (2012) an efficient and effective public service in Africa can only be possible when the following major concerns are addressed: aligning individual staff member's objectives to organizational objectives and encouraging individuals to uphold organizational core values; enabling expectations to be defined and agreed upon in terms of role responsibilities and accountabilities skills and behaviours; focus on providing opportunities for individuals to identify their own goals and develop their skills and competencies. These major concerns can only be achieved by individuals who are endowed with emotional intelligence.

An effective and efficient public service needs to practise performance management. In terms of overall objectives, performance management aims at developing the capacity of people to meet and exceed expectations and achieve their full potential to the benefit of themselves and the organization (Armstrong, 2009). It is thus the process of tracking performance against targets and identifying opportunities for improvement – but not just making reference to past performance. These achievements are only possible because of the existence of staffs that are emotionally intelligent. According to the United Nations (2000), a public service committed to professionalism and ethics is more likely to attain its goals if it has in place an “ethics infrastructure” or its country has a “national integrity system”. These concepts represent in a sense a system of rules, activities and agents that provide incentives and penalties for public officials to professionally carry out their duties and engage in proper conduct. Initiatives to promote professionalism can begin simply with existence of sound public management systems and practices. The systems and practices are only possible with emotional intelligence. Emotional intelligence promotes public service professionalism which is the overall value that

encompasses all other values that guide the public service. These values include loyalty, neutrality, transparency, diligence, punctuality, effectiveness, impartiality and other values that may be specific to the public services of individual countries. The UN (2000) paper claims that public service professionalism embraces the notion that those people who join the public service need to be inculcated with shared values and trained in emotional intelligence skills to professionally carry out their official duties. The good thing is that emotional intelligence can be learned, although some people are born with a personality that readily practises it. Complementary to this is a need to set up management structures to ensure that public service ethos and competence are achieved. In this regard, public service ethics is defined as broad norms that delineate public servants as agents of the state, and where applicable as members of an established profession such as accounting, law, etc. these in turn should exercise judgement and discretion in carrying out the official duties.

The United Nations (2000) paper further affirms that the public service in Africa has embraced the merit principle in setting up career structures from recruitment to promotions. By running the administrative machinery that supports decision making and implements the policies and programmes of the government of the day, public servants play an indispensable role in sustainable development and governance of the nation. The public service also ensures the continuity of administration between transitions of power, which are the hallmarks of democracy. Given these hallmarks a country expects its public service to demonstrate professionalism and ethics. To develop the required professionalism and ethical standards, there is need for emotional intelligence whose principles promote professionalism and ethics. This now leads us to the role of emotional intelligence and good governance.

### **Emotional Intelligence and good governance**

The product of emotionally intelligent leaders is good leadership. Good leadership in government has a close relationship with good governance. Politicians normally generate policies which have to be accomplished by public servants. When the public servants are doing their roles very well, then the nation is said to be well governed. This brings us to the proper understanding of the word “governance”. Governance means the processes of decision-making and implementation. Without emotions decisions can be difficult to make. For instance the



decision to run comes from the emotion of fear; the decision to fight comes from the emotion of anger; the decision for merry making comes from joy or happiness. Effective and constructive public administration comes from blending rational and emotional choices. According to Lau (2000) all governance is people governance. All public service is people service. Relationships are the DNA of governance. Without people who can develop trusting relationships with other people there is no governance. Governance is more than the machinery of public administration and more than impartial cost-benefit analysis. (Lau, 2000)

Governance can be used in several contexts such as corporate governance, international governance, national governance, local governance and governance in the public service. Governance is not only the process of decision-making and implementation it is also an analysis of governance focused on the formal and informal actors involved in decision-making and implementation of the decisions made and the formal and informal structures that have been put in place to implement the decision.

A good government is participatory, consensus oriented, accountable, transparent, responsive, effective and efficient, equitable and inclusive and is guided by the rule of law. It ensures that corruption is minimized, the views of minorities are taken into account in designing policies and that the voices of the most vulnerable in society are heard in decision-making. It is also responsive to the present and future needs of society.

Good governance requires fair legal frameworks that are enforced impartially. It also requires full protection of human rights of the citizenry, particularly the minorities. Impartial enforcement of laws requires an independent judiciary and an impartial and incorruptible police force and other law enforcement agencies. Impartiality and honesty are a result of emotional intelligence. Another area that comes about as a result of emotional intelligence is transparency. Transparency means that decisions taken and their enforcement are done in a manner that follows laid down rules and regulations. It also means that information is freely available and directly accessible to those who will be affected by such decisions and their enforcement in easily understandable forms and media. A person who is not emotionally intelligent will find that intolerable because he will probably wish to keep a lot of information out of the reach to the public.

There are several actions and as many viewpoints in a given society as there are actors. Good governance requires mediation of the different interests in society to reach a broad consensus in society on what is in the best interest of the whole community and how this can be achieved. It also requires a broad and long-term perspective on what is needed for sustainable human development and how to achieve the goals of such development. This can only result from an understanding of the historical, cultural and social contexts of a given society or community. This is another area that rhymes very well with emotional intelligence in terms of foresightedness. An emotionally intelligent leader is also one that is able to look and see very far ahead.

Effectiveness and efficiency are other elements that are attributed to emotionally intelligent leaders which lead to good governance. It means that processes and institutions produce results that meet the needs of society while making the best use of resources at their disposal. The concept of efficiency in the context of good governance also covers the sustainable use of natural resources and the protection of the environment.

Accountability is a key requirement of emotional intelligence which leads to good governance. This does not only refer to governmental institutions but also to the private sector and civil society organizations, These must be accountable to the public and to their institutional stakeholders. Who is accountable to whom varies depending on whether decisions or actions taken are internal or external to an organization or institution. In general an organization or an institution is accountable to those who will be affected by its decisions or actions. Accountability cannot be enforced without transparency and strict compliance with the rule of law. This is confirmed by *Fletcher, Moulton John (1844-1921)* in the following statement, “*The true test of the greatness of a nation is the extent to which the individuals composing the nation can be trusted to obey self-imposed law.*” (Moulton,1844)

### **Research results from a survey done in Uganda, from a cross-section of 30 professionals**

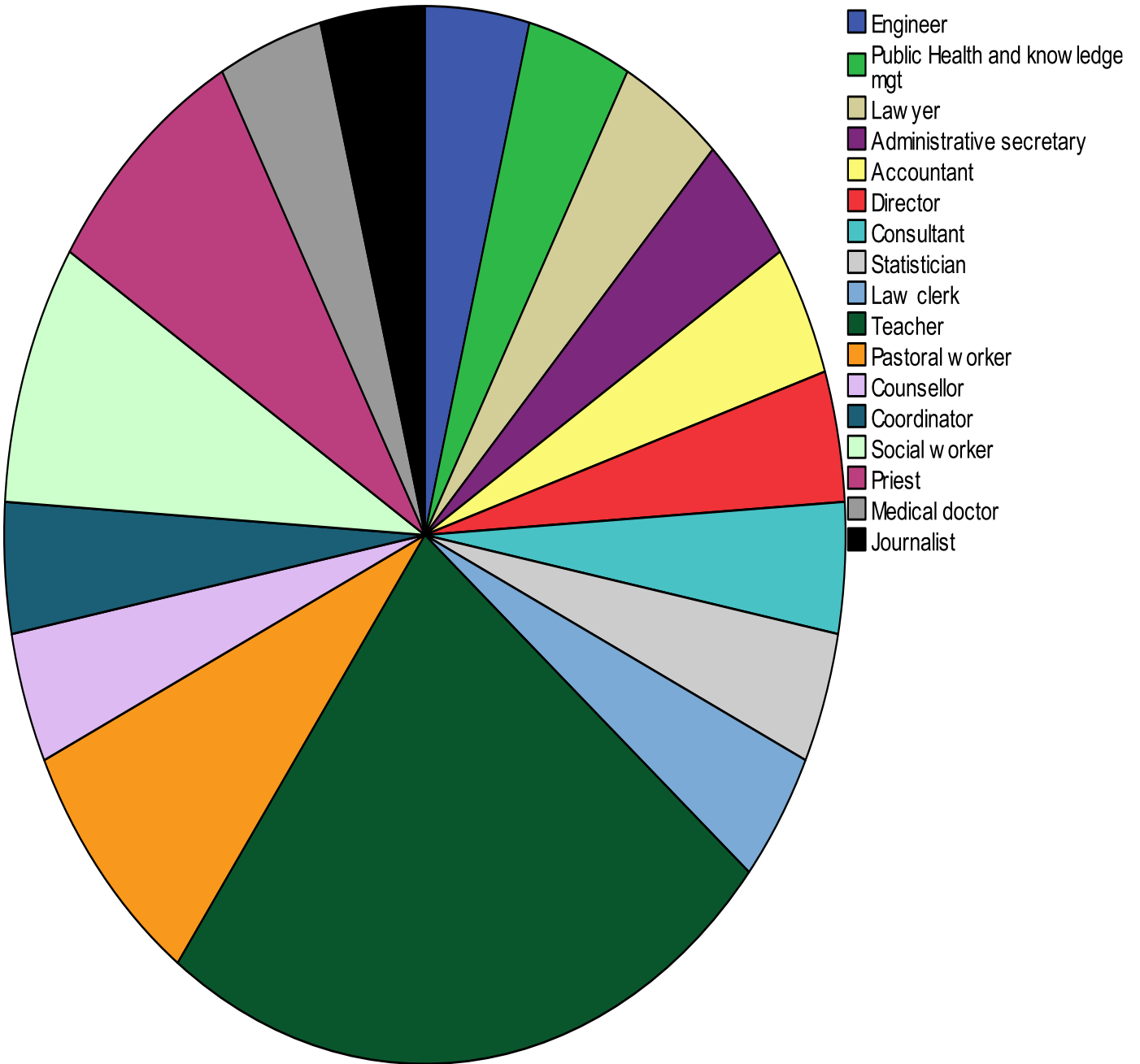
The research generated data from the following professions in the different arena of public and civil service: Engineer, Public health officer, lawyer, administrator, accountant, director, consultant, statistician, teacher, pastoral worker, counsellor, coordinator, social worker, priest

## **Methodology**

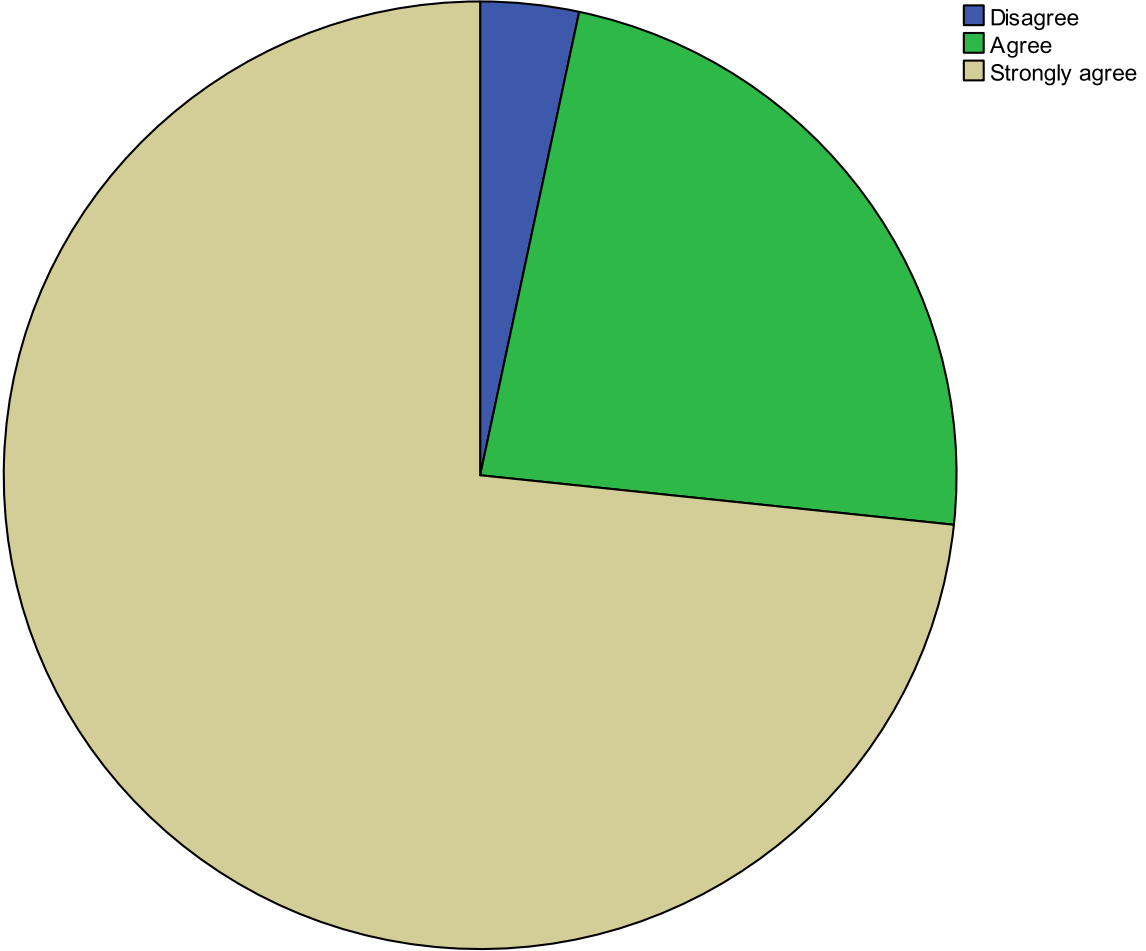
The writer delved into secondary data and scholarly works as his literature review to obtain the back ground and theoretical frame work looking at a number of studies which have been carried out in the Americas and in south Africa. One striking finding is that there is keen interest among social psychologists concerning the subject of emotional intelligence generating scholarly attention among public managers and administrators.

At this point the researcher made a survey among public and civil servants living in Uganda and asked them ten questions looking at the awareness and application of emotional intelligence in the leadership and administrative positions. The researcher comes to the conclusion that there is a relationship between emotional Intelligence and quality leadership as revealed by a snapshot of the statistics included in this paper.

# Occupation



**Emotional intelligence is a key attribute to quality leadership**



**Is emotional intelligence a key attribute to quality leadership?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	3.3	3.3	3.3
	Agree	7	23.3	23.3	26.7
	Strongly agree	22	73.3	73.3	100.0
	Total	30	100.0	100.0	

The above results from a survey of 30 professionals show that emotional intelligence a key quality of good leadership and should be acquired by leaders in their various categories. This is not comprehensive research but it is a trigger for further research in the area of emotional intelligence especially regarding the section of respondents who did not agree with the question whether emotional intelligence is a key quality. One respondent actually said that the people who are result oriented are not necessarily emotionally intelligent. This is subject for debate because it is also true that people do not want to be treated as machines who have no feelings, but as human beings with feelings, and the only appropriate way to do this is by having emotional intelligence. Studies carried out in South Africa reveal a positive correlation between emotional intelligence and successful leaders, (Yogi,2003) and (Alison, 2014).

### **Recommendations**

Leadership models and development should encompass a range of EQ competencies, which will be valuable in a transforming multicultural society and these are.: Interpersonal skills, team work, negotiation, networking and other critical social skills; people-oriented characteristics with a high sensitivity to diversity; a value system that elevates the interest of the organization above those of the individual; attuned to cultural sensitivities and behavioural norms; integrity, honesty and trustworthiness; credibility and reliability rating in terms of commitments and pledges; Personal learning skills, especially the ability to learn from, and help others learn from, experience. Above all successful leadership requires listening with heart, that is observing the emotions of the led to make sure they are actually following their leader, because a leader who has no followers is no leader at all, at best he can be a dictator.

### **Conclusion**

The above information reveals that Emotional Intelligence is the ability to perceive, understand and make use of sources of information to understand the social environment. This ability is seen to manifest itself in certain behaviours. Emotional intelligence looks at references to certain traits that help a person to recognise what needs to be done in order to lead others in the accomplishment of goals. This is opposed to the long held view that it is only intelligence quotient tests that can reveal ones capacity. The term emotional intelligence was not in use for

many years, but has come in handy to explain factors responsible for successful leadership. Different scholars are still debating the authenticity of the different scientific measures of emotional intelligence. The six models of emotional intelligence: ability model; mixed model, trait model, four branches model, three part model, the bar-on model go a long way to give an understanding of emotional intelligence. The contribution of emotional intelligence to efficiency and effectiveness in the public service is explored with the conclusion that an effective public service is highly dependent on emotional intelligence and this makes it relevant achieving good governance.

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