Emotional Profile of a Leader: Top 10 Leadership Competencies Identified.

Abstract

The paper is an attempt to develop 'An Emotional Profile of Leader' and identify the top 10 leadership competencies focusing the role of Emotional Intelligence in developing leadership competencies. This suggested framework may be instrumental in the processes of recruitment, training, succession planning, performance management and goal setting for an individual, and when used collectively it can be taken up at the organizational level. Since 1985, when Wayne coined the term 'Emotional Intelligence' the research work done on leadership has focusing on emotional intelligence. This paper reviews the history of these leader development programs as well as research on emotional and interpersonal competencies and suggests a profile may be instrumental in the processes of recruitment, training, succession planning, performance management and goal setting for an individual, and when used collectively it can be taken up at the organizational level. The proposed framework is based on 'funnel approach', from macro level to micro level. The CSF (Critical Success Factors) of an organization translate in the Key Performance Indicator for an individual and are to be assessed as the Key Result Areas of performance. The leadership competencies are broadly defined under four segments- Customer Orientation, Performance Management, People Development and Process Improvement. These four aspects of leadership competencies cut across the organization. While developing leaders for tomorrow, Emotional Maturity acts as a guideline for conducting oneself in the respective role, at organizational level, interpersonal level and for self development.

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Introduction

Emotional profiling of a leader, essentially is the competency make-up, can also be understood as the DNA structure of leadership competencies that when put to practise brings out the desired effectiveness. The leadership framework enables the organizations to become better equipped to identify and empower the current leaders and develop the leaders through succession planning. While some leadership competencies are essentially generic in nature, can be applied on leaders in all fields, industries and sector, the other set of competencies are specific to the domain particular organization to create competitive advantage. However, skills needed for a particular position may change depending on the specific leadership level in the organization. "By using a competency approach, organizations can determine what positions at which levels require specific competencies. When selecting and developing leaders, HR professionals should consider the competencies that the individual possesses and compare those to the ones that need further development for success in a leadership role. By looking at his/her current competencies and comparing those to the skills necessary to fill a leadership position, organizations can make better informed decisions in hiring, developing and promoting leaders".

The critical success factors are those specific set of elements that are identified as necessary for an organization to achieve its desired goals or objective. They cascade down from the boardroom targets and directive to the last mile resource as their key result areas. This paper aims to identify 10 most desired leadership attributes as perceived by 50 Senior managers from various industry domains, they were made to do forced ranking on the enlisted competencies. Managing emotions may involve knowing

how to lead so as to encourage desired emotional reactions associated with the plan. Some managers are excellent on these competencies but for others, they may seek and acquire training in the area. Usually this exercise is performed as competency mapping under training need identification.

Literature Review

The concept of emotional intelligence has been developed after many years of scientific study and real-world experience. To explain its definition, it helps to begin with the two terms that make it up. The terms - emotion and intelligence - have specific, generally agreed upon scientific meanings that indicate the possible ways they can be used together. Emotions such as happiness, sadness, anger, and fear refer to feelings that signal information about relationships. Intelligence refers to the capacity to carry out abstract reasoning, The effective leadership refers to the capacity to understand and explain emotions, on the one hand, and of emotions to enhance thought, on the other. This skill or the ability of being able to apply his/her knowledge of one field and translating it in any other situation can be described as the competency.

Increasing numbers of scholars have argued that emotional intelligence (EI) is a core variable that affects the performance of leaders. Followings are some of the most relevant findings:

Bolden, R., & Gosling, J. (2006) indicated that the competency approach to leadership could be conceived of as a repeating refrain that continues to offer an illusory promise to rationalize and simplify the processes of selecting, measuring and developing leaders, yet only reflects a fragment of the complexity that is leadership. The implications are ways in which the competency approach could be aligned more closely with the current and future needs of leaders and organizations. In particular, it is a more discursive approach that helps to reveal and challenge underlying organizational assumptions is

likely to be more beneficial if organizations are looking to move beyond individualistic notions of leadership towards more inclusive and collective forms.

Wong, C. S., & Law, K. S. (2002) developed a psychometrically sound and practically short EI measure that can be used in leadership and management studies. It also provided exploratory evidence for the effects of the EI of both leaders and followers on job outcomes. Applying Gross' emotion regulation model, it argued that the EI of leaders and followers should have positive effects on job performance and attitudes. And proposed that the emotional labor of the job moderates the EI–job outcome relationship. The results show that the EI of followers affects job performance and job satisfaction, while the EI of leaders affects their satisfaction and extra-role behavior. For followers, the proposed interaction effects between EI and emotional labor on job performance, organizational commitment, and turnover intention were also supported.

This study enables us to explore the tension between an organization's interest in the efficient use of time to focus on core activities and the followers' desire to maintain high-quality relationships with their leaders over a long period of time. A variety of recent leader development programs have focused on improving leaders' emotional and interpersonal competencies. Decades of leadership research suggest that these "people skills" are crucial for leader effectiveness, In brief, leaders who can use their feelings and their knowledge of them constructively will have certain advantages over those who cannot. Understanding emotions may involve charting the emotional impact of various marketing plans on customers, while paying attention to an emotional bottom line, as well as to the financial one. Managing emotions may involve knowing how to lead so as to encourage desired emotional reactions associated with the plan.

Hawkins, J., & Dulewicz, V. (2007) examined the relationship between performance as a leader and emotional intelligence (EQ), intellectual competence (IQ) and managerial competence (MQ). Competency, organisational context, performance as a leader and

follower commitment data were gathered through the use of the 360-degree version of the Leadership Dimensions Questionnaire (LDQ). Data was gathered from bosses, peers and followers as well as from the leaders themselves who participated in the study. Additional annual appraisal performance data was also obtained and analysed. The results presented provide support for the proposition that there is a positive relationship between EQ and performance as a leader in policing. FIt also supported that EQ explains more variance in performance as a leader than IQ and more variance in performance as a leader than MQ.

Quinn, R. E. (2004) presented a framework derived from the analysis of people facing extreme challenges. The people were forced by their extreme challenges to extend themselves in ways that they would never have predicted. In the process, they experienced some form of personal transformation. After facing the challenges, they reported, among other things, having an altered self-concept, an increased awareness of external resources and the tendency to engage in new patterns of behavior. They report having an increased capacity to lift other people to higher levels of performance. From the analysis of such cases, Quinn specified a concept called the fundamental state of leadership (Quinn, 2004; 2005). He indicated that people are often driven by naturally occurring challenges or trigger events (Luthans & Avolio, 2003) to higher levels of integrity and greater capacity to exert transformational influence.

Stein, S. J., Papadogiannis, P., Yip, J. A., & Sitarenios, G. (2009) studied a sample of 186 executives (159 males and 27 females) and found that executives who possessed higher levels of empathy, self-regard, reality testing, and problem solving were more likely to yield high profit-earning companies. Also found the relationship between EI and leadership, research with high-level leadership samples is relatively sparse.

RATIONALE OF THE STUDY

This paper is an attempt to draw an Emotional Profile of a Leader based upon the 10 most preferred Leadership Competencies Identified from the responses provided by the senior managers. These competencies shall be instrumental in identifying the gaps in the current profile of the executive, map him/her with the desired profile at the current level, the same profile shall be used to develop the road map for the next level for the executives to aim at, target to achieve.

OBJECTIVES

The objectives of the study are:

- To Identify the most preferred 10 leadership competencies amongst the senior managers.
- To develop an emotional profile of a leader.

RESEARCH METHODOLOGY

A. Description of Sample

The data collection for the paper was done on the 50 senior managers spread across various industries domain such as IT, ICT, Academic Heads, BFSI, Consumer durable Sales and FMCG, including both male and female managers.

B. Description of the Tool Used

A list of competencies based upon thorough literature review was prepared, and these managers were asked to force rank the most desired leadership competencies from 1 to 10, where 1 is of most significant and 10 is of least significance.

C. Data Collection

The data collection was done in a one to one interview set up, in the form of a questionnaire.

D. Scope

The scope of the paper is to draw an emotional profile of a leader and identify the top 10 most desired leadership competencies.

ANALYSIS AND INTERPRETATION

The data were also tabulated with frequency tables and percentages using MS-Excel.

Results and Discussions

1) Reliability Analysis: The data were subjected to Alpha tests of reliability and they had acceptable (0.73) Cronbach's Alpha value which indicates a good level of internal consistency for the scale with the specific sample used for the study.

2) Profile of the Respondents: Among the 50 senior managers from various industry domains such as IT, ICT, Academic Heads, BFSI, Consumer durable Sales and FMCG, there were 21 female and 29 senior managers with experience ranging from 12 years to 24 years, spread across as per the table mentioned below:

Table 1: Spread of the Managers across the industry domain

INDUSTRY DOMAIN	HEAD COUNT	MALE	FEMALE
IT/ICT	10	5	5
ACADEMICS	10	5	5
BFSI	10	5	5
FMCG	10	5	5
CONSUMER DURABLES	10	5	5
TOTAL	**50**	**25**	**25**

CONCLUSIONS:

The forced ranking data calibration, brought forward some interesting facts about how the new age managers perceive the attributes of a leader and the emotional profile of a leader as they see it. All the respondents were having over 12 years till about 24 years work experience and were working in the capacity of a either a department head, senior manager, vice principal/ principal in case of academics, regional sales managers in IT/ICT/CD/FMCG/BFSI. Irrespective of the fact that they were all playing the role of a leader, each one had a unique approach towards how they see the profile of a leader, what competencies, which should be rated higher over which so on and so forth.

A. **Leadership Competencies - IT/ICT Industry-** The top 3 emotional leadership competencies as observed by the IT managers both males & females forced ranked the attributes and listed below was their mean response. A starking difference can be found in the response of the male managers & the female managers, and their preference of the leadership competencies. Where male managers thought **"risk taking"** was the most critical competency, the female managers in IT/ICT thought the ability to lead by example. Both the genders felt that it is of utmost importance **"to motivate self & others",** an inference may be drawn that the managers find this ability as critical and may be missing in their current scenario. **Abilities "to envision", "to understand and empathise" and "to manage criticism"** were ranked 5,6, & 8 respectively on the same place by

the managers of both genders. The major point of disconnect here is that while male segment thought of multi-tasking as the least critical competency, the female managers perceived it as the 2nd most critical ability.

Table 2: Leadership Competencies - IT/ICT Industry

INDUSTRY DOMAIN- IT/ICT		FORCED RANKING	
ABILITY COUNT	LEADERSHIP COMPETENCY	MALE	FEMALE
1	Ability to understand and empathise	6	6
2	Ability to envision	5	5
3	Ability to take accountability of own action	6	4
4	Ability to motivate self and others	2	2
5	Ability to take risk	1	7
6	Ability to manage criticism	8	8
7	Ability to multitask	10	2
8	Ability to work with diverse teams	9	8
9	Ability to lead by example	4	1
10	Ability to be proactive	3	8

B . Leadership Competencies - Academic Industry- The sample selected for the study were from degree college principals, vice- principals, Senior school Principal, both male & female segment. Both the males & females academicians, found **"ability to understand and empathise"** as the most critical competency and the **"ability to take risk"** as the least critical competency for a leader in academic field. Out of 10 competencies, both the academicians force ranked 4 competencies at the same level of criticality namely, "Ability to understand and empathise", "Ability to take accountability of

own action", "Ability to manage criticism" and "Ability to take risk" at 1, 6, 9 & 10 positions respectively.

The choice of the preferred competencies by the academic heads is a reflection of their role and what they feel is most critical for them is to be able to manage a team of teachers and to be able to handle various age levels of students in their academic set up.

Table 3: Leadership Competencies - Academic Industry

INDUSTRY DOMAIN -ACADEMICS		FORCED RANKING	
ABILITY COUNT	LEADERSHIP COMPETENCY	MALE	FEMALE
1	Ability to understand and empathise	1	1
2	Ability to envision	1	5
3	Ability to take accountability of own action	6	6
4	Ability to motivate self and others	7	4
5	Ability to take risk	10	10
6	Ability to manage criticism	9	9
7	Ability to multitask	5	2
8	Ability to work with diverse teams	4	2
9	Ability to lead by example	3	8
10	Ability to be proactive	8	7

C. Leadership Competencies - BFSI Industry- The sample selected for the study were from Regional Managers, Senior Managers from Banking, Financial, Services and Insurance Sectors. Amongst the male & female managers from this sector, the responses observed on the abilities were very different from that of the other. The only

point of similarity was that members from both the genders have shown in their preference of the competency is "ability to understand and empathise".

The male respondents felt that "ability to take risk" is the most critical competency for a leader, whereas the female respondents felt that "abilities to multitask & work with diverse teams" are of utmost importance.

Table 4: Leadership Competencies - BFSI Industry

INDUSTRY DOMAIN- BFSI		FORCED RANKING (Mean)	
ABILITY COUNT	LEADERSHIP COMPETENCY	MALE	FEMALE
1	Ability to understand and empathise	10	10
2	Ability to envision	6	4
3	Ability to take accountability of own action	2	5
4	Ability to motivate self and others	3	6
5	Ability to take risk	1	3
6	Ability to manage criticism	9	7
7	Ability to multitask	4	1
8	Ability to work with diverse teams	5	2
9	Ability to lead by example	7	8
10	Ability to be proactive	8	9

D. Leadership Competencies - FMCG Industry

The sample selected for the study were from Accounts Managers, Sales Managers from Fast Moving Consumable Goods sector. The male respondents felt that "ability to take risk" & "the ability to work with diverse kind of workforce" were considered as most critical competency for a leader, whereas the female respondents felt that "abilities to multitask, work with diverse teams" were of utmost importance. The female managers

felt that "ability to take accountability of own action", "Ability to motivate self and others" & "Ability to lead by example" were the next most important abilities considered as the competency profile of a leader.

INDUSTRY DOMAIN- FMCG		FORCED RANKING (Mean)	
ABILITY COUNT	LEADERSHIP COMPETENCY	MALE	FEMALE
1	Ability to understand and empathise	10	9
2	Ability to envision	6	8
3	Ability to take accountability of own action	5	3
4	Ability to motivate self and others	4	3
5	Ability to take risk	1	6
6	Ability to manage criticism	9	10
7	Ability to multitask	3	1
8	Ability to work with diverse teams	1	2
9	Ability to lead by example	8	3
10	Ability to be proactive	7	7

E. Leadership Competencies - Consumer Durables Industry-

"Ability to take risks" and the "ability to multitask" were the most critical competencies of a leader as perceived by the sales managers of multinational consumer durable industry. "Ability to be proactive", "ability to envision" were considered to be the next most critical competency required for a leadership position.

Table 6: Leadership Competencies - Consumer Durables Industry

INDUSTRY DOMAIN - CONSUMER DURABLES		FORCED RANKING (Mean)	
ABILITY COUNT	LEADERSHIP COMPETENCY	MALE	FEMALE
1	Ability to understand and empathise	9	10
2	Ability to envision	5	2

3	Ability to take accountability of own action	6	8
4	Ability to motivate self and others	7	8
5	Ability to take risk	1	4
6	Ability to manage criticism	10	7
7	Ability to multitask	3	1
8	Ability to work with diverse teams	3	2
9	Ability to lead by example	8	5
10	Ability to be proactive	2	6

The force rank data was calibrated and emerged the emotional profile of a leader, which reflects the change in paradigm shift of the perception of the managers, the way that they looked at their leaders or role models.

The "risk taking" capability is now given higher weightage as compared to "leading by example" which was considered to be very important earlier. In the new equations, the managers are expected to have the competence to be able to multi-task and be able to manage teams with diversities, rather than having the ability to handle criticism as the utmost important ability. It is important to have a vision and take accountability for your actions than keeping the focus on the behaving like a role model.

Ability Count	LEADERSHIP COMPETENCY	forced ranking
1	Ability to understand and empathise	7
2	Ability to envision	4
3	Ability to take accountability of own action	5
4	Ability to motivate self and others	6
5	Ability to take risk	1
6	Ability to manage criticism	10
7	Ability to multitask	2
8	Ability to work with diverse teams	3
9	Ability to lead by example	9

10	Ability to be proactive	7

When, the critical success factors of an organizations are cascaded from the boardroom to the Key result areas of the last mile executive/ engineer or a feet on street the communication channel of the competency is created and completed.

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