

The Relationship between Different Leadership Styles and Emotional Intelligence (EI) in Managers of Educational Groups (Case Study: Tehran Schools)

Iraj Raesli

138025@agri_bank.com

Mahnaz Samadi Honarvar*

District 5 of Education Department, Tehran, Iran

Mozhgan Farhang Fallah

Department of Educational Management, Karaj Branch, Islamic Azad university, Karaj, Iran

Vahid Behnood

Baqiyatallah university of Medical Sciences, Tehran, Iran

Abstract

This article summarizes the findings of study of the relationship between different leadership and management styles and emotional intelligence (EI) among managers of educational groups in high schools of Tehran.

Considering the nature of this study, the research method is correlational. The statistical population is consisted of 33 educational managers and 454 high school teachers in district 2 of Tehran city; among them, 33 educational managers and 80 teachers have been selected as sample group using stratified random sampling method in proportion to the volume of the population. The measurement instruments used in this research are the Emotional Competence Inventory (ECI) questionnaire and Multifactor Leadership Questionnaire (MLQ) with reliability coefficients of 0.90 and 0.94, respectively.

The analysis of research results reveals that: 1) the coefficient of correlation between emotional intelligence (EI) and transformational leadership style is $r=0.347$ which is significant at the $p<0.05$; therefore there is a significant relationship between EI and transformational leadership. 2) The coefficient of correlation between emotional intelligence and transactional leadership is $r=0.269$ which is not significant at the $p<0.05$; therefore there is no significant relationship between EI and transactional leadership style. 3) The coefficient of correlation between emotional intelligence (EI) and laissez-fair leadership style is $r=0.044$ which is not significant at the $p<0.05$; therefore there is no significant relationship between emotional intelligence and laissez-fair leadership style.

Keywords: Emotional intelligence (EI), leadership, self-management, leadership styles.

1. Introduction

In order to adapt to changes and to survive and grow in new environments, leadership of an organization has certain characteristics and requirements which most managers find hard to meet. Emotional intelligence is one of these characteristics which can help leaders and managers respond to changes.

It seems that emotional intelligence can be an evolved form of concern with human in organizations. It is a competent and modern instrument at the hand of educational managers and educational theorists for guidance and satisfaction of students and individuals within an organization. Emotional intelligence is a concept which explains the role of emotions and affections in human capabilities. Managers with high emotional intelligence are effective leaders who realize organizational goals with maximum productivity, satisfaction, and employee commitment. Concerning the importance of emotional intelligence in educational management, the present article studies the dimensions of emotional intelligence in management, growth and development of leadership in workplace, and methods of teaching and promoting emotional intelligence in educational management.

Nowadays, most organizations need to be able to change rapidly in order to maintain their competitive advantage. The prerequisite for rapid change it to have adaptive leaders and staffs who are able to work effectively, improve the systems and processes, stay customer oriented, and move toward productivity. The competitive environment is the constant “white water” variable of the modern life (Will, 196).

Leadership is the main element in development and management of these “white waters”. It is enough to look at recent failures of companies such as Enron and World Com and the success of a company such as Dale Computer to understand the importance of leadership. Effective leaders are those who use the right time for the good of their own industry and shareholders (Goleman, 2000:6) E.g. Chrysler industry and its revival by Li Acola, and Gillette’s leadership by Colman Mac Lair, and Kimberly Clarke in the years it was managed by Darwin Smith (Collins J, 2001). In his studies, Goleman found out the 76 to 96 percent impact of emotional intelligence and 4 to 24 percent impact of intelligence quotient on efficiency and effectiveness in social life and organizational management. He then concluded that if emotional intelligence is promoted in an organization, the efficiency would rise; and to do that, leaders should be able to understand human resources. Other studies in this regard indicate that individuals with high emotional intelligence can create hopefulness and take initiative in negotiations. Therefore, combination of managerial science and emotional competency in leadership can help individuals achieve effective and beneficial goals. On this basis, the present research investigates the relationship between emotional intelligence and different leadership styles among managers of educational groups.

Theoretical Foundations and Literature Review

Whether it is leading a nation, commanding an army, managing an organization, or running a family, leadership has an important impact on efficiency and realization of goals and objectives. On this sense, organizations can achieve their goals only when run by effective leaders. That is because leadership is the most important factor in survival and success of an organization and plays an important part in organizational growth and development. Organizational leadership is the highest manifestation of paradigm between groups of people. Leadership is defined as the process of affecting and influencing organizational members to help and guide them in their organizational tasks and to achieve desired results (Garner & Stough, 2002: 46).

Therefore, leaders should work desirably effective to conduct personal and team behavior and establish effective relationships with co-workers, supervisors, and clients in order to achieve maximum results with maximum satisfaction.

What is emotional intelligence?

Emotional intelligence (EI) is the identification and control of one's emotions. In other words, a person with hi EI can successfully combine three components of emotion (cognitive, physiological, and behavioral components). The term "emotional intelligence" was first used in 1990s by two psychologists named John Mayer and Peter Salovey. They stated that people with high EI are able to control their and other people's emotions, understand the distinction between positive and negative feelings, and use emotional information to guide their personal thoughts and actions. They used the term emotional intelligence to explain the quality and perception of people's feelings, empathy with others, and the ability to manage one's attitude and behavior. In fact, this type of intelligence refers to the understanding of one's and other people's feelings and the ability to use them to make proper decisions in life. In other words, EI is the factor which motivates a person at the time of failure and helps him/her establish nice relationship with people with the help of high social skills.

Emotional intelligence determines what action is appropriate or inappropriate in social relationships and in psychological interactions and certain conditions. EI helps an individual to keep up hope in his life, sympathize with others, understand other people's feelings, overlook small prizes in order to win the big reward, not let anxiety and fear cloud his judgment and thoughts, endure hardships, and keep his spirits at all times. Emotional intelligence is a kind of affectionate talent which determines how to use our skills in the best possible way; it even channels our thoughts in the right path.

Today, most organizations are at the brink of change; any sort of change needs employees and managers who are adaptive and able to cope with changes. In the meantime, social interaction as a useful method for managers and leaders is the key element for management of organizational change. In order to survive today's competitive and volatile environment, organizations should equip themselves with modern business thinking and improve themselves constantly. Leading such organizations is a sensitive and complicated matter; and this sensitivity is intensified when instead of technical change, the leadership has to deal with adaptive changes. Technical problems can be solved with the help of technical knowledge and conventional problem-solving processes, while adaptive problems require different solutions. Leadership of an organization through

adaptation to changes and survival in new business environments calls for certain characteristics and qualifications which most managers find hard to meet. Studies reveal that managers who can effectively communicate with human resources will have the upper hand in competition. In this regard, emotional intelligence is one of the components which can affect the relationship between managers and organizational members.

What does this issue have to do with leadership and management of an organization? Almost all of us have heard stories like this: “a very smart and talented manager fails as the leader, while another person with mediocre skills succeeds in a similar situation”.

Class-A leaders all have different personal characteristics. Some are calm and intuitive, while some shout out their ideas as if from a mountain top. Yet, the important issue is that different situations call for different style of leadership; in many cases where companies are merged together, the situation calls for a keen negotiator while sensitive financial conditions require a powerful leader.

Yet, most influential leaders have something in common: they all have high emotional intelligence. Of course IQ and expert skills are also necessary, but they are mostly deemed as primary skills; in other words, they are the pre-requisites for becoming a leader. However, recent studies reveal that emotional intelligence is a necessity for leadership; without this element, one might possess the best education in the world, an affirmative and analyst mind, and unlimited sources of bright ideas, and yet still be incapable of becoming a great leader.

Goleman, Boyatzis, and Rhee (1999) clustered the dimensions of emotional intelligence as follows:

1- Self-awareness: Self-awareness or understanding of a feeling as it occurs is an important and key part of emotional intelligence. The ability to control and manage one’s feelings is a sign of self-understanding and psychological vision. Managers and leaders who are self-aware are honest with themselves as well as with others; they know how their emotions affect them, others, and their job performance. With a strong sense of self-awareness, they confidently employ their capabilities and know when to ask for help.

2- Self-regulation: Control and management of emotions is a skill which is founded upon self-awareness. Managers and leaders are able to create an environment filled with trust and fairness. Self-regulation is important for competition, because in an environment where organizations are burnt-out and technology changes with nauseating speed, only individuals who can control their emotions are able to adapt to these changes.

3- Motivation: It is important to conduct the feelings toward a certain goal in order to concentrate and motivate oneself. Control of emotions is the bedrock for any sort of skill and success; those who are able to stimulate their emotions in the right time can be effective and creative in any task which is trusted upon them. Motivated leaders move beyond their own expectation. Progress is the catchphrase of such leader. Those who are potential leaders have initiated the desire for progress. The first sign of motivated leaders is passion through which they yearn for learning, try to do well in their job, and demonstrate restlessness to perform better. Organizational commitment is another sign. When individuals love their job for its own sake, they feel committed to their respective organization and stay positive even when all odds are against them.

4- Empathy: It is another ability which is founded upon self-awareness. Empathy with others is considered a kind of people skill. Empathetic leaders try to satisfy everyone. With thoughtfulness, they take employees' feeling and other matters into consideration when making a decision. Today, empathy is considered to be an essential part of leadership. Empathetic leaders demonstrate more understanding of the people around them. They use their knowledge for improvement of organization in intricate yet significant ways.

5- Social skills or relationship management: the art of relating to people depends greatly on the ability to control and manage other people's emotions. This skill is a kind of ability which strengthens popularity, leadership power, and personal influence. Leaders possess high levels of emotional capabilities. They are strong-spirited. Socially skillful people have a wide range of familiarities and relationships. Such people are masters of group management. Social skills can be a key element in leadership capabilities in most organizations, because it is the task of a leader to work through other people. In this regard, leaders require effective relationship management, which is made possible with the help of social skills.

Mayer, Salovey, and Caruso (1990) suggested four dimensions for emotional intelligence:

1- Identification of emotions in oneself and others: the most essential aspect of emotional intelligence is to be aware of one's emotions and feelings. The self-awareness ability allows managers to identify their own strength and weaknesses and trust in their own value. To examine their spirits, managers use self-awareness and directly understand how to affect other people.

2- The use and application of emotions: application of emotions is the ability to use emotions to achieve desired results, solve problems, and use the opportunities. This skill is comprised of empathy and organizational vision. Managers who possess this skill can put other people's emotions to use, rather than just understand them. They show that they care. Moreover, they are experts at identification of bureaucratic policies. Therefore, socially aware managers know how their words and actions affect others; they are sensitive enough to change their words and behaviors if they find out that they have negative impacts.

3- The ability to understand and perceive emotions: the ability to understand complex emotions and awareness of how emotions change from one state of mind to another is called emotional understanding. Managers who possess this ability use it to promote their passion and eagerness and resolve conflicts through kindness and wit. Using this ability, they can find out what stimulates or frustrates people or groups.

4- Managing emotions: It is the ability to control and manage emotions in the self and in others. Managers who possess this ability do not allow themselves to treat others badly or disrespectfully. They use management of emotions to prevent bad mood from entering the workplace; they can explain the source of bad moods or behaviors to others. Therefore they know where these bad moods are originated from and how long they would take. Jordan, Askanasy, Hartel, and Hooper (1999) proposed a model for dimensions of emotional intelligence in the workplace. In this model, based on the study by Mayer, Salovey, and Caruso, more subsidiary indices or EI are explained and their relationship with emotional intelligence in the workplace is discussed.

Emotional intelligence and team leadership:

The ability to use emotions or to create emotions for facilitation of problem-solving has an important effect on team members' efficiency. Barsade (2000) from Yale University's faculty of management studied emotional understanding and found out that development of positive emotions in teams and groups facilitates participation and cooperation between members, reduces conflicts, and improves team members' efficiency. In a study by Rice (1999), an American human resource expert, a short form of the MEIS was administered to 164 employees of an insurance company. The MEIS scores of the 11 team leaders correlated ($r = .51$) with the department managers ranking of effectiveness of the leaders. The overall EI of the 26 teams as measured by the average MEIS score across team members was significantly related to the department manager's rating of the team performance for customer service ($r = .46$). In this study, the relationship between EI and performance was complicated. Furthermore, the average team MEIS scores and rating of team performance in customer service were significantly positively correlated ($r = 0.46$). Team leaders' EI scores were also found to correlate positively ($r = 0.58$) with their team's performance.

An Australian research team lead by Jordan, Askanasy, Hartel, and Hooper (1999) investigated the relationship between EI and the performance of 44 work teams over a period of nine weeks. The members' EI was measured by a self-assessment scale designed based on the study by Mayer & Salovey. It was found that, in the early weeks, the teams scoring high on EI performed significantly better than the lower scoring teams. However, by the end of the nine weeks, the performance levels of all the teams were similar.

Based on the results of these studies and similar researches, it seems that EI, as an intermediate and organizing factor can improve team performance, because it enables the team to coordinate more effectively. Also it seems that team with lower levels of EI need more time to experience effective working in the form of a harmonious and coordinated group.

Correct methods of implementation of EI training programs:

In implementation of EI programs, organizations should pay attention to a few important and practical principles. These principles are as follows:

- 1- Clear determination of organizational goals
- 2- Creating a link between education and organizational goals
- 3- Accurate evaluation of employees in training programs in order to determine their basic capabilities and personal needs
- 4- Adaptation of training programs with employees' strengths and weaknesses
- 5- Designing and explanation of session structures
- 6- The use of practical exercises, case studies, and role plays
- 7- Creating a linkage between learning materials and real-life experiences
- 8- Providing opportunities to practice what is learned
- 9- Prediction of numerous opportunities for giving feed-backs
- 10- Use of team situations for practicing roles, and teaching the most important social behaviors
- 11- Revealing special and personal needs of an individual to him/her a private

- 12- Providing support structures and strengthening sources for employees in the form of follow-up programs

Research purpose:

The purpose of the present research is to study the relationship between emotional intelligence (self-awareness, self-management, social awareness, and social skills) and dimensions of transformational leadership (idealized influence, inspirational motivation, intellectual stimulation, and individualized considerations) in managers of educational groups.

3. The Development of Hypotheses and the Meaningful Pattern

1. The present research seeks to examine the following hypotheses.
2. There is a relationship between dimensions of emotional intelligence (self-awareness, self-management, social awareness, and social skills) and dimensions of transformational leadership style (idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration).
3. There is a relationship between dimensions of emotional intelligence (self-awareness, self-management, social awareness, and social skills) and dimensions of transactional leadership style (conditional reward, active management by exception, and passive management by exception).
4. There is a relationship between dimensions of emotional intelligence (self-awareness, self-management, social awareness, and social skills) and laissez-fair leadership style.
5. There is a difference between educational managers' EI and leadership style based on their demographic characteristics (age, employment record, education degree).

Research background

Not many studies on this subject are available; however, a number of researches are concerned with this topic. In that regard, Moghli (2003) reveals that: 1- the mean score of transformational leadership components is 66.79 in successful organizations and 55.21 in less successful organizations; 2- the leadership style in successful Iranian organizations is based on idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration; 3- transformational leadership style has a significant relationship with organizational commitment and job satisfaction in successful Iranian organizations; 4- idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration have a significant relationship with satisfaction, hard work, and commitment; 5- conditional reward and active management by exception have a relationship with satisfaction, hard work, and commitment, however passive management by exception has no relationship with satisfaction, hard work, and commitment.

In his study, Fariborzi (2003) concludes that: 1- transformational leadership style and its components i.e. idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration have a significant relationship with managerial performances i.e. efficiency, effectiveness, and creativity.

In their study, Mendel & Ferovanni (2003) suggest that:

1- There is a particular relationship between emotional intelligence (EI) and transformational leadership.

2- Women have higher EI scores than men,

3- Women have higher transformational leadership scores than men.

4- There is no difference between men and women in terms of relationship between EI and transformational leadership.

In their 2002 study, Caruso, Mayer, and Salovey found out that there is a relationship between management of emotions and transformational leadership.

Day, Newsome, and Catano (2002) suggest that there is a significant relationship between EI and charismatic, transformational, and situational leadership.

Wong & Lao (2002) point out that EI has a relationship with job performance, job satisfaction, organizational commitment, and employee satisfaction.

Also Vitello-Cicciu (2001) and Collins V.G (2001) point out that there is a relationship between enabling leadership practice and emotional intelligence.

Langley (2000) concludes that indices of emotional and social intelligence and leadership have positive correlations with each other; and social and emotional intelligence are essential parts of leadership.

In his study, Druscat (1994) indicates that leaders who demonstrate transformational attitudes create emotional responses in their followers.

Seltzer & Bass (1990) suggest that there is a positive relationship between transformational leadership, extensive effort, constituents' satisfaction, and effectiveness.

The statistical population of the present research is comprised of all 33 managers of educational groups and 454 teachers in district 2 of department of education in Tehran in 2013-14. Due to small size of the statistical population, all 33 managers of educational groups are accounted for and studied in a census method; also since in correlational-type studies, the sample size should be between 75 to 80 individuals (Coreman, 1933; translated by Shekarshekan, 2002), therefore the sample size is determined to include 80 individuals.

4. Methodology

The present research employs two instruments of data collection:

1- Emotional Competence Inventory questionnaire (ECI): this questionnaire is based on Goleman (1998) theory which is a self-assessment 360 degree instrument. This questionnaire is comprised of 72 questions designed on a Likert-type five-point scale (never, rarely, sometimes, usually, and almost always). It measures EI of individuals and groups in organizations.

The reliability and validity of this questionnaire has been tested by Goleman, Boyatzis, and Mac Key (2002) on executive managers of a Brazilian whole-sale company; the reliability of this questionnaire is between $r_a=0.73$ and $r_a=0.92$. In order to assess the reliability of this questionnaire in Iran, Cronbach's alpha is used and the reliability is measured to be 0.90. The content validity and face validity of this questionnaire has also been confirmed.

2- Multifactor Leadership Questionnaire (MLQ): this questionnaire is based on Bass and Avolio (1995) theory which is a 360 degree instrument. This questionnaire is comprised of 45 questions designed on a Likert-type five-point scale (never, rarely, sometimes, usually, and almost always). It evaluates an array of leadership behaviors including transformational, transactional, and laissez-fair leadership as well as their performance and outcome. In order to assess the reliability

of this questionnaire in Iran, Cronbach's alpha is used and the reliability is measured to be 0.94. The content validity and face validity of this questionnaire has also been confirmed.

Statistical methods and data analysis

In order for statistical analysis of the collected data, descriptive and inferential methods and SPSS software have been used; also Pearson's correlation test, multivariate variance analysis, Tukey test, and path analysis are as well carried out.

5. Data Analysis and Findings of the Research

The main findings of the present research are summarized below:

The first hypothesis:

There is a relationship between dimensions of emotional intelligence (self-awareness, self-management, social awareness, and social skills) and dimensions of transformational leadership style (idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration).

Analysis of the data regarding the 1st hypothesis indicates that the correlation coefficient between components of emotional intelligence and components of transformational leadership style equals $r=0.347$ which is significant at the $p<0.05$. The highest value belongs to the correlation coefficient between organizational awareness and individualized consideration ($r=0.515$; $p<0.05$) and the lowest value belongs to the correlation coefficient between service-orientation and transformational leadership ($r=-0.001$) which is not significant at the $p<0.05$. Therefore, there is a significant relationship between dimensions of EI and components of transformational leadership style. These findings are in alignment with Goleman (1998) EI theory, and Bass & Avolio (1995) multifactor leadership, and the studies by Mendel and Ferovani (2003), Day Newsome and Catano (2002), Garner and Stough (2002), Gibbons (1986), and Fariborzi (2003).

The second hypothesis:

There is a relationship between dimensions of emotional intelligence (self-awareness, self-management, social awareness, and social skills) and dimensions of transactional leadership style (conditional reward, active management by exception, and passive management by exception).

Analysis of the data regarding the 2nd hypothesis indicates that the correlation coefficient between dimensions of emotional intelligence and components of transactional leadership style equals $r=0.269$ which is not significant at the $p<0.05$. Therefore, there is no significant relationship between dimensions of emotional intelligence and dimensions of transactional leadership style.

These findings correspond to the results of the studies by Weinberg (2003), Garner & Stough (2002), Barling, Slater, and Cloe (2000); but they are not in alignment with the findings of Coetzi & Shop (2005), Van Gate & Kitzer (1997).

The third hypothesis:

There is a relationship between dimensions of emotional intelligence (self-awareness, self-management, social awareness, and social skills) and laissez-fair leadership style.

Analysis of the data regarding the 3rd hypothesis indicates that the correlation coefficient between dimensions of emotional intelligence and laissez-fair leadership style equals $r=0.244$ which is not significant at the $p<0.05$. Therefore, there is no significant relationship between dimensions of emotional intelligence and laissez-fair leadership style.

This finding is in alignment with that of the study by Barling, Slater, and Cloe (2000); but it does not correspond to the findings of Garner & Stough (2000).

Study of the components of emotional intelligence and laissez-fair leadership indicates that the findings of this research correspond to the findings of Coetzei & Shop (2005) and Weinberger (2003) about the lack of relationship between understanding of emotions (self-awareness), management of emotions (self-management), social awareness, use of emotions (social skills), and laissez-fair leadership style. This correspondence may be due to the idea that laissez-fair leadership is in fact a denial of leadership, and is not considered to be a leadership practice. The laissez-fair leaders usually do not dwell at the heart of problems; they try to delay their involvement with affairs. In this style of leadership, no effort is made to stimulate the followers or to determine the measures to be taken in order to satisfy the needs of employees.

The fourth hypothesis:

There is a difference between educational managers' EI and leadership style based on their demographic characteristics (age, employment record, education degree).

Analysis of the data regarding the 4th hypothesis indicates that the difference between EI and leadership styles of educational managers based on their age, is significant only in transformational leadership style ($p < 0.05$). However, there is no significant difference based on employment record or educational degree.

These findings are in alignment with the findings of Fariborzi (2003); but they do not correspond to the results of the study by Marani (2003) and Dehghanian (2001). There is no significant difference between educational managers' EI and leadership style based on their educational degree; this conclusion corresponds to the findings of Marani (2003).

6. Conclusions and Suggestions

In order to survive today's competitive and volatile environment, organizations should equip themselves with modern business thinking and improve themselves constantly. Leading such organizations is a sensitive and complicated matter; and this sensitivity is intensified when instead of technical change, the leadership has to deal with adaptive changes. Technical problems can be solved with the help of technical knowledge and conventional problem-solving processes, while adaptive problems require different solutions. Leadership of an organization through adaptation to changes and survival in new business environments calls for certain characteristics and qualifications which most managers find hard to meet. Emotional intelligence is one of the most important personality components which can be of great help to managers and leaders.

Parallel to the above-mentioned conclusions, the subsidiary findings in this research indicate that:

1- There is no significant relationship between dimensions of emotional intelligence (self-awareness, self-management, social awareness, and social skills) and components of leadership outcomes i.e. extensive effort, satisfaction, and effectiveness.

2- There is a positive and significant relationship between components of transformational leadership style (idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration), components of transactional leadership style (conditional reward, active management by exception, and passive management by exception), and components of leadership outcomes i.e. extensive effort, satisfaction, and effectiveness.

3- There is a negative and significant relationship between laissez-fair leadership style and components of leadership outcomes i.e. extensive effort, satisfaction, and effectiveness.

Suggestions

The results obtained in this research reveal that there is a significant relationship between dimensions of emotional intelligence (self-awareness, self-management, social awareness, and social skills) and dimensions of transformational leadership style (idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration). On that basis, the following issues are suggested:

1- It is suggested to provide managers with techniques and solutions using which they can raise their awareness of their own emotions and subsequently manage their emotions more efficiently and effectively.

2- Understanding of other people's emotions is a skill which can be improved. To do that, managers should first pay more attention to other people's emotional signals especially during meetings and interactions; moreover, one can learn to read between the lines while communicating with another person, by paying attention to facial gestures and tone of speaking.

3- Creating excitement to help solve a problem, energizing a team, or being able to calm down before a meeting or interview are among skills which can be learned and employ to work more happily and enthusiastically; more importantly, one should be able to transform this stimulation and motivation to other people as well.

4- Considering the necessity of change and transformation in our country's bureaucratic and administrative system, application of transformational leadership model to make changes in the structure, culture, processes, and other aspects of organizations is highly recommended. This leadership model can ensure an organization's ability to survive in a dynamic and volatile environment. Moreover, teaching and promotion of this leadership style can facilitate the process of organizational renovation and establishment of modern organizations.

References

- AvoLio ,B. j , & Bass, B.m.»١٩٩٧«(The Fall range of Leadership development: Manual) pp.98-100) Redwood city, CA: Mind Garden.
- Barling, J., Slater, F., & Kelloway, E.K.(2000). Transformational leadership and emotional intelligence: An exploratory study. *The leadership and organizational Development Journal*, 21, 157-161.
- Bass, B.M., & Avolio, B.J.(1995). Multifactor leadership questionnaire: Manual leader form, rater and scoring key for ML Q. (pp. 25-835). Redwood city, CA: Mind Garden.
- Barsade,S. G.(٢٠٠٠). The ripple effect: Emotional contagion in groups. working paper: New Haven. CT: Yale University press.
- Caruso, D. R.,& Wolff, C.(٢٠٠١). Emotional intelligence in the workplace .In *the emotional intelligence in everyday life: A Scientific inquiry* . Edited by: Joseph Ciarrochi , Joseph .P.Forgas,. &John D. Mayer psychology press .
- Caruso, D.R., Mayer, J.D., & Salovey, p.(2002). Emotional intelligence and emotional leadership. (pp. 79-90). Mahwah, NJ: Lawrence Erlbaum Associates.
- Collins, J.(2001). Good to great: why some companies make the leap and others don't. (pp.34-46). New york, NY: Harper Collins publishers, Inc.
- Coreman A.K, 1933, industrial and organizational psychology, translated by Shekarshenan, 2002, 3rd edition, Tehran, ROSHD publications, PP:40-56
- Day, A.L., New some, S., & Catano, V.M.(2002). Emotional intelligence and leadership. Canadian Forces Leadership Institute. Saint Mary's Applied Research Team.
- Dehghanian M. H, 2001, the impact of transformational and transactional leadership styles on teachers' psychological pressure in schools district 2 and 4 of department of education in Tehran City, M.A. thesis of educational management, Tehran University.
- Druscat, V.V. (1994). Gender and leadership style: Transformational and transactional leadership in the Roman catholic church. *Leadership Quarterly*, 5(I), 99-119.
- Faribirzi A, 2003, the impact of transformational leadership on ICT projects in governmental and non-governmental organizations in Mashhad, M.A. thesis of educational management, Isfahan University.
- Garner, L., & Stough, C.(2002). Examining the relationship between leadership and emotional intelligence in senior level managers. *Leadership & organization development journal*, 23(2), 46-48.

Gibbons, T.C. (1986). Revisiting: The question of born us made. Toward a theory of development of transformation leaders. Ph.D Dissertation. Santa Barbara, CA: Fielding Institute.

Goleman, D. (1995). Emotional intelligence: why it can matter more than IQ. (pp. 10-35), New York, NY: Bantam.

Goleman, D.Boyatzis, R.E., & Rhee,k.(1999). Clustering competence in emotional intelligence insights from the emotional competence inventory. (ECI). from the world wide web [http:// www.eiconsortium.org](http://www.eiconsortium.org)

Goleman, D. (2000). Leadership that gets results. Harvard Business Review, 78 (2), 80-100.

Jordan, R.J. Ashanasy, N. M. Hartel, C.E, J. ,& Hooper, G.S.(1999). Workgroup emotional intelligence: Scale development and relationship to team process effectiveness and goal focus. Manuscript .Submitted for ?? publication .

Langley, A. (2000). Emotional intelligence – A new evaluation for management development. Career development international, 5(3), 177-183.

Mayer,J.D.Salovey, p.,& Caruso, D.R. (1999). Emotional intelligence meets traditional standards for?an intelligence .Journal of Intelligence .27.pp: 267-269

Marani M, 2003, standardization and reliability assessment of EI questionnaire among university and high school students in the city of Isfahan, M.A. thesis of general psychology, Isfahan University .

Meindl, B.R. (1990). On leadership : An alternative to the conventional wisdom. (pp. 15-19). Greenwich, CA: JAI Press.

Mink, D. (1992). Creating new organizational paradigms for chang. International Journal of Quality & Reliability Management, 9, 21-23.

Moghli A, 2003, designing a transformational leadership model for Iranian administrative organizations, Management Knowledge periodical, No.62, PP: 88-93.

Mokhtaripour M, M.A. student of educational management, Isfahan University.

Rice, C.L.(1999). A quantitative study of emotional intelligence and its impact in team performance Unpublished Masters Thesis.pepeerdine .University of? Malibu

Seltzer, J., & Bass, B.M. (1990) Transformational leadership: Beyond initiation and consideration. Journal of Management,16, 693-703.

Siadat S.A. Assistant professor of educational sciences and psychology, Isfahan University.

Vail, P.B. (1996). Learning as a way of being: strategies for survival in world of permanent white water. (pp. 4-6). San Francisco, CA: Jossey Bass.

Vitello – cicciu, J.(2001). Leadership practices and emotional intelligence of nursing leaders. Master's Thesis. Iowa city: university of Iowa, UMI.

Weinberger, L.A. (2003). An examination of the relationship between emotional intelligence, leadership style and perceived leadership effectiveness. Candidate (Ph.D) Dissertation. Human Resource Development Research Center. Swanson & Associates.

Wong, C., & Law, K.S. (2002). The effects of leader and following emotional intelligence on performance and attitude: An exploratory study. Leadership quarterly Journal, 13, 243-2