

INTRODUCTION

“Of creations, I am the beginning, the middle and the end; of knowledge I am knowledge of the Supreme Self; Among speakers, I am words that are unbiased and in the pursuit of truth”

----- The Gita.

The concept of Glass Ceiling:

The very fact of women being adequately represented in the work-force, but hardly present in the senior managerial positions has been labelled “the glass ceiling”, “a barrier so subtle that it is transparent, yet so strong that it prevents women from moving up in the management hierarchy” (Morrison & Von Glinow (1990; p. 200)

{The term "glass ceiling" was coined by Hymowitz and Schellhardt in a report on corporate women published in 1986 edition of Wall Street Journal.}.

In India, research and surveys reveal that men out-number women in terms of attaining top managerial positions. Review of secondary sources shows that data on Indian female managers is almost non-existent.

The very lack of statistical data signifies the lack of attention paid to the persistent issue of women in leadership positions in the Indian context.

A few studies that have been conducted on the issue of women representation in management jobs reveal that women are lagging far behind men in managerial jobs. Globally women comprise around 10 percent of senior management positions in Fortune 500 companies (Chadha, 2002).

In India their presence is known to range between a high of 5.8 percent (Kulkarni, 2000, p.11) to a low of roughly 3 percent (see Chadha 2002, Mehra 2002, and Singh 2003) of all administrative positions. (Chadha, R, 2002. Of Mars and Venus, Buisnessline, Available at <http://proquest.umi.com/pqdweb? DID= 270062871 & Fmt>, Kulkarni, S.S. 2002. Women and Professional Competency- A Survey Report, Indian Journal of Training and Development. 32(2) April- June, Mehra, P.2002, Women Managers: To the top and Beyond, Hindu Businessline,

Saturday, 27 April and Singh, K. 2003. Women managers: perception vs performance analysis, Journal of Management Research, 3 (1), pp 31-42)

The 2012 Global Gender Gap Report, which is published by the World Economic Forum and analyzes 135 countries on benchmarks such as economic participation and political empowerment, gives some indication of just how far down the economic ladder India's women find themselves. The country is ranked 105th overall, after Belize, Cambodia, and Burkina Faso. India's standing is skewed slightly upward because of high scores in women's political participation relative to other countries judged on a purely economic basis, however, India falls to 123, with only 12 nations ranking lower.

This gender imbalance poses a major threat to India's growth prospects, to say nothing of its ambition to become a world power. Compare India with China, whose economy outperformed India's significantly in 2011, at 9.3 percent compared with India's 6.9 percent, according to the World Bank. There are many reasons for the difference, but an important one is the robust participation of women in China's workforce.

A report published by Gallup, which conducted surveys of the two countries from 2009 to 2012, found that "Chinese women are taking part in their country's labour force in vastly greater numbers than Indian women are. Gender gaps are also much narrower in China than in India, and all but disappearing among Chinese with the highest level of education." Seventy percent of Chinese women participate in the labour force, according to Gallup, and they have an easier time finding full-time jobs. The female literacy rate is also magnitudes higher than in India. As Lakshmi Puri, deputy executive director of UN Women, said in 2011, India's economic growth rate could make a "quantum jump" of 4.2 percentage points if women were given greater opportunity to contribute to professional life.

Status of women in contemporary India:

Today also predominantly, women face the glass-ceiling effect. Despite of talent and skills a woman employee gets less number of promotions and her wages are often lesser than her male colleagues. Women play a very strategic role in the development of society in particular and development of economy in general.

Woman is the leader planner of the family, the first trainer; supplier of labour and by playing focal role in the development of different sectors like agriculture, industry, Service, etc. and she contributes for the creation of an enlightened society. Women contribute directly or indirectly for economic Development.

As proportion of women in the workforce became increasingly noticeable, gender differences among senior and junior staffers turned out to be noteworthy in a work place, from factory floor to fighter planes, from hospitals to banks. Women today hold less than 3 per cent of most senior management positions in the US, less than 2 per cent in Europe and around 4 per cent in India, (where this percentage could be still higher). In India, in spite of the consistent excellent academic performance even at higher studies level, women are under-represented at higher position or in any field of the work life.

It is an anatomical fact that male brains are about 10 per cent larger than female brains. On the contrary women have more nerve cells in certain areas.

Women also tend to have a larger corpus collusum – the group of nerve fibers that connects left and right hemispheres. That makes women faster at transferring data between the computational, verbal left half and intuitive, visual right half and therefore women outperform men at communication and interpersonal skills.

Currently there are over 1,219,300,00 people living in India, which makes it the second most populous country in the world, following China.

Women are 48.5% of the general population of India.

There is a gender gap at birth. For every 100 girls born, there are 112 boys born; this gap is even wider in some regions.

Of all ages, the gender gap is 100 females for every 107 males.

Of those ages 15 and up, just 47.8% of females were literate compared to 73.4% of males, and out of the total population in India, 61% is literate.

Men dominate the numbers of those enrolled in higher educational degrees

In 2009-2010, women were 26.1% of all rural workers, and 13.8% of all urban workers.

Women are an estimated 31.2% of all economically active individuals.

Women earn 62% of men's salary for equal work.

26.2% of women compared to 9.0% of men cited a lack of role models as a barrier to advancement.

India ranked towards the bottom of the 134 countries, with a ranking of 113, on the 2011 Global Gender Gap Index.

Women are just 3% of legislative, management, and senior official positions.

According to Gender Diversity Benchmark, 2011, India has the lowest national female labour force and the worst leaking pipeline for junior to middle level position women.

28.71% of those at the junior level of the workplace,

14.9% of those at the middle level,

9.32% of those at the senior level.

Of 1,112 directorships on the Bombay Stock Exchange 100, just 59 (5.3%) are held by women.

Out of 323 total executive directorship positions (generally considered to be prerequisites to holding the CEO position) on the Bombay Stock Exchange 100, just eight (2.5%) are held by women.

54% of companies on the Bombay Stock Exchange 100 have no women board directors.

Despite occupying small percentages of leadership positions, 97.2% of women (compared to 95.6% of men) aspire to jobs with increased responsibility.

(SOURCE: Catalyst Quick Take: Women in the Labour Force in India. New York: Catalyst, 2012.)

According to the news published in Economic Times in February 2013, While women continue to make up a small percentage of the senior leadership in organizations globally, Indian companies

are doing much worse in terms of advancing female professionals to top leadership roles, says an unreleased report by a global HR consulting firm. Women leaders hold only 5% or at times even less of the top 100 senior roles in half of the Indian companies surveyed by Mercer where only 11% organizations say they have more than 30% women in the top desk.

The survey covered 55 companies operating in India and 663 in Asia-Pacific. On a positive note, the report which was shared exclusively with TOI, also pointed out that 64% of Indian firms say they have no barriers preventing women from advancing to senior roles.

Among those who acknowledged barriers to female advancement, only 3% say bias on the part of the managers (compared to 15% of organizations in the Asia-Pacific region) was a reason for women's low representation at the top. On the other hand, 19% of organizations in India see managers' unwillingness to take a risk on a non-traditional candidate as a major barrier for the development of women into senior leaders. Of late, Indian organizations have seen a massive drive to push for gender diversity with a focus on inducting more women in critical roles and on company boards. In fact, the stress is so much that CEOs and top leaders are being held accountable for promoting and mentoring female talent.

Leadership:

“I am more afraid of an army of 100 sheep led by a lion than an army of 100 lions led by a sheep”. - Talleyrand

Leadership is about taking responsibility, not making excuses.

- Mitt Romney

Concept:

Good leaders are made not born. If you have the desire and willpower, you can become an effective leader. Good leaders develop through a never ending process of self-study, education, training, and experience.

To inspire your workers into higher levels of teamwork, there are certain things you must be, know, and, do. These do not come naturally, but are acquired through continual work and study. Good leaders are continually working and studying to improve their leadership skills; they are not resting on their laurels.

A leadership style is a leader's style of providing direction, implementing plans, and motivating people. There are many different leadership styles that can be exhibited by leaders in the political, business or other fields.

According to an article in Harvard Business Review, women tend use their charisma, interpersonal skills, hard work and personal contacts in influencing their followers.

Women leaders encourage participation, share power and information and enhance people's self-worth. It is widely felt that though there are several “policies” against gender discrimination, managers still find all sorts of ways to keep women employees “under”. In addition, though women are getting quick promotions, their salaries still lag behind.

Greg Butcher from the Netherlands says he runs several International businesses and denies that there is any pre-selection bias from top jobs in his companies. He says that when recruiting directors they ask candidates if they are prepared to put in the long and often anti-social hours needed for the role. Many female candidates, he says, decide not to proceed or answer “unfavourably” when quizzed. “Perhaps the female (candidates) are simply more than balance with life and are following other values which downplay or balance commitment to business,” he says. “The single-mind pursuit of profit is motivated by greed, which has been a peculiarly male trait from the beginning of time,” she says. Women are failing to reach the top jobs not because we don’t have the talent or ability for it, but because our goals are more holistic and less selfish.”

Yet women directors could bring new perspectives to the boardroom, from their diverse experience, for example, as consumers, decision-makers and users. Whilst male managers tend to be similar thinking, decision making types, women managers bring greater variety of thinking and personality types. They also offer different ethical, communicative and environmental values and a preference for a more androgynous leadership style; the valuing of this different voice which women directors could bring still seems a long way-off in almost half of the top 100 companies.

Leadership Style

Despite substantial female progress in recent years, business leadership remains largely male dominated. In the past fifteen years, women’s share of corporate officer positions in Fortune 500 firms has grown from 8.7 to 15.7 percent; board seats from 9.6 to 15.2 percent; and CEO positions

from 0.2 percent to 3.0 percent (Catalyst 2010). This trend is likely to continue as young women increasingly invest in business school training.¹ While the pace of progress has been extensively documented and examined; little is known of how corporate strategy would be different if women were better represented at the top of the corporate ladder.

In 1970, only 3.6 percent of master's degrees and 8.7 percent of bachelor's degrees in U.S. business schools were conferred on women. Today, women earn more than 44 percent of master's degrees in business and management, accounting for 37 percent of MBAs and 48 percent of specialized master's degrees. Among undergraduate business majors, women first outnumbered men in 2002 (AACSB 2010).

A growing literature in economics and finance suggests that individual managers bring their own personal styles to managing their firms (e.g., Bertrand and Shoar 2003; Graham and Narsimhan 2004; Malmendier, Tate, and Yan 2010), yet if and how women manage firms differently than men remains unclear. A large qualitative literature has emerged documenting gender differences in self-reported attitudes and leadership styles of business executives (e.g., Rosener 1990). But the few empirical studies in economics that look at gender in management focus on firms' bottom line – profits or value – without much analysis of *what* within the firms women may be doing differently. The studies, many undertaken by Catalyst (e.g., Catalyst 2007), a non-profit organization committed to promoting women in business, typically find 2 positive cross-sectional correlations between accounting performance and the presence of female directors (see also, for example, Carter, Simkins, and Simpson 2003; Erhardt, Werbel, and Shrader 2003; Farrell and Hersch 2005).

But companies that have chosen female leadership may not provide a useful model of what to expect if women rose elsewhere, as these companies may also be unusual in other ways. Selection in the matching of female managers and directors to firms can bias simple correlations of female leadership and firm outcomes if, for example, more profitable firms are more likely to attract the highest quality women, or if the pool of female talent is concentrated in specific industries. In fact, Adams and Ferreira (2009) show that the correlation reverses when they include firm fixed effects. “Of course,” explains Ferreira (2010, p.17), “the fixed effects results also do not establish the direction of causality. Past and expected future performance may influence firms' decisions to

select female directors.” For example, firms may be more likely to promote women following negative performance shocks (Ryan and Haslam 2005).

While a great deal has been said about international differences in leadership styles and their effectiveness, another issue probably matters more for most organizations. How can we develop leaders who effective across cultural boundaries? Is it possible to create a truly global leadership style that will extend across cultures? Some recent forays into the field of cross-cultural leadership highlight possibilities for how global organizations might proceed.

Research suggests charismatic leadership is effective in a variety of national contexts. In many cultures, terms like visionary, symbolize, and self-sacrificer appear as descriptors of effective leaders, and positive leaders-member exchanges also are associated with high performance across a variety of cultures. Culturally intelligent leaders are flexible and adaptable, tailoring their leadership styles to the specific and changing needs of the global workforce.

Researchers agree that learning to be a global leader requires gaining active experience in dealing with multiple cultures simultaneously. These experiences give leaders a chance to observe how different leadership styles work with different groups of people and build confidence in working across cultural boundaries. Leadership development programmes can also use 360-degree feedback from supervisors, colleagues and subordinates to help leaders recognize when their behaviour is not effective with certain populations of employee. Companies like PepsiCo and Ford have to most effective global leaders.

In a recent survey of theory and practice in leadership, Northouse (2004) concluded that “there are almost as many different definitions of *leadership* as there are people who have tried to define it” (p. 2). Northouse’s definition will be used here: Leadership is defined as “a process by which an individual influences a group of individuals to achieve common goals” (p. 4). The term *followers* will be used to describe those whom the leader is attempting to influence. The term *subordinates* is often used in organizational settings, but the term *followers* suggests that leaders can be in any role or position, and a bureaucratic hierarchy is not necessarily implied. Additionally, the concept of shared leadership contradicts the notion of “solo” or unilateral leadership. According to Gill (2006), shared leadership is characterized by the quality of interactions rather than hierarchical level; team problem solving; “conversation rather than instructions, shared values, and beliefs”;

and “honesty and a desire for the common good” (p. 30). Another useful way to frame leadership is to contrast it with management. According to Kotter (1990), management produces predictability, order, and consistency regarding key results and includes planning, budgeting, organizing, staffing, controlling, and problem solving.

Leadership produces change and includes establishing direction through visioning, aligning people with the vision and strategies, and motivating and inspiring staff. One conceptualization for human services organizations defines administration as a combination of leadership and management (Roberts-De Gennaro & Packard, 2002). Leadership includes visioning, change management, strategy development, organization design, culture management, and community collaboration. Management includes program design, financial management, information systems, human resource management, program evaluation, and project management. Effective execution of management functions often requires leadership.

Leadership can be observed at several levels: groups, teams, programs, agencies, communities, societies/countries, and even worldwide (e.g., international affairs). The focus here will be on program/agency leadership: organizational leadership for organizational performance. Another important aspect of the leadership context in the human services is the growing emphasis on evidence-based practice (McNeece & Thyer, 2004). This plays out in two ways in a discussion of leadership. First, in its traditional usage, evidence-based methods should be used by leaders in the design and implementation of the programs of their agencies. Second, evidence-based practice principles can be used in assessing the theories, models, and practice guidelines for leadership. The newly emerging field of evidence-based management is an example of this application (Pfeffer & Sutton, 2006; Rousseau, 2006).

Leadership is a rational activity, there are powerful contextual factors—including the agency’s policy and political arena and economic, social, and technological forces (Lewis et al., 2007, Ch. 2) and internal dynamics such as organizational power and politics (Gummer & Edwards, 1995)—that impact the behavior and effectiveness of leaders.

Competencies are also reflected in the style theories of leadership: the notion that certain behaviors make leaders more effective and that these behaviors or styles (e.g., participative or autocratic leadership) can, by and large, be learned and improved. The earliest work in this area, at Ohio

State University and the University of Michigan, contrasted task behaviors, such as directing and providing structure for the group and focusing on production, with relationship behaviors, which emphasized building trust, respect, good relations within the team, and an employee orientation. Examples of these behaviours and a newly developing category of change oriented behaviours.

Yukl (2006) has concluded that “there are serious weaknesses in much of the behavioural research conducted during the past two decades,” noting “a tendency to look for simple answers to complex questions” (p. 75). Researchers “were looking for a universal theory of leadership that would explain leadership effectiveness in every situation” (Northouse, 2004, p. 68), but research in this area turned out to be inconclusive, although “the overall pattern of results suggests that effective leaders use a pattern of behaviour that is appropriate for the situation and reflects a high concern for task objectives and a high concern for relationships” (Yukl, 2006, p. 76). Leadership research now more typically recognizes complexities, which cannot offer simple answers.

These insights are reflected in more current style models, including the Leadership Grid and various contingency theories.

Charismatic Leadership

Charismatic leadership (Conger & Kanungo, 1998) will be briefly discussed here as a prelude to a full discussion of current well-developed models of leadership, some of which include elements of charismatic leadership. A charismatic leader is a strong role model who demonstrates competence and confidence, articulates goals, and communicates high expectations (Northouse, 2004, p. 172). Charismatic leaders foster the development of trust and can inspire followers to a new vision through self-sacrifice, risk taking, and a concern for followers. It should also be noted that charismatic leadership is risky: Power can be misused, and followers can become inappropriately dependent upon a charismatic leader (Yukl, 2006, pp. 250, 262). Also, as noted by Collins (2001), effective leaders do not need to be strongly charismatic in the traditional sense of “larger than life heroes” such as Lee Iacocca at Chrysler (pp. 28–30). In fact, his research found that leadership attributes included a “paradoxical blend” of humility and a fearless determination to succeed, concluding that “Charisma can be as much a liability as an asset, as the strength of your leadership personality can deter people from bringing you the brutal facts” (p. 89). The challenge here seems to be to demonstrate the characteristics

noted without displaying an oversized personal presence, which puts more emphasis on the person than the organization.

Transactional and Transformational Leadership

Currently, one of the most popular and studied models of leadership contrasts two related approaches: transformational leadership and transactional leadership. Much of the current work on this model has been reported by Bass and associates (Bass & Avolio, 2006).

In transactional leadership, the more common approach, an exchange process involves the leader and followers agreeing to do or provide things to accommodate each other's' needs. In transformational leadership, the leader "transforms and motivates followers by:

- (1) Making them more aware of the importance of task outcomes,
- (2) Inducing them to transcend their own self-interest for the sake of the organization or team, and
- (3) Activating their higher-order needs" (Yukl, 2006, p. 262).

Transactional leadership has two components. First, *contingent rewards* are valued rewards received for performing desired behaviors. A transactional leader identifies factors that motivate a worker and provides the support needed for effective performance. Second, *management by exception* assumes that under normal circumstances, little intervention by a supervisor will be necessary. When exceptions (variations from routine activities) occur, management by exception is used. A leader can use active or passive management by exception. In active management by exception, the leader "arranges to actively monitor deviances from standards, mistakes, and errors that occur and to take corrective action as necessary" (Bass, 1998, p. 7). In passive management by exception, the supervisor does not actively monitor but waits for deviances or mistakes to occur and then acts. To effectively lead professional staff, transactional leadership will probably not be enough to achieve outstanding performance. Transactional leadership should be augmented by the use of transformational leadership, which includes idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.

Idealized Influence: Idealized influence "refers to the ability of leaders to display conviction, emphasize trust, take stands on controversial issues, present their most important values, and

emphasize the importance of purpose, commitment, and ethical consequences of decisions” (Bargal, 2000, p. 308). According to Bass (1998), a transformational leader serves as a role model who is admired, respected, and trusted. Followers of such charismatic leaders “identify with the leaders and want to emulate them”; perceive them to have “extraordinary capabilities, persistence, and determination”; and see them as risk takers who are “consistent rather than arbitrary” (p. 6). The application of idealized influence essentially amounts to being a role model and exhibiting behaviors that subordinates admire and appreciate.

Inspirational Motivation:

A key component of inspirational motivation is vision. The overuse of this concept in the popular press and misapplications in organizations has led to cynicism on the part of some employees. Nevertheless, when properly executed, visionary leadership can be a powerful tool for focusing and energizing staff. Visionary leadership is briefly discussed below as a specific model of leadership. Another important aspect of this element is setting high expectations for the work unit or program. Enthusiasm and encouragement are then used by the leader to pull the team toward the vision and achievement of expected results.

Intellectual Stimulation.

Intellectual stimulation involves encouraging innovation and creativity. To enhance this, Bargal (2000) suggests that the leader develop the ability to “question old assumptions, traditions, and beliefs; to stimulate new perspectives and ways of doing things in others; and to encourage expression of new ideas and reasoning” (p. 308). This includes the current management axiom of “thinking outside the box.” This principle is particularly important in the early stages of assessing the need for change.

Individualized Consideration:

Individualized consideration involves coaching and mentoring workers as individuals and having ongoing personalized interactions with staff. Individual consideration involves finding ways for followers to identify growth goals and providing opportunities for them to achieve them. This can take the form of an explicit discussion with a follower, simply asking what is important to the mind how these things can be achieved in a work setting. According to Avolio and Bass (2002, p. 5),

the best leaders use more transformational leadership than transactional leadership, but both used together are optimally effective. Finally, it is also important to note that transformational leadership can be confused with “pseudo transformational leadership,” which focuses on personal power, manipulation, threat, and punishment (p. 8). Yukl (2006, pp. 274–277) has offered several guidelines for the use of transformational leadership. First, articulate a clear and appealing vision, and explain how it can be attained. Act confident and optimistic, and express confidence in followers.

Support the vision through resource allocations and emphasizing key values, and lead by example.

Summarizing research over the past 20 years, Bass and Avolio (2006, p. 48) concluded that transformational leadership was positively related to performance in the business, military, educational, government, and not-for-profit sectors. One meta-analysis of Full-Range Leadership, which includes the use of both transactional and transformational leadership (Judge & Piccolo, 2004); found that both transformational leadership and contingent rewards had significant relationships with outcomes, including follower satisfaction and group or organizational performance.

In a review of the literature, Tucker and Russell (2004) concluded that transformational leaders can have a major influence on organizational culture and change. Yukl (2006) concluded that, in spite of conceptual weaknesses in the theory, “the available evidence supports many of the key propositions of the major theories of charismatic and transformational leadership” (p. 272).

There have been applications of transformational leadership concepts to human services organizations (Barker, Sullivan, & Emery, 2006; Packard, 2004; Yoo & Brooks, 2005). In one national study, transformational leadership was correlated with perceived leader effectiveness (Mary, 2005). In a hospital study, transformational leadership was significantly correlated with leader outcomes of effectiveness, satisfaction, and extra effort (Gellis, 2001). Another study found significant positive relationships between transformational leadership and job satisfaction, commitment, leader effectiveness, and satisfaction with the leader (Kays, 1993, cited in Mary, 2005, p. 209). Transformational leadership is compatible with human services values and principles regarding valuing and empowering individuals.

Exemplary Leadership

Kouzes and Posner's (2002) popular books on leadership, unlike some of the popular literature, present a model with an empirical base. While they have not formally named their model, we will use here the title of their most comprehensive book on the subject: exemplary leadership.

Their model is structured around five “practices” and ten “commitments” of leadership. *Model the way* involves clarifying one's personal values and setting an example by aligning actions with values.

Inspire a shared vision includes envisioning the future and enlisting others in a common vision. Exemplary leaders *challenge the process* by finding opportunities to innovate, change, and grow and by experimenting and taking risks. These leaders *enable others to act* by fostering collaboration through trust and cooperative goals and sharing power and discretion. Finally, such leaders *encourage the heart* by showing appreciation for individual excellence and celebrating values and victories through a spirit of community. In their research, they found several characteristics that people look for and admire in a leader:

- ☐ *Honest*: truthful, ethical, principled, worthy of trust
- ☐ *Forward-looking*: articulating a vision and sense of direction for the organization; using strategic planning and forecasting.
- ☐ *Competent*: having a track record and the ability to get things done, understanding the fundamentals, having relevant experience.
- ☐ *Inspiring*: enthusiastic, energetic, positive about the future.

Kouzes and Posner (2002) conclude that these four make up *source credibility*—people believe in and trust them; they do what they say they will do, represented by the acronym DWYSYWD.

“Do what you say you will do” requires that a leader practice what he or she preaches, “walk the talk,” and follow through.

Visionary Leadership

Vision has been mentioned in several contexts above, including transformational leadership and exemplary leadership, and because it is mentioned so often in the leadership literature, it will be

given special attention here. According to Nanus and Dobbs (1999), a vision is “a realistic, credible, attractive, and inspiring future for the organization” (p. 78). The vision should be challenging, but staff also needs to see that, with time and enough of the right kind of work, it is attainable.

While a mission statement describes why an organization exists (its purpose) and what it does (its unique niche of programs or activities), a vision statement represents where the organization wants to be, its ideal future. Articulating a clear and compelling vision is an important aspect of leadership and, as will be discussed below, of change leadership as well.

This is important to provide meaning, focus, and clarity of purpose for staff on an ongoing basis, and it may be even more important when organizational change is needed. The organization as a whole typically has a vision statement, and individual programs may have their own vision statements as well. Individual employees come to an organization with their own visions for what they want to accomplish in their careers. It is important for a leader to learn about his or her followers’ aspirations, build these into the organization vision as possible, and help followers see how their individual visions can be realized through a common vision (Kouzes & Posner, 2002).

Ultimately, all of these visions should be in alignment (Senge, 1990). While an initial statement of vision typically comes from the organization’s leader, alignment can be facilitated by having employees involved in creating a final vision statement and then promulgating it throughout the organization.

Servant-Leadership

Servant-leadership, developed by retired AT&T executive Robert Greenleaf (2002), has received increasing attention in the popular literature in recent years. It is a non-traditional model for leadership in several respects. It was developed by a successful career executive; it is explicitly based in philosophical, ethical, and moral principles; and it presents the unorthodox idea that the leader should first serve followers. Servant-leadership focuses on the leader-follower relationship and can be considered to be in the *style* category of leadership models because it focuses on leader behaviors. Spears (2005, pp. 33–36) has identified 10 characteristics of the servant-leader, many of which are clearly associated with social work and other human services professions: listening,

empathy, healing “broken spirits” and “emotional hurts,” general and self-awareness, using persuasion rather than positional authority, broad conceptual thinking and visioning, learning from the past and foreseeing future outcomes, stewardship (“holding their institutions in trust for the greater good of society”), commitment to the growth of people, and building community.

Until recent years, much of the writing on servant-leadership emphasized the description of desired behaviors and principles, but research on this model is expanding. A professional journal devoted to it, *The International Journal of Servant-Leadership*, was launched in 2005. Further systematic empirical work on this model should more fully illustrate its potential.

Strategic Leadership

One conceptualization of strategic leadership (Boal & Hooijberg, 2001) contrasts what they call “supervisory theories” of leadership, including contingency, path-goal, and leader-member exchange approaches, with strategic leadership approaches including charismatic, transformational, and visionary models. Activities often associated with strategic leadership include making strategic decisions; creating and communicating a vision of the future; developing key competencies and capabilities; developing organizational structures, processes, and controls; managing multiple constituencies; selecting and developing the next generation of leaders; sustaining an effective organizational culture; and infusing ethical value systems into an organization’s culture. (Boal & Hooijberg, 2001, p. 516) Boal and Hooijberg (2001) further suggest that the “essence” of strategic leadership involves the ability to learn, the ability to change, and managerial wisdom, which includes social intelligence and the ability to take the right action at the right time (pp. 517–518). As bluntly stated by Gill (2006), “Without strategies, vision is a dream” (p. 174). Leadership and vision are focused on end results, and organizational strategies can provide a road map for reaching them. Students and practitioners of management are aware of the importance of strategic planning (see Chapter 16 on strategic planning). It is addressed here as an aspect of leadership, suggesting that effective leadership can increase the prospects of strategy implementation.

Strategic leadership, in this sense, is largely the use of a comprehensive strategic planning process.

There can be a leadership dimension to this as well, using participative approaches to leadership by involving staff in the strategic planning process. Thus far, the discussion of leadership has generally focused on a leader's role in ongoing operations of an agency. An increasingly important role for a leader in an organization is that of a *change leader* (Kotter, 1996). We will now discuss specifics of change leadership, with particular emphasis on organizational change and on creating a high-performance organizational culture.

Other leadership styles:

Benevolent leadership style:

This type protects subordinates, continually tells them what they should and should not do, and comes to their rescue whenever needed. Such a supervisor caters to subordinates needs for security and is generally liked by his employees. He is effective as long as he is physically present. In his absence the workers may experience a lack of direction and motivation. Such supervisors tend to have dependent followers, and initiative-taking behaviour may not be reinforced.

Critical leadership style:

This type takes a critical approach to employees and does not tolerate mistakes, low quality work, undisciplined behaviour, or individual peculiarities. Finding mistakes, criticizing subordinates, and making them feel incompetent is a characteristic behaviour of a critical manager.

Developmental leadership style:

This type has confidence in his subordinates, helps them to set broad goals, and allows them to work on their own. Guidance is provided only when requested for by the subordinates. Competent workers who have this kind of supervision are likely to feel confident about their work. They are free to work both independently with their colleagues. Employee competencies are developed well under this supervisor.

(The HRD Missionary by T.V.Rao, Page no: 80-81)

Concept of Women Leadership:

Batliwala, a prominent Indian scholar-activist, also notes the challenge of recognising that 'women can bring different qualities to leadership, with a greater attention to collaboration, cooperation,

collective-decision making and, above all, relationship-building. But these come hazardously close to essentialising women (and axiomatically, men too) and playing into long-standing gender stereotypes' (Batliwala, 2010: 7). Wijnen and Wildschut (2015, citing Kark, 2004) point to 'convincing evidence that female leaders tend to be more transformational than male leaders' (p.2). Hassan and Silong (2009) find, however, that the evidence on whether women and men have different styles of leadership is mixed: some studies find differences, for example that women leaders are more likely to be transformative or focus on collaboration and men leaders more on goal-setting, whereas others find no correlation between gender and leadership style.

Women's leadership therefore encompasses a range of styles and purposes, but is there something distinct about feminist leadership? Batliwala (2010) reviews writing both on 'mainstream' understandings of leadership and on feminist writing about leadership, including the work of prominent feminist activists and scholars from low- and middle-income countries, with many sources not in English or unavailable online. She finds that, while a definitive definition of *feminist* leadership is lacking, 'the concept of feminist leadership has been widely discussed, described and analysed' (p.11). From her review of feminist writing, she identifies the **common features of feminist understandings of leadership** to be a view of leadership as a means to social transformation and a belief that collaborative styles of leadership are integral to achieving an equitable society.

Emotional Intelligence:

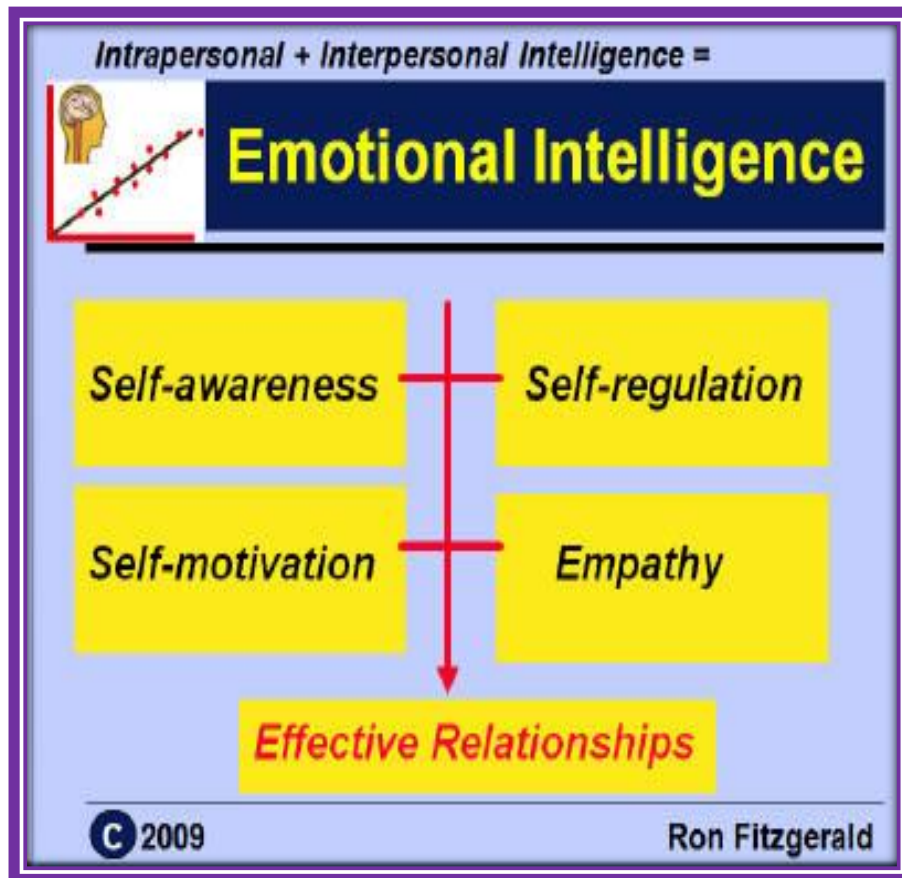
DEFINITION: - by Daniel Goleman (1990)

"Emotional intelligence (EI) has been defined as 'Being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one's moods and keep distress from swamping the ability to think; to empathize and to hope' (Goleman, 1996)

You may have wondered many a time how seemingly ordinary people build their way to success. Or how a college drop out like Bill Gates (of Microsoft fame) managed to build such a vast empire for which he is envied by the entire world. There are many others like him who have made the difference and, and this could be attributed to their EQ. Mother Teresa, who decided to devote her life as a nun to social service with no resources of her own, could successfully arouse world

conscience to help the needy and the poor. (Emotional Intelligence at work, A professional guide, By Dalip Singh, 2001, pg-16)

Similarly people like, T.N.Sheshan and Kiran Bedi tried to be different from their bureaucratic colleagues and succeeded. M.S. Oberoi rose from the position of a clerk to build a vast empire of luxury hotels all over the world. (Emotional Intelligence at work, A professional guide, By Dalip Singh, 2001, pg-16)



The above figure by Ron Fitzgerald is showing the components of Emotional intelligence which leads to Effective Relationship.



(Source: Career.iresearchnet.com)

The above figure is showing different dimensions of Emotional Intelligence like Empathy, Motivation, Self –Esteem Decision-Making, Interpersonal Awareness, Commitment, etc.

In the last decade of the 20th century, some psychologists, neuroscientists, educationists, the laymen and many more were bombarded with terms like “Emotional Intelligence”, “Emotional Quotient”, “EQ”, so and, so forth, so what is emotional intelligence all about? Is it just a buzzword or fed? Is of a concept whose time has come or was it always there? And can emotions be intelligent? And, can emotions be intelligent? There seem to be no dearth of the number of the number of questions one can come up with. So how they do we understand emotional intelligence, it is important to get to the root of it.

History

The emergence of the emotional intelligence concept: An overview

<p>1900-1969: Intelligence and Emotions as Separate, Narrow Fields</p>	<p>Intelligence research. The realm of psychological testing of intelligence was developed during this period and a sophisticated technology of intelligence tests arose.</p> <p>Emotions research. In the separate field of emotion, debate centered on the chicken-and-egg problem of which happens first: physiological reaction or emotion. In other areas of work, Darwin has argued for the heritability and evolution of emotional responses, but during this time, emotions was often viewed as culturally determined, largely a product of pathology and idiosyncratic.</p> <p>The search of social intelligence. As intelligence testing emerged, the focus was on verbal and propositional intelligence. A number of psychologists sought to identify a social intelligence as well. However, efforts in this direction were discouraging and conceptions of intelligence remained cognitive.</p>
<p>1970-1989: Precursors to Emotional Intelligence</p>	<p>Cognition and Affect. The precursors to emotional intelligence were put into place in this two-decade period. The field cognition and affect emerged to examine how emotions interacted with thoughts. Researchers suggested that depressed people might be more realistic and accurate than others and that mood swings might enhance creativity. The field of non-verbal communication developed scales devoted to perception of non-verbal information-some of it emotional-in faces and posture. Those in the field of artificial intelligence examined how computers might understand and reason about the emotional aspects of stories.</p>

	<p>Multiple intelligence. Gardener described an “intrapersonal intelligence”, which is involved, among other things, the, the capacity to perceive and symbolize emotions.</p> <p>Social intelligence. For example, empirical work on social intelligence found that it divided into social skills, empathy skills, prosocial attitudes, social anxiety, and emotionally (sensitivity). Brain research began to separate out connections between emotion and cognition. Occasional use of the term, “emotional intelligence” was made.</p>
1990-1993: The emergence of Emotional Intelligence	<p>The four-year period beginning in the 1990’s saw the first sustained development of the first concept of emotional intelligence. The article “Emotional Intelligence” provided a first review of areas potentially relevant to an emotional intelligence. At the same time, a demonstration study, including the first ability measure of emotional intelligence under that name, was published. An editorial in the journal intelligence argued for the existence of an emotional intelligence as an actual intelligence. During this time, further foundations of emotional intelligence were developed, particularly in the brain sciences.</p>
1995-1997: The popularization and Broadening of Emotional Intelligence	<p>Goleman, a science journalist, published the popular book, Emotional Intelligence, loosely modelled on the academic writings in the area. The book became a world-wide best seller and was widely copied. TIME MAGAZINE used the term “EQ” on its cover. A number of personality scales were published under the name of emotional intelligence.</p>
1998-present Research on and Institutionalization of Emotional Intelligence	<p>A number of refinements to the concept of emotional intelligence took place, along with the introduction of new measures of the concept, and a growing number of peer-reviewed research articles on the topic. These have now become too numerous to enumerate.</p>

(Source: Emotional Intelligence in everyday life by Joseph Ciarrochi, Joseph P. Forgas and John D. Mayer, pg no: 5 & 6)

GENDER AND EMOTIONAL INTELLIGENCE:

Men and women are two equal partners of the society, and even Indian constitution does not permit to discriminate on the basis of sex. However, Indian women generally have to face discrimination due to her being female, though this tendency is disappearing with advancement of the society yet it has not fully liberated from it. The change in the attitude of the society as also led the corporate world to change its outlook and attitude towards women executives. Many research studies have been conducted and the growing organizations philosophy towards gender equality has come in the form that today women are expected to “*look like lady and act like man*”. Moreover the organizations of the day are now emphasizing on the women leadership due to specific advantages of the same and we find hardly any organization where women are not leading. In spite of all this all certain misgivings with regard to leadership styles of women executives are still present in the Indian minds. EQ of majority of female executives has been found high and average. Women are more capable of handling persons and recognizing their needs as compared to men. Women are more acceptable in Human resource department, financial management departments due to her leadership frame and orientation of being structural or humanistic and have been found less biased in decision making. (Emotional Intelligence – Research Insights by KBS Kumar, page no: 174 & 175)

Learning is an emotional process. If you doubt this, recall the excitement you felt when you finally succeeded in working a really difficult problem or finished a major paper. Remember the dread of entering an exam room when you weren't sure about the material. If there is no emotion, there probably isn't much learning going on. Consider the nodding heads in the typical large lecture. If learning is under the control of the emotions, then it behoves us to understand how we can use them to enhance learning in our students. It is also important to help students know how their “emotional intelligence” works to help or hinder their success as a college student. Fortunately, in the past fifteen years, significant new insights as to how the brain produces emotions have been discovered and the way in which they affect performance in all aspects of life has begun to emerge. Goleman presents convincing evidence that the emotional intelligence quotient (EQ) is just as important in academic success as cognitive intelligence, as measured by IQ or SAT scores. A person with a low IQ may never be able to understand an abstract concept, but there are numerous examples of people with high IQ who never finish high school. A study of high school

valedictorians and salutatorians found that only one in four made it to the “top” of their profession in their professional lives. As Goleman states, “The SAT may primarily be a good measure of a person’s aptitude for being a college professor.” EQ, on the other hand, seems to be a good indicator for success in a variety of endeavours and, with a reasonable IQ, is a good measure of success in college. The good news is that, while IQ seems to be genetically endowed, there is evidence that EQ can be enhanced with proper training and learning environment.

Definitions

David Caruso defined,

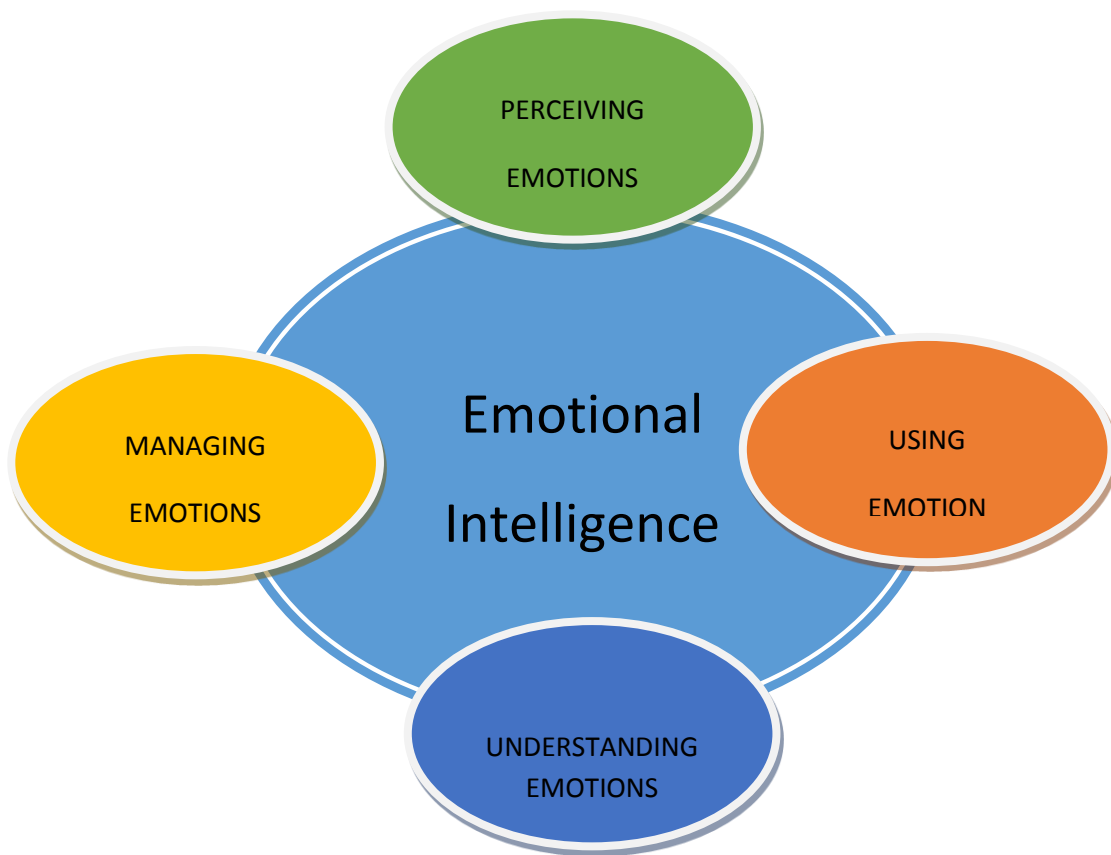
“It is very important to understand that emotional intelligence is not the opposite of intelligence, it is not the triumph of heart over head -- it is the unique intersection of both.

Freedman et al defined,

"Emotional Intelligence is a way of recognizing, understanding, and choosing how we think, feel, and act. It shapes our interactions with others and our understanding of ourselves. It defines how and what we learn; it allows us to set priorities; it determines the majority of our daily actions.

Mayer & Cobb defined,

“The ability to process emotional information, particularly as it involves the perception, assimilation, understanding, and management of emotion.”



The above figure is displaying the role of emotional intelligence.

- **Reuben Bar-On's EQ-i**

A self-report test designed to measure competencies including awareness, stress tolerance, problem solving, and happiness. According to Bar-On, “Emotional intelligence is an array of no cognitive capabilities, competencies, and skills that influence one’s ability to succeed in coping with environmental demands and pressures.”

Measurement of the Emotional Competencies (Goleman) model

Two measurement tools are based on the Goleman model:

1. The Emotional Competency Inventory (ECI), which was created in 1999, and the Emotional and Social Competency Inventory (ESCI), which was created in 2007.
2. The Emotional Intelligence Appraisal, which was created in 2001 and which can be taken as a self-report or 360-degree assessment.

Bar-On model of emotional-social intelligence (ESI)

Bar-On defines emotional intelligence as being concerned with effectively understanding oneself and others, relating well to people, and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands. Bar-On posits that EI develops over time and that it can be improved through training, programming, and therapy. Bar-On hypothesizes that those individuals with higher than average EQs are in general more successful in meeting environmental demands and pressures. He also notes that a deficiency in EI can mean a lack of success and the existence of emotional problems. Problems in coping with one's environment are thought, by Bar-On, to be especially common among those individuals lacking in the subscales of reality testing, problem solving, stress tolerance, and impulse control. In general, Bar-On considers emotional intelligence and cognitive intelligence to contribute equally to a person's general intelligence, which then offers an indication of one's potential to succeed in life. However, doubts have been expressed about this model in the research literature (in particular about the validity of self-report as an index of emotional intelligence) and in scientific settings it is being replaced by the trait emotional intelligence (trait EI) model discussed below.

Measurement of the EI model

The EI Ability Model and the MSCEIT

The definition of EI employed in the ability model views it as a general, traditional, intelligence made up of specific, interrelated abilities. In this model, emotions are viewed as evolved signal systems and each emotion conveys a specific meaning. For example, fear conveys the possibility that one is under attack and will need to escape; happiness conveys the hope of joining with others. This idea of reasoning with and about emotional information is reflected in the following definition:

“Emotional Intelligence refers to an ability to recognize the meaning of emotion and their relationships and to reason and problem-solve on the basis of them. Emotional Intelligence is involved in the capacity to perceive emotions, assimilate emotion related feelings, understand the information of those emotions, and manage them.

The Mayer-Salovey-Caruso Emotional Intelligence test (MSCEIT), which is geared to this definition, measures four areas of EI skills: the ability to (a) perceive emotion, (b) use emotions to facilitate thoughts, (c) understand emotional meanings, and (d) manage emotions in oneself and others. (Source: Emotional Intelligence in everyday life by Joseph Ciarrochi, Joseph P. Forgas and John D. Mayer, pg no: 10)

Goleman's Theory and the Emotional Competence Inventory

Goleman often characterizes EI as a list of personal and social characteristics. He offers little in the way of a formal definition, but thus offer longer descriptions of the qualities involved. I have created a briefer description from some of his writings that closely follows his original description. It states that:

“Emotional Intelligence is a broad description of an individual's functioning or character that includes abilities such as being able: (a) to motivate oneself, (b) to persist in the face of frustrations, (c) to control impulses, (d) to control impulses, (e) to delay gratifications, (f) to regulate moods, (g) to keep distress from swamping the ability to think, (h) to empathize, (i) to hope. At other times, EI may be reflected in, or may be equated to, the capacities (a) to experience enthusiasm, (b) to feel confident, (c) to be socially adroit and (d) overall and to have good character.

Goleman's concept of EI has been measured with the Emotional Competence Inventory. The overall subscales of the instrument have been approximately the same from 1998, although the exact set of sub-scales has varied slightly from report to report. One version stated that the attributes of EI included such qualities as: (1) emotional self-awareness, (2) accurate self-assessment, (3) self-confidence, (4) emotional self-control, (5) trustworthiness, (6) conscientiousness, (7) adaptability, and continues through a dozen more attributes, (19) conflict management, (20) building bonds, and (21) teamwork and collaboration.

Bar-On's Theory and Bar-On EQ-i

Bar-On defines EI as: "An array of non-cognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures" in other words, is any ability that is not specifically cognitive. His **Bar-On's Theory and Bar-On EQ-I**, measures a number of areas, including (1) emotional awareness, (2) assertiveness (3) self-regard, (4) self-actualization, (5) independence, (6) empathy, (7) interpersonal relationship, (8) social responsibility, (9) problem solving (10) reality testing, (11) flexibility, (12) stress tolerance, (13) impulse control, (14) happiness, and (15) optimism.

(Emotional Intelligence in everyday life, by Joseph Ciarrochi, Joseph P. Forgas and John D. Mayer, pg no: 10, 11)

[3] Trait EI model

Soviet-born British psychologist Konstantin Vasily Petrides ("K. V. Petrides") 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 EI is "a constellation of emotional self-perceptions located at the lower levels of personality." In lay terms, trait EI refers to an individual's self-perceptions of their emotional abilities. This definition of EI 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 EI should be investigated within a personality framework. An alternative label for the same construct is trait emotional self-efficacy.

The trait EI model is general and subsumes the Goleman and Bar-On models discussed above. The conceptualization of EI as a personality trait leads to a construct that lies outside the taxonomy of human cognitive ability. This is an important distinction in as much as it bears directly on the operationalization of the construct and the theories and hypotheses that are formulated about it.

Training EI Competencies at the Workplace

Based on the working assumption that EI is malleable during adulthood and can be trained, there is a growing impetus toward the provision of personal and workplace interventions that purport to increase EI (Zeidner 2005). It is, of course, assumed that personal and societal benefits will follow from investment in programs to increase EI. That is, specific emotional competencies (e.g., emotion perception) will have important consequences for how individuals perform in organizational settings, how they cope with stress and conflict, and react affectively to the environment. Whether the motivation is to promote greater organizational productivity and competitiveness, or physical health and well-being, the workplace may be one of the best settings for examining the role of EI and for reaching adults and fostering their EI (Cherniss 2000). Currently there are a variety of training programs designed to promote emotional skills and competencies in the occupational environment. For example, police departments have adopted training designed to help officers better manage their own reactions and those of others in conflict. Similarly physicians have been given training on how to be more empathetic toward their patients and to their families (Cherniss et al. 1998). In the American industry spends about \$50 million each year on training competencies, and much of these programs focuses on social and emotional abilities (see Cherniss 2000a, b). The workplace appears to be a most appropriate setting for systematic efforts to improve EI competencies, for a number of reasons. First, emotional competences are claimed to be critical for maintaining effective performance on the job. As noted in this chapter, emotions at work have been shown by some studies to influence work decision making and performance, job satisfaction, and helping behaviour. It has been claimed that about two-thirds of the competencies linked to superior performance are emotional or social qualities, such as self-confidence, empathy, and the ability to get along with others (Boyatzis 1982). Second, many workers enter the workforce without the necessary emotional competencies and social skills that will enable them to cope with the demands and challenges on the job. Third, compared to other potential sites for implementing interventions, the workplace often has available means for

providing necessary training experiences. Overall, it is difficult to determine whether or not EI training programs at the workplace are effective to any meaningful degree, with reviewers differing in their conclusions. Based on their survey of the intervention literature in the domain of management, Cherniss and Goleman (2001) conclude that interventions targeted at EI-based competencies are effective and tend to enhance such desired outcomes as self-awareness and rapport. In addition self-motivation training (e.g., lecture and discussion) can help in fostering creativity and harnessing stronger achievement drive and business performance. Thus they conclude: “Taken together, all these interventions demonstrate that it is possible for adults to develop EI competencies.”

In a recent review of research focusing on EI in organizational settings (Jordan et al. 2007), EI is evaluated as being an important potential personal resource for organizational contexts. Thus EI is claimed to be particularly related to organizational performance and outcomes in tasks where there is a clear emotional skill required for successful performance (e.g., sales, customer relations). A meta-analysis conducted by Burke and Day (1986) seems to support this conclusion. These authors found that managerial training programs had an average size of over one standard deviation for human relations training and about two thirds of a standard deviation for self-awareness. However, with several notable exceptions (e.g., the theory-based EI program systematically assessed by Ashkanasy et al. 2006), few organizations actually test the EI training programs they implement (Caruso and Wolfe 2004; Landy 2005, 2006). Cherniss et al. (1998) report the results of a recent survey of companies conducted by the American Society for Training and Development. Evidently, when it comes to EI, hard-nosed companies become soft and they simply do not insist on hard evidence. In order to maximize the effectiveness of EI training programs, Cherniss and Goleman (2001) offer a number of useful guidelines, including creating an encouraging and supportive environment. Proponents of EI programs at the workplace have claimed that the development and training of emotional competencies requires deep changes and the re-tooling of ingrained habits of thought, feeling, and behaviour (e.g., see Cherniss et al. 1998; Goleman 1998). The limbic system, one of the oldest parts of the brain in evolutionary terms, does not “understand” words or concepts. Thus any successful effort to improve emotional intelligence must be active and experiential, not just verbal and cognitive. Accordingly there are strong response habits that must be altered in emotional learning and existing neural pathways must be weakened and eventually extinguished before new ones can be established. What this means, in

practice, is that the learning process requires repeated practice over a much longer time. Thus learners must enter the process with a high degree of motivation, and there must be considerable guidance and support to help them maintain motivation until a new way of thinking becomes second nature (Cherniss et al. 1998). Otherwise, following a short-term training and development program, participants will simply get a short-term buzz of energy that lasts no more than a few days or weeks, after which they fall back into whatever their habitual mode was before. One example of an experiential training program is the Emotional Competence Training program, developed at American Express Financial Advisors in 1992 and since used by managers in that company and several others in the United States (Cherniss and Adler 2000; Goleman 1998). There are several versions of the program, but the one that has been found to be effective involves about 40 hours of training, divided into two group sessions of two or three days each, which are separated by a month or two. Carefully selected, doctoral-level psychologists who understand the special challenges involved in implementing such a program in work organizations deliver the program. Although there are some didactic segments of the program, much of it involves highly experiential activity, such as role playing, simulations, and the like. The program covers a number of topics, including the role of emotion in the workplace, different ways of expressing how we are feeling, the impact of “self-talk” on feelings and behaviour, active listening, and norms for the expression of emotion at work.

Emotions as Socio-cultural Constructions:

To describe emotion as socially constructed means that it is always experienced, understood and named via social and cultural processes. Social constructionists, therefore, tend to view the emotions to a greater or lesser degree as learnt rather than inherited behaviours or responses. At a general level, social constructionists tend to be interested in identifying and tracing the ways in which norms and expectations about the emotions are generated, reproduced and operated in specific socio-cultural settings, and the implications for selfhood and social relations of emotional experience and expression.

Kemper (1987) has identified four physiological grounded “primary” emotions: fear, anger, depression and satisfaction/happiness. He sees these emotions as universal to all humans, as manifested very early in human development and as having survival value, emerging from

evolutionary processes. Kemper (1987) describes such emotions as guilt, shame, pride, gratitude, love and nostalgia as “secondary emotions” which are acquired through ‘socializing agents’. He claims that the primary emotions are altered in some ways through ‘socializing agents’ to become ‘secondary emotions’. Kemper views guilt, therefore, as a form of ‘socialized’ fear (of punishment for inappropriate behaviour), while shame is anger (with the self) which has been ‘socialized’ satisfaction. (The Emotional Self, by Deborah Lupton, pg no 15)

Emotion is thus viewed as an inter-subjective rather than an individual phenomenon, constituted in the relations between people. Exponents of this perspective see emotions as self-reflexive, involving active perception, identification and management on the part of individuals, and indeed, as created through this reflexiveness. Lutz describes emotions as ‘culturally constricted judgements, that is, as aspects of culturally meaning systems people use in attempting to understand the situations in which they find themselves’ (1985: 65). As such emotions are viewed as dynamic, changeable according to the historical, social and political context in which they are generated, reproduced and expressed. Attention is paid to the ways in which emotional phenomenon are given different meanings which have wider social and political implications. (The Emotional Self, by Deborah Lupton, pg no 16).

From the structuralist perspective, emotions are viewed as being shaped by social institutions, social systems and power relations. This approach sees individual’s emotional states directly associated with their position in the social system and their membership of social groups, such as their gender or social class. (The Emotional Self, by Deborah Lupton, pg no 18).

‘The Emotional Woman’

While it may be accepted that all individuals may feel the full range of emotions, still ‘Anger in woman isn’t nice’. A woman who seethes with anger is ‘unattractive’. An angry woman is hard, mean and nasty: she is unreliably, unprettily out of control’ (Brownmiller, 1984: 209). Emotions or emotionality themselves at a general level of meaning tend to be culturally coded as feminine,

while rationality or lack of emotionality are dominantly represents as masculine. Brownmiller (1984: 207) refers to a landmark study carried out with a group of professional psychologists (published in 1970), in which some personality traits as 'Cries very easily', 'Very emotional', 'Feelings easily hurt', 'Very easily influenced', 'Very subjective' and 'Unable to separate feelings from ideas' were rated by the psychologists as highly feminine traits. Traits that were rated by the groups as highly masculine included 'Very direct', 'Very logical' and 'never cries'.

The gendering of emotions has conveyed a series of paradoxical meanings. In general women are expected to display gentleness, to be willing and able to express tender feelings to others. These attributes are considered to be an important aspect of dominant forms of an ideal femininity. Indeed, woman who appear inexpressive or lacking such traits are tenderness and caring may be viewed as lacking appropriate femininity (Jaggar, 1989: 157) such expressions of sensitivity or caring have not been demanded of men to the same extent or considered as an ideal component of masculinity. Men have typically been considered as 'blunter' or 'rougher' in their emotional styles and as less interested in the sensibilities of emotion. As there is such a strong symbolic link between femininity and emotionality, women are regarded as being 'naturally' good at dealing with other people's emotions because they are believed themselves to be inherently emotional and emotionally expressive, while men, on the whole, are not. There is a continuing representation of women as closer to their emotional states, and as the guardians of civility, in-charge of promoting emotional management: women as "Keepers of the heart, keepers of the sentimental memory". (Brownmiller 1984: 215)

These feminine attributes are often seen as desirable and appropriate, demonstrating a woman's capacity for emotional sensitivity and caring for others. These features in general are linked to humanity, refinement of feeling and represent a major dimension of the positive meanings given to emotion and emotionality. On the other hand, however, women supposed greater capacity for emotional feeling and emotional expression and their emotional lability also bears highly negative meanings, particularly in regard to understandings about women's inferiority compared with men.

The continual association of emotion and emotionality with femininity, therefore, associates femininity with the other negative meanings associated with emotion, such as irrationality, the

chaotic nature of the 'grotesque' body, lack of reason and cultivation and membership of lower orders.

(The Emotional Self, by Deborah Lupton, pg no. 106,107 &108).

By the nineteenth century, the family had become idealized as an intimate refuge with a higher moral value than the public realm (Sennett, 1977: 20). Family relationships were expected to provide enduring and continuing emotional support. Love and family relationships were viewed as central human fulfilments and the expression of emotion was valorized as a part of maintaining affective bonds. (Taylor, 1989: 293). The growing schism between the masculine world of commerce and the feminine sphere of the home in this century, in concert with the growth of industrial capitalism, encouraged men to take on a harder, cooler persona, particularly in the late Victorian era.

(The Emotional Self, by Deborah Lupton, pg no. 106,107 &110).

Personality

Definition:

“Personality is the dynamic organization within the individual of those psychophysical systems that determine his unique adjustments to his environment”

----by Gordon Allport

Personality Traits:

A **personality trait** is an enduring personal characteristic that underlies a person's reactions to a variety of situations. According to Luthans, the way people affect others as per their personality traits. Personality traits include: height, weight, facial features, colour, dimension, etc. Personality traits are enduring characteristics like shyness, submissiveness, laziness, timidity, loyalty, dynamism, aggressiveness, creativity, etc., exhibited in large number of situations. Allport and Odbert identified 17,953 personality traits. It is highly difficult to predict the individual behaviour based on such a large number of traits. R.B. Cattell reduced this number to 171. He further reduced them to 16 personality factors, or primary traits. The 16 factors are found to be generally steady and constant sources of behaviour in specific situations.

(Organizational Behaviour, Text, Cases, Games by P. Subba Rao, pg no 91)

Sixteen Personality Traits

Sr. No	PERSONALITY TRAITS	
1	Reserved	Vs Outgoing
2	Less Intelligent	Vs More Intelligent
3	Affected by feelings	Vs Emotionally stable
4	Submissive	Vs Dominant
5	Serious	Vs Happy-go-Lucky
6	Expedient	Vs Conscientious
7	Timid	Vs Venturesome
8	Tough Minded	Vs Sensitive
9	Trusting	Vs Suspicious
10	Practical	Vs Imaginative
11	Forthright	Vs Shrewd
12	Self-assured	Vs Apprehensive
13	Conservative	Vs Experimenting
14	Group dependent	Vs Self –sufficient
15	Uncontrolled	Vs Controlled
16	Relaxed	Vs Tense
Source: Stephen P. Robbins, “Organizational Behaviour,” pg 94		

Personality traits of effective leaders:

Why are people naturally attracted to some individuals and follow their lead while others have to work hard at coalescing others behind them and in the end are not particularly effective and are their secret ingredients that go into making effective leaders? If so, what are they and why are they so important? In this article, which is one of a two series, we will cover the first five of ten traits that most all effective leaders exhibit. Assertiveness- absolutely essential to being a leader, the ability to be forthright in expressing demands, opinions, feelings and attitudes is a key component of success. Assertiveness actually helps leaders in their performance of many tasks and especially in identifying and achieving goals. To lead you must be prepared to confront your followers about

their mistakes, make legitimate demands, demand higher performance and always set high expectations of yourself and others.

Enthusiasm – Leaders know enthusiasm is contagious. Others react positively to it almost instantly. They also know without it, it's virtually impossible to expect others to follow. Yet enthusiasm is one of the easiest traits to develop in you. People don't follow leaders who are boring and dull. Moreover the leader knows he or she must frame his or her vision or mission in an enthusiastic way for others to want to make it their own. Enthusiasm fully developed is called Charisma. While genuinely rare, leaders who have transformed themselves into charismatic are able to easily control others to "buy in" and follow.

Warmth- warmth is actually the glue that holds it all together. Infact, without warmth a leader cannot build a rapport between himself and others that's critical to leading. Frankly, warmth is not only wanted and needed by everyone, but it's one of the key ingredients for emotional support of others that holds the group together. It's also another important component of Charisma. People expect their leaders to e warmth. = don't disappoint them.

Self-awareness and Objectivity: Effective leaders have developed the ability to quickly assess the strengths and limitations of and others. This allows them to capitalise upon strengths, and build up weaknesses to convert them into strengths. A good leader also recognizes that attempting to change others is not nearly as effective as simply noticing the ways others are "wired" and using those already present patterns to achieve success. High tolerance for Frustration – simply stated the ability to cope with and quickly overcome the inevitable roadblocks that will come. Others will watch closely how you respond when frustrated. How you act when things are going well is easy? How you respond when the going gets tough is far more difficult? Many leaders have lost their followers having failed in this trait. Other leaders have actually cemented and grown their following by rising to the occasion and showing that in good situations or bad, their ability to stay focused while not become upset and frustrated is strong.

(Organizational Behaviour, Text, Cases, Games by P. Subba Rao, pg no 92)

There are different personality traits which reveal the specific characteristics in the person. There are different models which specifically talks about the personality traits.

The Myers-Briggs Type Indicator (MBTI):

The Myers-Briggs Type Indicator (MBTI) is the most widely used personality-assessment instrument in the world. It is a 100 question personality test that asks people how they usually feel or act in a particular situations. Respondents are classified as extraverted or introverted (E or I), sensing or intuitive (S or N), thinking or feeling (T or F), and judging or perceiving (J or P). These terms are defined as follows:

- Extraverted (E) versus Introverted (I). Extraverted individual are outgoing, sociable, and assertive. Introverts are quiet and shy.
- Sensing (S) versus Intuitive (N). Sensing types are practical and prefer routine and order. They focus on details. Intuitive rely on unconscious processes and look at the “big picture.”
- Thinking (T) versus Feeling (F). Thinking types use reason and logic to handle problems. Feeling types rely on their personal values and emotions.
- Judging (J) versus Perceiving (P). Judging types want control and prefer their world to be ordered and structured. Perceiving types are flexible and spontaneous.
- These classifications together describe 16 personality types, identifying every person by one trait from each of the four pairs. For example, Introverted/ Intuitive/ Judging people. (INTJ's) are visionaries with original minds and great drive. They are skeptical, critical, independent, determined and often stubborn. ESTJs are organizers. They are realistic, logical, analytical and decisive and have had a natural head for business or mechanics. The ENTP type is a conceptualizer, innovative, individualistic, versatile, and attracted to entrepreneurial ideas. This person tends to be resourceful in solving challenging problems but may neglect routine assignments.

The MBTI has been widely used by organizations including Apple Computer, AT &T, Citigroup, GE, 3M Co., many hospitals and educational institutions, and even the U.S. Armed Forces. Evidence is mixed about its validity as a measure of personality, however; most of the evidence is against it. One problem is that it forces a person into one type or another; that is, either you are introverted or extroverted. There is no in-between, though in reality people can be both introverted and extraverted to some degree. The best we can say is that the MBTI can be a valuable tool for

increasing self awareness and providing career guidance. But because results tend to be unrelated to job performance, managers probably shouldn't use it as a selection test for job candidates.

The Big Five Personality Model:

The MBTI may lack strong supporting evidence, but an impressive body of research supports the thesis of Big Five Model-that five basic dimensions underlie all others and encompass most of the significant variation in human personality. Moreover, test scores of these traits do a very good job of predicting how people behave in a variety of real life situations. The following are the Big Five Personality factors:

- Extraversion: the extraversion dimension captures our comfort level with relationships. Extraverts tend to be gregarious, assertive and sociable. Introverts tend to be reserved, timid and quite.
- Agreeableness: the agreeableness dimension refers to an individual's propensity to defer to others. Highly agreeable people are co-operative, warm, and trusting. People who score low and agreeableness are cold, disagreeable, and antagonistic.
- Conscientiousness: the conscientiousness dimension is a measure of reliability. A highly conscientious person is responsible, organized, dependable and persistent. Those who score low on this dimension are easily distracted, disorganized and unreliable.
- Emotional Stability: the Emotional stability dimension, often labeled by its converse, neuroticism-taps a person's ability to withstand stress. People with positive emotional stability tend to be calm, self confident, and secure. Those with high negative scores tend to be nervous, anxious, depressed and insecure.
- Openness to experience: this dimension addresses range of interest and fascination with novelty. Extremely open people are creative, curious, and artistically sensitive. Those at the other end of the category are conventional and find comfort in the familiar.

Other personality traits relevant to organizational Behaviour:

Although the Big Five traits have proven highly relevant to OB, they don't exhaust the range of traits that can describe someone's personality. Now we will look at the other, more specific attributes that are powerful predictors of behaviour in organizations. The first relates to our core self-evaluation. The others are Machiavellianism, narcissism, self-monitoring, propensity for risk taking, proactive personality, and other orientation.

- Core self-evaluation: people who have positive core self-evaluations like themselves and see themselves as effective, capable, and in control of their environment. Those with negative core self-evaluation tend to dislike themselves, question their capabilities, and view themselves as powerless over their environment. One study of Fortune 500 CEO'S showed that many are overconfident, and their perceived infallibility often causes them to make bad decisions.
- Machiavellianism: The personality characteristics of Machiavellianism (often abbreviated Mach) are named after Niccolo Machiavelli, who wrote in the sixteenth century on how to gain and use power.

An individual high in Machiavellianism is pragmatic, maintains emotional distance, and believes ends can justify means. "If it works then uses it" is consistent with a high Mach-perspective. A considerable amount of research has found high Mach manipulates more, win more, are persuaded less and persuade others more than do low Machs. They liked their job less and are more stressed by their work, and engage in more deviant work behaviours. Yet high-Mach outcomes are moderated by situational factors. High Mach flourish

- (1) When they interact face to face with others rather than indirectly,
- (2) When the situation has minimal rules and regulations, allowing latitude for improvisation.
- (3) When emotional involvement with details irrelevant to winning distracts low Machs.

Thus in jobs that require bargaining skills or that offer substantial rewards for winning, high Machs will be productive. But if end can't justify the means, there are absolute standards of behaviour. Or the three situational factors, we noted are not in evidence, our ability to predict a high Machs performance will be severely curtailed.

- Narcissism: the term is from a Greek myth of Narcissus, a man so vain and proud he fell in love with his own image. In psychology Narcissism describes a person who has a grandiose sense of self importance, requires excessive admiration, has a sense of entitlement, and is arrogant. Evidence suggests that Narcissists are more charismatic and thus more likely to emerge as leaders and they may even display better psychological health.

Despite having some advantages, most evidence suggests that narcissism is undesirable. A study found that though narcissists are better leaders than their colleagues, their supervisors actually rated them as worse.

- Self monitoring: Self monitoring refers to an individual's ability to adjust his or her behaviour to external situational factors. Individuals high in self-monitoring shows considerable adaptability in adjusting their behaviour to external situational factors. They are highly sensitive to external cues and can behave differently in different situations, sometimes presenting striking contradictions between their public persona and their private self. Such people tend to display their true dispositions and attitudes in every situation; hence there is high behavioural consistency between who they are and what they do. Evidence indicates that high self-monitors pay closer attention to the behaviour of others and are more capable of conforming than are low self monitors.
- Risk taking: people differ willingness to take chances, the quality that affects how much time and information they need to make a decision. For example 79 managers worked on simulated exercises that require them to make hiring decisions. High risk-taking managers made more rapid decisions and use less information than did the low risk takers. Interestingly, decision accuracy was the same for both the groups. Although previous studies have shown the managers to be more risk averse than growth oriented entrepreneurs who actively manage small businesses, recent findings suggest managers in large organizations may actually be more willing to take risks than entrepreneurs. The work population as a whole also differs in risk propensity. It makes sense to recognize these differences and even consider aligning them with specific job demands. A high risk-taking propensity may lead to more effective performance for a stock trader in a brokerage firm because the type of job demands rapid

decision making. On the other hand, the willingness to take the risks might prove a major obstacle to an accountant who performs auditing activities.

- **Proactive Personality:** Did you ever notice that some people actively take the initiative to improve their current circumstances or create new ones. These are proactive personalities. Those with proactive personalities identify opportunities, show initiative, take action and preserve until meaningful change occurs, compared to others who passively react to situations. Proactives create positive change in their environment, regardless of or even inspite of constraints or obstacles. Not surprisingly they have much desirable behaviour that organization covert. They are more likely than others to be seen as leaders and to be act as change agents. Proactive individuals are more likely to be satisfied with work and help others more with their tasks, largely because they build more relationships with others. Proactives are more likely to challenge the status quo or voice their displeasure when situations aren't to their liking. If an organization requires people with entrepreneurial initiative, proactives make good candidates, however they are also more likely to leave an organization to start their own business. As individual, proactives are more likely than others to achieve career success. They create, select, and influence work situations in their favor. They seek out job and organizational information, develop contacts in high places, engage in career planning, and demonstrate persistence in the face of career obstacles.
- **OTHER ORIENTATION:** Some people just naturally seem to think about other people a lot, being concerned about their well-being and feelings. Others behave like “economic actors,” primarily rational and self-interested. These differences reflect varying levels of other-orientation, a personality trait that reflects the extent to which decisions are affected by social influences and concerns vs. our own well-being and outcomes.
- Those who are other-oriented feel more obligated to help others who have helped them, whereas those who are more self-oriented will help others when they expect to be helped in the future. Employees high in other-orientation also exert especially high levels of effort when engaged in helping work or prosocial behaviour.

(Organizational Behaviour, 15th edition, by Stephen P. Robbins, Timothy A. Judge and Neharika Vohra, pg no: 141-149)

Success Stories:

Researcher is happy and feels privilege to share some of the success stories of the participants (respondents) whose emotional intelligence came high. To maintain the principle of confidentiality researcher can't reveal their names and organization's information.

One of the participants in my research study is Mrs. XYZ, at present holding the position of Principal in a very renowned educational institute. She was born in a highly educated and very religious family. The family believes in principle of "simple living and high thinking". Her family is involved in voluntary social work since last four generations. Her father always helped poor students in their studies in form of fees, uniform clothes, books, etc. but was having only five pair of clothes. He was a very noble and humble person who had spent his entire life for others. Her mother was also always helping others in writing their letters, filling up forms, taking poor ladies to bank and post office for savings etc.

Participant said that she belongs to a very respectable and influential family and thus had a great impact on her every stream of life and her persona also. All family members bear reputable and high designations in different fields like education, courts, government offices, etc. maternal relatives are in U.K and U.S.A. no foreign craze is there with her. She said, she is happy in India. Her family was also involved in freedom struggle movement. Gandhi bapu and Shri Sardar Patel had also visited her home to meet her grandfather. She has done her schooling in Gujarat Law Society (GLS) English medium school, Ahmedabad. She said she had spent her golden days as student and 2 years as teacher in the same school. She was a very obedient student and teachers loved her very much. She was always ready to help others at school and use to greet the teachers everyday with flowers. She said she is very fortunate that she got an opportunity to meet Smt. Indira Gandhi in Ahmedabad and Delhi also. And after meeting her, she was so impressed with her caring nature for public. Smt. Indira Gandhi met everyone with a smile whom so ever went at her home.

Participant was again impressed with Shri Indulal Yagnik, a man with great strength. She told that when she was very young she remembered that her maternal uncle (Mama) was having a big farm house as he was land lord where labourers used to come for work. Participant used to teach their children English songs, nursery rhymes and did different activities with them. She said, that born

and brought up in such an environment, she automatically developed leadership qualities and those qualities came in her through DNA.

Her uncle's are Deputy Mayor of Ahmedabad, Deputy Collector of Godhra, Collector of customs and excise, etc. they are Trustees of many educational and other Institutions. She said that she learnt from her home environment that "Helping Women" should be our first priority. She had looked after six children of cousins when she was in school and college days, which shows her caring and empathetic nature toward others. At college level, she studied in ST. Xavier's College, Ahmedabad and in NSS activities she had worked in (AWAG), Ahmedabad Women's Action Group, and (SEWA), Self Employed Women's Association where she had learnt to help needy and downtrodden women.

She said she has learnt a lot from many instances in her life like Communal Riots in Gujarat, Navnirman agitation which had an ever lasting impact on her life and therefore she decided and started Sarva Dharma Mela in school and colleges. Her teachers and colleagues also motivated and encouraged her efforts and helped her in achieving those efforts.

After marriage she came to V.V.Nagar. She said that there was a great support from her spouse. Her husband has helped and motivated her for pursuing higher studies. A product of IIT Powai and working in BVM has made him her mentor, philosopher and guide. He had never imposed any restrictions in her life. She has completed her higher studies after marriage.

Being the Principal of B.Ed College, she always tries to motivate the staff and the students to do good. To change their mindset she worked hard. Books are her first love and that's why she read lot of books, purchase and then donate to the college library. In post prayer sessions, she talks always about the good things laid down in books to have a positive impact on the students.

She feels and uttered that she had a very bad habit of advising others to great extreme which youngsters doesn't like especially on culture and dressing. By nature participant is very cool and loving. She always acts as a helping hand to others. She said that she has a tendency of "AA BAIL MUJHE MAAR".

She bears all the good manners and etiquettes which is a gift obviously from the family. She is a very creative person always searching to do something innovative and new. She feels that she is

an excellent organizer and never jealous for anything nor longing for money. She feels that being with the students in the class made her happy.

Related to challenges they were many but she feels she managed to settle. But she believes that “in male dominated society at every step being a woman I have to struggle a lot for creating my own image”. As she is Muslim, religious biasness is again a hindrance for achieving success. Again managing work-life balance is another concern for a working woman and that too on a higher position. High expectations from the superiors and others are also one of the barriers because, such things on other hand motivate you to do something but on the other hand they act as a burden and affect your potentials. The last and important thing in challenges participant feels is the “Power Factor”. In front of power you are helpless. It leads to a psychological trauma to you. She got enumerable awards as the “Best Teacher Award”, ‘Best Principal Award”, and “Best Employee Award”. She is a member of all the core committees of CES. She is an outstanding performer and had published 3 books from Gujarat Prakashan. Since last 20 years, she is a text book writer of Gujarat State Text book board. And she is also a writer of Communication skills-NCERT, New Delhi.

The second success story is of another women administrator whose emotional intelligence is high and she is a bank manager in a central renowned bank. In banking sector as the data reveals that more women inclusivity is seen in this sector but at the clerical post not for the higher positions due to the transferable jobs at managerial level. The participant (respondent) is 53yrs of age and belongs to Muslim religion. She belongs to a middle class family where the family is average educated. She was a very studious girl and very much interested in reading books. She was interested in reading all sorts of books but especially those which has certain morals to learn. She was very much interested in extracurricular activities. She has done her graduation from H.L.College of commerce. She was a part of council of monitors in her school days. She was Ladies representative (L.R) at her college also. She joined the bank for the clerical post. She got married and did concentrate in the upbringing of her children and married life. She feels Indira Gandhi and her mother as her role models. Her mother was always motivating and encouraging her to study more and she also taught her to handle home and work with ease. She is very much inspired from Smt. Indira Gandhi’s personality, the way she was handling the whole nation, her leadership, her empathetic attitude and everything related to her nature has a great impact on respondent’s personality.

After marriage, she said that her husband was the main and the strongest pillar in her success and individual development. Her husband has motivated her to go for taking more responsibilities at work and also to go for promotions. She uttered that many a times it happened that it was too late to come back to home late at night sometimes 9 pm, still the In-laws and husband never complained. They managed everything and helped her in managing office and family both.

Respondent said that she has not accepted higher position when her children were too young, but when they got settle down then she opted for higher positions. Her husband was very supportive and due to him only she can achieve this position in her life. She also shared about her aspiration to be a Chartered Accountant in life which she was unable to achieve but she is happy in her present job.

She feels as a women and that to higher position does not give a chance to be in biasness that I can't do that because I am a woman. A woman has to work without any barrier or gender biasness. She also believed that one has to stick to the truth, should say and support bluntly to the values but merely saying anything will not work. One should have a complete knowledge of her job. Without full knowledge one can't hold up the responsibilities at workplace. She also said that she has learnt a lot from the experiences of life, her mistakes, her failures and many instances which she feels that they contributed in her development of personality. She got many certificates of appreciation at job and she is satisfied with what she has achieved I her life.

She said that for a woman it's not easy to be at the top. There is a diehard need of family's support, if a woman wanted to achieve a leadership position in her life.

RESEARCH METHODOLOGY

“Research is to see what everybody else has seen and to think that nobody else has thought”

-Albert Szent, Gyorgyi

In the previous chapter, researcher has tried to explain the conceptual framework of all the parameters taken for the study. Research methodology focuses on why a research has been undertaken, how the research problem has been defined in what way and why the hypothesis has been formulated, what data have been collected and analysed. In short, research methodology serves the purpose of light house for the researcher and provides further direction of study.

Thus, this chapter consists of the methodological content of the research study undertaken. Researcher has also attempted to present the relevance of this study with Social Work practice.

Today also predominantly, women face the glass-ceiling effect. Despite of talent and skills a woman employee gets less number of promotions. Women play a very strategic role in the development of society in particular and development of economy in general.

Woman is the leader planner of the family, the first trainer; supplier of labour and by playing focal role in the development of different sectors like agriculture, industry, Service, etc. and she contributes for the creation of an enlightened society. Women contribute directly or indirectly for economic Development.

As proportion of women in the workforce became increasingly noticeable, gender differences among senior and junior staffers turned out to be noteworthy in a work place, from factory floor to fighter planes, from hospitals to banks. Women today hold less than 3 per cent of most senior management positions in the US, less than 2 per cent in Europe and around 4 per cent in India, (where this percentage could be still higher). In India, in-spite of the consistent excellent academic performance even at higher studies level, women are underrepresented at higher position or in any field of the work life.

Human being is the major component for any organization to run successfully. Women's presence is increasing in leadership position but with a very low pace. The parameters researcher has taken has a great impact in maintaining good interpersonal relations with the customers, subordinates, colleagues and would be helpful in understanding others to have a sustainable organizational growth. There is also an inter-connectedness of the parameters taken for the study.

Title of the study:

“A study of Emotional Intelligence, Personality traits and Leadership among the Women Administrators”

Sub- title of the study:

(A study of 101 Women Administrators from Corporate, Education, Banking and Insurance sectors in Gujarat)

Significance of the study and relevance with social work practice and management:

The very fact of women being adequately represented in the work-force, but hardly present in the senior managerial positions has been labelled “the glass ceiling”, “a barrier so subtle that it is transparent, yet so strong that it prevents women from moving up in the management hierarchy”

(Morrison & Von Glinow (1990; p. 200) {The term "glass ceiling" was coined by Hymowitz and Schellhardt in a report on corporate women published in 1986 edition of Wall Street Journal. }.

In India, research and surveys reveal that men out-number women in terms of attaining top administrative/managerial positions. Review of secondary sources shows that data on Indian female administrators is almost non-existent.

The very lack of statistical data signifies the lack of attention paid to the persistent issue of women in leadership positions in the Indian context.

According to the news published in Economic Times in February 2013, While women continue to make up a small percentage of the senior leadership in organizations globally, Indian companies are doing much worse in terms of advancing female professionals to top leadership roles, says an unreleased report by a global HR consulting firm. Women leaders hold only 5% or at times even less of the top 100 senior roles in half of the Indian companies surveyed by Mercer where only 11% organizations say they have more than 30% women in the top deck. Study also reveals that there is more inclusion of the women in senior positions in Corporate, Banking, Insurance and Education sectors. (HRM Review 2008).

Despite occupying small percentages of leadership positions, 97.2% of women (compared to 95.6% of men) aspire to jobs with increased responsibility.

(SOURCE: Catalyst Quick Take: Women in the Labour Force in India. New York: Catalyst, 2012.)

Many research studies have been conducted and the growing organizations philosophy towards gender equality has come in the form that today women are expected to ***“look like lady and act like man”***. Moreover the organizations of the day are now emphasizing on the women leadership due to specific advantages of the same and we find hardly any organization where women are not leading.

Emotional Intelligence is a way of recognizing, understanding, and choosing how we think, feel, and act. It shapes our interactions with others and our understanding of ourselves. It defines how and what we learn; it allows us to set priorities; it determines the majority of our daily actions.

An administrator can build positive work culture by expressing and creating positive emotions at the workplace, thereby building positive brand image of an organization. It not only helps to align personal and sub-ordinates goals but also helps the administrator to extract the best out of people in the workplace to achieve organizational productivity, efficiency and effectiveness. E.I is the best method of managing conflicts and also engaging people.

The core of social work is “Individual”. All the fields of social work revolves around various aspects of the life of an individual and the ultimate aim of social work is to enhance the inherent potentials of an individual and creation of homoeostasis between human beings and his/her environment which always lead towards a productive and a sustainable climate to develop. Human Resource Management is one of the very important fields of social work where always “managing the Human substance” is the greatest challenge of HRM, even organizational behaviourist also stresses on understanding and managing people’s behaviour.

In Social work women is considered as one of the important concern group whose needs are special and different. Especially in India, women in senior top level position in organizations is just in its infancy stage. Now a day’s emotional competencies are considered as the core for maintaining good interpersonal relationships and as society is a web of relationships, we are interdependent on each other for the satisfaction of our each need. There is very inadequate data available on aspects related to women administrators therefore the present study would be helpful in analyzing the emotional competencies, personality traits and the different leadership styles of women administrators. Furthermore researcher is trying to induce self-awareness and reflection in women administrators concerning their own emotional competencies, personality characteristics and

leadership styles. This study will also reveal the relationship between the parameters taken for the study like, emotional intelligence and leadership styles, personality traits and leadership styles, emotional intelligence and personality traits. As this study is related with women administrators, it would also be helpful to find out the challenges faced by women administrators for being at a senior leadership positions at their workplace. It can be further utilize to see the effect of these parameters on organizational effectiveness by other researchers in future.

Objectives:

- ☐ To study the aspects of Emotional Intelligence among the women administrators.
- ☐ To study the relationship between the demographic variables like age, educational qualification, type of family, marital status, professional field, years of service, birth order, total experience with the key variables i.e. Emotional Intelligence and Personality traits.
- ☐ To find out different personality traits of the women administrators.
- ☐ To find out leadership style adopted by the women administrators.
- ☐ To find out the relationship between emotional Intelligence and Leadership Styles.
- ☐ To study the relationship between emotional intelligence and personality traits.
- ☐ To study the relationship between personality traits and leadership styles.

Hypotheses:

- ☐ There is a significant relationship between the demographic variables and key variables that are E.I, Personality traits.
- ☐ There is a significant relationship between Emotional Intelligence and Personality traits.
- ☐ There is a significant relationship between Emotional Intelligence and Leadership styles.
- ☐ There is a significant relationship between Leadership styles and Personality traits.
- ☐ There is a significant relationship of birth order with the Personality traits.

Research design:

- ☐ As the researcher is portraying and describing the characteristics of a particular group i.e. women administrators, and tried to know the causal factor between demographic variables and the key variables, it supported the descriptive research design.

Universe:

- ☐ The Universe for the study consists of 347 women administrators working in; service sectors viz. Education, Corporate, Banking and Insurance sectors from Anand and Vadodara District, Gujarat.

Sample:

- ☐ The sample for my study is 101 Women Administrators from service sectors viz. Education, Corporate, Banking and Insurance sectors from Anand and Vadodara District, Gujarat.

Sampling method:

- ☐ Researcher has used the Simple Random Sampling method. Though the Universe is of 347 women administrators, due to the Inclusive criteria it came down to the sample size of 101. Researcher has used the Lottery method of Simple Random Sampling to draw the sample.

Variables:

☐ **Independent variable:**

All the information pertaining to personal information like age, gender, marital status, educational qualification, type of family, birth order, monthly salary, number of children, number of dependents, etc. comes under this heading.

☐ **Dependent variable:**

Aspects related to emotional self-awareness, EQ competencies, interpersonal connection, outlook, leadership styles, personality traits will come under the dependent variables.

Pre-Testing of the tool:

Researcher has done the pre-testing of the tool with 6 women administrators and modified the tool as per her own observations and the suggestions of the respondents.

Here some open ended questions were added to get some qualitative data.

Tool of Data Collection:

Primary source of data collection was a structured “Interview Schedule”

- ☐ The first part of the tool is related to the personal information like name, age, marital status, birth order, professional field, experience, monthly salary number of children, spouse’s monthly income, etc. and also included some open ended question related to any challenges faced by them as women in leadership position, beliefs about themselves as successful leaders, the person who motivated her to get leadership position in her life, etc.

□ The second part of the tool is related to the aspects of Emotional Intelligence which is a four point scale measuring 17 dimensions like, work, emotional self-awareness, emotional expression, EQ competencies, creativity, resilience, Interpersonal connection, constructive discontent, EQ values & beliefs comparison, outlook, trust radius, personal power, quality of life, relationship quotients and optional performance.

□ Here different dimensions of E.I are described:

➤ **Work:**

It identifies the level of job satisfaction, scope of advancement, the impression about the work in the respondents. These statements assessed the work related emotions which are the integral part of employee's emotional life.

➤ **Emotional Self Awareness:**

It is the measure of the knowledge of one's own self, the reason for the same, causes and effects of one's thoughts and actions. This helps in becoming aware about oneself and having a presence of mind which goes a long way in behaviour shaping of individuals.

➤ **Emotional expression:**

How expressive one is of one's own negative as well as positive emotions. This also measures the expression made of others. The more emotionally expressive one is the less part of emotional stress one experiences.

➤ **Emotional awareness of others:**

This reflects one's awareness and impression about other people and consequent behaviour from them. Emotional awareness of others would develop by being a good listener and by having an ability of reading between the lines. It also means to be considerate and develop understanding during the course of interaction with others.

➤ **EQ Competencies (internationally):**

This focuses on the person's assertiveness and responsibility. It is about how a person deals with self and others.

➤ **Creativity:**

This deals with the psychological and intellectual innovativeness, intuition and foresight of the employees at work place.

➤ **Resilience:**

This measures the level of patience, persistency, determination of a person and the ability to cope with the problems and return to normalcy at the earliest.

➤ **Interpersonal connection:**

It implies the emotional boundaries a person has, ability to grieve and give in at times, security about relationship and ability to be expressive about one's feelings towards loved ones.

➤ **Constructive Discontent:**

This reflects the amount of positive attitude one has towards criticism and feedback from others and whether one is able to constructively deal with discontent/ disagreement.

➤ **EQ values and beliefs comparison:**

This reflects the consideration one has for others. The resentments, the ethics one follows and believes in.

➤ **Outlook:**

It is the reflection of one's outlook which may be positive or negative, optimistic or pessimistic. This has an effect on the emotional well being of an individual, which in turn frames one's attitudes and actions.

➤ **Trust Radius:**

This reflects a person's credibility, belief about other people's behaviour and treatment towards him which affects the work performance and behaviour of the concerned individual.

➤ **Personal Power:**

It reflects the belief in one's own potential and ability to control things and self. It is strong determinant of one's self-confidence and actions.

➤ **Integrity:**

It measures values and ethics such as honesty, commitment and justice based on one's perception and priorities of life.

➤ **Quality of life:**

This is the overall effect of one's emotional and physical health on the basis of life one lives, by utilizing the available resources and opportunity.

➤ **Relationship Quotients:**

It is the level of intimacy one can share with near one's, the ability to give love deeply and care.

➤ **Optional Performance:**

This is the ultimate effect on work of one's emotional well being. The way one is committed to work, executes time management and performance is assessed here. This tool is constructed by Mr. Tim Sparrow who is a renowned team member and certified EQ practitioner. He has modified this tool for global application by various experimentations and researches. Researcher has adopted and modified this tool from several research works by researchers.

- The third part of the tool is related with personality traits consisting of the detail study of 12 personality traits related to administrators. It is a five point scale and 60 items are there and it was adopted and modified from the other previous researches. In the present study group of 5 statements represent a particular traits as follows:

- Statement 1-5 are related to the Co-operative trait,
- Statement 6-10 are related to the Flexible trait,
- Statement 11-15 are related to the Energetic trait,
- Statement 16-20 are related to the Persevering trait,
- Statement 21-25 are related to the Original trait,
- Statement 26-30 are related to the Self-controlled trait,
- Statement 31-35 are related to the Aggressive trait,
- Statement 36-40 are related to the Poised trait,
- Statement 41-45 are related to the Sociable trait,
- Statement 46-50 are related to the Independence trait,
- Statement 51-55 are related to the Conformity trait and
- Statements 56-60 are related to the Dominant trait.

- **Co-operative:**

It refers to willingness to work or act together in order to achieve common purpose or goal.

- **Flexible:**

Easily change or suit to new conditions in the organization.

Energetic;

It refers to full of force, vigour, capacity to do things and get things done.

- **Persevering:**

It is a trait of putting continuous efforts to achieve something even in difficult situations.

- ☐ **Original:**
Ability to create or produce new ideas.
- ☐ **Self control:**
It refers to controlling one's own feelings or behaviour in order to help others.
- ☐ **Aggressive:**
It refers to expression of an immediate anger on people in different situations.
- ☐ **Poised:**
It refers to be or keep balance in the way in which one carries oneself with confidence.
- ☐ **Sociable:**
It refers to maintaining relationship with persons and community as a whole for the betterment of social conditions in the organization.
- ☐ **Independence:**
It refers to the state of being independent by not relying on others and acting and thinking upon one's own lines.
- ☐ **Conformity:**
It refers to behaviour or action in agreement with what is usually accepted or required.
- ☐ **Dominant:**
It refers to having control, authority or influence over others.
- ☐ The forth part of the tool is on Leadership styles. To understand the Leadership among the women administrators researcher has stressed on the styles executed by the women in their leadership roles. Researcher has used the standardised tool prepared by Dr. T.V.Rao, Faculty, IIM, Ahmedabad. The tool is focusing mainly on three leadership styles i.e. Benevolent style, Critical Style and Developmental leadership style. The tool consists of 10 questions having 3 statements and the respondents have to give score out of 6 to each question.
- ☐ The secondary sources include books, articles, websites and Journals.

Operational Definitions:

☐ **Women Administrator:**

Women administrators in this study are the women managers who are in the leadership role or exercising the leadership in their present position. In Education service sector researcher dealt mostly with the Deans/Heads of the Colleges, in Corporate service Sector, the women who are exercising leadership in their work like Managers, Vice President, in Banking service sector also the women who are in the leadership roles and are managers, and in Insurance service sector also dealt with Managers and senior Administrative Officers. All the women shall have minimum 3 years of experience because in 3 years they might have developed some personality traits as a manager and again the women can get adjust with the managerial position in 3 years.

☐ **Personality traits:**

Here in the study the personality traits refer to those innate qualities of individual, expressing through behaviour in various situations. In this study researcher has dealt with those personality traits which are related especially with the managerial position.

☐ **Emotional intelligence:**

In this present study Emotional Intelligence is defined as a capacity of being able to motivate oneself and to control the impulse and delay the gratification. It is also the ability to think, to empathize and to hope. It also bears the capacity to know the emotions of others, which is always helpful in decision making.

☐ **Leadership:**

To understand the leadership of women administrators, here in this study researcher has stressed on the Leadership style executed by them in the leadership role. Leadership style is the manner and approach of providing direction, implementing plans, and motivating people. A leader can execute more than one style but one style can be the dominated one.

In this present study researcher has considered mainly the three leadership styles viz, the benevolent leadership style, critical leadership style and developmental leadership style.

Treatment of data:

Researcher has analysed the data by applying various tests like, Chi-Square test and Karl Pearson's Correlation test. The SPSS statistical package is used to calculate and conduct the statistical analysis.

□ **Limitations:**

- As the study is restricted only to the women administrators in 4 service sectors, that's why all the women administrators couldn't be studied by the researcher and hence it could not be generalised for the manufacturing sector.
- The other limitation is that researcher has selected only three parameters for the study therefore can't explore the gestalt of women administrators. The study could be done with more key variables.
- The study is limited to Anand and Vadodara districts and hence couldn't cover the women administrators all over the Gujarat.
- The sample size is very less so couldn't generalise the data.
- As researcher has taken the women administrators for her study, respondents were too busy. It was a very tough task to interview the respondents.

Presentation of study:

The study is presented in the following chapters.

Preface

It is that portion of the thesis, which talks about the basic idea of the whole topic and builds a background of the topic.

Acknowledgement

In this section the researcher attempts to convey her sincere gratitude to all those who have been instrumental in the successful completion of the research work.

Table of Contents

It is tabulated form of the title of content of the research work and helps in saving time of the reader if one wants to know about some specific area and not whole thesis.

List of Tables and Graphs

This is list indicating the various figures and table that have been incorporated in the thesis for a better presentation and understanding of the study.

Chapter I- Introduction & Research Methodology

The first chapter contains the introduction regarding the topic of the study. Brief idea about the Emotional Intelligence, personality traits and leadership styles, status of women administrators. Over here researcher explains about the significance, scope, objectives, research design, universe, sample and sampling, analysis and treatment of data were being covered in this chapter.

Chapter II – Review of Literature

Over here researcher has given outlook on the previous studies and researches done on emotional intelligence, personality traits and leadership styles among the women administrators.

Chapter III – Research Setting

In this chapter introduction of the organizations is described from where data had been collected for the study.

Chapter IV- Data analysis and interpretation

In this chapter analysis and interpretation of the data is presented in the form of monovariate, Bi-variate tables and also with test applications.

Chapter V – Observation, Findings, Findings and Discussion, Conclusion and Suggestions followed by Application of Social Work Methods, Action Plan and Module.

This chapter include Observations, Findings, Conclusion and Suggestions based on the data analysis and interpretations followed by Application of Social Work Methods, Action Plan and Module.

Annexure

This section includes the bibliography, which is indicative of the efforts put in by the researcher to browse various materials directly or indirectly related to his research work, which may help in broadening her knowledge base. The standardized Interview Schedule, a tool for data collection is put in for providing the authenticity.

