



Team Leader's Emotional Intelligence Competencies and Team's Emotional Intelligence Norms

KEYWORDS

Emotional Intelligence, Team Effectiveness, Group Emotional Intelligence, Call centres, Intelligent Quotient.

Dr. R. Akila

Professor, Department of Management Studies,
Jeppiaar Engineering College, Rajiv Gandhi Salai,
Chennai -119

Dr. N. Thangavel

Principal-Management Studies, Jeppiaar Engineering
College, Rajiv Gandhi Salai, Chennai -119

ABSTRACT *This research intends to examine the relationship between team leaders' emotional intelligence competencies and teams' emotional intelligence. Based on the previous literature reviews, it is assumed that team leader's Emotional Intelligence (EI) will influence the development of Group Emotional Intelligence (GEI). All participants in this study were team leaders, members, managers or supervisors for a particular team in the call centre. The data were collected from 100 teams from call centers namely Sutherland, Jeppiaar Technologies, Airnos, Ael data, FSS, Mobinus, Infoflex & Quiescent technologies. The relationship between team leaders' emotional intelligence and emotional competent group norms of the teams was analyzed using correlation and regression analysis. This analysis indicates both individual and collective impacts of ESCI and ECGNs inventory. The model proposed in the study establishes the relationship between and among the team leaders' emotional intelligence competencies and emotional competent group norms of the teams.*

1. INTRODUCTION

Many researches have studied the influence of emotions on individual performance in the organization. Individual emotional intelligence competencies are shown to be significantly related to individual performance. However, the study of emotions within a team and the effects of team leaders' emotions on teams' emotional competencies is a new avenue of research. This study intends to study the relationship between individual team leader's emotional intelligence and group emotional intelligence in call centers environment.

2. EMOTIONAL INTELLIGENCE

The most distant roots of emotional intelligence can be traced back to Darwin's early work on the importance of emotional expression for survival and adaptation. In the 1900's, even though traditional definitions of intelligence emphasized cognitive aspects such as memory and problem-solving, several influential researchers in the intelligence field of study had begun to recognize the importance of the non-cognitive aspects.

2.1 Emotional Intelligence (EI) and Leadership

Within the call centers in particular, leadership is considered a core competency. Because of the unique framework of the call centers' environment and the challenging nature of many associated tasks, there is perhaps greater applicability for EI skills in the daily functions of leaders. Leaders can use emotions to generate enthusiasm towards task, as well as use them to direct, energize and motivate the group and themselves.

2.2 Group Emotional Intelligence

Group Emotional Intelligence (GEI) is defined as the ability of a group to generate a shared set of norms that shape how members interpret and respond to their own emotions and to those exhibited by other members and individuals outside of the group. In any situation, the expression of behavior is moderated by cultural norms. Norms have been defined as the "ideas or expectations about appropriate behavior for system members". The norms within a group can act as forces to control or constrain members' behaviors. This view is derived from the emotion management perspective, which was examined at the organizational level by Rafaeli and Sutton, Van Maanen & Kunda (1989) and Kunda (1992). It represents the group's ability to create norms that encourage awareness and regulation of the emotional process to build social capital.

3. STATEMENT OF THE PROBLEM

This research contributes to the field of team emotional intelligence by providing a better understanding of the context in which the emotionally competent group norms emerge, as well as what influences their emergence.

4. SIGNIFICANCE OF THE STUDY

India has been regarded as the 'world's back office' with a huge call center boom for the past ten years. The call centers primarily incorporate the team culture into their functioning, the management has to evaluate and improve the performance of teams. The knowledge of the study will help the call centers to improve performance by developing emotionally competent work group.

5. OBJECTIVES OF THE STUDY

➤ To establish the parametric relationship between leaders' emotional intelligence competencies and teams' emotional competent norms.

6. HYPOTHESES FRAMED

➤ There is no significant positive linear relationship between team leaders' emotional intelligence competencies score and their teams' emotional competent group norms score.

7. FRAMEWORK OF QUESTIONNAIRES

The primary data for this study were collected from team leaders, team members and team managers. It contains three sections like team leaders' demographic details, ESCI inventory which measures team leaders' emotional intelligence and ECGNs inventory which measures the teams' emotional intelligence. The team leaders self rated their EI and team members rated their leader's EI.

8. SAMPLING DESIGN

In Chennai about 10 call centers were chosen randomly by generating random numbers through simulation process to obtain the primary data. The sample of 100 teams in call centre was selected through convenience sampling method. The researcher placed certain requirements on this human resource department to consider when selecting the team. Firstly, the team leader should have minimum of one year experience as a leader, the team members have to be the subordinates of the sampled leaders and the managers / supervisor should be responsible for the team performance. Secondly, there had to be a minimum of five raters per leader to qualify the data for inclusion in the statistical analysis.

9. LIMITATIONS OF THE STUDY

This study was limited geographically to the call centers in Chennai city only. The study use self, subordinators and top level rating. The peer group perception was not collected. The instrument used in this survey was from international environment.

10. DATA ANALYSIS & FINDINGS

Through correlation analysis, it is very clear that emotional competent group norms were found to have a statistically significant relationship with the team leaders' emotional intelligence competencies. Among the 12 competencies, the adaptability, emotional self control and empathy predicts the emotional competent group norms of the teams in greater extent.

10.1 Relationship between Emotional Intelligence Competencies of the Team Leaders and Emotional Competent Group Norms of their teams Table No: 10.1

Variable	ESA	ACO	ADA	ESC	PO	EMP	OA	CM	CON	IF	IL	TW	
ECGN SCORE	Pearson Correlation	.834 (**)	.817 (**)	.886 (**)	.859 (**)	.814 (**)	.841 (**)	.855 (**)	.848 (**)	.829 (**)	.818 (**)	.841 (**)	.833 (**)
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Number	100	100	100	100	100	100	100	100	100	100	100	100

Source : Primary Data , December 2008 –June 2009
Significance p<0.01 ** ,<0.05 *

Among the 12 competencies, the adaptability (.886) competency has shown a very significant correlation with the emotional competent group norm scores. These competencies namely emotional self control (.859), organizational awareness (.855) and conflict management (.848) also have high correlation. Since the p values in the above table are less than .05, it is inferred that the 12 competencies have a significant relationship with the overall score of the emotional competent group norm of the teams. Therefore, it is concluded that there is a significant relationship between the team leaders' emotional intelligence competencies score and the teams' overall emotional competent group norm scores.

10.2 Emotional Competent Group Norms of Team which were best predicted by the Leaders' Emotional Intelligence Competency norms

The following ECGNs table explains that the nine norms of the teams' ECGNs which were found to have a statistically significant relationship with the overall ESCI. As shown in the below table, all emotional competent group norms were found to have a statistically significant relationship with the overall ESCI score. However, the norms like creating resources for working with emotion (0.960), caring behavior (0.954), confronting members who break norms (0.948), team evaluation (0.932) have very stronger correlations with the emotional intelligence competency score of the team leaders.

Table No: 10.2

Variable	IP	CMWBN	CB	TS	CRFWWE	CB	PPS	OU	BER	
ESCI SCORE	Pearson Correlation	.825 (**)	.948 (**)	.954 (**)	.932 (**)	.960 (**)	.947 (**)	.790 (**)	.782 (**)	.776 (**)
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000
	Sum of Squares and Cross-products	54.49	63.484	68.7	65.7	63.309	62.42	47.55	49.094	49.81
	No.	100	100	100	100	100	100	100	100	100

Source : Primary Data , December 2008 –June 2009
Significance p<0.01 ** ,<0.05 *

emotional competent group norms average scores are continuous in nature. This continuous variable was converted into categorical variable by clustering of high, moderate, low mean value into categories. The influence of categorical variable establishes profound regression analysis.

10.3 Regression Model summary

The two factors emotional social competency inventory and

Table No: 10.3

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.865(a)	.748	.745	.36458	.748	290.670	1	98	.000

Source : Primary Data , December 2008 –June 2009
Significance p<0.01 ** ,<0.05 *

a Predictors: (Constant), ESCISCORE , b Dependent Variable: ECGNSCORE

Table No: 10.3 (a) Coefficients(a)

Model	Variable	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error			
1	(Constant)	.687	.135		5.073	.000
	ESCISCORE	.770	.045	.865	17.049	.000

Source : Primary Data , December 2008 –June 2009
Significance p<0.01 ** ,<0.05 * ,a Dependent Variable: ECGNSCORE

From the above regression summary table, it is clear that this model has very high correlation as the adjusted R2 is 0.745 and only 3% of the variation was observed in this model. This model is significant (F (1,98) = 290.670, p = 0.000). Hence,

the researcher rejects the null hypothesis and concludes that there is sufficient evidence, at the 5% level of significance, that there is a linear relationship between emotionally intelligent team leaders and the emotional competent group norms of the team. The significant parameters are the constant (B = 0.687 degrees of freedom (df) = 289, p < 0.000) and the emotional intelligence competency parameter (t = 17.049, df = 289, p = 0.000) in this model. This implies that emotional intelligence of team leaders is having a significant effect on the teams' emotional competent group norms. Hence it is implied that there is significant linear relationship between emotional intelligent leader and emotional competent group norms of their team.

11 SUGGESTIONS

The implications of this investigation are particularly important to human resource professionals, especially to those who manage employees in the service and BPO sector. As call centers mostly create team culture for carrying out jobs, there comes need for creating an effective team. They have to regularly involve in team evaluation in order to sustain

their performance in the workplace. Several areas where this research may have significant impact include selection, training, and evaluation.

12 CONCLUSION

It can be concluded that team leader emotional intelligence

will create and affect the emotional competencies group norms development in a team. These norms presence in a team will affect the team performance. The findings of this study emphasis the necessity of developing an emotionally competent leaders as well as emotionally competent norms in their teams.

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