



## RESEARCH ARTICLE

### IMPACT OF EMOTIONAL INTELLIGENCE ON TRANSFORMATIONAL LEADERSHIP IN AL'IKHA INDUSTRIAL ESTABLISHMENT

\*Muhammad S. Abu-Salih, Neamah A. Khafaji and Abdelaziz B. Mohsen

College of Business, Amman Arab University, Amman, Jordan

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#### ABSTRACT

**Background:** The relationship between Emotional Intelligence (EI) and Transformational Leadership (TL) has been the subject of study by many authors. There have been very few studies of this relationship in Iraq. Al'Ikha industrial establishment is concerned with high technological industry and attempts to organize the relationship between the managers and staff according to scientifically studied research.

**Objectives:** The objective of this study is to measure the impact of EI on TL in Al'Ikha establishment. The dimensions of EI are Self Awareness, Self-Regulation, Motivation, Empathy and Relations Management. The dimensions of TL are Idealized Influence, Intellectual Stimulation, Inspirational Motivation and Individualized Consideration.

**Methods:** The study adopted the observational method, and the population consisted of the general managers, heads of departments and chairs of sections in Al'Ikha establishment. They totaled 30 persons. A self-administered questionnaire was distributed and collected from them.

**Results:** The study showed high scores of the respondents on all dimensions of the independent variable (EI) and those of the dependent variable (TL). In addition, results indicated that EI has significant positive impact on TL.

**Conclusion:** It is concluded that the results being as reported, it is of importance to develop and enhance the dimensions of both variables of the study in addition to carrying similar studies on other organizations.

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## INTRODUCTION

The focus of this study is on an examination of the impact of emotional intelligence (EI) on transformational leadership (TL) behavior. Research on the relationship between EI and TL has bold claims as to the relationship between these constructs. Noted experts in the field of EI argue that dimensions of EI such as empathy, self-confidence, and self-awareness are the core underpinnings of TL. (Goleman *et al.*, 2003; Harms and Grede, 2010) While many studies on EI and TL have been conducted in the West, relatively few studies on these themes have been done in Iraq. Levels of EI and TL vary between cultures; therefore, there is scope to understand these themes within the Iraqi context better. Since a long time, scholars and organizational development consultants have pursued the essence of TL. This research argues that to be truly transformational, leadership qualities must be grounded in high levels EI. The five established components of TL (idealized influence, attitude and behavior, inspirational motivation,

intellectual stimulation and individualized consideration have been juxtaposed with indication of EI. To demonstrate that it is noticed that, when led by a transformational leader, the member of an organization naturally exhibits high commitment (Singh, 2007).

### Conceptual Framework

To have a clear understanding of the problem of the research under consideration, an explanation of the variables used has to be clarified.

### Emotional Intelligence (EI)

Intelligence quotients (I. Q's) were developed and used as measures of intelligence early at the start of the 20<sup>th</sup> century. Psychologist later pioneered other modern intelligence testing movement and the validity of I. Q. was soon challenged because it did not consider situational factors such as environment or socio-cultural setting while predicting achievement. Theorists began to hypothesize that perhaps

\*Corresponding author: Muhammad S. Abu-Salih,  
College of Business, Amman Arab University, Amman, Jordan.

cognitive intelligence as measured by I.Q tests did not encompass intelligence in its entirety, but that perhaps several types of intelligence could coincide within one person (Goleman *et al.*, 2003). Thus, researchers consider emotional intelligence to comprise five characteristics, namely:

- Understanding one's emotions
- Knowledge of how to manage them
- Emotional self-control, which includes the ability to delay gratification
- Understanding others' emotions, or empathy,
- Relations Managements (Harms and Grede, 2010).

Salovey and Mayer (1990) argued that there is another kind of intelligence called emotional intelligence (Singh, 2007; Ugoani, 2015). Goleman (1998) explained IQ, by dividing it into two categories as, social competence and personal competence which has been further explained and divided into, self-awareness, self-regulation and motivation (Barling *et al.*, 2000; Salovey and Mayar, 1990). Later, social competence has been divided into empathy and social skills. EI dimensions considered in this research consist of the factors suggested by Mathew and Gupta namely: self-awareness, self-regulation, motivation, empathy and social skills (Mathew and Gupta, 2015). The most well-known EI model was developed by Goleman who defined EI as "the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationship (Goleman, 1998). Based on Goleman's EI model, Bradberry and Greaves (2002) defined EI based on a connection between what a person sees and does with the self and others:

### 1. Focus on what a person sees and does with the self:

**A. Self-awareness:** your ability to accurately perceive your own emotion and stay aware of them as they happen. This includes keeping on top of how you tend to respond to specific situations and people.

**B. Self-management:** your ability to use awareness of your emotion to stay flexible and positively direct your behavior. This means managing your emotional reaction to all situations and people.

### 2. Focus on your contact with other people:

**A. Social awareness:** your ability to accurately pick upon emotions in other people and get what is really going on. This often means understanding what other people are thinking and feeling even if you do not feel the same way.

**B. Relationship management:** your ability to use awareness of your emotions of others to manage interactions successfully. This includes clear communication and effectively handling conflict (Khan *et al.*, 2011; Mir and Abbasi, 2012).

### Transformational Leadership: (TL)

Leadership is defined as the process whereby one individual influences other group members toward the attainment of defined group or organizational goals (Goleman, 1998; Bradberry and Greaves, 2002). Leadership is undergoing a

fundamental transformation today. The transformation from a leader being a boss and critic to a leader being a partner and coach needs effort. This transformed role requires certain skills because leadership is what you do with people, not to them. (Mathew and Gupta) (Lam, 2013). Burns introduced transformational leadership model suggesting leader use a social exchange process with followers to achieve a desired behavior. According to Burns, a transactional leader and followers agree or transact, on the completion of a given objective for the followers to be rewarded. Also introduced by Burns (Greenberg *et al.*, 2003) and expanded by Bass (Yitsbaki, 2012), TL incorporates behavior that inspires and motivates followers toward a common pursuit of organizational goals. TL dimensions identified by majority of researchers are as follows:

- Idealized influence where the leader is seen as a role model.
- Inspiration motivation where the leader inspires motivation and team spirit.
- Intellectual stimulation where the leader stimulates creativity and innovation
- Individualized consideration where the leader mentors and supports each follower.

Transformational leaders stimulate and inspire followers to achieve extraordinary outcomes and develop their own leadership capacity. Transformational leaders respond to individual followers' needs by empowering them and by aligning the objectives and goals of the followers, the leader, the group, and the organization (Burns, 1978).

### Statement of the problem

Our interest is to investigate some aspects of the relationship between EI and TL. The purpose of this study is to measure the impact of emotional intelligence on transformational leadership in Al'ikha industrial establishment in Baghdad, Iraq. Researchers considered several factors of EI and TL. In our study, we limit ourselves to five factors of EI and four factors of TL. The authors confine themselves to their impact on organizational success. The factors of EI chosen are Self Awareness, Self-Regulation, Motivation, Empathy and Relations Management. The factors of TL are Idealized Influence, Intellectual Stimulation, Inspirational Motivation and Individualized Consideration. In view of the above formulation, the model of the study is given in Figure 1.

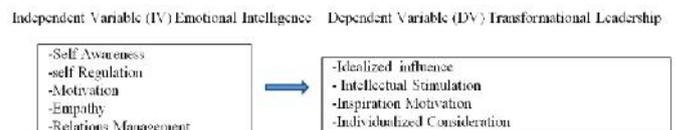


Fig. 1. Model of the study

The following hypotheses are based on the study Model, and the results of testing them will answer the purpose of the study. First Null hypothesis:

**H<sub>0</sub>:** There is no statistically significant effect (at  $\alpha = 0.05$ ) of Emotional Intelligence on Transformational Leadership in Al'ikha' Establishment.

The following sub-hypotheses are derived from the main hypothesis.

**Ho<sub>a</sub>:** There is no statistically significant effect (at  $\alpha = 0.05$ ) of Emotional Intelligence on Idealized Influence in Al'ikha' Establishment

**Ho<sub>b</sub>:** There is no statistically significant effect (at  $\alpha = 0.05$ ) of Emotional Intelligence on Intellectual Stimulation in Al'ikha' Establishment

**Ho<sub>c</sub>:** There is no statistically significant effect (at  $\alpha = 0.05$ ) of Emotional Intelligence on Inspirational Motivation in Al'ikha' Establishment

**Ho<sub>d</sub>:** There is no statistically significant effect (at  $\alpha = 0.05$ ) of Emotional Intelligence on Individualized Consideration in Al'ikha' Establishment

## MATERIALS AND METHODS

This study adopted the observational method. The population consisted of all general managers, the heads of departments and chairmen of sections of Al'ixha' industrial establishment. Their total was 30 and all of them received the questionnaire and returned it duly filled. The instrument of the study was a 27-item 5-point Likert scale whereby (5) indicates: I highly agree, (4): I agree, (3): I slightly agree, (2): I disagree and (1): I strongly disagree. A self-administered questionnaire covering the factors of both IV and DV in addition to 5 items for demographic characteristics. The reliability of the scale was established by calculating internal consistency measure using Cronbach's alpha and the results are shown in Table 1:

**Table 1. Cronbach's alpha values of the subscales of the instrument, each subscale has 3 items**

Subscale	Cronbach's $\alpha$
Self-Awareness	0.599
Self-Regulation	0.736
Motivation	0.655
Empathy	0.767
-Relations Management	0.591
Emotional Intelligence	0.855
Idealized Influence	0.689
Intellectual Stimulation	0.726
Inspirational Motivation	0.564
Individualized Consideration	0.895
Transformational Leadership	0.841
Total (whole scale)	0.905

It is seen from Table 1 that Cronbach's alpha for each of the subscales EI and TL is more than 0.84 and for the whole scale is 0.90 indicating reliability of the scale. The values for the dimensions (each consists of 3 items only) are fairly high except for three dimensions whose values are 0.599, 0.591 and 0.564.

### Characteristics of the population

The population surveyed consisted of 30 male managers. Their distribution according to the demographic characteristics is given in Table 2. Table 2 shows that 76.7% of the population members are in the age category 51-60 years, and 96.7% have Bachelor's Degree and 90% have more than 16 years of experience.

These percentages give a well description of the population and due to this information; there is no need to make any analysis based on demographic factors.

**Table 2. Frequency and percentage distribution of the population according to demographic characteristics**

characteristic	Value	Frequency	Percentage
Age	<= 30 years	1	3.3
	31-40 years	1	3.3
	41-50 years	4	13.3
	51-60 years	23	76.7
	>60 years	1	3.3
Education qualification	Secondary school	1	3.3
	Intermediate college	0	0.0
	Bachelor's Degree	29	96.7
Experience	<= 5 years	1	3.3
	6-10 years	1	3.3
	11-15 years	1	3.3
	>= 16 years	27	90.0
	Total		30

### Statistical Analysis

Data were entered into SPSS 18 and analysis was done.

### Descriptive Statistics

**First:** Means and standard deviations of the items of the questionnaire were calculated and given in the Appendix.

**Second:** Means and standard deviations of IV, DV and their dimensions are calculated and presented in Table 3.

**Table 3. Means and Standard Deviations of IV, DV and their dimensions**

Dimension	Mean	Std.Dev.
-Self Awareness	4.42	0.52
-self Regulation	4.08	0.80
-Motivation	4.14	0.48
-Empathy	3.91	0.73
Relations Management	3.79	0.59
Emotional Intelligence (IV)	4.07	0.46
-Idealized influence	4.52	0.55
-Intellectual Stimul.	3.96	0.53
-Inspirational Motiv	4.41	0.48
-Individualized Cons	4.53	0.43
Transformational Leadership(DV)	4.35	0.38

From Table 3 it is noted that the means of the subscales of the IV are all high, the lowest is 3.79 (Relations Management) and the highest is 4.42 (Self-awareness). This indicates that the respondent have high scores on the dimensions of emotional intelligence, whose mean is 4.07. The scores on the DV (TL) are considered high whereby the lowest mean is for intellectual stimulation (3.96) and the highest is (4.53) for individualized consideration. The mean on TL is 4.35. This indicates that the respondents have high attitude and practice of TL. Third: Coefficients of correlation between all pairs of variables were calculated and presented in Table 4. It seen that EI is highly correlated with TL. In addition, all dimensions of EI, except motivation, have significant correlation with TL.

**Table 4. Pearson Correlation Coefficients between all pairs of the variables of the study. Significance is underlined and any Sig value < 0.05 show significant correlation**

	1	2	3	4	5	6	7	8	9	10	11
-Self Awareness	1										
-self Regulation	.61	1									
-Motivation	.50	.74	1								
-Empathy	.43	.67	.42	1							
--Relations Management	.39	.13	.22	.20	1						
Emotional Intelligence	.77	.88	.76	.78	.49	1					
- Idealized influence	.46	.45	.21	.67	.21	.56	1				
- Intellectual Stimulation	.22	.41	.19	.37	.34	.43	.43	1			
-Inspirational Motivation	.25	.40	.18	.62	.35	.52	.69	.39	1		
-Individualized Consideration	.42	.47	.34	.52	.44	.60	.40	.15	.70	1	
Transformational Leadership	.45	.57	.30	.73	.43	.70	.79	.61	.91	.72	1

**Table 5. ANOVA for Regression. DV is TL**

Source of Variation	Sum of Squares	Df	Mean Square	F	Sig.
Regression	2.707	5	0.541	9.380	0.000
Residual	1.385	24	0.058		
Total	4.093	29			

R=0.813, R<sup>2</sup>=0.661

**Table 6. Coefficients. DV is TL**

Variable	B	Std.Error	Beta	T	Sig.	Tolerance	VIF
(constant)	2.631	.512		5.136	.000		
Self-awareness	-.001	.118	-.002	-.013	.990	.533	1.878
Self-regulation	.181	.114	.383	1.579	.127	.240	4.171
Motivation	-.213	.143	-.275	-1.488	.150	.413	2.420
Empathy	.266	.085	.519	3.141	.004	.517	1.935
-Relations Management	.220	.086	.345	2.566	.017	.779	1.283

**Fourth: Testing Hypotheses**

To test the main hypothesis which states:

**Ho:** There is no statistically significant effect (at = 0.05) of Emotional Intelligence on Transformational Leadership in Al'ikha' Establishment.

The assumption of normality for multiple regression was checked by P-P plot and that assumption was verified. ANOVA for Regression was done and the result is given in Table 5. The calculated value of F=9.38 is greater than the tabulated value F(5;24) =2.62, and therefore the main Ho is rejected at level =0.05, indicating that Emotional Intelligence with its factors (Self- Awareness, Self-Regulation, Motivation, Empathy and Relations Management) has significant effect on Transformational Leadership. The same result is reached since sig. of the test =0.000<=0.05. The coefficient of determination R<sup>2</sup>=0.661 indicates that 66.1% of the total variance is explained by the linear model with five factors of Emotional Intelligence effecting Transformational Leadership. In order to find the coefficients in the multiple regression equation, multiple regression was performed and the result is given in Table 6.

It is seen from Table 6 that Relations Management with Sig=0.017 and empathy (Sig=0.004) have significant effect on TL but the other factors do not have significant effect. In addition, VIF is less than 5 and tolerance <1 for all factors indicating that no significant collinearity exists among the factors. Motivation and self-awareness have insignificant negative effect on TL. To test the hypotheses H<sub>oe</sub>, H<sub>ob</sub>, H<sub>oc</sub>, and H<sub>od</sub> given earlier, multiple regression was performed for each hypothesis and the results are as follows:

**Table 7. ANOVA for Regression. DV is Idealized Influence**

Source of Variation	Sum of Squares	Df	Mean Square	F	Sig.
Regression	4.533	5	0.907	5.076	0.003
Residual	4.286	24	0.179		
Total	8.819	29			

R=0.717 R<sup>2</sup>=0.514

Sig=0.003 < =0.05 and calculated F=5.076>F<sub>0.05</sub>(5,24)=2.62, H<sub>oa</sub> is rejected. Hence, it is deduced that the five elements of the IV have significant effect on Idealized Influence. Also, it is inferred that the linear model is adequate with R<sup>2</sup>=0.514 meaning that the model explains 51.4% of the total variance, and 48.6% are due to other factors not included in the model. The coefficients of the dimensions of IV in the regression model of Idealized Influence are given in Table 8.

**Table 8. Coefficients. DV is Idealized Influence**

Variable	B	Std.Error	Beta	T	Sig.
(constant)	2.172	.901		2.410	.024
Self-awareness	.309	.208	.290	1.489	.150
Self-regulation	-.009	.201	-.013	-.046	.963
Motivation	-.216	.252	-.190	-.857	.400
Empathy	.475	.149	.630	3.185	.004
-Relations Management	.015	.151	.016	.101	.920

Table 8 shows that empathy has significant positive effect on Idealized Influence. Other dimensions do not have significant effect. Results of testing sub-hypothesis Hob are presented in Tables 9 and 10.

**Table 9. ANOVA for Regression. DV is Intellectual Stimulation**

Source of Variation	Sum of Squares	Df	Mean Square	F	Sig.
Regression	2.659	5	0.532	2.319	0.075
Residual	5.504	24	0.229		
Total	8.163	29	0.058		

R=0.571, R<sup>2</sup>=0.326

Table 9 shows that Sig. =0.075 > =0.05 and calculated F=2.319 is less than tabulated F=2.62, therefore H<sub>ob</sub> is not rejected. This means that the dimensions of ID together do not have significant effect on Intellectual Stimulation although Table 10 shows that Relations Management and self-regulation have effect which is very close to be significant ( with Sig.=0.051 and 0.056 which are very close to =0.05).

**Table 10. Coefficients. DV is Intellectual Stimulation**

Variable	B	Std. Error	Beta	T	Sig.
(constant)	3.016	1.021		2.954	.007
Self-awareness	-.212	.236	-.207	-.901	.369
Self-regulation	.458	.228	.687	2.007	.056
Motivation	-.361	.285	-.330	-1.264	.218
Empathy	.046	.169	.064	.272	.788
-Relations Management	.350	.171	.390	2.051	.051

Table 10 confirms the findings in Table 9, showing that the five dimensions of IV do has the highest effect Beta=.687, although not significant at 0.05 level. The next highest is Relations Management with Beta=.390. The results of testing H<sub>0c</sub> are presented in Tables 11 and 12.

**Table 11. ANOVA for Regression. DV is Inspirational Motivation**

Source of Variation	Sum of Squares	Df	Mean Square	F	Sig.
Regression	3.126	5	0.625	4.324	0.006
Residual	3.470	24	0.145		
Total	6.596	29			

R= 0.688, R<sup>2</sup>= 0.474

Since Sig. =0.006 < =0.05 and calculated F= 4.324 > tabulated F=2.62, the hypothesis H<sub>0c</sub> is rejected, indicating that the dimensions of IV have significant effect on Inspirational Motivation .The Coefficient of Determination R<sup>2</sup>= 0.474 indicates that 47.4% of the total variance is explained by the model. The coefficients of the dimensions of IV in the multiple regression of Inspirational Motivation are given in Table 12. Empathy with Sig. =0.012 has significant effect on Inspirational Motivation .Other dimensions' effects are not significant. The strength of empathy's effect is Beta=0.559. The results of testing H<sub>0d</sub> are presented in Tables 13 and 14 where the DV is Individualized Consideration.

**Table 12. Coefficients. DV is Inspirational Motivation**

Variable	B	Std.Error	Beta	T	Sig.
(constant)	2.943	.811		3.630	.001
Self-awareness	-.129	.187	-.140	-.692	.495
Self-regulation	.141	.181	.235	.777	.444
Motivation	-.219	.227	-.223	-.968	.343
Empathy	.364	.134	.559	2.712	.012
-Relations Management	.251	.135	.311	1.855	.076

**Table 13. ANOVA for Regression. DV is Individualized Consideration**

Source of Variation	Sum of Squares	Df	Mean Square	F	Sig.
Regression	2.319	5	0.464	3.515	0.016
Residual	3.166	24	0.132		
Total	5.485	29			

R=0.65, R<sup>2</sup>=0.423

Table 13 shows that H<sub>0d</sub> is rejected ( F=3.515) and (Sig.=0.016) indicating that IV has significant effect on Individualized Consideration. The model is adequate and coefficient of determination R<sup>2</sup>=0.423 means that 42.3% of the total variance is explained by the model. The adequacy of the model is not very high.

**Table 14. Coefficients. DV is Individualized Consideration**

Variable	B	Std.Error	Beta	T	Sig.
(constant)	2.394	.774		3.092	.005
Self-awareness	.026	.179	.031	.148	.884
Self-regulation	.134	.173	.245	.772	.447
Motivation	-.056	.216	-.062	-.258	.798
Empathy	.180	.128	.303	1.406	.172
-Relations Management	.262	.129	.356	2.025	.054

Table 14 shows that the individual dimensions do not have significant impact on Individualized Consideration, except Relations Management which has an effect which is almost significant (Sig. =0.054). Self-awareness and Motivation have very insignificant effect on Individualized Consideration where by B values are very small and Sig is large.

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#### Appendix: Means and standard deviations of the items of the Questionnaire

Dimension	Item No.		Mean	Std Dev.
Self-Awareness	1	I have control on my emotions, which have effect on directing my goals.	4.23	0.86
	2	My knowledge of my strengths and weaknesses helps me to continue learning with the intention of self-development.	4.50	0.51
	3	My feeling of the value of my capabilities enables me to take decisive decisions.	4.53	0.68
Total		Self-Awareness	4.42	0.52
Self- Regulation	4	Ability to manage strong emotions helps me to concentrate clearly in face of work pressures.	3.77	0.86
	5	Maintaining honesty standards helps me in building strong trust with others.	4.47	1.07
	6	I encourage creative ideas through adopting novel thinking view in my work	4.00	0.95
Total		Self-Regulation	4.08	0.80
Motivation	7	Owning accomplishment incentive helps me to direct the outcomes in line with work goals and standards.	4.03	0.76
	8	My adherence to the establishment's goals helps me to seek opportunities to achieve its mission.	4.20	0.55
	9	Persistence to follow up the goals creates perseverance attitude to achieve the goals in spite of hindrances facing the managers of the establishment	2.20	0.55
Total		Motivation	4.14	0.48
Empathy	10	Sensing others' emotions gives chance to good listening to their views and discussions.	4.03	0.81
	11	Attention to employees' needs	4.00	1.02
	12	Diversity of cultures contributes in creating an environment which enhances the employees development	3.70	0.88
Total		Empathy	3.91	0.73
-Relations Management	13	Ability to communicate with others facilitates dealing easily with difficult problems.	3.70	0.75
	14	Conflict management through negotiation contributes to diplomatic dealing with employees to solve work tensions.	3.83	0.70
	15	Mutual understanding among the establishment committees members promotes commitment to organizational goals	3.83	0.91
Total		-Relations Management	3.79	0.59
Idealized Influence	16	I exceed my personal interests with the goal of achieving the general interest of the establishment.	4.83	0.59
	17	I strive to make sure that subordinates have collective understanding of establishment's mission.	4.00	0.70
	18	I talk with the subordinates about the most important believes and values of mine.	4.73	0.61
Total		Idealized Influence	4.52	0.55
Intellectual Stimulation	--	I take interest and consideration of the suggestions and new approaches of work suggested by the subordinates	4.07	0.74
	19	I search to find new and different views for solving the problems	4.20	0.55
	20	I urge the subordinates to deal with circumstances using novel methods.	3.60	0.86
Total		Intellectual Stimulation	3.96	0.53
Inspirational	22	I express my confidence of the possibility of achieving set objectives	4.57	0.68
	23	I stimulate subordinates to accomplish performance more than what they expect	3.97	0.62
	24	I talk with enthusiasm about the matters which should be accomplished	4.70	0.47
Total		Inspirational Motivation	4.41	0.48
Individualized Consideration	25	I deal with subordinates each according to his / her knowledge	4.67	0.48
	26	I take interest of the subordinate' needs individually	4.57	4.57
	27	I am keen of subordinates' development and their learning of accomplishing the best performance	4.33	0.66
Total		Individualized Consideration	4.53	0.43