COMMUNICATION-CENTERED APPROACH TO LEADERSHIP: THE

RELATIONSHIP OF INTERPERSONAL COMMUNICATION

COMPETENCE TO TRANSFORMATIONAL LEADERSHIP

AND EMOTIONAL INTELLIGENCE

by

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ABSTRACT

A COMMUNICATION-CENTERED APPROACH TO LEADERSHIP: THE

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Communication is frequently cited as a critical *component* of leadership. This study takes a significant theoretical departure from that view and embraces the realm of communication as a lens through which we understand leadership. It proposes that leadership is inherently communicative. Communication is viewed as more than a technique or component of leadership, but rather the essence of leadership (Barge, 1994; Hackman & Johnson, 1991; Vickrey, 1995). Communication is almost universally included in the study of leadership (Capowski, 1994; McLean & Weitzel, 1992; Vickrey, 1995), but is not typically viewed as a foundational element or as the

central process from which leadership is a component and that is the primary contribution of this paper.

The objective of this dissertation is to empirically test this theoretical model. The study looks at relationships supported by the leadership research related to transformational leadership, emotional intelligence and follower outcomes. It then incorporates interpersonal communication competence into existing models to establish its relative importance in the leadership process. The critical premise is that leadership and emotion are considered unique aspects of communication. In particular, this study proposes that interpersonal communication competence is essential in the realization of effective leadership and in particular the transformational form of leadership with the interpretation, management and expression of emotion as fundamental components. Specifically, communication was hypothesized to mediate the highly supported emotional intelligence – transformational leadership relationship found in the literature and account for significant variance in follower performance and attitudes.

Results did not support the hypothesized mediation. Surprisingly, the negative finding was a result of the lack of support for the highly supported relationship between transformational leadership and emotional intelligence (Ashkanasy & Tse, 2000; Bass, 2002; Barbuto & Burbach, 2006; Barling et al., 2000; Gardner & Stough, 2002; Sivanathan & Fekken, 2002). Without an established primary emotional intelligence and transformational leadership relationship, the mediation test was not warranted. Also interesting is that emotional intelligence did not show a significant relationship to interpersonal communication competence. However, interpersonal communication

competence showed a strong positive relationship with transformational leadership and follower attitudes providing support for the importance of this construct.

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CHAPTER 1

INTRODUCTION

Communication is a fundamental component of "humanness". Our complex level of communication is what sets us apart from other species. The human ability to communicate is critical for social systems, relationships, physical and psychological health and our very survival. This dissertation embraces the realm of communication from the theoretical position that it is a lens through which we understand leadership. The assertion is made that many organizational behavior phenomenon have been studied from the point of reference that communication is a component. Leadership research, for example, frequently cites communication as an important factor of leadership. This dissertation takes a significant theoretical departure from that view. In the communication-centered view of this paper, leadership is considered a unique form of communication, as are a large portion of emotions, and even the concept of an "organization". Communication is conceptualized as the interdependent and interactive systemic process whereby meaning is exchanged in the form of verbal, nonverbal and metacommunications. Using this definition, it becomes more reasonable to define leadership as simply a unique form of this symbolic exchange of meaning.

The following study proposes a communication-centered view of leadership, particularly the transformational form that has been shown to be related to positive outcomes. A growing recognition that emotion plays a key role in the transformational

leadership process is incorporated into the study. What this study adds to the literature is the concept of communication as the overarching construct from which emotion and leadership are unique aspects.

Leadership is one of the most extensively studied social and behavioral phenomena, from early philosophers to modern day scientists. Yet, despite thousands of years of exploration of the topic, there has yet to be one model of leadership or one theoretical perspective that consistently and thoroughly explains the process (Stodgill, 1974). Currently, the "full range leadership/transformational leadership theory" is the most widely cited and provides a continuum of leadership from passive to transactional to transformational (Avolio, 1999; Bass, 1985b, 1998). Judge and Piccolo (2004) did a keyword search using transformational and transactional leadership in the PsycINFO database and found that more studies had been conducted on these topics than on all other prominent leadership theories combined during the time period from 1990 to 2003. A growing number of researchers continue to explore the concept of full-range leadership, especially the transformational leadership component (Bass, 2002; Den Hartog, House, Hanges, Ruiz-Quintanilla, & Dorfman, 1999; Howell & Avolio, 1993; Lowe, Kroek, & Sivasubramaniam, 2006; Storey, 2004) and it has become the dominant theory of leadership over the past 20 years (Barbuto & Burbach, 2006; Bass 1985, Judge & Piccolo, 2004).

One key element of transformational leadership is the emotional or affective nature of the process (Ashkanasy & Tse, 2000; Bass, 2002). Bass and Avolio (1990) suggest that transformational leaders provide the symbolic and emotional force behind

organizational change. With a growing interest in emotions in the workplace most noticeably in the study of emotional intelligence (e.g. Goleman, 1995, 1998; Goleman, Boyatzis, & McKee, 2002; Salovey and Mayer, 1990), researchers have expanded their study of transformational leadership to include its relationship to emotion. This research strongly supports a positive relationship between transformational leadership and emotional intelligence (Barbuto & Burbach, 2006; Barling, Slater, & Kelloway, 2000; Ferres, Travaglione & O'Neill, 2005; Gardener & Stough, 2002; Palmer, Walls, Burgess & Stoaugh, 2001; Sosik & Megerian, 1999). Ashkanasy & Tse (2000) consider the link so strong as to suggest that transformational leadership is simply a function of emotion management.

A long standing perception in Western cultures is that affect and logic are opposing concepts and that a logical or rational state of mind, especially in the leadership of people, is the superior approach. Yet, more recent emphasis suggests that this dichotomy is erroneous and that cognitive and affective processes work together through interpersonal interaction to produce attitudinal change (Dillard & Marshall, 2003). The reality is that emotion is inherent in all persuasive interactions (Jorgensen, 1998), especially those that are transformational in nature.

Recent research in the area of emotion has also led to a link to communication. Andersen & Guerrero (1998) suggest that emotions are inherently communicative and provide six principles that illustrate how communication is necessary to the process of emotional experience. These six principles include: (a) Emotions evolve as communicative actions, (b) emotional expression is shaped through socialization

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processes, (c) the primary elicitor of most emotion is interpersonal communication, (d) schemata affect how and when emotions are communicated, (e) an inherent feature of emotional experience is emotional expression, and (f) emotion generates other emotions and interaction chains.

The verbal and nonverbal expression and reception of emotion plays an important communicative function in social interaction. The process of transformational leadership that involves the emotional connection to followers is thus a highly communicative act. This study will look at leadership and the emotional aspects of leadership from the understudied perspective of communication. A communication-centered approach emphasizes the communicative nature of leadership while incorporating the emotion-based perspectives. It views communication as more than a technique or component of leadership, but rather the essence of leadership (Barge, 1994; Hackman & Johnson, 1991; Vickrey, 1995). Communication is almost universally included in the study of leadership (Capowski, 1994; McLean & Weitzel, 1992; Vickrey, 1995), but is not typically viewed as a foundational element or as the central process from which leadership is a component. The communication-centered theoretical perspective is the basis of this research study (Barge, 1994). The critical premise is that leadership and emotion are unique aspects of communication. In particular, this study proposes that interpersonal communication competence is essential in the realization of effective leadership and in particular the transformational form of leadership with the interpretation, management and expression of emotion (essential communication tasks) as a fundamental component. Leadership, then, is something that

emerges in the process of communicative interaction (Barge, 1994; Cohen 2004; Northouse, 2004).

1.1 Rationale of Research and Research Objectives

The study of leadership and effective leaders has evolved as the requirements of leadership have evolved over time to reflect the changing workplace, technology, globalization, cultural influences and geo-political climate. The progression of thought from trait theories (e.g. Stogdill, 1948) to behavioral theories (e.g. Lewin, Lippitt & White, 1939; Stogdill & Coons, 1957) to situational theories (e.g. Hersey & Blanchard, 1969) to contingency theories (e. g. Fiedler, 1978) to interaction and relationship approaches (e.g. Graen & Uhl-Bien, 1995) to a full-range model (Avolio, 1999) could be viewed as a means to address the complexity of leadership and to provide more comprehensive explanatory models. However, an equally plausible explanation is that the evolution of thought about leadership is a reflection of a construct that is and has been evolving over time. The growing amount of information, technology, interdependency and sheer numbers of people we interact with in today's organization requires a form of leadership which may be drastically different from that which was studied 50 or even 20 years ago.

In the 1980's, Burns introduced the idea of transformational leadership. He defined transformational leadership as differing from transactional leadership in that the leader not only attempts to get followers to achieve organizational goals in an exchange process, but attempts to change the goals of the follower. These new goals are of a higher order in that they represent the "collective or pooled interests of leaders and

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followers" (Burns, 1978, p. 426). Bass (1985a; 1985b; 1990) extended Burns' work into a full range model that showed the transitory and developmental aspects of leadership from inactive to transformational, what Bass and Avolio (1990) consider the most effective level. Burns and Bass's work both move leadership into a process that involves high interaction, motivation, and the movement of leader and follower beyond self-interest to the interest of organizational goals. It is through the relationships of leader and followers that the transformation of the follower occurs to allow for exceptional accomplishments. This model of leadership more closely addresses the need in today's highly dynamic and complex organizations to mobilize the knowledge and abilities of people.

During the same time period as Bass and his colleagues were developing their model, and the subsequent 20 years of research in the area, a communication-centered model of leadership was proposed (Barge & Hirokawa, 1989) which parallels transformational leadership in many ways. They both address the interactive, relational and communicative nature of leadership and both begin to address the growing realization that emotion is a critical component in leadership. The nature of organizations and management were changing and the nature of leadership, or how we conceptualize leadership, needed to change as well.

The objective of this study is to determine the relationship of communication to the more established measures of transformational leadership and emotional intelligence. Specifically, it is hypothesized that based on the communication-centered model of leadership (Barge, 1994; Barge & Hirokawa, 1989), interpersonal

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communication competence will have a strong positive relationship with effective leadership, measured in this study by the construct of transformational leadership. It is also expected that an interpersonal communication competence will be positively related to emotional intelligence based on the theoretical link of emotion to communication and social interaction. Finally, the anticipated positive relationship between emotional intelligence and transformational leadership is expected to be fully mediated by interpersonal communication competence. Interpersonal communication is conceptualized as an overarching construct through which the effects of emotional intelligence flow. Testing the communication-centered leadership model provides new insights into better ways to develop transformational leadership through a communication competence approach.

1.2 Importance of Research and Anticipated Contribution

In the past 20 years, the focus of leadership research has shifted toward the transformational leadership approach.   The research is compelling in that transformational leadership, when seen within a continuum of leadership styles, is the most active and effective means to move a group or team toward a vision and the accomplishment of shared goals at unexpected levels of productivity (transformation) (Avolio, 1999; Bass, 1985b; DeGroot, Kiker, & Cross, 2000; Fuller, Patterson, Hester & Stringer, 1996; Hater & Bass, 1988; Lowe, Kroeck, & Silasubramanian, 1996; Podsakoff, MacKenzie & Bommer, 1996; Masi & Cook, 2000; Ross & Offman, 1997; Yammarino & Bass, 1990; Yammarino, Spanger, & Bass, 1993). Popular press and academia have adopted the premise that transformational leadership is an effective and

optimal form to address the needs of today's changing workplace. The research is not, however, clear on the underlying attributes, behaviors, or processes that lead to the transformational outcome. This paper suggests that the communication-centered model is a means to conceptualize the "how" to the "what" that is transformational leadership. The communication-centered model of leadership is not a substitute for the full range model (Bass, 1985b) of leadership, but rather a supplement to the theory that focuses on the communicative process by which transformation occurs.

1.3 Overview of Dissertation

Chapter 2 offers a review of the literature on transformational leadership, emotional intelligence and incorporates interpersonal communication competence into the discussion as an understudied but important construct. It also includes a discussion of the relationship of all three constructs to each other and to follower outcomes. Chapter 2 concludes with the development and statement of hypotheses and a model demonstrating the proposed mediation of the effect of emotional intelligence on transformational leadership by interpersonal communication competence and the relationship of these key constructs to follower outcomes. It provides the theoretical basis for the hypothesized mediating effect of interpersonal communication competence on the relationship of emotional intelligence and transformational leadership. It also provides hypotheses development to test the unique contribution that interpersonal communication competence makes to the prediction of follower outcomes. Chapter 3 provides the methodology for the study including study design, data collection procedures and an overview of the statistical analysis procedures to test the proposed

Hypotheses. The results of the analysis are provided in Chapter 4 and the discussion of findings, limitations of the study, and opportunities for future research are found in Chapter 5.

CHAPTER 2

LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

This dissertation incorporates a communication-centered perspective into the study of transformational leadership and its relationship to emotional intelligence. It assumes that leadership, especially the effective form of transformational leadership with its reliance on emotion, interaction and relationships results from interpersonal communication competence. This section of the dissertation will review the research literature on the full range leadership theory and in particular transformational leadership, as well as emotional intelligence and interpersonal communication competence. These factors will be reviewed in terms of communication-centered theories and in terms of the empirical and theoretical data that provide insight into the potential relationships among the three factors. This dissertation proposes that leadership and emotion are aspects of communication. Accordingly, the relationship between emotional intelligence and transformational leadership found in the literature should be mediated by interpersonal communication competence. The hypothesis development section builds a series of hypothesized relationships leading to the testing of the mediating effects of interpersonal communication competence on the emotional intelligence - transformational leadership relationship. Further, it builds interpersonal communication competence into models of transformational leadership and emotional

intelligence relationships with the following follower outcomes: performance, organizational citizenship behavior, satisfaction with supervisor, satisfaction with leader communication, self concordance and growth satisfaction.

2.1 Transformational Leadership

The evolution of the study of leadership over time parallels changes in the workplace. Barge (1994) suggests that "the changing, chaotic, and complex environment of contemporary organizations requires a view of leadership that is adaptable and flexible" (p. 10). Hunt and Conger (1999) suggests that the shift in focus to charismatic and transformational leadership that occurred in the late 1970's was a new and fresh start for the study of leadership, a response to the need to move beyond the traditional approaches and rejuvenate the field.

Although many equate charismatic and transformational leadership, the focus on the former is on the "leader" – their charisma, and the focus of the latter on the interaction between leader and follower. The study of charismatic leadership dates back many years. Weber (1964) analyzed leadership and charisma and argued that leaders' authority stemmed from exceptional personality qualities and not from tradition or law. House (1977) outlined major characteristics of charismatic leaders: strong need for achievement, high self-confidence, firm conviction in his/her own beliefs, creating a perception of competence, expressing ideological goals, setting a personal example, and motivating others by setting high expectations.

Transformational leadership is an extension of the charismatic view of leadership and incorporates the interactive, symbolic and interdependent nature of

transformation. Bass (1985b) considers charisma to be a component of transformational leadership, but not sufficient to explain the process. Burns (1978), who is credited as initiating the transformational leadership research stream, wrote about the differences between transactional and transformational leadership in political leaders. Transactional leadership involves independent goals in which the leader and follower exchange resources to realize their individual goals. The transactional approach "is not a joint effort for persons with common aims acting for the collective interests of followers but a bargain to aid the individual interests of persons or groups going their separate ways" (Burns, 1978, p. 425). In contrast, the transformational leader attempts to move toward interdependence and shared goals which represent "the collective or pooled interests of leaders and followers" (Burns, 1978, p. 426). The transformational leader also engages "with others in such a way that leaders and followers raise one another to higher levels of motivation and morality" (Burns, 1978, p. 20).

Bass (1985b) expanded on Burns' idea of transformational and transactional leadership and moved the study into the organizational realm from the political realm. Burns and Bass moved leadership toward a process model that involves high interaction, motivation, and the movement of leader and follower beyond their own self interest to the interest of the larger group, organization or community. It is through this process that leadership is able to address the needs of today's complex and dynamic organizations and to mobilize knowledge and abilities in people.

Four components have been identified that underlie the higher order construct of transformational leadership (Bass, 1985b; Bass & Avolio, 1990 , 1993; Avolio, Bass &

Jung, 1999). These components are idealized influence (the most closely aligned with charisma), inspirational motivation, intellectual stimulation and individualized consideration. Bass, Avolio, Jung and Berson (2003, p. 208) described them as follows:

Idealized influence – These leaders are admired, respected, and trusted. Followers identify with and want to emulate their leaders. Among the things the leader does to earn credit with followers is to consider followers' needs over his or her own needs. The leader shares risks with followers and is consistent in conduct with underlying ethics, principles, and values.

Inspirational motivation. Leaders behave in ways that motivate those around them by providing meaning and challenge to their followers' work. Individual and team spirit is aroused. Enthusiasm and optimism are displayed. The leader encourages followers to envision attractive future states, which they can ultimately envision for themselves.

Intellectual stimulation. Leaders stimulate their followers' effort to be innovative and creative by questioning assumptions, reframing problems, and approaching old situations in new ways. There is no ridicule or public criticism of individual members' mistakes. New ideas and creative solutions to problems are solicited from followers, who are included in the process of addressing problems and finding solutions

Individualized consideration. Leaders pay attention to each individual's need for achievement and growth by acting as a coach or mentor. Followers are developed to successively higher levels of potential. New learning opportunities are created along with a supportive climate in which to grow. Individual differences in terms of needs and desires are recognized.

In the past 20 years, transformational leadership has become, arguably, the most dominant leadership model perhaps because of the continuing positive findings on its effects. Many studies have looked at the outcomes of transformational leadership including satisfaction and motivation of followers (Hater & Bass, 1988; Masi & Cook, 2000; Podsakoff, MacKenzie & Bommer, 1996; Ross & Offerman, 1997), extra effort of followers and higher performance and effectiveness (Bass, 1985b; Yammarino &

Bass, 1990; Yammarino, Spanger, & Bass, 1993), increased trust (Pillai, Schriesheim & Williams, 1999; Podsakoff, et al., 1996) and positive ratings by supervisors of the leader's performance (Hater & Bass, 1988). In general, there is strong support for a positive relationship between transformational leadership and individual performance (Avolio, 1999; Bass, 1998; De Groot, Kiker, and Cross, 2000; Fuller, Kester, & Stringer, 1995; Lowe, Kroeck, & Silasubramanian, 1996).

Several meta-analyses have examined the relationship between transformational leadership and performance (De Groot, et al., 2000; Fuller, et al., 1996; Lowe, et al., 1996). All three of these meta-analyses confirmed the positive relationship between transformational leadership and performance. However, one key criticism is that many of the studies in the meta-analyses used single source data. To counter this issue, this current study will incorporate both leader and follower data. Leaders will provide the performance data and followers will rate the transformational leadership of their supervisor. In summary, there is a prevailing accumulation of research supporting the effectiveness of transformational leadership. Bass et al. (2003) suggest that although the positive relationship between transformational leadership and performance is well documented, few studies examine the mediating process through which transformational process predicts performance. Also, little research examines predictors of transformational leadership despite a call for more study in the area of antecedents of the construct (Bass, 1998; Bass, Avolio, Jung & Berson, 2003; Bommer, Rubin & Baldwin, 2004; Pawar & Eastman, 1997; Rubin, Munz, & Bommer, 2005).

2.l.1. Multi-factor Leadership Measurement

Measures of leadership have evolved to mirror the shift in emphasis to transformational or charismatic forms. The Leadership Practices Inventory (LPI) (Kouzes and Posner, 1993) was developed using a grounded theory approach. The LPI measures five area including challenging the process, inspiring a shared vision, enabling other to act, modeling the way, and encouraging the heart as perceived by follower respondents. However, it exclusively applies to transformational leadership and not the full range.

The Leader Behavior Questionnaire (LBQ) was developed by Sashkin (1990) based on the work of Parsons (1960) and Bennis (1984). The LBQ focuses on visionary leadership. It assesses leadership based on three areas: Visionary Leadership Behavior, Visionary Leadership Characteristics, and Visionary Leadership Culture Building. The LBQ is based on a proposition that leader and context interact in the process of leadership. Earlier versions of this measure included factors related to transactional leadership, but these were excluded from the revised version.

The Transformational Leadership Questionnaire (TLQ) (Alban-Metcalfe & Alimo-Metcalfe, 2000) was developed in the United Kingdom and includes nine factors related to transformational leadership. Again, it includes more factors than the MLQ (see below) for transformational leadership, but does not address the full range. The above measures offer a narrower assessment of leadership dimensions than that those captured by the MLQ.

Bass (1985b) developed the Multi-factor Leadership Questionnaire (MLQ) to address the full range of leadership styles. The measure has undergone multiple revisions since that time (Avolio & Bass, 2004; Avolio, Bass & Jung, 1999; Bass & Avolio, 1990). The Multi-factor Leadership Questionnaire is one of the most widely used measures of transactional and transformational leadership. Brown & Moshavi (2005) suggest that as current leadership theory has developed, "it would be hard to overestimate the contribution of the Multifactor Leadership Questionnaire (MLQ: Bass & Avolio, 1990) to that process" (p. 869). Bass (1985b) developed the MLQ as a means to measure transformational and transactional leadership. The current version of the MLQ measures a broad range of leadership types and includes the following measures:

Transformational Leadership
 Idealized Attributes
 Idealized Behaviors
 Inspirational Motivation
 Intellectual Stimulation
 Individualized Consideration
Transactional Leadership
 Contingent reward
 Management by Exception (Active)
Passive/Avoidant
 Management by Exception (Passive)
 Laissez-faire
Outcomes of Leadership
 Extra Effort
 Effectiveness
 Satisfaction

Challenges to the psychometric properties of the MLQ have been addressed in subsequent versions, but issues with the factor structure continue to be debated. Avolio, Bass & Jung (1999) re-examined the factor structure using the MLQ and a total of 3786

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respondents. They tested nine models that had been proposed in the literature using the MLQ to determine the best factor structure for the survey. They performed the test on two independent samples and found a high degree of consistency in estimates of reliability, intercorrelations and factor loadings when comparing the initial to the replication sample results. Their results showed that the model that best represented the factor structure of the MLQ included six lower order factors and three correlated higher order factors similar to the six factor model originally proposed by Bass (1985b). The MLQ, based on its widespread use in research, has become the most used measure of the full range leadership model.

<u>2.2 Emotional Intelligence</u>

A fundamental component of transformational leadership is the emotional or affective nature of the process (Ashkanasy & Tse, 2000; Bass, 2002). The increasing emphasis on emotion in the workplace has been likened to an affective revolution (Barsade, Brief, & Spataro, 2003). Ashford and Humphrey (1995) believe organizational change occurs through the evoking, framing and mobilizing of emotion. They suggest the work environment is intrinsically emotional and value laden and that one can not separate cognition or rationale behavior from emotion. Bass and Avolio (1990) suggest that transformational leaders provide the symbolic and emotional force behind organizational change. Ashkanasy & Tse (2000) argue that transformational leadership is simply a function of emotion management.

One area evolving from the growing interest in emotions in the workplace is the study of emotional intelligence (Goleman, 1995, 1998; Salovey and Mayer, 1990).

Salovey & Mayer (1990) defined emotional intelligence as "the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions" (p. 189). According to Luthans (2002) these authors are credited with coining and subsequently expanding the definition of the term and with the most "comprehensive" theory development. Their more expanded definition is "the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth: (Mayer & Salovey, 1997, p. 5). Jordan, Ashkanasy, and Hartel (2003) argue that the Mayer and Salovey (1997) definition is the most theoretically sound and that it is the only one that is valid for research.

Much attention has been paid to emotional intelligence in the academic as well as business community. Goleman (1995, 1998) brought the idea of emotional intelligence into the public domain through his highly popular books. He defines the concept as having four dimensions, self awareness, self-regulation, motivation, and empathy. One criticism of Goleman's work is that his conceptualization of emotional intelligence is too broad and encompasses more than emotion (Ashkanasy & Daus, 2005). In addition, many of his claims as to the effects of emotional intelligence are quite ambitious, such as suggesting that emotional intelligence accounts for 85 to 90 % of outstanding performance in upper levels of leadership. (Goleman, 1998). Despite the criticism, his work brought the original ideas of Mayer and Salovey to the public and helped to spur the renewed academic interest in the subject.

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Becker (2003) writes of concerns regarding the emotional intelligence construct because of the inconsistency of definitions and conceptualizations across studies. Mayer, Caruso and Salovey (2000) differentiate conceptualizations of emotional intelligence as falling into mixed or ability models   Mixed models are labeled as such because they involve a more inclusive conceptualization and include a wider range of dispositional, motivational, social, personality and situational variables.   Goleman's model (1995, 1998) is an example of a mixed model.   Although proponents of various mixed models are not always in agreement as to what variables are included under the emotional intelligence umbrella, mixed models such as that measured by the Emotional Competence Inventory (Boyatzis, Goleman, & Rhee, 2000) include items such as self confidence,   service   orientation,   organizational   awareness,   and   social   skills (communication, leadership, teamwork) that some argue present considerable divergent validity problems (MacCann, Matthews, Zeidner, & Roberts, 2003).   Ability models, in contrast, focus on a fixed set of emotional abilities and are best illustrated by Mayer and Salovey's work. Ability-based models consider emotional intelligence to be purely an "intelligence" and thus a measure of the abilities of the individual to solve problems with and about emotions.   The ability-based model strives to eliminate any variable from the measure that is not specific to this premise.

Brown and Moshavi (2005) outline three distinct approaches to the defining of emotional intelligence, EI as a trait (Bar-On, 1997), EI as an acquired competency (Goleman, 1995), and EI as an intellectual capability (Mayer, Salovey, Caruso, & Sitarenios, 2003).   They argue that the trait approach, like other trait approaches or

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"great men" approaches has the least appeal and the acquired competency approach, although it has lead to better measurement and operationalization, still lacks theoretical foundations. Therefore, they advocate for the work of Mayer and Salovey and the intellectual capability, or "intelligence" approach which uses a more "traditional theory-building" method. They further suggest that once this debate is resolved and a dominant approach is used, the study of emotional intelligence will improve because the issue of measurement will be much easier to resolve.

Despite the controversy over the definition of the construct, Ashkanasy and Daus (2002) outline four key points that seem to be generally accepted about emotional intelligence: (1) Emotional intelligence is related to, but distinct from other intelligences; (2) Emotional intelligence is an individual difference construct; (3) Emotional intelligence develops over the lifespan and can be enhanced through training; and (4) Emotional intelligence involves a person's ability to identify, perceive, understand, and manage emotion in self and others. Montemayor and Spree (2004) also found that there are multiple definitions of emotional intelligence (Goleman, 1998; Mayer & Salovey, 1997; Mathews, et al., 2002), that all distinguish between *self* and *other* focus and between *awareness* and *management* operations to arrive at four dimensions (Self Awareness, Other Awareness, Self Management, Other Management).

Results of studies looking at emotional intelligence are extensive and many positive outcomes have been found. Emotional intelligence is positively related to life satisfaction, empathy, self-esteem, relational quality, and the ability to manage moods (Ciarrochi, Chan, & Caputi, 2000). It has also been positively associated with

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extroversion, independence, and self control (Newsome, Day, & Catano, 2000). Bar-On (1997) found a positive relationship between emotional intelligence and optimism, stress tolerance, and self regard. Abraham (1999) found that emotional intelligence is positively correlated to organizational commitment.

2.2.1 Measurement of Emotional Intelligence

Various measurement instruments based on differing conceptualizations of emotional intelligence have been used in research. Measures vary as a result of whether they are based on a mixed model or an ability model. They also vary based on self vs. other rating procedures.

The Bar-On Emotional Quotient Inventory (EQ-I) (Bar-On, 1997) measures the ability to deal with daily demands and pressures. The measure is based on a mixed model and doesn't measure ability, but rather disposition. The results are more closely related to ego strength and social competence than to emotional intelligence (Mayer, Caruso, & Salovey, 1999). It has been criticized as being too broad-based and including more than "emotional intelligence" within the measure (Wong & Law, 2002). Limited validation evidence beyond that provided by the authors is available.

Similar criticism has been raised regarding the Emotional Competence Inventory (ECI) developed by Boyatzis and Goleman (Hay Group, 2002). It is also based on a mixed model of emotional intelligence and measures a broader construct. The ECI is a 360-degree measure designed to assess emotional competencies including self awareness, self-management, social awareness, and social skills. Some advocates for stronger theoretical foundations for emotional intelligence suggest that the ECI

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extends beyond the intelligence construct, and although helpful in organizational work, has serious limitations in research (MacCann, Matthews, Zeidner, & Roberts, 2003). MacCann et al. (2003) suggest that the inclusion of constructs such as trustworthiness, organizational awareness, conscientiousness, self awareness, self confidence, service orientation, achievement drive, and social skills into the ECI measure poses serious concerns over divergent validity. Although these construct may have practical implications in leadership, they confound the finding regarding emotional intelligence.

Jordan, Ashkanasy and Hartel (2003) suggest that the only conceptualization and measurement of EI that is suitable for research is that based on Mayer and Salovey (1997) because it is the only definition that is based on theoretical principles of intelligence. MacCann et al. (2003) agree that ability-based measures are seemingly more valid, although issues with scoring procedures continue to be a concern. The Multifactor Emotional Intelligence Scale (MEIS) (Mayer et al., 1999) was created to test ability vs. disposition similar to the way other intelligences (e.g., Sternberg, 1985) are measured. The measure consists of 12 tasks that measure four categories: perceiving, assimilating, understanding, and managing emotions. The Mayer-Solovey-Caruso Emotional Intelligence Test (MISCEIT) evolved from this earlier version and was developed to measure (1) perceiving emotion accurately, (2) using emotion to facilitate thought, (3) understanding emotion, and (4) managing emotion (Mayer & Salovey, 1997). The MSCEIT and the MEIS were developed based on the view that emotional intelligence is best measured using problem solving with and about emotions. Although advocates of the MSCEIT support the use of this EI measure for research

(Jordan, et al., 2003), the length of the measure (i.e., 141 items) and the time to administer (i.e., 45 minutes to 1 hour) makes it impractical for many research designs.

Wong and Law (2002) developed an EI Scale in response for a need for an ability-based measure that was supported by the more theoretically-based "intelligence" model yet was shorter than existing ability-based tests (e.g., MEIS takes up to 2 hours; revised MSCEIT takes 45 minutes). They designed a psychometrically sound yet practically short measure appropriate for leadership studies. The EI Scale has 16 items and measures four dimension of emotional intelligence: self-emotional appraisal, other's emotional appraisal, use of emotion, and regulation of emotion. The developers found strong internal reliability and content validity. They used three groups of independent samples for development of items and to test the psychometric properties of the instrument. Thirty six items were gathered from managers and students to capture the meaning of the construct. Factor analysis resulted in a reduced scale of 16 which showed a clear four-factor model corresponding to the four dimensions of emotional intelligence. Internal consistency reliability ranged from .83 to .90. The measure was found to have only minimal correlations with traditional IQ estimates and showed convergence with the EQ-i (BarOn, 1997) and discriminant validity with the Big Five personality dimensions. The developers concluded that the scale had reasonable reliability and validity was a practical alternative that could be administered in a much shorter time frame (Wong & Law, 2002).

2.3 Interpersonal Communication Competence

The study of interpersonal communication competence and leadership within the Organizational Behavior and Management literature is limited. One explanation is the ambiguous definition of interpersonal communication competence. Cupach and Spitzberg (1983) point out disagreements between researchers in defining this term. For instance, relational competence, interaction skills, soft skills, social skills, interpersonal competence and interpersonal skills have often been used synonymously with communication competence. Within the Organizational Behavior and Management research, communication is the most consistently cited "characteristic" or "skill" noted in the study of leaders (Vickery, 1995) but the use of a variety of terms to describe communication skills complicates the process of developing a cohesive body of research. Accordingly,, the more well-developed research on communication competence has been in the field of Communications.

The challenge in citing a single definition of communication competence is the multitude of definitions and conceptualizations of the term. Several definitional basis exist that seem most relevant to the area of leadership. For example, Capella (1987, p. 228) suggests that "if interpersonal communication has any essential feature, it is that person's influence one another's behavior over and above that attributed to normal baselines of action". This definition fits nicely within the realm of leadership. Communication competence has also been defined from a knowledge, performance, or impression view (Barge, 1994; Spitzberg, 1983). Knowledge focuses on the understanding of the skills and abilities necessary to communicate effectively and

appropriately. Performance looks at the behaviors that are assumed to represent competent vs. incompetent communication. The impression view is not based on knowledge or behavior, although these are considered important components. Rather, competence is assessed by the participants' perceptions which are rooted within the context of the relationship they have constructed (Barge, 1994; Spitzberg and Cupach, 1989). Spitzberg and Hecht (1984) define communication competence as a perceptual phenomenon. They propose that the impression of competence is a function of motivation, knowledge, and skill level all acting simultaneously. Leaders, for example, are judged to be competent if he/she possesses the knowledge and the skills to effectively communicate, and they also have the motivation or willingness to demonstrate these abilities. For example, a leader who has the knowledge of what message needs to be sent and the skills to effectively express this message, but is not motivated to perform will not be perceived as a competent communicator.

One method to better define and conceptualize communication competence is to break the larger construct into underlying factors. Spitzberg, Brookshire, and Brunner (1990), in an attempt to differentiate the factors underlying communication competence, conducted a study where they interrupted 168 conversations and had one partner rate the competency of the other partner's communication using the Conversational Skills Rating Scale (Spitzberg & Hurt, 1987). The results identified five factors, expressiveness, altercentrism, interaction management, composure, and vocalic features, which people use to evaluate competence.

Rubin and Martin (1994) further divided the construct of interpersonal communication competence into ten factors. These factors are thought to provide a comprehensive operationalization of the entire construct. They include:

Self disclosure. The "ability to open up or reveal to others personality elements through communication" (Rubin & Martin, 1994, p. 34). This factor is considered effective if it achieves some goal such as self expression or relationship development (Rosenfeld & Kendrick, 1984).

Empathy. "It involves affect for or an emotional reaction to another's internal state and results in understanding the other's perspective" (Redmond, 1985).

Social Relaxation. "The lack of anxiety or apprehension in everyday social interactions: a feeling of comfort, low apprehension, and ability to handle another's negative reactions or criticism without undue stress" (Rubin & Martin, 1994).

Assertiveness. It involves a willingness to and enjoyment of communication. It also involves a willingness to defend one's rights without denying the rights of others.

Interaction Management. Involves the understanding and use of ritualistic conversational procedures such as turn taking, beginning and ending conversations and developing conversational topics (Ruben, 1976, 1977; Spitzberg & Hecht, 1984).

Altercentrism. It "involves interest in others, attentiveness to what they say and how they say it, perceptiveness not only of what is said but also what is not said, responsiveness to their thoughts, and adaptation during conversation" (Rubin & Martin, 1994). Also called attentiveness to others, other-orientation and interaction involvement. Other orientation vs. self orientation was found to improve interpersonal competence (Cegala, 1981; Monge, Bachman, Dillard & Eisenberg, 1982; Spitzberg & Hecht, 1984).

Expressiveness. The ability to express verbally and nonverbally thoughts and feelings. It includes "vivid facial expressions, illustrative gestures, appropriate vocal modulation and posture shifts" (Rubin & Martin, 1994, p. 36). It also includes using the right words to express ideas (Spitzberg & Hecht, 1984).

Supportiveness. "Supportive communication confirms the other and is descriptive (not evaluative), provisional (not certain), spontaneous (not strategic), oriented toward solving a problem (not controlling), empathic (not remote), and egalitarian (not superior)" (Rubin & Martin, 1994, p. 36).

Immediacy. This communication factor involves being approachable or available for dialogue. It can be demonstrated by facing the other speaker, a pleasant facial expression, eye contact, leaning forward, having an open stance. Behaviors that show interpersonal warmth, closeness and affiliation represent immediacy (Spitzberg & Hecht, 1984; Wiemann, 1977).

Environmental Control. The key elements of environmental control are the ability to achieve goals and satisfy needs (Brandt, 1979) and to manage conflict, cooperative problem solving, and compliance gaining (Rubin & Martin, 1994).

This dissertation adopts an impression based model of communication competence to be measured through self and other perceptions of knowledge, skill and motivation. It also incorporates Rubin and Martin's (1994) ten factor model because of its comprehensive nature.

2.3.1   Measures of Interpersonal Communication Competence

The array of measurements of interpersonal communication competence is as diverse as the definitions used in research. Rubin and Graham (2004) developed a list of over 165 communication measures from a review of the research literature on interpersonal communication competence. Since the construct is multi-dimensional, some researchers have attempted to measure it at a global level (Interpersonal Communication Competence Scale, ICCS, Rubin & Martin, 1994) while others measure some collection or subsets of the global measure. Still others measure one unique aspect of the global construct such as avoiding communication (Shyness Scale, Cheek

& Buss, 1981) or cognitive flexibility (Cognitive Flexibility Scale, Martin & Rubin, 1994).

The Interpersonal Communication Competence Scale (ICCS) (Rubin and Martin, 1994) is an attempt to measure the "entire" construct. Their goal was to develop an instrument that could provide a comprehensive measure of interpersonal communication competence while also providing greater content validity. The ICCS was developed after an extensive review of the interpersonal communication competence literature over a 20 year period. The authors identified ten factors that represented the array of variables seen in other measures and in theoretical works. These factors are described in the previous section, self disclosure, empathy, social relaxation, assertiveness, interaction management, altercentrism, expressiveness, supportiveness, immediacy and environmental control. The instrument consists of 30 items (3 per factor) and the authors' principle components factor analysis resulted in 25 of the 30 items loading on one factor, prior to rotation suggesting the probability of a single factor, interpersonal communication competence, was high. Based on these findings, it will be used as a single construct for this study. The ICCS is positively related to cognitive flexibility and communication flexibility, has greater content validity than other scales and an overall alpha of .86 (Rubin & Martin, 1994).

2.4 Communication-Centered Theory

Communication-centered theories look at social phenomenon through a communication lens. Communication, the unique aspect that sets humans apart from other species, is the foundation of all social, interpersonal, and relational constructs.

For example, organizations, leadership, and emotions can all evolve from the communication process. Two major theories form the foundation of the arguments of this dissertation. First, the Coordinated Management of Meaning, CMM (Pearce & Cronen, 1980) deals with how humans construct meaning through communication. They propose that we use rules to construct meaning through interaction with others. These rules allow us to manage symbolic messages using levels of social meaning. For example, meaning is derived not just from the content of the message, but also the way it is conveyed (i.e. jokingly), the episode, the concept of "self," the relationship of the interactants and even the cultural patterns under which the symbols are exchanged.

This theory "owes an intellectual debt to symbolic interactionism, whose fundamental assumptions it shares and uses to develop its own claims" (Wood, 2004). Symbolic interaction as coined by Mead (1934) holds that "human symbolic activities account for the distinct character of human thinking, for individual identity, and for the persistence of society through the behaviors of individuals" (Wood, 2004). Symbols in these theoretical views are the basis of individual identity and social life. CMM, extends the ideas of Mead to include the social rules that govern how we manage and place meaning on symbolic interactions.

The second theoretical foundation to support the communication perspective of this dissertation is that of Interactional Theory or Pragmatic Theory (Watzlawick, Beavin, & Jackson, 1967). This theory has been influential for three decades in the field of Communications. The authors of this theory hold that communication is more than a phenomenon that occurs at the individual level, but rather communication and

relationships are systems. Based on Von Bertalanffy's (1951, 1967) general systems theory, they defined a communication system as interrelated and interacting parts that function as a whole. If you change any part of the system you change the whole because the parts are interdependent. Thus, leadership involves more than the characteristics, abilities or behaviors of the leader. Leadership is the interdependent communication process or symbolic interaction that occurs between the leader and the followers that impacts and is impacted by the groups, organizations and the larger community in which they exist.

Pragmatic theory (Watzlawick et al., 1967) proposes that all communication has two levels of meaning: content meaning and relationship or metacommunication meaning. For example, if a leader says to a subordinate "I know you will be able to handle this assignment," the actual words spoken by the leader to the follower is the content, the nonverbal lack of eye contact carries the relational meaning. Metacommunication refers to communication about communication. Thus, the lack of eye contact communicates something about the verbal symbols above the semantic meaning of the words spoken. The authors also proposed that communication depends on punctuation, defined as the subjective interpretation of when particular communication episodes start and stop. A final proposition involves the communication of power or influence. Pragmatic theory suggests that communication episodes can be symmetrical (equal power), complementary (different levels of power) or, the one most relevant to the idea of transformational leadership, parallel (power is

equally distributed but individuals have primary authority or control over certain realms) (Wood, 2004).

Communication is a construct that has many definitions and often varies as a function of the theoretical foundation of the researcher. Miller (2005) points out that communication has been studied since the 5th century B.C. and that literally hundreds of definitions have been proposed. Despite the variety of definitions, she suggests that there are three major areas of convergence in which there is general agreement among researchers regarding what constitutes "communication". These three points are that communication is a process, it is transactional, and it is symbolic. A final point which, according to Miller (2005), is "perhaps the most active debate in the area of defining communication" is the intentionality. That is, whether communication involves only intentional acts (Motley, 1990) or both intentional and unintentional exchanges of meaning (Watzlawick, Beavin & Jackson, 1967; Anderson, 1991).

Using the foundation of Pragmatic or Interactional Theory and CCM, this dissertation argues for a broad overarching conceptualization of communication. Communication is defined as involving both intentional and unintentional behaviors. For example, the classic quote from the Watzslawick et al. (1967) book is "you cannot not communicate." It illustrates that behavior often unintentionally sends symbolic meanings to observers. A leader who is observed to violate ethical codes may be unintentionally communicating to subordinates that these codes are not important or that it is acceptable for codes to be ignored by subordinates. The symbolic message

exchanged provides meaningful communication irrespective of whether the message was intentionally sent.

Also, according to Vickrey (1995), communication is often defined in the field of communications as symbolic interaction – "that is, the sending and receiving of messages in the form of verbal and nonverbal symbols to generate meaning" (p. 315). Hackman and Johnson (1991) define communication as "the transfer of symbols. This transfer allows for the creation of meaning within individuals". Symbols are anything that stands for, or represents, other things. Symbols are abstract, ambiguous, and arbitrary. Symbols have no natural or intrinsic relation to what they represent and they do not necessarily share the same meaning across individuals. Thus, the definition of communication used in this study posits that communication is an interactive and interdependent systemic process whereby meaning is generated using symbols in the form of verbal, written, nonverbal, and metacommunications.

2.4.1 Communication-Centered View of Leadership

Barge (1994) specifically proposed a communication-centered model of leadership. Barge and Hirokawa (1989) attempt to blend the prevailing leadership theories (i.e., trait, style, situational, and functional) into a model with a communication focus. Their model contains three assumptions:

> 1. *Leadership involves removing barriers to goal achievement or "mediation"*. Adaptation and adjustment, then, are considered essential to the leadership process. Similar to Weick's (1978) statement of "leader as medium", this assumption suggests that rather than influence and power, the leader becomes an instrument for removing barriers to progress.

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2. *Leadership occurs through the process of communication.* Communication is the means by which leaders serve as "mediums." It is how they assist in overcoming problems, leading change, removing barriers, establishing mutual understanding and purpose.

3. *Leadership requires communication competency.* A leader's success is dependent upon the possession of a specific communication skill set or competencies (Barge & Hirokawa, 1989, pp. 171-173).

Their ideas moved the thinking about leadership toward communication but continued to address communication within the prevailing views of leadership. They discuss specific communication skills from one perspective, that of the leader. They had yet to move toward a truly interactional or relational conceptualization of the communication process as the means to achieve leadership. Barge & Hirokawa (1989) describe communication as "the production and exchange of verbal and nonverbal symbols and messages" (p. 172). This description omits the critical interactive competency of "reception" of symbols and messages. Reception accomplished through observation, other awareness, and listening and has been determined to be a critical competency for transformational leaders. It is also the complementary factor that completes the interaction or relational process. Including this factor highlights the growing interdependent nature of organizational life where leaders must not only express themselves but also effectively and efficiently receive the symbolic meanings generated by followers, customers, other organizations, and community members.

As the understanding of leadership has continued to evolve, it has moved from a primary focus on the leader to a focus that involved the interaction of leader and followers. The process of leadership is found in the production, reception, and

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exchange of multiple levels of symbols within a relationship framework. Leadership occurs within a system in which meaning is derived through multiple levels of meaning. The transformational leader, then, when viewed through a communication-centered view is one that is effective within this complex system of symbolic interaction. They understand and manage the process of meaningful symbolic exchange.

2.4.2 Communication-Centered View of Emotion

Emotional intelligence or emotion was not originally included as a key factor in the initial communication-centered models of leadership. In Barge and Hirokawa (1989) the authors separate "rationale" from "relational" communication competencies, one being the task-related communication and the other being the relationship-managing communication. With the recent realization that these two are inherently linked and that cognition and emotion interact, the reality of separating affect or emotion and rationale thought as suggested in the Barge and Hirokawa original model minimizes the true impact of emotion in the leadership process. In their work, the relational communication skills are viewed as those needed to counteract the "problems" that occur as a result of interpersonal relationships (p. 173) so that the task can be accomplished. This negative connotation of interpersonal relationships minimizes the positive effect of emotion as we view it in today's study of the transformational leader-follower process.

From a communication-centered perspective, emotions are considered a social or communicative phenomenon. This classification is centered on the claim "that human beings have evolved to meet adaptive challenges posed by the environment"

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(Dillard, 1998, p. xvii). Dillard (1998) furthers his argument by suggesting that "the primary function of affect is to guide behavior". Affect allows successful interaction with the environment and "for human beings, the important environment was the social environment." Finally, "human beings strategically manage their affective states" and judge their relative success based on the environment, in particular the social environment. This logic leads to the social or communicative nature of emotion.

Emotion is inherently linked to communication. Emotions are linked to thoughts, feelings, and behaviors that blend together in the process of interpersonal interaction and the means by which interpersonal interaction occurs is communication. The study of emotion, although centuries old, has only recently been looked at within social contexts and in relationship to communication (Guerrero, Andersen & Trost, 1998). Emotion is interpersonally expressed phenomena (Andersen & Guerrero, 1998). It is possible for emotions to be experienced and not expressed, but more often they are expressed through verbal or nonverbal interaction. These interactions can take the form of facial expressions, vocal quality, and explicit or implicit verbal communication that reveals the experienced emotion (Guerrero, Andersen & Trost, 1998). Research suggests that one of the most common topics of talk is emotion (White, 1993).

People express emotion often without voluntary control. However, it is increasingly apparent that emotions can and do serve a communicative function. It can be argued that people often express emotion, both intentionally and unintentionally, to accomplish a purpose such as letting others know they care, persuading, gaining support, negotiating roles, deflecting criticism, and for many other reasons. The process

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of communicating emotion to serve a social purpose is a common element of interpersonal interaction (Bailey, 1983; Frijda & Mesquita, 1991; Planalp, 1999). Likewise, interpreting other's emotion involves understanding their communication goals and purpose (Planalp, 1998). The expression and interpretation of emotion often involves a social process that is inherently communicative.

Andersen & Guerrero (1998) suggest that due to the large number of messages and people we encounter in an increasingly interdependent society, the "primary antecedent of many, perhaps most, emotional experiences is interpersonal interactions" (p. 57). They suggest that "emotions are more than private experiences, they are motivational states that originate in the interpersonal milieu…and have significant impacts on interpersonal communication and long-term interpersonal relationships. Moreover, people often strategically induce emotional states in others as a way of achieving interpersonal goals.

In summary, a communication-centered view of leadership and emotion centers on the interaction and relationship components of the process. The view holds that leadership and emotion are outcomes of the communicative process. It follows that to improve leadership effectiveness requires a significant emphasis on interpersonal communication competence since according to this view, it is through communication that emotion and leadership occur.
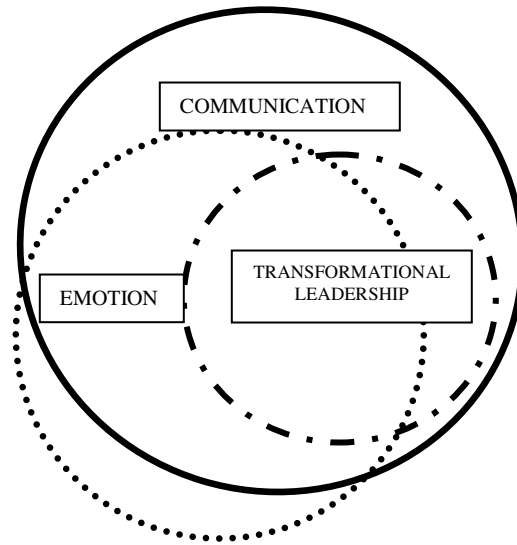
Figure 2.1 Communication-Centered View of Leadership and Emotion

2.5 Hypothesis Development

2.5.1 Emotional Intelligence and Transformational Leadership

Bass and Avolio (1990) suggested that transformational leaders provide the symbolic and emotional force behind organizational change. This early reference to the emotional link to transformational leadership has been expanded by several researchers (e.g. Caruso, Mayor, & Salovey, 2002; Cooper & Sawaf, 1997; Goleman, Boyatzis, & McKee, 2002; Ryback, 1998).   Many studies have found positive significant relationships between emotional intelligence and transformational leadership (Barbuto & Burbach, 2006; Barling et al., 2000; Gardner & Stough, 2002; Sivanathan & Fekken, 2002). Barbuto and Burbach (2006) found several correlations that supported the

emotional intelligence relationship to transformational leadership using self reported data. Mandell and Pherwani (2003) found a significant predictive relationship between transformational leadership style and emotional intelligence. Ashkanasy and Tse (2000) and Bass (2002) suggest that a fundamental component of transformational leadership is the emotional or affective nature of the process. As the study of transformational leadership expands, the role of emotion seems to be growing in theoretical and empirical support. Despite ongoing concerns about the nature of emotional intelligence and the best method to measure it, the connection of emotion to transformational leadership proposed in the research is compelling and the following hypothesis is made:

Hypothesis 1: Emotional intelligence is positively related to transformational leadership.

2.5.2 Interpersonal Communication Competence and Emotional Intelligence

No studies looking at the relationship between interpersonal communication competence and emotional intelligence were found in the review of the literature. Theoretical links are reported by Andersen and Guerrero (1998). They suggest that emotions are inherently communicative and argue that communication is essential to the process of emotional experience. They base their argument on six principles which include: Emotions evolve as communicative actions, emotional expression is shaped through socialization processes, the primary elicitor of most emotion is interpersonal communication, schemata affect how and when emotions are communicated, an inherent feature of emotional experience is emotional expression and emotion generates

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other emotions and interaction chains. Guerrero, Anderson & Trost (1998) state "emotional experience and expression is part of a fabric of thoughts, feelings, and behaviors that blend together to characterize the tapestry of interpersonal interaction". Thus, nonverbal and verbal interaction plays an important function in social interaction.

Based on the theoretical argument of Andersen and Guerrero (1998) that communication is necessary to the process of emotional experience, the following hypothesis is made:

Hypothesis 2: Emotional intelligence is positively related to Interpersonal communication competence.

2.5.3 Interpersonal Communication Competence and Leadership

The relationship between interpersonal communication competence and leadership has not been aggressively studied in the organizational research literature, although many studies can be found in the interpersonal communications literature (e.g., Spitzberg & Cupach, 1984). One exception is Penley, Alexander, Jernigan and Henwood (1991) who looked at various communication abilities or competencies and their relationship to leadership effectiveness. They found a "fundamental link between communication and managerial performance". They looked at communication competence from a more specific skills rather than a global skills perspective which provided more detailed analysis of the communication – performance link. Also, Berson and Avolio (2004) found a communication and transformational leadership link, although they were not looking for this specifically. They studied a telecommunications firm and found that those leaders rated as transformational also

were rated as more effective communicators by direct reports. Previous research has linked generalized communication competence measures with leader or manager performance (e.g., Argyris, 1962; Flauto, 1999; Redding, 1972; Roberts, O'Reilly, Bretton & Porter, 1974).

Theoretically, the communication-centered approach to leadership (Barge, & Hirokawa, 1989; Barge, 1994), assumes that leadership is a unique form of communication. "Leadership is enacted through communication" (Barge, 1994, p. 21). This theory implies that leadership, especially transformational leadership, is dependent upon communication competence. The theoretical and empirical work linking communication and leadership lead to the following hypothesis:

Hypothesis 3: Interpersonal communication competence is positively related to transformational leadership.

2.5.4 Interpersonal Communication Competence as Mediator

Barbuto and Burbach (2006) found partial support for the positive relationship between emotional intelligence and transformational leadership. They also found that interpersonal skills were positively related to transformational leadership for both self and other raters. The authors' state "leaders who develop strong interpersonal skills have a greater likelihood of exhibiting transformational behaviors". The inclusion of communication into this study supports this theoretical position and adds additional insight into how emotion and interpersonal interaction may relate. Since their study found that the more emotion-centered transformational leadership dimensions were positively related to emotional intelligence (individual consideration and inspirational

motivation) yet interpersonal skills were positively correlated to all dimensions of transformational leadership, the potential for a mediating relationship is suggested.

In order to develop the relational components of transformational leadership, emotion and emotional intelligence are posited to play a role. Theoretically, this dissertation asserts that leadership and emotion are unique aspects of communication Thus, this study assumes communication is the overarching explanation of this relationship.

Hypothesis 4: Interpersonal communication competence mediates the relationship between emotional intelligence and transformational leadership.

2.5.5 Follower Outcomes

The transformational leadership, emotional intelligence and interpersonal communication competence relationships have interesting theoretical implications, but to determine their impact on the effects of leadership in the workplace, several follower outcomes are included in the study. These include follower performance, follower organizational citizenship behavior, follower satisfaction with supervisor, follower satisfaction with leader communication, follower self concordance and follower growth satisfaction.

2.5.5.1 Follower Performance

Perhaps the most commonly included outcome of interest in leadership research is performance. As discussed earlier in this review, transformational leadership research has provided general support for the relationship between transformational leadership and performance (Avolio, 1999; Bass, 1998). In particular, three meta-

analyses showed consistent support for the positive relationship between transformational leadership and performance (De Groot et al., 2000; Fuller, et al., 1996; Lowe et al., 1996). These meta-analyses included not just performance in the traditional sense but the "extra role" performance or organizational citizenship behavior that would be expected when transforming individuals to equate their own success and values system with the organizations. There is also empirical support for a positive relationship between leader emotional intelligence and follower performance (Coetzee & Schaap, 2005; Fredrickson, 2003; Wong & Law, 2002; Zhou & George, 2003). The inclusion of communication in the effectiveness of leadership is often theorized, but has not been tested. Consistent with the communication-centered view of this paper, it is hypothesized that if communication is the underlying foundation of much emotion and of leadership, then it will also show a consistent relationship with follower performance and this relationship should exceed that of emotional intelligence and transformational leadership in its relative contribution to the predictive model. Based on these arguments the following hypothesis is made:

> *H5: Follower performance will be positively related to emotional intelligence, transformational leadership and interpersonal communication competence and consistent with the communication-centered view presented in this paper, interpersonal communication competence will have the greatest unique contribution to the predictive model.*

2.5.5.2 Follower Organizational Citizenship Behavior.

Organizational citizenship behavior (OCB) is defined as "employee behaviors that, although not critical to the task or job, serve to facilitate organizational functioning" (Lee & Allen, 2002). Although related to performance, it is considered involves behaviors above what is considered necessary or expected for the job. Like performance, OCB has been positively linked to transformational leadership (Fuller et al., 1996; Judge & Piccolo, 2004; Lowe et al., 1996; Smith, Organ, & Near, 1983) and emotional intelligence (Coetzee & Schaap, 2005; Wong & Law, 2002). As with performance, communication has not been studied for its effect on OCB, but the theoretical arguments of this paper suggest a positive relationship.

H6: Follower organizational citizenship behavior be positively related to emotional intelligence, transformational leadership and interpersonal communication competence and consistent with the communication-centered view presented in this paper, interpersonal communication competence will have the greatest unique contribution to the predictive model.

2.5.5.3 Follower Attitude Outcomes

Follower satisfaction with supervisor and follower satisfaction with supervisor communication are outcome variables of interest in this study based on the communicative dimensions of these attitudinal measures. Transformational leadership and emotional intelligence have been shown to have positive relationships with satisfaction measures (DeGroot et al., 2000; Lowe et al., 1996; Wong and Law, 2002). The inclusion of a satisfaction measure that was specifically developed to measure

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communication aspects of satisfaction with supervisor will provide additional support for the communication arguments of this paper. It is expected that if transformational leadership and emotional intelligence show positive links to satisfaction, that communication with its predicted positive relationship with those constructs will also have similar positive relationship results. The following hypotheses are made:

H7: Follower's level of satisfaction with their supervisor will be positively related to emotional intelligence, transformational leadership and interpersonal communication competence and consistent with the communication-centered view presented in this paper, interpersonal communication competence will have the greatest unique contribution to the predictive model.

H8: Follower satisfaction with their leader's communication will be positively related to emotional intelligence, transformational leadership and interpersonal communication competence and consistent with the communication-centered view presented in this paper, interpersonal communication competence will have the greatest unique contribution to the predictive model.

2.5.5.4 Follower Self Concordance.

One outcome of transformational leadership that has been suggested by the literature is that followers of transformational leaders are more likely to set self concordant goals (Bono & Judge, 2003). Self-concordance is defined as how well goals are "consistent with the person's developing interests and core values" (Sheldon & Elliot, 1999). The self concordance model (Sheldon & Elliott, 1999) proposes that

when goals are self concordant, followers will exert more effort and will thus be more likely to achieve them. They also postulate that when followers achieve self concordant goals they experience a greater sense of well being. Their research using three longitudinal data sets supported the model and found self concordance to be independent of self-efficacy, intentions, avoidance framing and life skills.

Transformational leadership's inspirational motivation and individualized consideration dimensions suggest that these leaders behave in such a way to encourage followers to adopt personally meaningful and challenging goals. They recognize the individuals need for achievement and that individuals have unique values and desires (Bass et al., 2003). It followers that followers of transformational leaders would be more likely to report goals that have personal significance and meaning. Bono and Judge (2003) suggest that self concordant follower goals resulting from the transformational leadership process may be one explanation for the positive performance and satisfaction outcomes that have been widely studied and supported (Fuller et al., 1996; Lowe et al., 1996). This study expects to find a similar positive relationship of self concordance to transformational leadership.

Based on the previously discussed hypothesized relationship between emotional intelligence and transformational leadership, it is also proposed that the higher the leader's emotional intelligence, the more likely the follower will report self concordant goals. The leader's ability to understand and manage the emotions in others should be conducive to helping followers become personally engaged and motivated in goals.

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Thus, a positive relationship is expected between leader's emotional intelligence and self concordance.

Finally, the communication link to transformational leadership suggests that for leader's to impact the value and meaningfulness of goals, they must have skills in understanding and creating that symbolic meaning at the verbal, nonverbal and meta-communicative level that is conveyed effectively to the follower. This meaningful symbolic exchange fits the communication definition of this paper in that is the ongoing process or system of symbolic exchange over time that helps develop the perception of value in the follower. Interpersonal communication competence is therefore conceptualized as the means of conveying the transformational and emotional impact and as such it is hypothesized to also be positively related to self concordance and further to exert the greatest predictive effect. Based on these arguments, the following hypothesis is made:

> *H9: Follower self concordance will be positively related to emotional intelligence, transformational leadership and interpersonal communication competence and consistent with the communication-centered view presented in this paper, interpersonal communication competence will have the greatest unique contribution to the predictive model.*

2.5.5.5 Follower Growth Satisfaction

The satisfaction of followers related to their personal growth and development is an important outcome since it should represent the extent to which the leader's transformational skills are effective. The intellectual stimulation dimension of

transformational leadership suggests that these leaders provide meaning and challenge to follower's work and the individual consideration dimension includes paying attention to the follower's need for achievement and growth, providing mentoring and opportunities for new learning (Bass et al., 2003). Thus, transformational leadership should be positively related to growth satisfaction.   Emotional connection with followers as with the other more general satisfaction measures should encourage positive attitudes and thus, emotional intelligence should relate positively with growth satisfaction as well. Finally, as with the other outcomes discussed, the requirement that goals and opportunities be individualized and meaningful to followers requires that the leader understand the symbolic messages or communication of their followers. Interpersonal communication competence should improve this process.   Thus, the following hypothesis is made:

> H10: Follower growth satisfaction will be positively related to emotional
>
> intelligence, transformational leadership and interpersonal communication
>
> competence and consistent with the communication-centered view presented in
>
> this paper, interpersonal communication competence will have the greatest
>
> unique contribution to the predictive model.

2.6 Summary

The study of leadership has evolved over the years as we gain new perspectives, report new research findings and as the process of leading itself has changed in response to the changing work and cultural environment. Despite literally centuries of study, the subject of leadership continues to fascinate us. As we answer one question, a dozen

additional ones emerge. The most prevalent view of leadership today is that of transformational leadership (the highest order form in the full range leadership model) (Bass, 1985b). In the past twenty years, considerable research using this leadership theory has occurred. It has stood the test of time as it has been linked to many positive organizational and personal outcomes. However, the process through which transformational leadership occurs has received much less emphasis. One exception is the area of emotional intelligence which has been positively linked to transformational leadership. The awareness and management of self and others emotions (emotional intelligence) appears to be a critical component of the process, however this study looks at a larger, overarching concept which incorporates emotion that might better explain the process of transformational leadership, that of communication.

This study takes a decidedly different theoretical perspective of leadership, that of communication. The communication-centered approach looks at leadership as inherently communicative in nature, essentially proposing that leadership is a unique form of communication. This approach is in direct contrast to many traditional models of leadership that incorporate communication as a "skill", "ability" or component of leadership rather than its essence. Borrowing from the CCM model and Pragmatic theory, this dissertation asserts that leadership and the related emotional components are a form of symbolic interaction within an interdependent communication system.

This study looks used the previously established relationship of emotional intelligence and transformational leadership as a foundation from which to build. To establish the communication link that supports the communication-centered model, the

relationship between emotional intelligence, transformational leadership and interpersonal communication competence will be tested. The expected outcome is that a positively relationship will be found, but that the influence of emotional intelligence on transformational leadership is fully mediated through interpersonal communication competence.

In summary, there is strong empirical support to link transformational leadership (the highest order and most effective form of leadership in the full range leadership model, Bass, 1985b) to performance and other positive organizational outcomes. However, an emphasis of the transformational leadership research has been on the outcomes. Much less is known about what leads to transformational leadership. Emotional intelligence is one proposed antecedent, however, this dissertation argues for a communication-centered theoretical framework, whereby, communication is the overarching construct of both leadership and emotion.

Supported Predictor Mediator Leader Effectiveness

| Leader Emotional Intelligence | | Leader Interpersonal Communication Competence | | Transformational Leadership |

H2+ H3+

Follower Performance

Follower Organizational Citizenship Behavior

Follower Satisfaction with

Follower Satisfaction with Leader Communication

Follower Self Concordance

Follower Growth Satisfaction

H5+

H6+

H7+

H8+

H9+

H10+

H1+

H4

Figure 2.2 Communication-Centered View of Leadership

CHAPTER 3

METHOD OF STUDY

In this chapter the research methods used to test the hypothesized relationships developed in Chapter 2 are outlined. First, the study design and sample characteristics are presented. Second, the measures used to assess the psychometric properties of each measure, including factor analysis and reliability, are described. Finally, the statistical methods used to test the hypothesized relationships are outlines.

3.1 Research Setting and Sample

Leadership is a process and occurs over time. The ability to replicate a "leadership" process in a static lab environment is therefore, limited. The use of a field study is most appropriate to measure actual leader – follower relationships and to gain a more accurate perception of the emotional intelligence, interpersonal communication competence, and transformational leadership characteristics of the sample.

The use of an organizational setting was considered, however, the sample size required for the measures chosen required multiple organizations to participate. Also, since this study targeted the relationship of leadership style, emotional intelligence and communication competence of each leader, it was determined that existence of a qualifying leader – follower relationship was the critical factor.   It was determined that additional variance in the construct relationships was expected by sampling a wide

range of leaders. The information of interest, leader emotional intelligence, communication competence and leadership style, as well as the relationship of these factors and various outcomes was considered obtainable using any qualifying leader – follower dyad. Thus, to obtain high variability in the leader – follower dyads which would increase the generalizability over data collected in one organizational setting, multiple sampling strategies were employed.

To qualify as a "leader" for the study, the subject could be the follower's supervisor or someone in the organization that provided leadership that impacted the follower's work. The leader also had to be familiar with the follower and their work practices. That is, they could not be so far removed in the organizational setting from the follower that they did not have first hand knowledge of their performance. Finally, the leader needed to supervise a minimum of 5 individuals counting the follower.   The follower qualified if they worked at least 20 hours per week.

The largest subset of the data was collected using a student population enrolled in Management courses at the undergraduate and graduate levels in a large university. A large subsection of these students were members of a student research pool in which students are required to participate in a research project or submit a research paper as a mandatory requirement of their coursework. Students outside of the research pool were offered extra credit to participate in the study. Again, students were offered an option of doing a short research paper if they did not wish to participate in the study but wanted the opportunity for the extra credit.   The use of the student population was considered a creative alternative for obtaining leader – follower dyads because of the

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large number of students in this particular university that are nontraditional, older and employed.

Since the student population failed to provide the required number of leader – follower dyads, additional subjects were recruited from one large national staffing company and several organizations including a restaurant, public school, private school, consulting company and a healthcare management company. In each case, a member of the organization volunteered to forward an email message explaining the study to members of the organization and requested interested members contact the principal investigator via email for instructions.

3.2 Data Collection Procedure

The objective of the data collection procedure was to obtain self and other reports from leader – follower dyads regarding the leadership style, emotional intelligence and interpersonal communication competence of the leader. Additionally, data was obtained on follower outcomes including performance, organizational citizenship behavior, self concordance, satisfaction with leader and growth satisfaction. To overcome common method variance, a combination of self and "other" report measures was collected and used for the hypothesis testing.

3.2.1 Survey Preparation

Two surveys were prepared, a leader version and a follower version. The leader version included scales for leader emotional intelligence (self report), follower performance, and follower organizational citizenship behavior. The follower version contained scales for leader interpersonal communication competence and

transformational leadership ratings. The follower version also included self report measures for follower satisfaction with supervisor/leader, follower interpersonal communication satisfaction with leader, growth satisfaction, and self concordance. See section 3.2.3 for descriptions of each measure.

An online survey development and collection website was used. The various scales for each version of the software were combined into a single survey and an online version of each was created. Permission was obtained to re-create copyrighted measures in an online instrument. Additional demographic items were added to both surveys including age, gender, years in the workforce, number of others supervised, and racial/ethnic classifications. Two distinct online collection sites were created, one for collection of the leader surveys and one for the followers. The software allows the researcher to control access to the survey collection sites through a password protected system. Each version of the software was accessible through a unique link.

3.2.1.1. Survey Pre-Test and Refinement

The final leader and follower online surveys were tested by sending sample emails with the appropriate links to confederate subjects. The purpose of this test was to determine (a) the time required to complete the survey, (b) any difficulties accessing or completing the online version from a technical standpoint, (c) any confusing items or items with errors, and (d) the ability to successfully download data and to accurately match leader and follower surveys for data analysis. Ten confederate subjects were combined into five leader – follower pairs. Each subject was sent an email with instructions and the link to their assigned survey (leader or follower). Each subject

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completed the assigned survey and provided the principal investigator their responses to items (a), (b), and (c) above. The average time for either survey was approximately 20 minutes. The range was 15 to 33. No items were consistently identified by the confederate testers as confusing or difficult to answer. All other identified errors such as mislabeled responses were corrected. The number system to match leader and follower data was also tested and proved effective.

3.2.2 Survey Recruitment and Collection Process

Two procedures were used to recruit subjects for the study. First, potential subjects from the student population previously described, were approached in person in their classrooms during regular scheduled class time. Students that worked a minimum of 20 hours a week and who wished to participate completed the informed consent and a sign up sheet in which they provided their email address and the name, phone number, position title and email address of their supervisor or a leader in their organization that knew their work practices.

Each "follower" participant was then contacted by email, provided the link to the follower survey online version and given a unique survey number that was later used to match follower – leader paired data. Followers were instructed to invite their designated leader to participate prior to completing the survey. In the event the leader did not wish to participate, the follower was dropped from the study. Once the follower completed the follower version, an email invitation with a link to the leader version was sent to the designated leader. Again, the leader was given a unique survey number that corresponded to the follower who invited him/her to participate.

The second procedure for recruiting subjects was done entirely online. A representative from a target organization was contacted by email with information about the study. The email provided criteria for participation, including the need to invite a leader or follower to complete a dyad prior to participation. Interested individuals replied to the email and were subsequently sent the appropriate instructions, consent form, survey link and survey number. Unlike the student volunteers who all served as followers, organizational participants were allowed to serve as leader or follower since many of the representatives contacted were leaders in the organization and wished to participate as a leader.

To increase participation, up to three email reminders were sent to individuals who indicated a desire to participate, but had not yet completed the survey. To increase participation, if both the leader and follower from a dyad completed the surveys, they were eligible to enter a drawing for one of three $200.00 cash cards given away at the conclusion of the study.

3.3 Sample Characteristics

A total of 210 dyads signed up for the study (420 individuals) and were sent links to the surveys. One hundred seventy three from the student population and 38 from the organizations contacted. Of the 210 potential pairs, 115 were completed by both the leader and the follower in the dyad, 90 from the students and 25 from the organizations. Three of these were excluded for incomplete data for a total of 112 usable leader – follower paired data sets. This represents a response rate of 52% from the student population pool and 66% from the organizational pool.

Respondents were asked to complete demographic data for use in the analysis. This data included age, gender, racial/ethnic background, educational level, years in the workforce, number of individuals supervised and type of organization in which they were a "leader" or "follower". The average age of the leaders was 40.11 years (SD = 12.5) and the average age of the followers was 28.03 years (SD = 9.42). The leader gender profile was 46.4% male and 53.6% female while the followers were 29.5% male and 70.5% female. The majority of the leader respondents were Caucasian (n = 90, 80.4%), followed by Hispanic (n = 11, 9.8%), Black/African American (n = 6, 5.4%), Asian (n = 3, 2.7%) and other (n = 1, 0.9%) with one not specifying their racial/ethnic background. The followers racial/ethnic backgrounds were from greatest to least, Caucasian (n = 60, 53.6%), Hispanic (n = 23, 20.5%), Black/African American (n = 19, 17%), Asian (n = 5, 4.5%) and other (n = 4, 3.6%). The level of education for the leaders and the followers is shown below in Table 3.1 and 3.2.

Table 3.1 Leader Educational Level Frequencies

	Frequency	Percent	Valid Percent	Cumulative Percent
High School	11	9.8	9.8	9.8
Some college or trade school	27	24.1	24.1	33.9
Trade school grad	1	.9	.9	34.8
Assoc. Degree	6	5.4	5.4	40.2
Bachelor Degree	41	36.6	36.6	76.8
Masters Degree	22	19.6	19.6	96.4
Doctorate	4	3.6	3.6	100.0
Total	112	100.0	100.0	

Table 3.2 Follower Educational Level Frequencies

	Frequency	Percent	Valid Percent	Cumulative Percent
High School	4	3.6	3.6	3.6
Some College or Trade School	49	43.8	44.1	47.7
Bachelor Degree	34	30.4	30.6	78.4
Masters Degree	19	17.0	17.1	95.5
Doctorate	5	4.5	4.5	100.0
Total	111	99.1	100.0	
Missing data	1	.9		
Total	112	100.0		

On average the leaders had been in the work force for 20.79 years (SD = 12.03), while the followers averaged 10.14 (SD = 8.11) years in the workforce. The leaders supervised on average 5 to 25 individuals. Only 19.6% of the leader respondents supervised more than 25 individuals. Table 3.3 shows the industries from which the leader – follower data was collected.

Table 3.3 Industries Represented in Sample

INDUSTRY	FREQUENCY
Retail	18
Banking/Financial Services	18
Education	10
Food Services	10
Healthcare	8
Manufacturing	7
Higher Education	7
Insurance	5
Human Resources	5
Consulting	5
Transportation	2
Real Estate	2
Entertainment/Recreation	2
Oil and Gas	2
Not for Profit	2
Entertainment Licensing	1
Legal	1
Airline	1
Accounting	1
Internet/Tech	1
Health/Beauty	1
Security	1
Government	1
Commercial Printing	1
TOTAL	112

3.4 Measures

3.4.1 Leader Emotional Intelligence

Emotional intelligence was measured using a 16 item scale that is based on the
four-dimension ability model that supports the MSCEIT. Daus and Ashkanasy (2005)
assert that the Mayer and Salovey ability model of emotional intelligence is the only
valid model and the optimal measure is the one developed by those authors (MSCEIT).

The four dimensions of emotional intelligence (1) perceiving emotions, (2) using emotions, (3) understanding emotions, and (4) managing emotions correspond to the Mayer and Salovey (1997) definition which is the most theoretically developed model (Ashkanasy & Daus, 2005). Ability based measures are substantially higher in discriminant validity and show improved reliability over mixed-model measures (MacCann et al., 2003). Ability tests provide problem based items that attempt to assess the emotional skills of the subject. For example, rather than ask the leader to self report on their ability to identify emotions through facial expressions, this test provides pictures of faces and test the respondents ability to identify emotional aspects of the picture. However, the administration of the MSCEIT requires a minimum of 45 minutes which makes it prohibitive for many studies. Ashkanasy and Daus (2005) indicate the next best options are those measures which are based on the ability model such as the Wong and Law (2002) measure.

Therefore, based on the recommendations of Daus and Ashkanasy (2005) a second tier measure which is adaptable to other report and uses the Mayer-Salovey theoretical model was used. The leaders completed the Wong and Law (2002) EI Scale which was developed to provide a reasonable and shorter version of a measure than the MSCEIT but was still an ability-based model. Their scale includes 16 items measuring the four dimensions of Self-emotion appraisal, Others' emotion appraisal, Use of emotion, and Regulation of Emotion. The scale was originally developed to be a self report measure. The authors found that convergence between the EI Scale and the EQ-i (Bar-On, 1997) an established emotional intelligence measure and discriminant validity

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with the Big Five personality scales. They assert that their measure was tested using three independent samples and factor structure, internal consistency, convergence and discriminant and incremental validity support the use of the measure for emotional intelligence studies.

3.4.2 Transformational Leadership

Transformational leadership was measured using the four Multifactor Leadership Questionnaire (MLQ-5X) (Avolio & Bass, 2002) subscales for transformational leadership. This measure allows for self and other ratings. The MLQ is the most widely used measurement of transformational leadership and the full range of leadership styles. A meta-analysis of over one hundred studies using the MLQ showed the measure to be reliable and valid (Lowe et al., 1996). The scale measures the full range of leadership behaviors including transformational, transactional, and laissez-faire, but only the 20 transformational leadership factor items were used for this study. The instructions ask the respondent to judge how frequently they engage in certain behaviors using a Likert-type scale as an indicator of frequency. The other report format simply has the respondent indicate how frequently the leader engages in the behaviors. To minimize same source bias, the follower completed the transformational leadership scale.

3.4.3 Leader Interpersonal Communication Competence

The measure chosen for this study was the Interpersonal Communication Competence Scale (Rubin & Martin, 1994). It was chosen because it is the most comprehensive measure of interpersonal communication competence and provides a

better operationalization of the global construct. It consists of 10 dimensions of competence: self disclosure, empathy, social relaxation, assertiveness, interaction management, altercentrism, expressiveness, supportiveness, immediacy, and environmental control. This measure was developed within a relational approach to communication competence which is consistent with the theoretical framework of this study. Items for each dimension were chosen from existing scales that measured that specific dimension or from definitions of the construct. Thirty items, three per competency dimension, are included in the scale. The authors found an overall alpha for the 30-item scale of 0.86. The authors also found a positive relationship of the ICCS to other aspects of communication competence (cognitive flexibility and communication flexibility) and strong internal consistency. The factor structure analysis by the authors suggested that the scale loaded on one factor and it will be used as a single factor measure for this study. This measure was completed by the follower.

3.4.4 Follower Performance

Follower performance was rated by the leaders using a twelve item scale adapted from the one used by Bono and Judge (2003). The Bono and Judge measure had 15 items and was adapted from a combination of three sources, scales by Steward, Carson, and Cardy (1996), The Role-Based Performance Scale (Welbourne, Johnson, & Erez, 1998, and a measure developed by Bono and Judge (2003) based on previous qualitative research. The use of a similar measure to Bono and Judge (2003) allows for comparison of findings across studies. This measure was incorporated into the leader

survey and leader's responded with a five-point scale (1 = "needs much improvement", to 5 = "Excellent").

3.4.5 Follower Organizational Citizenship Behavior

The follower's organizational citizenship behavior was measured by having the leaders complete the sixteen items from the Lee and Allen (2002) OCB scale. The leaders were instructed to indicate how often the follower exhibited certain behaviors using a five-point scale (1 = "never", to 5 = "almost always"). Sample items include, "demonstrates concern about the image of the organization", "goes out of the way to help new employees feel welcome in the work group", and "adjusts work schedule to accommodate other employees' requests for time off". Items were summed for a scale score. This measure was completed by the leader.

3.4.6 Follower Satisfaction with Leader

Follower satisfaction with the leader was measured using the three- item Job Diagnostic Survey (JDS) satisfaction with supervisor scale (Hackman & Oldham, 1980). The items required a response on a seven-point scale (1 = "extremely dissatisfied", to 7 = "extremely satisfied"). Items included, "the amount of respect and fair treatment I receive from my boss", "the amount of support and guidance I receive from my supervisor", and "the overall quality of the supervision I receive on my work". The items were summed to obtain a scale score. This measure was incorporated into the larger follower version of the survey for this study.

3.4.7 Follower Growth Satisfaction

Growth satisfaction was also measured using items from the Job Diagnostic Survey (JDS), specifically the growth satisfaction subscale (Hackman & Oldham, 1980). The four items required a response on a seven-point scale (1 = "extremely dissatisfied", to 7 = "extremely satisfied"). Items included "the amount of personal growth and development I get in doing my job", "the feeling of worthwhile accomplishment I get from doing my job", "the amount of independent thought and action I can exercise in my job", and " the amount of challenge in my job". The items were incorporated into the follower survey and summed to obtain a scale score.

3.4.8 Follower Satisfaction with Leader Communication

The follower's satisfaction with the leader's communication was measured using selected items from the Communication Satisfaction Questionnaire, CSQ, (Downs & Hazen, 1977). The instrument was originally developed as a measurement to be used in studies related to job satisfaction and communication. It is a multi-factor measure and 20 items of the total 43 item scale that related to supervisor or leader communication were used. Respondents indicated on a 7-point scale how often each statement pertaining to supervisor communication was true. Sample items include "my supervisor organizes and manages meetings well", "my supervisor accurately anticipates my need for information", and "my supervisor's communication motivates and stimulates an enthusiasm for meeting organizational goals". The developers of the CSQ found test-retest reliability of .94 and concurrent validity with high correlations with job satisfaction (Downs & Hazen, 1977) and organizational commitment (Potvin,

1992). These items were incorporated into the follower version of the survey. They were summed to obtain a scale score.

3.4.9 Follower Self Concordance

Self concordance was measured using a goal-based method. This method is consistent with the Sheldon and Elliot (1998) research as well as that used by Bono and Judge (2003). Subjects were asked to identify three current job related goals. They were asked to provide a key word or phrase for each goal. It was not required that they provide detail, only enough information so that they were clear on which goal they were thinking about prior to responding to related questions. Following each goal, the participant was asked to identify reasons for pursing that goal. Four questions to establish the level of self-concordant reasons for pursing the goal were completed including "you choose this goal because somebody else wants you to or because the situation demands it.", "you pursue this goal because you would feel anxious, guilty or ashamed if you didn't", "you pursue this goal because you believe it is an important goal to have", "you pursue this goal because of the fun and enjoyment it provides to you".   The subjects answered all four questions for each of their three identified goals using a 5-point scale (1 = "not at all for this reason" to 5 = "completely for this reason").   Consistent with Bono and Judge (2003) a difference score was obtained by subtracting total score for the controlled reasons from total score for the self concordant reasons.

3.5 Method of Analysis

Reliability and factor structure of each instrument was analyzed using Cronbach's Alpha and exploratory factor analysis using respectively. A factor analysis using varimax rotation was performed on each of the measures to confirm the hypothesized factor structure of each instrument and to assure that each was measuring a unique construct.

A test for mediation using the Baron and Kenny (1986) method was conducted. Total scale scores for communication competence, emotional intelligence and the transformational leadership section of the MLQ-5x were used to test the mediation hypothesis.

The following mediation procedure was conducted: Interpersonal communication competence (M) was regressed on emotional intelligence (IV) because the IV must be related to the mediator (M). Transformational leadership (DV) was regressed on emotional intelligence (IV) to establish the direct effect of the IV on the DV which has been supported by previous research. Finally transformational leadership was regressed on both emotional intelligence and interpersonal communication competence.

Follower outcomes were then analyzed using hierarchical regression so that the unique contribution of emotional intelligence, transformational leadership and interpersonal communication competence to the predictive models for the five remaining outcome variables could be determined.

CHAPTER 4

RESULTS

This chapter presents the results of the data analysis including descriptive statistics, correlations and reliabilities and factor analysis of all scales. Mediated regression is used to test the first four hypotheses, followed by a series of hierarchical regression analyses to test the remaining hypothesized relationships. Control variables are included in the analysis only when correlation analysis indicates they are significantly related ($p < .05$).

4.1 Factor Analysis

Nine different scales were used in the study to measure the constructs of interest. All scales were existing scales or condensed versions of existing scales. A preliminary factor analysis was conducted on factor scales to assure that unique constructs were being tested. A common factor analysis technique was chosen because of the inherent shared variance expected in the variables chosen for this study. This method is better able to differentiate conceptually meaningful underlying constructs or factors. Two separate factor analyses were conducted. The first analysis included the three variables of interest in the mediation test, leader emotional intelligence, leader interpersonal communication competence and leader transformational leadership

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ratings. Varimax rotation was used for both factor analyses to better differentiate factor structures.

Table 4.1 shows the results of the factor analysis involving the scales for each variable from the mediation test, leader emotional intelligence, leader interpersonal communication competence and transformational leadership. The results show that the emotional intelligence scale loaded onto one factor and the interpersonal communication competence and transformational leadership scales loaded on a second factor. Although these measures are conceptually distinct with one targeting general communication behaviors and the other behaviors determined to represent transformational leadership, they are highly correlated and represent a common factor based on the factor structure. This finding represents cause for concern regarding collinearity of the constructs and interpretation of results if they are used as distinct factors in the following analyses.

To support the use of these scales as separate factors, the Variance Inflation Factor (VIF) was examined for leader interpersonal communication competence and transformational leadership. The VIF was 3.12 which is below the threshold of 10, the level suggested in Hair, Anderson, Tatham & Black (1998) as that level in which collinearity exceeds acceptable levels. Hair et al. (1998) suggest a two step procedure designed to diagnose the amount of multicollinearity present. First, the condition index is examined to determine if any exceed the recommended threshold value of 30. Second, any variance proportions equal or greater than 90% indicates collinearity in excess of acceptable levels. The condition index for interpersonal communication

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competence is 32.628.   However, the variance proportion for transformational

leadership was 68%, below the threshold level. Thus, based on this test and the VIF,

the collinearity of these two factors is acceptable and based on their conceptual

distinctiveness, they will be used as distinct factors.

Table 4.1 Factor Analysis Results: Mediation Test Scale Items

	Factor		
	1	2	3
Eigenvalue	17.38	6.91	2.77
Cumulative % of variance	23.9	34.4	39.0
EI1	-.051	**.367**	.121
EI2	-.002	**.669**	.225
EI3	-.014	**.605**	.011
EI4	.125	**.576**	-.104
EI5	.168	**.632**	.006
EI6	.084	**.741**	-.010
EI7	.199	**.494**	.005
EI8	.036	**.641**	-.067
EI9	-.124	**.555**	.220
EI10	.082	**.722**	-.046
EI11	.092	**.758**	-.037
EI12	.117	**.666**	.161
EI13	.022	**.470**	-.078
EI14	.082	**.508**	-.057
EI15	.112	**.595**	-.052
EI16	.025	**.805**	-.053
ICC2	**.519**	-.019	.107
ICC3	.187	-.069	**.422**
ICC4	**.478**	.064	.111
ICC5	**.483**	.174	.364
ICC6	**-.300**	-.063	-.082
ICC7	**.533**	.297	-.080
ICC8	**.671**	-.027	.342
ICC9	**.482**	.187	.330
ICC10	**.556**	.075	.288
ICC11	**.379**	-.121	.268
ICC12	**.360**	.118	.314
ICC13	.127	-.013	**.676**
ICC14	**.496**	.109	.284

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Table 4.1 – continued

ICC15	**.354**	.000	.201
ICC16	-.176	-.114	**.476**
ICC17	.117	.084	.162
ICC18	**.469**	.029	**.368**
ICC19	**.440**	.194	-.132
ICC20	**.585**	.012	.138
ICC21	**.596**	-.114	**.376**
ICC22	**.655**	.019	.161
ICC23	**.689**	.063	.186
ICC24	**.374**	.234	-.304
ICC25	**.428**	-.002	.334
ICC26	**.334**	.044	-.029
ICC27	**.430**	.089	.188
ICC28	**.541**	.028	.144
ICC29	**.607**	.323	-.081
ICC30	**-.326**	-.141	-.058
TF1	**.600**	.043	.063
TF2	.218	.095	**.388**
TF3	**.645**	.143	.102
TF4	**.683**	.046	.166
TF5	**.678**	.070	.264
TF6	**.670**	.123	.026
TF7	**.805**	.072	.042
TF8	**.722**	.033	.092
TF9	**.716**	.027	.248
TF10	**.619**	-.085	**.309**
TF11	**.823**	.033	.073
TF12	**.742**	.106	-.027
TF13	**.553**	.131	-.013
TF14	**.797**	.123	-.049
TF15	.123	.004	.204
TF16	**.604**	-.078	.093
TF17	**.812**	.102	.083
TF18	**.744**	-.057	.070
TF19	**.808**	.065	.037
TF20	**.667**	.114	-.007

Extraction Method: Principal Axis Factoring.
Rotation Method: Varimax with Kaiser Normalization.

Table 4.2 shows the results of a factor analysis involving all follower outcome variables. The follower satisfaction with supervisor, the follower communication

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satisfaction measure and the follower growth satisfaction measure loaded together. Based on this result, the satisfaction with supervisor and communication satisfaction with supervisor were combined into one scale – follower satisfaction for the outcome regression analyses. However, the growth satisfaction scale was kept as a separate scale based on the unique type of satisfaction it measures, that is, how satisfied the follower is with their growth and development on the job. This construct has important theoretical links to transformational leadership in which the leader motivates and inspires individualized growth and learning.

The follower performance measure and the follower organizational citizenship behavior measure loaded as one factor. However, conceptually, the items on the performance measure test for behaviors that are typically expected in the performance of a job while the organizational citizenship behavior measure tests for behaviors that are characteristically beyond the scope of the normal job duties. Therefore, despite the close factoring of these measures, they were kept as separate for the purposes of hypotheses testing.

Finally, the follower self concordant goal scale loaded separately from the other outcome measures but appeared to represent 2 distinct factors. This finding would be consistent with the format of the scale which targets controlled reasons for having a goal and autonomous reasons for having the goal. This factor structure is consistent with that found by the scale developers.

Table 4.2 Factor Analysis Results: Follower Outcome Scale Items

	Factor				
	1	2	3	4	5
Eigenvalue	16.49	11.21	3.71	2.61	2.24
Cum. % of variance	22.6	40.9	46.4	50.1	52.9
P1	.057	**.679**	.008	.234	-.031
P2	.096	**.758**	-.062	.358	.081
P3	-.033	**.693**	.088	**.419**	.081
P4	.045	**.640**	-.029	.359	-.053
P5	.015	**.442**	.017	**.491**	-.042
P6	.048	**.432**	.013	**.547**	.006
P7	.088	**.702**	.161	.360	-.124
P8	.052	**.728**	-.015	**.406**	.053
P9	.136	**.724**	.073	**.436**	-.119
P10	.110	**.509**	.133	.020	-.092
P11	.048	**.626**	-.010	.232	-.074
P12	.047	**.739**	.054	.358	.013
OCB1	.062	**.673**	-.098	.085	.188
OCB2	-.095	**.753**	.032	-.077	.043
OCB3	.141	**.579**	-.013	-.113	.119
OCB4	.106	**.634**	-.112	-.309	-.131
OCB5	.103	**.600**	.030	-.271	-.019
OCB6	.178	**.718**	.066	-.181	.111
OCB7	.150	**.539**	.136	-.064	-.005
OCB8	.059	**.627**	-.048	-.158	.230
OCB9	.230	**.453**	-.045	-.120	-.044
OCB10	.072	**.702**	.066	.087	.039
OCB11	.101	**.630**	-.194	-.162	-.123
OCB12	-.015	**.533**	-.150	-.209	.115
OCB13	-.045	**.608**	.014	-.062	-.057
OCB14	.049	**.678**	-.185	-.172	-.114
OCB15	-.087	**.733**	.036	-.017	-.023
OCB16	.011	**.602**	-.245	-.166	-.096
GRS1	**.552**	.013	-.304	.010	**.490**
SwS1	**.613**	.197	-.174	.034	.023
GRS2	**.504**	-.037	-.325	.072	**.519**
SwS2	**.655**	.108	-.145	.131	.124
GRS3	**.430**	.021	-.252	.176	.352
SwS3	**.682**	-.056	-.167	.052	.273
GRS4	**.469**	-.019	-.254	.190	**.479**
CS1	**.728**	.068	-.071	.017	-.092
CS2	**.851**	.083	-.084	-.015	.041

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Table 4.2 – continued

CS3	**.779**	.053	-.026	.069	-.124
CS4	**.845**	.025	-.020	-.095	-.062
CS5	**.509**	.084	-.206	-.159	.056
CS6	**.824**	.098	-.083	-.083	.145
CS7	**.885**	.116	.019	-.098	-.016
CS8	**.664**	-.068	-.033	.057	-.020
CS9	**.812**	.044	.032	-.106	-.019
CS10	**.815**	.073	-.018	.073	-.056
CS11	**.708**	.078	.072	-.123	-.108
CS12	**.762**	.097	.070	-.071	-.077
CS13	**.818**	.020	-.075	.010	-.015
CS14	**.629**	.020	-.071	.075	.025
CS15	**.762**	.046	.010	.007	-.011
CS16	**.824**	.084	.071	-.051	-.149
CS17	**.795**	.104	.007	.013	-.107
CS18	**.779**	-.036	-.072	.087	.028
CS19	**.619**	.132	-.147	.036	.074
CS20	**.727**	.073	.112	.020	-.079
GOAL1	-.188	-.033	.351	-.089	**.419**
GOAL3	-.295	-.105	**.670**	-.016	-.171
GOAL4	-.330	-.071	**.554**	-.014	-.016
GOAL5	-.095	-.001	.317	-.105	**.424**
GOAL7	-.081	-.063	**.638**	.035	-.048
GOAL8	-.252	-.020	**.601**	.098	.011
GOAL9	-.103	-.036	**.460**	-.032	.317
GOAL11	-.145	.012	**.628**	.025	-.022
GOAL12	-.208	.070	**.606**	-.003	.036

Extraction Method: Principal Axis Factoring.
Rotation Method: Quartimax with Kaiser Normalization.

4.2 Overview of Data

Means, correlations, standard deviations and reliability estimates for each factor are presented in Table 4.3. As predicted, leader emotional intelligence is positively associated with transformational leadership and leader interpersonal communication competence. Although these relationships were significant (p< .05), they were relatively small (r = .17 and r = .18 respectively). Leader interpersonal

communication competence and transformational leadership were positively associated (r = .82, p < .001). These correlations support the necessary relationships for the test for mediation of the leader emotional intelligence and transformational leadership relationship by leader interpersonal communication competence (See 4.3.1).

Follower performance and leader emotional intelligence showed a positive association (r = .32, p <.001). However, a significant correlation was not seen between follower performance and leader interpersonal communication competence or transformational leadership. The same result is seen for follower organizational citizenship behavior. It showed a significant positive relationship only with leader emotional intelligence and not leader interpersonal communication competence or transformational leadership.

Leader emotional intelligence (r = .18, p < .05), leader interpersonal communication competence (r = .76, p < .001) and transformational leadership (r = .80, p < .001) showed positive associations with the combined follower satisfaction with leader measure. Follower self concordant goals were positively associated with leader interpersonal communication competence (r = .20, p < .05) and transformational leadership (r = .23, p < .001) but not leader emotional intelligence. Follower growth satisfaction was positively correlated with both interpersonal communication competence (r = .44, p < .001) of the leader and transformational leadership (r = .48, p < .001).

Table 4.3 Descriptive Statistics and Correlations Between Variables

		Items	Mean	SD	1	2	3	4	5	6	7	8	9
1.	Emotional Intelligence	16	97.0	8.9	(.90)								
2.	Interpersonal Communication Competence	20	110.4	12.7	.18*	(.90)							
3.	Transformational Leadership	20	76.2	14.7	.17*	.82***	(.94)						
4.	Follower Performance	12	50.4	8.6	.31***	.15	.07	(.94)					
5.	Follower Org. Citizenship Beh.	16	66.2	9.9	.36***	.19	.10	.72***	(.92)				
6.	Follower Satisfaction	23	133.5	23	.18*	.76***	.80***	.12	.15	(.97)			
7.	Self Concordance	9	5.0	8.6	-.03	.20*	.23***	-.04	-12	-32	(.74)		
8.	Growth Satisfaction	4	22.2	4.4	.05	.44***	.48***	.14	.14	.54***	-.36	(.84)	
9.	Leader years in workforce	_	20.8	12.0	.10	-.11	-.05	.09	.21*	-.12	-.03	-05	
10.	Follower years in workforce	_	10.1	8.2	-.06	-.11	-.11	-.13	.01	-.07	-.02	-07	.18*

N = 112. Alpha coefficients are on the diagonal in parentheses.

*   p < .05
**   p < .01
*** p < .001

<center>4.3 Hypothesis Testing</center>

4.3.1 Test for Mediation

Prior to conducting the regression analyses necessary to test for mediation, several aspects of the data were examined. The relationship between leaders' and followers' demographic data and transformational leadership was determined. Only leader years in the workforce and leader age had small positive relationships with transformational leadership. These were included as controls for the mediated regression analysis. The first through fourth hypotheses provided the data needed for the Baron and Kenny (1986) test for mediation. Table 4.4 shows the results for Hypothesis 2. Leader interpersonal communication competence (proposed mediator) was regressed on leader emotional intelligence (IV). No significant relationship was found, although the relationship was approaching significance at $p < .06$.

Table 4.5 shows the rest of the mediation test. In model 1, the controls leader age and leader years in the workforce were added and the model was not significant. In model 2, transformational leadership (DV) was regressed on leader emotional intelligence (IV) testing Hypothesis 1 which again was not significant, but approached significance at $p < .057$. In model 3, the proposed mediator was added to the regression. Leader interpersonal communication competence (proposed mediator) was positively related at the $p < .001$ level to transformational leadership (DV) supporting Hypothesis 3. It is noted that emotional intelligence significance level increased to $p < .565$ from $p < .057$ and beta decreased from .183 to .031 when interpersonal communication competence was added to the analysis which shows a mediating effect,

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but this occurred at a significance level just below the threshold set for the study. The

finding is suggestive but not definitive of mediation. This finding will be discussed

further in the discussion. Since Hypotheses 1 and 2 were not significant at the $p < .05$

level, (emotional intelligence was not found to have a significant relationship to

transformational leadership or to interpersonal communication competence) no

mediation was found and Hypothesis 4 was not supported. Hypothesis 3 was supported.

Thus, controlling for leader's years in the workforce and leader's age, leader's

interpersonal communication competence was a unique predictor of transformational

leadership ($\Delta R^2 = .662$). That is, interpersonal communication competence explained

66.2% additional variance in transformational leadership ratings over and above that

explained by leader age, leader years in the workforce, and emotional intelligence.

**Table 4.4 Results of Regression Analysis for Leader's Emotional Intelligence and
Leader's Interpersonal Communication Competence (H:2)**

Predictor Variable	Interpersonal Communication Competence			
	β	R^2	ΔR^2	Sig.
Model 1				
Leader EI	.178	.032		.060

Note. EI, emotional intelligence
N = 112
*   p.>.05
**   p >.01.
*** p >.001.

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Table 4.5 Hierarchical Regression Analysis for Transformational Leadership –
Test for Mediation (H:1, H:3, H:4)

Predictor Variable	Transformational Leadership			
	β	R^2	ΔR^2	Sig.
Model 1 (controls)		.004		.806
Leader Years in Workforce	.042			.871
Leader Age	-.099			.698
Model 2 (EI)		.037	.033	.057[a]
Leader Years in Workforce	.071			.778
Leader Age	-.152			.551
Leader EI	.183			.057[a]
Model 3 (EI + ICC)		.699	.662	.000***
Leader Years in Workforce	.374			.010**
Leader Age	-.362			.013*
Leader EI	.031			.565
Leader ICC	.838			.000***

Note. EI, emotional intelligence; ICC, Interpersonal Communication Competence
[a] Approaching significance at the .05 level
N = 112
*   p.>.05
**   p >.01.
*** p >.001.

4.3.2 Follower Outcomes

The six original outcome variables were condensed into five based on the factor analysis results: performance, H:5; organizational citizenship behavior, H:6; satisfaction with supervisor, H:7/8; self concordance, H:9; and growth satisfaction, H:10. The following are results of the hierarchical multiple regression analyses for each outcome variable.

4.3.2.1 Follower Performance

Table 4.6 shows the results of the hierarchical regression in which leader emotional intelligence, leader interpersonal communication and then transformational leadership were added in each step to determine unique incremental variance explained by each factor. Again, correlations were done with all demographic data to determine any that were significantly correlated with follower performance. None were significant predictors of follower performance. In model 1, leader emotional intelligence was a unique predictor of follower performance ($R^2 = .095$, $p < .001$). Thus, leader emotional intelligence explained 9.5% of the variance in follower performance. Counter to Hypothesis 5, interpersonal communication competence and transformational leadership were not unique predictors of follower performance. Hypothesis 5 was only partially supported with only one of the three predictor variables showing a significant relationship with follower performance and most importantly, leader interpersonal communication was not significant.

Table 4.6 Hierarchical Regression Analyses for Follower Performance
(H:5)

Predictor Variable	Follower Performance			
	β	R^2	ΔR^2	Sig.
Model 1 (EI)		.095		.001***
Leader EI	.307			.001***
Model 2 (EI + ICC)		.104	.010	.273
Leader EI	.289			.002***
Leader ICC	.101			.273
Model 3 (EI + ICC + TFL)		.118	.013	.207
Leader EI	.294			.002***
Leader ICC	.267			.097
TFL	-.202			.207

Note. EI, emotional intelligence; ICC, Interpersonal Communication Competence; TFL, Transformational Leadership
N = 112
* p< .05
** p< .01
*** p< .001

4.3.2.2 Follower Organizational Citizenship Behavior

Similar results to performance were found for follower organizational citizenship behavior. Again, only leader emotional intelligence was a unique predictor of follower organizational citizenship behavior. Leader emotional intelligence explained 13.3% of the variance in follower organizational citizenship behavior. Hypothesis 6 was only partially supported. See Table 4.7.

Table 4.7 Hierarchical Regression Analysis for Follower Organizational Citizenship Behavior (H:6)

Predictor Variable	Follower OCB			
	β	R^2	ΔR^2	Sig.
Model 1 (EI)		.133		.000***
Leader Emotional Intelligence	.364			.000***
Model 2 (EI + ICC)		.149	.017	.147
Leader EI	.341			.000***
Leader ICC	.131			.147
Model 3 (EI + ICC + TFL)		.161	.012	.212
Leader EI	.345			.000***
Leader ICC	.291			.064
TFL	-.196			.212

Note. EI, emotional intelligence; ICC, Interpersonal Communication Competence; TFL, Transformational Leadership

N = 112

* p< .05

** p< .01

*** p< .001

4.3.2.3 Follower Satisfaction

Table 4.8 shows the results of the hierarchical regression in which emotional intelligence, leader interpersonal communication and then transformational leadership were added in steps to determine unique incremental variance explained in the follower satisfaction with their leader. Again, correlations were done with all demographic data to determine any that were significantly correlated with satisfaction. Leader educational level was the only significantly correlated factor and it was added into the regression as a control. The results show that leader interpersonal communication competence and their transformational leadership ratings were unique predictors of follower satisfaction

with leader. In model 4, leader educational level accounted for 19.7% of the variance in follower satisfaction with their leader, leader emotional intelligence explained an additional 1.7 %, leader interpersonal communication competence explained an additional 42.5% and transformational leadership an additional 7.5%. Note – the relationship between leader interpersonal communication competence and follower satisfaction with their leader was partially mediated by transformational leadership ratings. That is, leader interpersonal communication competence was a significant predictor of follower satisfaction and transformational leadership and transformational leadership had a significant relationship with follower satisfaction. When transformational leadership was added to the analysis in the final step, the beta value for interpersonal communication competence decreased from .699 to .298 although it continued to be a significant predictor in the model. Hypothesis 7/8 was partially supported.

Table 4.8 Hierarchical Regression Analysis for Follower Satisfaction with Supervisor/Leader
(H: 7, H: 8 - combined satisfaction measure)

Predictor Variable	Follower Satisfaction			
	β	R^2	ΔR^2	Sig.
Model 1 (controls)		.197		.001***
Leader education – assoc. degree	-.305			.005**
Leader education - master degree	.271			.048*
Model 2 (EI)		.214	.017	.141
Leader education – assoc. degree	-.272			.013*
Leader education – master degree	.285			.038*
Leader EI	.133			.141
Model 3 (EI + ICC)		.639	.425	.000***
Leader education – assoc. degree	-.162			.030*
Leader education – master degree	.117			.214
Leader EI	.029			.640
Leader ICC	.699			.000***
Model 4 (EI + ICC + TFL)		.714	.075	.000***
Leader education – assoc. degree	-.166			.014*
Leader education – master degree	.092			.272
Leader EI	.013			.816
Leader ICC	.298			.002**
TFL	.496			.000***

Note. EI, emotional intelligence; ICC, Interpersonal Communication Competence; TFL, Transformational Leadership. Leader education - reference category – high school graduate – only results for two significant leader education categories included
N = 112
* p< .05
** p< .01
*** p< .001

4.3.2.4 Follower Self Concordance

Table 4.9 shows the results of the hierarchical regression in which leader emotional intelligence, leader interpersonal communication and then transformational leadership were added in steps to determine unique incremental variance in follower self concordance explained by each factor. Again, correlations were done with all demographic data to determine any that were significantly correlated with follower self concordance. None were found. The results of the analysis show that only leader interpersonal communication competence was a unique predictor of self concordant follower goals. Leader interpersonal communication competence predicted 4.5% of the variance in the perception of self concordance of goals by followers. Hypothesis 9 was partially supported. Note that the effect of leader interpersonal communication competence is suppressed by transformational leadership.

Table 4.9 Hierarchical Regression Analyses for Follower Self Concordance (H:9)

Predictor Variable	Follower Self Concordance			
	β	R^2	ΔR^2	Sig.
Model 1 (EI)		.001		.696
Leader EI	-.038			.696
Model 2 (EI + ICC)		.0456	.045	.026*
Leader EI	-.076			.430
Leader ICC	.215			.026*
Model 3 (EI + ICC + TFL)		.058	.012	.253
Leader EI	-.080			.401
Leader ICC	.059			.727
TFL	.191			.253

Note. EI, emotional intelligence; ICC, Interpersonal Communication Competence; TFL, Transformational Leadership
N = 112
* p< .05
** p< .01
*** p< .001

4.3.2.5 Follower Growth Satisfaction

Table 4.10 shows the results of the hierarchical regression in which leader emotional intelligence, leader interpersonal communication and then transformational leadership were added in steps to determine unique incremental variance in follower growth satisfaction explained by each factor. Again, correlations were done with all demographic data to determine any that were significantly correlated with follower growth satisfaction. None were found. Leader interpersonal communication competence and transformational leadership were unique predictors. Interpersonal communication competence explained 19.1 % of variance in follower growth

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satisfaction, but when transformational leadership was added, another unique predictor with variance explained of 1.3%, the p-value for interpersonal communication competence fell below the level of significance. Again, using Baron and Kenny's (1986) method, and since we know that interpersonal communication competence and transformational leadership are significantly related, this result shows that the relationship between leader interpersonal communication competence and follower growth satisfaction is fully mediated by transformational leadership levels of the leader.

Table 4.10 Hierarchical Regression Analyses for Follower Growth Satisfaction (H:10)

Predictor Variable	**Follower Growth Satisfaction**			
	β	R^2	ΔR^2	Sig.
Model 1 (EI)		.002		.601
Leader EI	.050			.601
Model 2 (EI + ICC)		.194	.191	.000***
Leader EI	.-.029			.738
Leader ICC	.444			.000***
Model 3 (EI + ICC + TFL)		.045	.013	.013*
Leader EI	.-.038			.655
Leader ICC	.138			.355
TFL	.374			.013*

Note. EI, emotional intelligence; ICC, Interpersonal Communication Competence; TFL, Transformational Leadership
N = 112
* p< .05
** p< .01
*** p< .001

In summary, Hypothesis 1, 2 and 4 were not supported. Hypothesis 3 was supported. The mediation of emotional intelligence and transformational leadership by

interpersonal communication competence was therefore, not supported. Hypothesis 5 -

10 were each partially supported and the results will be discussed in the next chapter.

CHAPTER 5

DISCUSSION

The study of leadership continues to be an important area in management and organizational behavior research. This paper used a communication-centered approach to view leadership and tested several hypotheses in an attempt to find support for this often mentioned but understudied area. The communication-centered view of leadership considers leadership a unique form of communication. The hypotheses analyzed in this paper were an attempt to empirically test the significance of a leader's interpersonal communication in the leadership process. Existing well supported relationships were re-tested and leader interpersonal communication competence was incorporated to determine its unique contribution. This Chapter will discuss the findings for the hypotheses tests results presented in the previous section and what the findings mean in terms of ongoing work in the area of leadership. Limitations of the study will be discussed as well as suggestions for future research and managerial implications of the results.

5.1 The Relationship Between Leader Emotional Intelligence, Interpersonal Communication Competence and Transformational Leadership

The theoretical development of this paper emphasized the communicative basis of leadership. The relationship between leader emotional intelligence and transformational leadership which is widely supported in the literature (Barbuto &

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Burbach, 2006; Barling, Slater & Kelloway, 2000; Coetzee, & Schaap, 2005; Gardner & Stough, 2002; Sivanathan & Fekken, 2002) was then used as a basis to incorporate leader interpersonal communication to test for its importance in the leadership phenomenon. The premise was to use an existing well-supported relationship as a basis to empirically support the importance of this third factor, leader interpersonal communication competence. The results did not, however, support the primary hypothesized emotional intelligence relationship with transformational leadership and thus the findings provide less insight into the importance of interpersonal communication competence than anticipated.

Hypothesis 1 through 4 tested the predicted mediation of the emotional intelligence and transformational leadership relationship by interpersonal communication competence. The hypothesized result was that leader emotional intelligence (IV) would be positively related to transformational leadership (DV), leader emotional intelligence (IV) would be positively related to leader interpersonal communication competence (mediator), leader interpersonal communication competence (mediator) would be positively related to transformational leadership (DV) and finally when the mediator (ICC) was introduced into the emotional intelligence – transformational leadership regression, the relationship would be reduced or eliminated demonstrating the importance of communication in the leadership process.

The hypothesized mediation was not supported, but the reason it was not supported is not a result of the interpersonal communication variable. Surprisingly, the primary IV – DV relationship involving leader emotional intelligence and

transformational leadership which is highly supported in the literature, was not found. Thus, there is no mediation present.

The predicted relationship between leader emotional intelligence and transformational leadership was in the expected direction and close to the significance threshold for the study ($p < .057$). Since these results are approaching significance, it is possible if not probably that the relationship was not found due to issues with the power of the sample. The sample size of 112 was at the low range of the acceptable N for sufficient power. The correlational analysis did show a significant correlation at ($r = .17$, $p < .05$) between leader emotional intelligence and transformational leadership which further supports that the regression results may be an artifact of the small number of subjects.

The same is likely for the lack of significance between the leader emotional intelligence and leader interpersonal communication competence relationship. Again, the p-value was approaching the acceptable significance level at $p < .06$, and this relationship was also positive and significant in the correlation analysis. Since the other results necessary for mediation were satisfied in the analysis, it is worthy of repeat study with a larger sample size.

It is also important to note that many of the previous finding linking emotional intelligence with transformational leadership have as a limitation the use of single source data (Barbuto & Burbach, 2006). In this study, the emotional intelligence construct was derived from a leader generated measure and the transformational leadership measure was obtained from the follower. A smaller effect size is expected

with multi-source data and perhaps these results also reflect this variation from other studies.

The finding of a non-significant relationship between leader emotional intelligence and transformational leadership is also counter to how transformational leadership is conceptualized. Bono and Judge (2003) for example contrast transactional and transformational leadership by describing the former as the "rational" approach to leadership as opposed to the latter which is described as the approach that has "been framed to recognize the affective and emotional needs and responses of followers".

Leader emotional competence did not show a significant relationship with leader interpersonal communication competence. (R^2 = .032; p < .6). This finding is unexpected based on the underlying social and relational aspects of both constructs. Again, this data was obtained using multi-source vs. same source data (leader emotional intelligence from the leader and leader interpersonal communication competence from the follower). This method of data collection may explain the smaller effect size and the failure to reach significance.

Since both hypothesized relationships involving the emotional intelligence construct were counter to the expected result, it may also be a function of the difficulty of measuring emotional intelligence and the measure employed. The nature of emotions is that they are ill defined and can be a confusing construct to assess. The capability of the leader to accurately reflect their true abilities about such an ambiguous construct is difficult. The measure employed attempted this task, but may have fallen short. Although the developers have reported good reliability and validity information, it has

not been used extensively in the literature. It follows the ability-based philosophy of emotional intelligence, but is not as problem focused as other measures. Perhaps incorporating more detailed ability measures would result in more valid emotional intelligence results.

One additional explanation for the unexpected non-significant findings involving emotional intelligence is that the results are accurate and the construct does not have the significant impact as previously predicted. The ability-based measures of emotional intelligence unlike the mixed models attempt to better define the construct as an ability. The measure used attempted to use a self report format to assess ability. It attempts, like other ability based models to exclude extraneous variables and to measure only pure emotion factors. It excludes factors such as "social skills" that are found in mixed-model measures like the ECI (Boyatzis et al. 2000). By reducing the measure to emotional intelligence abilities, perhaps the impact was no longer significant because emotion was partialed out from other more communication and leadership focused factors.

Most relevant to the theoretical model of this paper is the finding that leader interpersonal communication competence had a significant positive relationship with transformational leadership. (R^2 = .699; p < .001). This finding alone is strong support for the importance of communication to leadership in that the leader's interpersonal communication competence explained 66.2% of the variance in transformational leadership reported by the follower. For the opposite reason than discussed above regarding multi-source data vs. single source, caution must be brought into this

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significant finding. Both the interpersonal communication competence and the transformational leadership measure were obtained from the follower. Issues with single source bias may be exaggerating the true contribution of this variable to the prediction of transformational leadership. None the less, the findings are strongly supportive of a communication-centered basis for leadership.

5.2 Leader Emotional Intelligence, Interpersonal Communication Competence and Transformational Leadership as Predictors of Follower Outcomes

5.2.1 Leader Emotional Intelligence

This study attempted to replicate the positive relationship of emotional intelligence to performance and attitude outcomes (Wong & Law, 2002). Hypotheses 5 through 10 of this study predicted that leader emotional intelligence would have a significant and positive effect on all follower outcome variables, performance, organizational citizenship behavior, satisfaction with leader, self concordant goals and growth satisfaction. The rationale being that the leader's ability to understand and manage the emotions of his or her followers and their own emotions would serve as a means to motivate the follower to perform and increase the follower's satisfaction. The results found that leader emotional intelligence was a unique predictor only for follower performance and organizational citizenship behavior, factors that are admittedly closely related. Both represent performance behaviors, follower performance is representative of the how well the follower performs the specific duties of their job, the expected behaviors, while follower organizational citizenship behavior looks beyond the expected and measures how often the follower performs behaviors that are not typically considered a part of their job, but provide positive outcomes for the organization.

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Leader emotional intelligence was the only unique predictor of follower performance and organizational citizenship behavior. Interpersonal communication competence and transformational leadership did not contribute significantly to either of these predictive models.

On the follower attitude side of the outcome analysis, emotional intelligence did not fair so well. Emotional intelligence was not found to be a significant predictor of satisfaction with leader, self concordant goals or growth satisfaction. This finding is unexpected since the assumption is that attitudes are more closely aligned with the affective nature of the leader – follower relationship. One would expect that a leader who better understands and manages their own and others' emotions would be more satisfying to work with, however this was not shown. One potential explanation for the negative finding is that one of the measures combined into the satisfaction factor was specifically geared toward satisfaction with communication behaviors. Perhaps it biased the satisfaction toward communication more so than the emotional dimension.

For self concordant follower goals, the leader must understand and encourage goals that are consistent with the follower's values. This process may be more representative of a transformational leadership behavior, specifically that of individualized consideration than that of an emotional link to the follower. It is also likely to be more impacted by the effective and efficient exchange of meaning that comes from interpersonal communication than again an emotional connection. Growth satisfaction may be more of a cognitive than an emotional attitude. That is, the follower's belief that their personal growth and development needs are being met based

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on tangible, rationale criteria such as number of new assignments, training programs offered etc. may be more impactful towards their perception of satisfaction than the affective support experienced. If their growth needs are not being met, and the follower becomes frustrated, emotional aspects can come into play, but these may not be the conceptual basis for determining satisfaction in the first place.

5.2.2 Leader Interpersonal Communication Competence

It is hypothesized that a leader's communication abilities will help support the follower, provide needed guidance, manage conflict, inspire effort and create a shared vision. Communication competence as it is defined in this paper is the leader's ability to successfully convey meaning through verbal and nonverbal symbols. The leader must also understand the interdependent systemic process that is communication and ultimately leadership. The tests to determine interpersonal communication's role in the prediction of follower outcomes resulted in mixed results.

The leader's interpersonal communication competence was found to be a unique predictor or all of the "attitudinal" outcome measures (satisfaction with supervisor, self concordant goals and follower growth satisfaction), but not the performance-based outcomes (follower performance and organizational citizenship behavior). The non-significant performance related results are surprising as one would expect that exchange of symbolic meaning would play an important part in helping a follower understand what is expected to perform well. Based on our findings that emotional intelligence and interpersonal communication competence were not significantly related, perhaps the former represents the emotional connection that leads to a desire or motivation to

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perform and the latter is the more process oriented method of exchanging the meaning. That is, the follower understands what to do through interpersonal communication but is willing to extend effort when an emotional connection is made.

The attitude outcome measures findings seem to suggest the opposite however. That is, leader interpersonal communication competence is a strong positive predictor of satisfaction with supervisor, predicting 42.5% of variance. Such a strong predictor of satisfaction would suggest that communication does impact affective attitudes as well. On the other hand, leader communication was the only unique predictor of self concordant goals. This might suggest that the leader's ability to listen and understand the needs and value system of their followers results in a higher perception of self concordance in work related goals. It is expected that this also holds true for the perception of growth satisfaction by the follower. If the effective exchange of meaning and ongoing symbolic interaction demonstrates to the follower that the leader understands the needs of the follower, monitors verbal and nonverbal symbols conveyed by the follower and provides appropriate opportunities that challenge the follower without frustration or boredom, then they perceive a high consistency with their values and the goals and opportunities they are given.

One critical aspect of the discussion on leader communication competence that underlies the explanations above is that of the interdependent, systemic and symbolic nature of the process. But possibly most important is to realize the vast importance of the receptive dimensions of interpersonal communication competence. Often in discussions of communication the emphasis is placed on the expressed components of

the process; the leader's ability to use verbal and nonverbal symbols to convey a message to others. However, equally if not more important in interpersonal communication competence is the ability to effectively and efficiently *receive* symbolic messages and to interpret the systemic process in which exchange of meaning takes place. Haas and Arnold (1995) found that listening is the single most important factor in judgments of communication competence in co-workers.

The leader is most able to influence the growth satisfaction of a follower or facilitate self concordant goals by listening and accurately interpreting the verbal symbols of the follower (what they say), but also by interpreting nonverbal symbols (observing follower reactions and behaviors) and meta-communications (communications about communications). Take for example the follower that expresses at every opportunity their desire to move into higher management positions (verbal symbol), they sign up for management development programs and take outside courses (nonverbal symbol), and they use phrases like: "When I get promoted to management, I plan to ….." (meta-communications), the leader receives multiple symbolic messages about what is important and valued and expected by this employee. The leader receives verbal and nonverbal symbols that this person has a strong desire for a particular advancement and the meta-communications show that this is so important that the follower communicates as if it is a definite outcome. Thus, the ability to accurately receive symbols from others, may be the element of interpersonal communication competence that is impacting these follower attitudes.

5.2.3 Transformational Leadership

The findings related to follower outcomes for transformational leadership are mixed. The expectation, based on strong empirical support in the literature was that transformational leadership would be positively related to all of these outcomes, both performance-based and attitude-based. However, it was not a unique predictor of performance-based measures for this sample. Three meta-analytic works have looked at transformational leadership and performance and all three found overwhelming support for a positive relationship (DeGroot et al., 2000; Fuller et al, 1995; Lowe et al., 1996). It is of interest to note that in the Lowe et al. (1996) and the Fuller et al., (1995) meta-analyses, most of the studies were based on leadership and performance data collected from the same source and at the same point in time and that common source bias may have influenced the previous reported relationships between leadership and performance. Although this study did collect cross-sectional data, the follower performance data was obtained from the leader and the transformational leadership data from the follower in the leader-follower pairs tested. Perhaps the lack of support for the performance – transformational leadership relationship is a natural result of the mutli-source data collection procedure. DeGroot et al. (2000) also found that when common method variance was controlled, the effectiveness measures of transformational or charismatic leadership were much weaker than reported in much of the published literature.

Transformational leadership was a unique predictor of satisfaction with supervisor, follower self concordant goals and follower growth satisfaction. These

results were consistent with (Bono & Judge, 2003; Medley & Faye, 1995; Deluga, 1988; Koh, Steers and Terborg, 1995; Hater and Bass, 1998). These results generally suggest that transformational leadership through the process of idealized influence, inspirational motivation, intellectual stimulation and individualized consideration produces followers that are more satisfied with their supervisor and with their growth and are more likely to perceive their work goals as self concordant. These findings are consistent with the theoretical foundations of transformational leadership. These leaders are more likely to sacrifice self interest and their personal successes and are more likely to diagnose, meet and evaluate the needs of each follower. When the follower perceives that their growth and development and their values are important considerations for the leader as well, increased satisfaction including the perception of meaningful and valuable goals is achieved.

5.2.4 Gender, Education and Mediation Effects

Some findings that are noteworthy, but were not part of the hypothesis testing concern the demographic data control analysis. No significant results for any variables were found for leader or follower gender. There has been considerable debate regarding the subject of gender differences in transformational leadership. Results showing differences between men and women in their transformational leadership abilities have produced either insignificant results or results that, while statistically significant, account for little actual variance (Carliss, 1998; Bass, Avolio & Atwater, 1996). Consistent with the research, this study did not identify any discernable differences

based on gender of leader who was the target of the survey or the follower who completed that portion of the survey.

It is also surprising that the demographic variables of age, years in the workforce, racial/ethnic background and number of people supervised were not significant factors in the hypotheses tested with a few exceptions. The leader's educational level was a significant factor in the prediction of follower satisfaction. Specifically, two levels were found to   predict significantly different levels of follower satisfaction. Leaders with associate degrees had lower levels of follower satisfaction, while leaders with master degrees had followers that reported significantly higher levels of satisfaction when compared to those leaders that had a high school degree. Specifically, leader educational level explained 19.7% of the variance in follower satisfaction. This finding may be confounded, however, by the small number of leaders that reported having an associate degree. Generally, the higher the educational level of the leader, the higher the follower satisfaction, but the effect was not significant except for the master level category. Interestingly, the satisfaction level peaked at the master level and began to decline slightly for leaders with a doctorate.

Another unexpected but noteworthy finding was the mediating effect of transformational leadership on the leader interpersonal communication and follower outcome variables. This mediation helps supports the strong connection between leader communication abilities and transformational leadership.   The strong positive relationship between leader interpersonal communication competence and follower satisfaction with leader was partially mediated or partially explained by the

transformational leadership skills of the leader. This mediation has important implications for the primary theoretical argument of this paper. That is, that leadership is conceptualized as a unique form of communication or as defined in the paper it is the interactive, interdependent systemic exchange of symbols for the purposes of leading others. It is a component of the more global construct of communication. The effects of the global construct of communication being partially explained by transformational leadership (a form of the whole) seems logical. The remaining effect of interpersonal communication competence on satisfaction with supervisor is then a result of other aspects of the communication process not directly related to transformational leadership skills.

Interestingly, the mediation of leader interpersonal communication competence and follower growth satisfaction was fully mediated by transformational leadership. This suggests that the leader's communication effect on the follower's growth satisfaction is fully explained by transformational leadership. Since growth satisfaction is more specifically targeting areas that are incorporated in the symbolic exchanges that forms transformational leadership, (inspirational motivation, idealized influence, intellectual stimulation and individualized consideration), the effect is more specifically an outcome of these processes and is not influenced by other communication aspects outside of the realm of transformational leadership.

5.3 Limitations of the Present Study

One limitation of the current study is the measurement that was selected for the collection of the emotional intelligence construct. Although the instrument was based on the more theoretically sound ability model, its structure is still similar to other self report measures in that the leader was required to judge their behavior in general terms relative to emotional intelligence verses actually demonstrating the behaviors. In the longer MISCEIT, the leader is presented actual scenarios and pictures and is asked to indicate how they would respond or interpret the item, the scoring is then based on judges' determination of how various response options are rated within the emotional intelligence construct. Thus, the leader must exhibit in a theoretical sense their abilities in emotionally laden situations.

The Wong and Law (2002) emotional intelligence instrument, does not use this technique, but is more consistent with the leader judging their abilities vs. demonstrating them. As with other self report measures, the results are likely to be inflated. The unexpected results of this study relative to emotional intelligence may be related to the choice of measure for emotional intelligence. It is also likely that gathering this information from followers might serve as a better estimate of emotional intelligence. Since the other follower outcomes would be related not to how the leader views their emotional intelligence skills, but to how the follower perceives them. However, then the issue of single-source bias arises. To compensate for this issue, perhaps multiple followers could be sampled and their scores aggregated to get a more comprehensive measure.

Although same source bias was addressed by gathering emotional intelligence, performance and OCB data from the leader and the other variables from the follower, there is still concern that the interpersonal communication competence of the leader and transformational leadership were collected from the same source, the follower. The large statistically significant effect sizes related to the analysis involving these two constructs may be impacted by this bias as suggested by the DeGroot et al. (2000) meta-analytic results.

An additional limitation of the study is the relatively small N. The sample size was determined based on the recommendation by Hair, et al. (1998) that a minimum of five observations per variable, but caution that higher ratios for example 15 to 20 or higher observations/variable are optimal. The minimum range based on this recommendation for this study involving 9 variables is from 45 to 180 pairs of data with the optimal range being from 135 to 180 or >. The N of 112 pairs of data for this study was at the   mid-range for acceptable power, but was below the optimal levels. The power analysis using G*Power 3.0.3 (Faul, Erdfelder, Lang, & Buchner, in press) resulted in a recommended sample size of 114 for 9 predictors, medium effect of .15, alpha .05, and power of .80. However to increase the power to .90 the sample needs to increase to 134. The failure to show significance in several relationships where research and theory predict strong likelihood that relationships exist is most likely a function of power of the sample. For example, the mediating relationship tested met all requirements at the $p < .06$ level, quite close to the threshold needed. Additional subject pairs may have provided enough data to move these levels into significance.

5.4 Suggestions for Future Research

Based on the results of this study, it is suggested that repeating the hypothesis testing using a larger sample size is warranted.. The results suggested the hypothesized emotional intelligence relationships required to test for mediation, but did not support them at a sufficient confidence level. Additional power using a larger sample may be sufficient to show the hypothesized relationships.

Additionally, many of the variables in this study can be divided into sub-factors such as the four dimensions of transformational leadership and the ten sub-factors of interpersonal communication competence. A more detailed analysis of the relationship of the variables in the study using structured equation modeling is recommended. Such an analysis would provide information about which aspects of communication, emotional intelligence and leadership are related and how these relationships fit in a total model. However, again, a larger sample size would be required to obtain a sufficient number for this level of analysis.

Additional detailed analysis of the relationships of emotional intelligence, interpersonal communication competence, transformational leadership and the outcome variables using sub-factors or sub-scales of the various measures would provide more specific information as to how these variables relate. For example, how do the ten dimensions of interpersonal communication competence relate to the four dimensions of transformational leadership. One would expect that interpersonal communication dimensions of self disclosure, altercentrism and environmental control to positively relate to the dimension of idealized influence in transformational leadership. Likewise,

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the dimensions of emotional intelligence may have unique relationships with dimensions of interpersonal communication competence. Understanding these deeper relationships may help to better explain the role of communication in the leadership process.

Another recommendation for further research is to re-examine the method of data collection. Getting all factors included in this study from multiple followers about a target leader would provide less single source bias and perhaps better measures of the constructs. These group level measures would provide a more general analysis of a specific leader's effect across followers.

Finally, the area of communication is understudied and is ripe for further investigation in the area of leadership. Communication is seen as the interactive and systemic process of exchanging meaning through symbols. Additional theoretical and empirical work to explore this process and its relationship to aspects and outcomes of leadership could shed light on how leadership is conveyed through specific symbolic interaction. Placing the importance of communication into a more prominent position rather than as a subcomponent of the process can have important implications for further leadership research and development.

5.5 Managerial Implications

Although the mediation test was not supported by this research, it is important to note that a significant strong positive relationship was found between leader interpersonal communication skills and transformational leadership. This finding implies a highly important and impactful area for development of leadership is

interpersonal communication competence. Further data on which areas of interpersonal communication competence most impact various dimensions of transformational leadership can provide valuable information as to how to structure communication training in leadership development programs.

An area of increasing importance is that of reception of symbols, the component of interpersonal communication that incorporates listening and observing vs. speaking and doing. It is suggested that the emphasis on the expressive components of interpersonal communication competence so often included in leadership development programs in the form of conflict management, managing meetings, writing and speaking informative and motivational messages and public speaking may be omitting the more critical receptive communication skills. The reception of symbols that are the basis for understanding meaning, others motivations and values, and monitoring the individual and systemic effects of the interaction are likely more impactful in transforming others than the expression, although both are important aspects of an interdependent systemic process. We need not overemphasize expressive over receptive or we loose effectiveness.

An example of how the concept of interpersonal communication can be incorporated into leadership development is seen in the Goolsby Leadership Model (Quick, Macik-Frey, & Cooper, 2007). This leadership development model focuses on integrity, courage and impact. These key components of leadership are developed through a strong strength based and communication based framework. Participants learn critical aspects of symbolic meaning exchange through expressive and receptive

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channels. They are taught to listen and observe through interviews and providing feedback to others about their performance. The symbolic meanings of actions, words chosen, tone of messages, consistency are discussed and practiced. The implications of the saying "you can not not communicate" (Watzlawick et al., 1967) are incorporated to emphasize the importance of the symbolic messages conveyed by leaders both intentionally and often unintentionally by their words and actions. This idea is incorporated into how the key components of the model are developed, integrity, courage and impact.

It is important for leaders to understand the impact they can have on followers through their influence on satisfaction, growth and meaningfulness of goals. Such impact can have positive effects on the organization, but are likely to improve the overall well being of the individual as well. It is also important to continue to work on the emotional intelligence of potential leaders. Although this study failed to support previously reported positive relationships of emotional intelligence, it does appear that performance is a key positive outcome.

5.6 Conclusion

The theoretical foundation of this paper is that communication, which is the interdependent and interactive systemic process of exchanging meaning in the form of verbal, nonverbal and meta-communications is the basis for leadership. The communication-centered view of leadership suggests that communication is not simply a component of leadership but rather leadership is a unique form of communication. Leadership is conceptualized as the combination of many exchanges of symbolic

meanings at multiple levels and within complex systems, all of which are communication. This view holds that leadership is communication with the specific goal of achieving unified productive performance encompassing shared goals and shared meanings. The results of this study show partial support for this philosophical view of leadership, especially transformational leadership. The hypothesized mediation of the emotional intelligence and transformational leadership by interpersonal communication competence was not supported, although the relationships were just below the threshold for significance which supports further study. The significant relationships of interpersonal communication to satisfaction and other attitudinal measures and the unexpected findings of mediation by transformational leadership of these relationships provide some support for the communication-centered view.

Increased emphasis on the symbolic exchange as well as better understanding the systemic nature of communication as it pertains to leadership may add needed clarity to explain the "how" to the "what" that is transformational leadership. We know a fair amount about the concept of transformational leadership, what it is and anticipated outcomes. We know it has occurred and what it looks like, but we have yet to uncover *how* it happens. How does one leader transform others, inspire them to attempt and achieve more than they would otherwise? How do they facilitate the actual transformation in attitude, values, vision, and ability? This dissertation presents one theoretical argument that communication, not in the sense that communication has been used in leadership studies in the past to describe specific skills, but communication as

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the complex process of exchanging meaning through the exchange of symbols may be a

critical and overlooked component.

APPENDIX A

FOLLOWER ONLINE SURVEY

1. Survey

* 1. My SURVEY NUMBER is:

[   ]

2. If you are taking this survey to get research CREDIT or EXTRA CREDIT for a College Course, please provide the course number and instructor name.

[   ]

Provide the name, email address, phone number and position of your SUPERVISOR/LEADER so that we can send them the leader version of this survey. YOUR responses are confidential and will NOT be released to this person or anyone else. YOUR responses will be paired with your supervisor and then combined with all other responses for statistical comparison. NOTE: YOU ARE NOT ELIGIBLE FOR THE $200.00 VISA CASH CARD DRAWING UNLESS YOUR SUPERVISOR ALSO COMPLETES THE SURVEY.

3. SUPERVISOR/LEADER name:

[   ]

4. SUPERVISOR/LEADER email ***

We must have this to invite your supervisor to take the survey.

[   ]

5. SUPERVISOR/LEADER phone:

[   ]

6. SUPERVISOR/LEADER position:

[   ]

7. I believe my supervisor/leader has a good sense of why he/she has certain feelings most of the time.

strongly disagree	disagree	slightly disagree	neutral	slightly agree	agree	strongly agree
☐	☐	☐	☐	☐	☐	☐

8. I believe my supervisor/leader has good control of his/her own emotions.

Strongly disagree	Disagree	Slightly disagree	Neutral	Slightly agree	Agree	Strongly disagree
☐	☐	☐	☐	☐	☐	☐

9. I believe my supervisor/leader is a self motivated person.

Strongly disagree	Disagree	Slightly disagree	Neutral	Slightly agree	Agree	Strongly disagree
☐	☐	☐	☐	☐	☐	☐

10. I believe my supervisor/leader has a good understanding of the emotions of people around him/her.

Strongly disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly agree
☐	☐	☐	☐	☐	☐	☐

11. I believe my supervisor/leader understands whether or not he/she is happy.

Strongly disagree	Disagree	Slightly disagree	Neutral	Slightly agree	Agree	Strongly agree
☐	☐	☐	☐	☐	☐	☐

12. I believe my supervisor/leader always sets goals then tries his/her best to achieve them.

Strongly disagree	Disagree	Slightly disagree	Neutral	Slightly agree	Agree	Strongly Agree
☐	☐	☐	☐	☐	☐	☐

13. I believe my supervisor/leader always considers himself/herself a competent person.

Strongly disagree	Disagree	Slightly disagree	Neutral	Slightly agree	Agree	Strongly agree
☐	☐	☐	☐	☐	☐	☐

14. I believe my supervisor/leader is able to control his/her temper and handle difficulties rationally.

Strongly disagree	Disagree	Slightly disagree	Neutral	Slightly agree	Agree	Strongly agree
☐	☐	☐	☐	☐	☐	☐

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15. I believe my supervisor/leader can determine others'emotions from observing their behavior.

| Strongly disagree | Disagree | Slightly disagree | Neutral | Slightly agree | Agree | Strongly agree |

16. I believe my supervisor/leader is quite capable of controlling his/her emotions.

| Strongly disagree | Disagree | Slightly disagree | Neutral | Slightly agree | Agree | Strongly agree |

17. I believe my supervisor/leader understands what he/she feels.

| Strongly disagree | Disagree | Slightly disagree | Neutral | Slightly agree | Agree | Strongly agree |

18. I believe my supervisor/leader is a good oberver of others' emotions.

| Strongly disagree | Disagree | Slightly disagree | Neutral | Slightly agree | Agree | Strongly agree |

19. I believe my supervisor/leader is always self motivated to do his/her best.

| Strongly disagree | Disagree | Slightly disagree | Neutral | Slightly agree | Agree | Strongly agree |

20. I believe my supervisor/leader is able to calm down quickly when he/she gets very angry.

| Strongly disagree | Disagree | Slightly disagree | Neutral | Slightly agree | Agree | Strongly agree |

21. I believe my supervisor/leader has a good understanding of his own emotions.

| strongly disagree | disagree | slightly disagree | neutral | slightly agree | agree | strongly agree |

22. I believe my supervisor/leader is sensitive to the feelings and emotions of others.

| Strongly disagree | Disagree | Slightly disagree | Neutral | Slightly agree | Agree | Strongly agree |

PLEASE NOTE THE RESPONSE CHOICES CHANGE FOR THE NEXT 7 QUESTIONS.

23. The amount of personal growth and development I get in doing my job.

| Extremely dissatisfied | Dissatisfied | Slightly dissatisfied | Neutral | Slightly satisfied | Satisfied | Extremely satisfied |

24. The amount of respect and fair treatment I receive from my boss.

| Extremely dissatisfied | Dissatisfied | Slightly dissatisfied | Neutral | Slightly satisfied | Satisfied | Extremely satisfied |

25. The feeling of worthwhile accomplishment I get from doing my job.

| Extremely dissatisfied | Dissatisfied | Slightly dissatisfied | Neutral | Slightly satisfied | Satisfied | Extremely satisfied |

26. The amount of support and guidance I receive from my supervisor.

| Extremely dissatisfied | Dissatisfied | Slightly dissatisfied | Neutral | Slightly satisfied | Satisfied | Extremely satisfied |

27. The amount of independent thought and action I can exercise in my job.

| Extremely dissatisfied | Dissatisfied | Slightly dissatisfied | Neutral | Slightly satisfied | Satisfied | Extremely satisfied |

28. The overall quality of the supervision I receive on my work.

| Extremely dissatisfied | Dissatisfied | Slightly dissatisfied | Neutral | Slightly satisfied | Satisfied | Extremely satisfied |

☐   ☐   ☐   ☐   ☐   ☐   ☐

29. The amount of challenge in my job.

Extremely dissatisfied	Dissatisfied	Slightly dissatisfied	Neutral	Slightly satisfied	Satisfied	Extremely satisfied
☐	☐	☐	☐	☐	☐	☐

THE NEXT SEVERAL QUESTIONS REQUIRE YOU TO THINK OF 3 JOB RELATED GOALS YOU ARE CURRENTLY PURSUING AND THEN RESPOND TO QUESTIONS ABOUT THOSE GOALS.

30. Current job-related goal #1
Your response does not have to include detail. Include only enough information so that you are clear what goal you are thinking about for the next 4 questions.

Type your answers [_____]

31. You choose this goal because somebody else wants you to or because the situation demands it.

not at all for this reason	minimally for this reason	partly for this reason	mostly for this reason	completely for this reason
☐	☐	☐	☐	☐

32. You pursue this goal because you would feel anxious, guilty, or ashamed if you didn't.

not at all for this reason	only minimally for this reason	partly for this reason	mostly for this reason	completely for this reason
☐	☐	☐	☐	☐

33. You pursue this goal because you believe it is an important goal to have.

not at all for this reason	only minimally for this reason	partly for this reason	mostly for this reason	completely for this reason
☐	☐	☐	☐	☐

34. You pursue this goal because of the fun and enjoyment it provides you.

not at all for this reason	only minimally for this reason	partly for this reason	mostly for this reason	completley for this reason
☐	☐	☐	☐	☐

35. Current job-related goal # 2
Your response does not have to include detail. Include only enough information so that you are clear what goal you are thinking about for the next 4 questions.

Type your answers [_____]

36. You choose this goal because somebody else wants you to or because the situation demands it.

not at all for this reason	minimally for this reason	partly for this reason	mostly for this reason	completely for this reason
☐	☐	☐	☐	☐

37. You pursue this goal because you would feel anxious, guilty, or ashamed if you didn't.

not at all for this reason	only minimally for this reason	partly for this reason	mostly for this reason	completely for this reason
☐	☐	☐	☐	☐

38. You pursue this goal because you believe it is an important goal to have.

not at all for this reason	only minimally for this reason	partly for this reason	mostly for this reason	completely for this reason
☐	☐	☐	☐	☐

39. You pursue this goal because of the fun and enjoyment it provides you.

not at all for this reason	only minimally for this reason	partly for this reason	mostly for this reason	completley for this reason
☐	☐	☐	☐	☐

40. Current job-related goal # 3
Your response does not have to include detail. Include only enough information so that you are clear what goal you are thinking about for the next 4 questions.

Type your answers [_____]

41. You choose this goal because somebody else wants you to or because the situation demands it.

not at all for this reason	minimally for this reason	partly for this reason	mostly for this reason	completely for this reason
☐	☐	☐	☐	☐

42. You pursue this goal because you would feel anxious, guilty, or ashamed if you didn't.

not at all for this reason	only minimally for this reason	partly for this reason	mostly for this reason	completely for this reason
☐	☐	☐	☐	☐

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43. You pursue this goal because you believe it is an important goal to have.

not at all for this reason	only minimally for this reason	partly for this reason	mostly for this reason	completely for this reason
☐	☐	☐	☐	☐

44. You pursue this goal because of the fun and enjoyment it provides you.

not at all for this reason	only minimally for this reason	partly for this reason	mostly for this reason	completiey for this reason
☐	☐	☐	☐	☐

PLEASE NOTE THE RESPONSE CHOICES CHANGE FOR THE NEXT 30 QUESTIONS.

45. My supervisor/leader's conversations are pretty one-sided.

Almost never	Seldom	Sometimes	Often	Almost always
☐	☐	☐	☐	☐

46. My supervisor/leader's conversations are characterized by smooth shifts from one topic to the next.

Almost never	Seldom	Sometimes	Often	Almost always
☐	☐	☐	☐	☐

47. I know what my supervisor/leader is thinking.

Almost never	Seldom	Sometimes	Often	Almost always
☐	☐	☐	☐	☐

48. My supervisor/leader can persuade others to his/her position.

Almost never	Seldom	Sometimes	Often	Almost Always
☐	☐	☐	☐	☐

49. I would describe my supervisor/leader as "warm".

Almost never	Seldom	Sometimes	Often	Almost always
☐	☐	☐	☐	☐

50. My supervisor takes charge of conversations by negotiating what topics we talk about.

Almost never	Seldom	Sometimes	Often	Almost always
☐	☐	☐	☐	☐

51. My supervisor/leader stands up for his/her rights.

Almost never	Seldom	Sometimes	Often	Almost always
☐	☐	☐	☐	☐

52. I think my supervisor/leader understands me.

Almost never	Seldom	Sometimes	Often	Almost always
☐	☐	☐	☐	☐

53. My supervisor/leader seems comfortable in social situations.

Almost never	Seldom	Sometimes	Often	Almost always
☐	☐	☐	☐	☐

54. My supervisor/leader seems to consider not just what people say, but what they don't say.

Almost never	Seldom	Sometimes	Often	Almost always
☐	☐	☐	☐	☐

55. My supervisor/leader's communication is usually descriptive and not evaluative. (describes what he/she observes vs. making judgements)

Almost never	Seldom	Sometimes	Often	Almost always
☐	☐	☐	☐	☐

56. My supervisor/leader communicates with others as if they were equals.

Almost never	Seldom	Sometimes	Often	Almost always
☐	☐	☐	☐	☐

57. My supervisor/leader lets people know when he/she feels close to them.

Almost never	Seldom	Sometimes	Often	Almost always
☐	☐	☐	☐	☐

58. My supervisor/leader can put themselves in other's shoes.

Almost never	Seldom	Sometimes	Often	Almost always

☐   ☐   ☐   ☐   ☐

59. My supervisor/leader seems relaxed in group settings.
Almost never   Seldom   Sometimes   Often   Almost always
☐   ☐   ☐   ☐   ☐

60. I can tell when my supervisor/leader is happy or sad.
Almost never   Seldom   Sometimes   Often   Almost always
☐   ☐   ☐   ☐   ☐

61. When my supervisor/leader is wronged, he/she confronts the person who wronged him/her.
Almost never   Seldom   Sometimes   Often   Almost always
☐   ☐   ☐   ☐   ☐

62. My supervisor/leader reveals how he/she feels about me.
Almost never   Seldom   Sometimes   Often   Almost always
☐   ☐   ☐   ☐   ☐

63. My superviosr/leader has trouble convincing others to do what he/she wants them to do.
Almost never   Seldom   Sometimes   Often   Almost always
☐   ☐   ☐   ☐   ☐

64. My supervisor/leader lets me know that he/she understands what I say.
Almost never   Seldom   Sometimes   Often   Almost always
☐   ☐   ☐   ☐   ☐

65. I truly believe that my supervisor/leader cares about me.
Almost never   Seldom   Sometimes   Often   Almost always
☐   ☐   ☐   ☐   ☐

66. My supervisor/leader expresses himself/herself well verbally.
Almost never   Seldom   Sometimes   Often   Almost always
☐   ☐   ☐   ☐   ☐

67. My supervisor/leader seems to accomplish his/her communication goals.
Almost never   Seldom   Sometimes   Often   Almost always
☐   ☐   ☐   ☐   ☐

68. My supervisor/leader has trouble standing up for himself/herself.
Almost never   Seldom   Sometimes   Often   Almost always
☐   ☐   ☐   ☐   ☐

69. My supervisor/leader lets others see who he/she really is.
Almost never   Seldom   Sometimes   Often   Almost always
☐   ☐   ☐   ☐   ☐

70. My supervisor/leader's mind seems to wander during conversations.
Almost never   Seldom   Sometimes   Often   Almost always
☐   ☐   ☐   ☐   ☐

71. My supervisor/leader doesn't act like he understands what others are feeling.
Almost never   Seldom   Sometimes   Often   Almost alwsys
☐   ☐   ☐   ☐   ☐

72. My supervisor/leader looks others in the eye when speaking.
Almost never   Seldom   Sometimes   Often   Almost always
☐   ☐   ☐   ☐   ☐

73. My supervisor/leader appears to have difficulty finding the right words to express himself/herself.
Almost never   Seldom   Sometimes   Often   Almost always
☐   ☐   ☐   ☐   ☐

74. My supervisor/leader appears insecure in groups of strangers.
Almost never   Seldom   Sometimes   Often   Almost always
☐   ☐   ☐   ☐   ☐

PLEASE ANSWER THE FOLLOWING QUESTIONS ABOUT YOUR SUPERVISOR OR LEADER'S LEADERSHIP STYLE AS YOU PERCEIVE IT. INDICATE HOW FREQUENTLY EACH STATEMENT FITS THE PERSON YOU ARE DESCRIBING. (Items used by permission from Mind Garden, Inc. MLQ-5x, Avolio and Bass, 2004)

75. Provides me with assistance in exchange for my effort.

| Not at all | Once in a while | Sometimes | Fairly often | Frequently, if not always |

76. Re-examines critical assumptions to question whether they are appropriate.

| Not at all | Once in a while | Sometimes | Fairly often | Frequently, if not always |

77. Fails to interfere until problems become serious.

| Not at all | Once in a while | Sometimes | Fairly often | Frequently, if not always |

78. Focuses attention on irregularities, mistakes, exceptions, and deviations from standards.

| Not at all | Once in a while | Sometimes | Fairly often | Frequently, if not always |

79. Avoids getting involved when important issues arise.

| Not at all | Once in a while | Sometimes | Fairly often | Frequently, if not always |

80. Talks about his/her most important values and beliefs.

| Not at all | Once in a while | Sometimes | Fairly often | Frequently, if not always |

81. Is absent when needed.

| Not at all | Once in a while | Sometimes | Fairly often | Frequently, if not always |

82. Seeks differing perspectives when solving problems.

| Not at all | Once in a while | Sometimes | Fairly often | Frequently, if not always |

83. Talks optimistically about the future.

| Not at all | Once in a while | Sometimes | Fairly often | Frequently, if not always |

84. Instills pride in me for being associated with him/her.

| Not at all | Once in a while | Sometimes | Fairly often | Frequently, if not always |

85. Discusses in specific terms who is responsible for achieving performance targets.

| Not at all | Once in a while | Sometimes | Fairly often | Frequently, if not always |

86. Waits for things to go wrong before taking action.

| Not at all | Once in a while | Sometimes | Fairly often | Frequently, if not always |

87. Talks enthusiastically about what needs to be accomplished.

| Not at all | Once in a while | Sometimes | Fairly often | Frequently, if not always |

88. Specifies the importance of having a strong sense of purpose.

| Not at all | Once in a while | Sometimes | Fairly often | Frequently, if not always |

89. Spends time teaching and coaching.

116

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always

90. Makes clear what one can expect to receive when performance goals are achieved.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always

91. Shows that he/she is a firm believer in "If it ain't broke, don't fix it."

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always

92. Goes beyond self-interest for the good of the group.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always

93. Treats me as an individual rather than just as a member of a group.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always

94. Demonstrates that problems must become chronic before taking action.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always

95. Acts in ways that builds my respect.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always

96. Concentrates his/her full attention on dealing with mistakes, complaints, and failures.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always

97. Considers the ethical and moral consequences of decisions.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always

98. Keeps track of all mistakes.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always

99. Displays a sense of power and confidence.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always

100. Articulates a compelling vision of the future.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always

101. Directs my attention toward failures to meet standards.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always

102. Avoids making decisions.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always

103. Considers me as having different needs, abilities, and aspirations from others.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always

Follower Survey-Print version

104. Gets me to look at problems from many different angles.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always

105. Helps me develop my strengths.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always

106. Suggests new ways of looking at how to complete assignments.

Not at all	Once in a while	Sometime	Fairly often	Frequently, if not always

107. Delays responding to urgent questions.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always

108. Emphasizes the importance of having a collective sense of mission.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always

109. Expresses satisfaction when I meet expectations.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always

110. Expresses confidence that goals will be achieved.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always

111. Is effective in meeting my job-related needs.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always

112. Uses methods of leadership that are satisfying.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always

113. Gets me to do more than I expected to do.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always

114. Is effective at representing me to higher authority.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always

115. Works with me in a satisfactory way.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always

116. Heightens my desire to succeed.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always

117. Is effective at meeting organizational requirements.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always

118. Increases my willingness to try harder.

Follower Survey-Print version

Not at all	Once in a while	Sometime	Fairly often	Frequently, if not always
☐	☐	☐	☐	☐

119. Leads a group that is effective.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
☐	☐	☐	☐	☐

FOR THE FOLLOWING SECTION, INDICATE HOW OFTEN EACH STATEMENT IS TRUE.

120. My supervisor knows and understands the problems faced by subordinates.

Never	Rarely	Occasionally	About 1/2 the time	Often	Most of the time	Always
☐	☐	☐	☐	☐	☐	☐

121. My supervisor's communication motivates and stimulates an enthusiasm for meeting the organizational goals.

Never	Rarely	Occasionally	About 1/2 of the time	Often	Most of the time	Always
☐	☐	☐	☐	☐	☐	☐

122. My supervisor listens and pays attention to me.

Never	Rarely	Occasionally	About 1/2 of the time	Often	Most of the time	Always
☐	☐	☐	☐	☐	☐	☐

123. My supervisor offers guidance for solving job related problems.

Never	Rarely	Occasionally	About 1/2 of the time	Often	Most of the time	Always
☐	☐	☐	☐	☐	☐	☐

124. My supervisor trusts me.

Never	Rarely	Occasionally	About 1/2 of the time	Often	Most of the time	Always
☐	☐	☐	☐	☐	☐	☐

125. My supervisor's communication helps me identify with our organization and feel a part of it.

Never	Rarely	Occasionally	About 1/2 of the time	Often	Most of the time	Always
☐	☐	☐	☐	☐	☐	☐

126. Communication from my supervisor is interesting and helpful.

Never	Rarely	Occasionally	About 1/2 of the time	Often	Most of the time	Always
☐	☐	☐	☐	☐	☐	☐

127. I receive the information I need to do my job.

Never	Rarely	Occasionally	About 1/2 of the time	Often	Most of the time	Always
☐	☐	☐	☐	☐	☐	☐

128. Conflicts are handled appropriately by my supervisor.

Never	Rarely	Occasionally	About 1/2 of the time	Often	Most of the time	Always
☐	☐	☐	☐	☐	☐	☐

129. My supervisor is open to new ideas.

Never	Rarely	Occasionally	About 1/2 of the time	Often	Most of the time	Always
☐	☐	☐	☐	☐	☐	☐

130. My supervisor encourages communication with other organizational members.

Never	Rarely	Occasionally	About 1/2 of the time	Often	Most of the time	Always
☐	☐	☐	☐	☐	☐	☐

131. My supervisor adapts his communication during crisis or emergency.

Never	Rarely	Occasionally	About 1/2 of the time	Often	Most of the time	Always
☐	☐	☐	☐	☐	☐	☐

119

132. My supervisor organizes and manages meetings well.

Never	Rarely	Occasionally	About 1/2 of the time	Often	Most of the time	Always
☐	☐	☐	☐	☐	☐	☐

133. The amount of supervision given to me is about right.

Never	Rarely	Occasionally	About 1/2 of the time	Often	Most of the time	Always
☐	☐	☐	☐	☐	☐	☐

134. My supervisor's emails, written directives, and reports are clear, concise and helpful.

Never	Rarely	Occasionally	About 1/2 of the time	Often	Most of the time	Always
☐	☐	☐	☐	☐	☐	☐

135. My supervisor's informal communication is accurate and appropriate.

Never	Rarely	Occasionally	About 1/2 of the time	Often	Most of the time	Always
☐	☐	☐	☐	☐	☐	☐

136. The amount of communication my supervisor provides is about right.

Never	Rarely	Occasionally	About 1/2 of the time	Often	Most of the time	Always
☐	☐	☐	☐	☐	☐	☐

137. My supervisor accurately anticipates my need for information.

Never	Rarely	Occasionally	About 1/2 of the time	Often	Most of the time	Always
☐	☐	☐	☐	☐	☐	☐

138. My supervisor supports my ideas.

Never	Rarely	Occasionally	About 1/2 of the time	Often	Most of the time	Always
☐	☐	☐	☐	☐	☐	☐

139. My supervisor handles feedback, both positive and negative, well.

Never	Rarely	Ocassionally	About 1/2 of the time	Often	Most of the time	Always
☐	☐	☐	☐	☐	☐	☐

140. Age

[   ]

141. Gender:
☐ Male
☐ Female

142. Number of years in the workforce:

[   ]

143. Number of years at this organization.

[   ]

144. Number of years at this job

[   ]

145. How many others do you supervise:
☐ 0
☐ less than 5
☐ 5 or greater but less than 25
☐ 25 or greater but less than 50
☐ 50 or greater

146. Racial/Ethnic Background:
☐ Hispanic
☐ American Indian or Alaskan Native
☐ Asian or Pacific Islander
☐ Black/African American, not of Hispanic Origin

☑ White, not of Hispanic origin
☑ Other

147. Highest educational level:
☑ Not completed high school
☑ High school graduate
☑ Some college or trade school
☑ Trade school graduate
☑ Associates degree
☑ Bachelor degree
☑ Master degree
☑ Doctorate

148. Job title:

> [   ]

149. Industry in which you work. Examples include healthcare, retail, food services, financial services, oil and gas, manufacturing, real estate, etc.

> [   ]

150. If both you and your supervisor complete the survey, you are eligible to be entered into a drawing to win one of three $200.00 VISA cash cards to be awarded at the completion of this study.
Do you want to be included in the drawing?

    Yes   No
    ☑   ☑

151. TO ENTER: Provide you name, address and phone number where you can be contacted if you are a winner.

> [   ]

THANK YOU

Done >>

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APPENDIX B

LEADER ONLINE SURVEY

Leader/Supervisor Survey

1. Survey

* 1. Please provide your SURVEY NUMBER.

[   ]

* 2. Please indicate by typing your full name below that you have seen the official UTA informed consent document attached to the email that invited you to participate AND that you consent to participate. (This document is required of all research conducted at UT Arlington by faculty or students. You are able to leave the survey and return if you need to review the document.)

[   ]

3. Please provide the name of the subordinate/follower that asked you to complete this survey. This information is being used to match leader and follower surveys ONLY. The information is confidential and is not shared with either the leader or follower who complete the survey. The combined results are used in combination with all other leader-follower surveys to analyze communication and leadership style factors.

[   ]

PLEASE ANSWER THE FOLLOWING QUESTIONS ABOUT THE FOLLOWER/SUBORDINATE WHO ASKED YOU TO COMPLETE THIS SURVEY. Note: This person will NOT see these responses. They will be matched with the data from this subordinate and combined with other leader-follower survey results for statistical analysis.

4. Helps others who have been absent.

Never	Seldom	Sometimes	Often	Almost always

5. Willingly gives of their time to help others who have work-related problems.

Never	Seldom	Sometimes	Often	Almost always

6. Adjusts work schedule to accommodate other employees' requests for time off.

Never	Seldom	Sometimes	Often	Almost always

7. Goes out of the way to make newer employees feel welcome in the work group.

Never	Seldom	Sometimes	Often	Almost always

8. Shows genuine concern and courtesy toward coworkers, even under the most trying business or personal situations.

Never	Seldom	Sometimes	Often	Almost always

9. Gives up time to help others who have work or nonwork problems.

Never	Seldom	Sometimes	Often	Almost Always

10. Assists others with their duties.

Never	Seldom	Sometimes	Often	Almost always

11. Shares personal property with others to help them with their work.

Never	Seldom	Sometimes	Often	Almost always

12. Attends functions that are not required but that help the organizational image.

Never	Seldom	Sometimes	Often	Almost always

13. Keeps up with developments in the organization.

Never	Seldom	Sometimes	Often	Almost always

14. Defends the organization when other employees criticize it.

Never	Seldom	Sometimes	Often	Almost always

15. Shows pride when representing the organization in public.

Never	Seldom	Sometimes	Often	Almost always

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Leader/Supervisor Survey

16. Offers ideas to improve the functioning of the organization.

Never	Seldom	Sometimes	Often	Almost always
☐	☐	☐	☐	☐

17. Expresses loyalty toward the organization.

Never	Seldom	Sometimes	Often	Almost always
☐	☐	☐	☐	☐

18. Takes action to protect the organization from potential problems.

Never	Seldom	Sometimes	Often	Almost always
☐	☐	☐	☐	☐

19. Oemonstrates concern about the image of the organization.

Never	Seldom	Sometimes	Often	Almost always
☐	☐	☐	☐	☐

20. Comes up with new ideas.

Never	Seldom	Sometimes	Often	Almost always
☐	☐	☐	☐	☐

21. Works to implement new ideas.

Needs much improvement	Needs some improvement	Satisfactory	Good	Excellent
☐	☐	☐	☐	☐

22. Finding improved ways to do things.

Needs much improvement	Needs some improvement	Satisfactory	Good	Excellent
☐	☐	☐	☐	☐

23. Works independently and asks for help appropriately.

Needs much improvement	Needs some improvement	Satisfactory	Good	Excellent
☐	☐	☐	☐	☐

24. Overall performance in the tasks associated with his/her job.

Needs much improvement	Needs some improvement	Satisfactory	Good	Excellent
☐	☐	☐	☐	☐

25. Quantity of work.

Needs much improvement	Needs some improvement	Satisfactory	Good	Excellent
☐	☐	☐	☐	☐

26. Quality of work.

Needs much improvement	Needs some improvement	Satisfactory	Good	Excellent
☐	☐	☐	☐	☐

27. Coming up with new, original ideas for handling work.

Needs much improvement	Needs some improvement	Satisfactory	Good	Excellent
☐	☐	☐	☐	☐

28. Taking initiative and doing whatever is necessary.

Needs much improvement	Needs some improvement	Satisfactory	Good	Excellent
☐	☐	☐	☐	☐

29. Works well with others.

Needs much improvement	Needs some improvement	Satisfactory	Good	Excellent
☐	☐	☐	☐	☐

30. Approaching his or her supervisor with suggestions for improvement when problems are encountered in the work.

Needs much improvement	Needs some improvement	Satisfactory	Good	Excellent
☐	☐	☐	☐	☐

31. Searching for the cause of work problems that he or she encounters.

Leader/Supervisor Survey

Needs much improvement	Needs some improvement	Satisfactory	Good	Excellent
☐	☐	☐	☐	☐

THE REMANDER OF THE SURVEY INVOLVES RESPONDING TO QUESTIONS ABOUT YOURSELF.

32. I am a self motivated person.

Strongly disagree	Disagree	Slightly disagree	Neutral	Slightly agree	Agree	Strongly agree
☐	☐	☐	☐	☐	☐	☐

33. I have good understanding of the emotions of people around me.

Strongly disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly agree
☐	☐	☐	☐	☐	☐	☐

34. I always know whether or not I am happy.

Strongly disagree	Disagree	Slightly disagree	Neutral	Slightly agree	Agree	Strongly agree
☐	☐	☐	☐	☐	☐	☐

35. I set goals for myself and then try my best to achieve them.

Strongly disagree	Disagree	Slightly disagree	Neutral	Slightly agree	Agree	Strongly Agree
☐	☐	☐	☐	☐	☐	☐

36. I have good control of my emotions.

Strongly disagree	Disagree	Slightly disagree	Neutral	Slightly agree	Agree	Strongly agree
☐	☐	☐	☐	☐	☐	☐

37. I have a good sense of why I have certain feelings most of the time.

strongly disagree	disagree	slightly disagree	neutral	slightly agree	agree	strongly agree
☐	☐	☐	☐	☐	☐	☐

38. I always tell myself I am a competent person.

Strongly disagree	Disagree	Slightly disagree	Neutral	Slightly agree	Agree	Strongly agree
☐	☐	☐	☐	☐	☐	☐

39. I am able to control my temper and handle difficulties rationally.

Strongly disagree	Disagree	Slightly disagree	Neutral	Slightly agree	Agree	Strongly agree
☐	☐	☐	☐	☐	☐	☐

40. I always know my employees' emotions from their behavior.

Strongly disagree	Disagree	Slightly disagree	Neutral	Slightly agree	Agree	Strongly agree
☐	☐	☐	☐	☐	☐	☐

41. I am quite capable of controlling my own emotions.

Strongly disagree	Disagree	Slightly disagree	Neutral	Slightly agree	Agree	Strongly agree
☐	☐	☐	☐	☐	☐	☐

42. I really understand what I feel.

Strongly disagree	Disagree	Slightly disagree	Neutral	Slightly agree	Agree	Strongly agree
☐	☐	☐	☐	☐	☐	☐

43. I am a good observer of others' emotions.

Strongly disagree	Disagree	Slightly disagree	Neutral	Slightly agree	Agree	Strongly agree
☐	☐	☐	☐	☐	☐	☐

44. I always encourage myself to try my best.

Strongly disagree	Disagree	Slightly disagree	Neutral	Slightly agree	Agree	Strongly agree
☐	☐	☐	☐	☐	☐	☐

45. I can always calm down quickly when I am very angry.

Strongly disagree	Disagree	Slightly disagree	Neutral	Slightly agree	Agree	Strongly agree

46. I am sensitive to the feelings and emotions of others.

Strongly disagree	Disagree	Slightly disagree	Neutral	Slightly agree	Agree	Strongly agree

47. I have a good understanding of my own emotions.

strongly disagree	disagree	slightly disagree	neutral	slightly agree	agree	strongly agree

THE NEXT SEVERAL QUESTIONS REQUIRE YOU TO THINK OF 3 JOB RELATED GOALS YOU ARE CURRENTLY PURSUING AND THEN RESPOND TO QUESTIONS ABOUT THOSE GOALS.

48. Current job-related goal #1
Your response does not have to include detail. Include only enough information so that you are clear what goal you are thinking about for the next 4 questions.

Type your answers [   ]

49. You choose this goal because somebody else wants you to or because the situation demands it.

not at all for this reason	minimally for this reason	partly for this reason	mostly for this reason	completely for this reason

50. You pursue this goal because you would feel anxious, guilty, or ashamed if you didn't.

not at all for this reason	only minimally for this reason	partly for this reason	mostly for this reason	completely for this reason

51. You pursue this goal because you believe it is an important goal to have.

not at all for this reason	only minimally for this reason	partly for this reason	mostly for this reason	completely for this reason

52. You pursue this goal because of the fun and enjoyment it provides you.

not at all for this reason	only minimally for this reason	partly for this reason	mostly for this reason	completley for this reason

53. Current job-related goal # 2
Your response does not have to include detail. Include only enough information so that you are clear what goal you are thinking about for the next 4 questions.

Type your answers [   ]

54. You choose this goal because somebody else wants you to or because the situation demands it.

not at all for this reason	minimally for this reason	partly for this reason	mostly for this reason	completely for this reason

55. You pursue this goal because you would feel anxious, guilty, or ashamed if you didn't.

not at all for this reason	only minimally for this reason	partly for this reason	mostly for this reason	completely for this reason

56. You pursue this goal because you believe it is an important goal to have.

not at all for this reason	only minimally for this reason	partly for this reason	mostly for this reason	completely for this reason

57. You pursue this goal because of the fun and enjoyment it provides you.

not at all for this reason	only minimally for this reason	partly for this reason	mostly for this reason	completley for this reason

58. Current job-related goal # 3
Your response does not have to include detail. Include only enough information so that you are clear what goal you are thinking about for the next 4 questions.

Type your answers [   ]

59. You choose this goal because somebody else wants you to or because the situation demands it.

not at all for   minimally for   partly for this   mostly for this   completely for
this reason   this reason   reason   reason   this reason
☐   ☐   ☐   ☐   ☐

60. You pursue this goal because you would feel anxious, guilty, or ashamed if you didn't.

not at all for   only minimally   partly for this   mostly for this   completely for
this reason   for this reason reason   reason   this reason
☐   ☐   ☐   ☐   ☐

61. You pursue this goal because you believe it is an important goal to have.

not at all for   only minimally   partly for this   mostly for this   completely for
this reason   for this reason reason   reason   this reason
☐   ☐   ☐   ☐   ☐

62. You pursue this goal because of the fun and enjoyment it provides you.

not at all for   only minimally   partly for this   mostly for this   completley for
this reason   for this reason reason   reason   this reason
☐   ☐   ☐   ☐   ☐

PLEASE NOTE THE RESPONSE CHOICES CHANGE FOR THE NEXT SECTION OF QUESTIONS.

63. My conversations are pretty one-sided.

Almost never   Seldom   Sometimes   Often   Almost always
☐   ☐   ☐   ☐   ☐

64. My conversations are characterized by smooth shifts from one topic to the next.

Almost never   Seldom   Sometimes   Often   Almost always
☐   ☐   ☐   ☐   ☐

65. Other people know what I am thinking.

Almost never   Seldom   Sometimes   Often   Almost always
☐   ☐   ☐   ☐   ☐

66. I can persuade others to my position.

Almost never   Seldom   Sometimes   Often   Almost Always
☐   ☐   ☐   ☐   ☐

67. Others would describe me as "warm".

Almost never   Seldom   Sometimes   Often   Almost always
☐   ☐   ☐   ☐   ☐

68. I take charge of conversations I'm in by negotiating what topics we talk about.

Almost never   Seldom   Sometimes   Often   Almost always
☐   ☐   ☐   ☐   ☐

69. I stand up for my rights.

Almost never   Seldom   Sometimes   Often   Almost always
☐   ☐   ☐   ☐   ☐

70. Other people think that I understand them.

Almost never   Seldom   Sometimes   Often   Almost always
☐   ☐   ☐   ☐   ☐

71. I am comfortable in social situations.

Almost never   Seldom   Sometimes   Often   Almost always
☐   ☐   ☐   ☐   ☐

72. In conversations with employees, I perceive not only what they say but what they don't say.

Almost never   Seldom   Sometimes   Often   Almost always
☐   ☐   ☐   ☐   ☐

73. I communicate with employees as though they were equals.

Almost never   Seldom   Sometimes   Often   Almost always
☐   ☐   ☐   ☐   ☐

74. My communication is usually descriptive, not evaluative.

Almost never   Seldom   Sometimes   Often   Almost always

Leader/Supervisor Survey

75. I tell people when I feel close to them.
Almost never   Seldom   Sometimes   Often   Almost always

76. I can put myself in others' shoes.
Almost never   Seldom   Sometimes   Often   Almost always

77. I feel relaxed in small group gatherings.
Almost never   Seldom   Sometimes   Often   Almost always

78. Other people can tell when I am happy or sad.
Almost never   Seldom   Sometimes   Often   Almost always

79. When I am wronged, I confront the person who wronged me.
Almost never   Seldom   Sometimes   Often   Almost always

80. I reveal how I feel to others.
Almost never   Seldom   Sometimes   Often   Almost always

81. I have trouble convincing others to do what I want them to do.
Almost never   Seldom   Sometimes   Often   Almost always

82. I let others know that I understand what they say.
Almost never   Seldom   Sometimes   Often   Almost always

83. My friends and co-workers truly believe that I care about them.
Almost never   Seldom   Sometimes   Often   Almost always

84. It's difficult to find the right words to express myself.
Almost never   Seldom   Sometimes   Often   Almost always

85. I express myself well verbally.
Almost never   Seldom   Sometimes   Often   Almost always

86. I accomplish my communication goals.
Almost never   Seldom   Sometimes   Often   Almost always

87. I have trouble standing up for myself.
Almost never   Seldom   Sometimes   Often   Almost always

88. I allow others to see who I really am.
Almost never   Seldom   Sometimes   Often   Almost always

89. My mind wanders during conversations.
Almost never   Seldom   Sometimes   Often   Almost always

90. I don't know exactly what others are feeling.
Almost never   Seldom   Sometimes   Often   Almost alwsys

91. I try to look others in the eye when I speak with them.

128

92. I feel insecure in groups of strangers.

Almost never	Seldom	Sometimes	Often	Almost always

ANSWER THE FOLLOWING ITEMS BY JUDGING HOW FREQUENTLY EACH STATEMENT FITS YOU. THE WORD "OTHER" MAY MEAN YOUR PEERS, CLIENTS, DIRECT REPORTS, SUPERVISORS, AND/OR ALL OF THESE INDIVIDUALS.

The remaining items are used by permission Copyright 1995 Bass and Avolio

93. I provide others with assistance in exchange for their efforts.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always

94. I re-examine critical assumptions to question whether they are appropriate.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always

95. I don't interfere until problems become serious.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always

96. I focus attention on irregularities, mistakes, exceptions, and deviatrions from standards.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always

97. I avoid getting involved when important issues arise.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always

98. I talk about my most important values and beliefs.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always

99. I am absent when needed.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always

100. I seek differing perspectives when solving problems.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always

101. I talk optimistically about the future.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always

102. I instill pride in others for being associated with me.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always

103. I discuss in specific terms who is responsible for achieving performance targets.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always

104. I wait for things to go wrong before taking action.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always

Leader/Supervisor Survey

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
☐	☐	☐	☐	☐

106. I specify the importance of having a strong sense of purpose.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
☐	☐	☐	☐	☐

107. I spend time teaching and coaching.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
☐	☐	☐	☐	☐

108. I make clear what one can expect to receive when performance goals are achieved.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
☐	☐	☐	☐	☐

109. I show that I am a firm believer in "If it ain't broke, don't fix it."

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
☐	☐	☐	☐	☐

110. I go beyond self-interest for the good of the group.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
☐	☐	☐	☐	☐

111. I treat others as an individuals rather than just as a member of a group.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
☐	☐	☐	☐	☐

112. I demonstrate that problems must become chronic before I take action.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
☐	☐	☐	☐	☐

113. I act in ways that build others' respect for me.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
☐	☐	☐	☐	☐

114. I concentrate my full attention on dealing with mistakes, complaints, and failures.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
☐	☐	☐	☐	☐

115. I consider the moral and ethical consequences of my decisions.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
☐	☐	☐	☐	☐

116. I keep track of all mistakes.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
☐	☐	☐	☐	☐

117. I display a sense of power and confidence.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
☐	☐	☐	☐	☐

118. I articulate a compelling vision of the future.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
☐	☐	☐	☐	☐

119. I direct my attention toward failures to meet standards.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always

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Leader/Supervisor Survey

120. I avoid making decisions.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
☐	☐	☐	☐	☐

121. I consider an individual as having different needs, abilities, and aspirations from others.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
☐	☐	☐	☐	☐

122. I get others to look at problems from many different angles.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
☐	☐	☐	☐	☐

123. I help others to develop their strengths.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
☐	☐	☐	☐	☐

124. I suggest new ways of looking at how to comlete assignments.

Not at all	Once in a while	Sometime	Fairly often	Frequently, if not always
☐	☐	☐	☐	☐

125. I delay responding to urgent questions.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
☐	☐	☐	☐	☐

126. I emphasize the importance of having a collective sense of mission.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
☐	☐	☐	☐	☐

127. I express satisfaction when others meet expectations.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
☐	☐	☐	☐	☐

128. I express confidence that goals will be achieved.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
☐	☐	☐	☐	☐

129. I am effective at meeting others' job-related needs.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
☐	☐	☐	☐	☐

130. I use methods of leadership that are satisfying.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
☐	☐	☐	☐	☐

131. I get others to do more than they expected to do.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
☐	☐	☐	☐	☐

132. I am effective in representing others to higher authority.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
☐	☐	☐	☐	☐

133. I work with others in a satisfactory way.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
☐	☐	☐	☐	☐

131

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
☐	☐	☐	☐	☐

135. I am effective in meeting organizational requirements.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
☐	☐	☐	☐	☐

136. I increase others' willingness to try harder.

Not at all	Once in a while	Sometime	Fairly often	Frequently, if not always
☐	☐	☐	☐	☐

137. I lead a group that is effective.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
☐	☐	☐	☐	☐

138. Age

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┌─────────────────┐
│                 │
└─────────────────┘
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139. Gender:
☐ Male
☐ Female

140. Number of years in the workforce:

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┌─────────────────┐
│                 │
└─────────────────┘
```

141. Number of years at this organization.

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┌─────────────────┐
│                 │
└─────────────────┘
```

142. Number of years at this job

```
┌─────────────────┐
│                 │
└─────────────────┘
```

143. How many others do you supervise:
☐ 0
☐ less than 5
☐ 5 or greater but less than 25
☐ 25 or greater but less than 50
☐ 50 or greater

144. Racial/Ethnic Background:
☐ Hispanic
☐ American Indian or Alaskan Native
☐ Asian or Pacific Islander
☐ Black/African American, not of Hispanic Origin
☐ White, not of Hispanic origin
☐ Other

145. Highest educational level:
☐ Not completed high school
☐ High school graduate
☐ Some college or trade school
☐ Trade school graduate
☐ Associates degree
☐ Bachelor degree
☐ Master degree
☐ Doctorate

146. Job title:

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┌─────────────────┐
│                 │
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147. Industry in which you work. Examples include healthcare, retail, food services, financial services, oil and gas, manufacturing, real estate etc.

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┌─────────────────┐
│                 │
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Leader/Supervisor Survey

148. In appreciation for completing this survey you are eligible to be entered into the drawing to win one of three $200.00 VISA cash cards.

Do you want to be included in the drawing?

Yes   No

149. TO ENTER: Please provide you name, email address and phone number so that we can contact you in the event you are a winner.

THANK YOU.

Done >>

APPENDIX C

SIGN UP SHEET AND EMAIL MESSAGES

DEPARTMENT OF MANAGEMENT
Doctoral Dissertation Research Study
Leadership Communication

You have the opportunity to participate in a research project looking at the importance of interpersonal communication in the leadership process. *This study can satisfy the research requirement for those courses in the College of Business that require a research credit. In some courses it will provide extra credit.* The study involves taking an online survey in which you are asked to indicate your level of agreement with various statements about your work and your supervisor.

In order to participate in this study you must:
1. **Work a minimum of 20 hours per week.**
2. **Provide your name and email address. A link to the survey will be emailed to you.**
3. **Take the online survey. (Takes approximately 15 to 20 minutes).**
4. **Be able to provide the name, position, phone number and email for your supervisor who will be asked to take the "leader" version of the survey. There is a place to provide this information at the conclusion of the online survey. We will then send an invitation via email to you supervisor asking them to complete the survey.**

ALL SURVEY RESPONSES ARE CONFIDENTIAL. NO INDIVIDUAL SURVEY RESPONSES ARE REPORTED IN THE STUDY. YOUR SUPERVISOR/LEADER WILL NOT HAVE ACCESS TO YOUR RESPONSES NOR WILL YOU HAVE ACCESS TO THEIR RESPONSES.

The combined surveys of all leader-follower pairs will be analyzed to determine the overall impact of interpersonal communication factors on the leadership process and outcomes.

NAME:_____

EMAIL:_____
(Please print clearly - if we are unable to contact you by email, you will not have access to the survey and will not get research credit or extra credit for this class)

CLASS:

____MANA 3318   Instructor:_____

____MANA 3319   Instructor:_____

____Other _____   Instructor: _____

SUPERVISOR NAME:_____

SUPERVISOR POSITION:_____

PHONE:_____EMAIL:_____

LEADER EMAIL INVITATION TO PARTICIPATE

[Follower name] has agreed to participate in a UTA Doctoral student's research project looking at Leadership and Communication and is inviting you to participate. A short online survey is all that is required. Also, as an added incentive, you and your employee will be eligible to enter a drawing for one of three $200.00 cash cards only when BOTH have completed the survey.   ALL RESPONSES ARE STRICTLY CONFIDENTIAL. ONLY THE PRINCIPLE INVESTIGATOR OF THIS STUDY WILL HAVE ACCESS TO YOUR RESPONSES.

Please go to http://www.surveymonkey.com/s.asp?u=781442905183 to complete the survey.

NOTE: An official Informed Consent document is attached for your review. You will be asked to indicate on the survey that you consent to participate. An official "consent" is required of all participants in research conducted at the University of Texas at Arlington.

Thank you for your help in completing this research project.

FOLLOWER EMAIL MESSAGE TO PARTICIPATE

Thank you for volunteering to participate in this research project.

Your SURVEY NUMBER IS: **04 FL**   Write this information down now - you will need it to complete the survey. You will also need the name, title, phone and email address of your supervisor.

Go to http://www.surveymonkey.com/s.asp?u=625162809217 to complete the survey. Work through the survey at a steady pace. Do not "over" think your responses. Usually your first choice is the best. You can leave the survey and return to finish it later, but you must complete the survey within 10 days.

NOTE: Encourage your supervisor to complete the survey. It only takes approximately 20 minutes. You and your supervisor will be eligible to enter a drawing for one of three $200.00 cash cards only when BOTH have completed the survey.

Thanks for your time.

APPENDIX D

APPROVAL OF RESEARCH PROTOCAL

THE UNIVERSITY

OF TEXAS

AT ARLINGTON

Office of Research
Integrity and Compliance

Box 19188

202 E. Border, Suite 201

Arlington, Texas

76019

T 817.272.3723

F 817.272.1111

www.uta.edu/research

TO: Marilyn Macik-Frey
James Campbell Quick, PhD
Management
19377

FROM: Roger Mellgren, PhD
Chair – UTA Institutional Review Board

DATE: **January 16, 2007**

SUBJECT: *A Communication Centered Approach to Leadership: The Relationship of Interpersonal Communication Competence to Transformational Leadership and Emotional Intelligence*

Re: Requested Revisions Received

IRB No: 07.068s

This correspondence is to confirm that the revisions requested by the UTA IRB reviewer(s) on January 8, 2007, were received by the Office of Research Integrity & Compliance on January 16, 2007. This office acknowledges the protocol identified above.

Your study is approved for a period not to exceed twelve months (determined by the date of approval). Please note that your protocol will be scheduled for continuing review in December 2007.

If you have any questions please call Karshena Valsin, Compliance Manager, at 272-1235.

January 16, 2007

THE UNIVERSITY
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Marilyn Macik-Frey
James Campbell Quick, PhD
Management
Box 19377

RE: Expedited Approval of Protocol

Title: *A Communication Centered Approach to Leadership: The Relationship of Interpersonal Communication Competence to Transformational Leadership and Emotional Intelligence*

IRB No.: 07.068s

The University of Texas at Arlington Institutional Review Board (UTA IRB) has determined that this research is eligible for expedited review in accordance with Title 45 CFR 46.110(a)-(b)(1), 63 FR 60364 and 63 FR 60353. The IRB Chairman (or designee) approved the protocol effective December 20, 2006. IRB approval for the research shall continue until December 19, 2007. In order for the research to continue beyond the first year, Continuation (annual) Review must be completed within the month preceding the date of expiration indicated above. A reminder notice will be forwarded to the attention of the Principal Investigator (PI) at that time.

The approved subject sample size is 300 subjects.

Important Note: The IRB approved and stamped informed consent document (ICD), showing the approval and expiration date of the article must be used when prospectively enrolling volunteer participants into the study. The use of a copy of any consent form on which the IRB-stamped approval and expiration dates are not visible, or are replaced by typescript or handwriting is prohibited. The signed consent forms must be securely maintained on the UTA campus for the duration of the study plus three years. The complete study record is subject to inspection and/or audit during this time period by entities including but not limited to the UTA IRB, Research Compliance staff, OHRP and by study sponsors (if the study is funded).
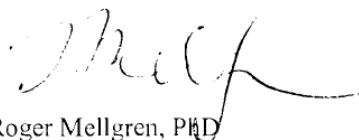
Please be advised that as the principal investigator, you are required to report local adverse (unanticipated) events to this office within 24 hours. In addition, pursuant to Title 45 CFR 46.103(b)(4)(iii), investigators are required to, " promptly report to the IRB **any** proposed changes in the research activity, and to ensure that such changes in approved research, during the period for which IRB approval has already been given, are **not initiated without prior IRB review and approval** except when necessary to eliminate apparent immediate hazards to the subject."

All investigators and key personnel identified in the protocol must have documented *Human Subjects Involved in Research (Tier II) Training* or *CITI* Training on file with this office.

If applicable, approval by the appropriate authority at a collaborating facility is required prior to subject enrollment. If the collaborating facility is *engaged in the research*, an OHRP approved Federalwide Assurance (FWA) may be required for the facility (prior to their participation in research-related activities). To determine whether the collaborating facility is engaged in research, go to: http://www.hhs.gov/ohrp/humansubjects/assurance/engage.htm

The UTA Office of Research Integrity and Compliance appreciates your continuing commitment to the protection of human research subjects. Should you have questions or require further assistance, please contact this office by calling (817) 272-2335 or (817) 272-3723.

Sincerely,

Roger Mellgren, PhD
Professor
UTA IRB Chair

Encl (if applicable):
    Consent Form(s)
    Questionnaire(s) or Survey(s)
    Recruitment Advertisement
    Project Summary

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