

A STUDY ON THE LEADERSHIP ATTRIBUTES (EQ, IQ & STYLES) OF WORKING WOMEN IN PUDUCHERRY REGION

*Thesis submitted to Pondicherry University in partial fulfillment of the
requirements for the award of the degree
of*

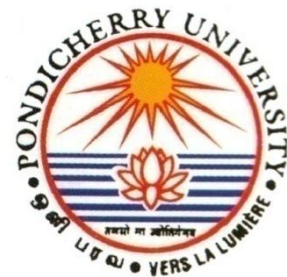
**DOCTOR OF PHILOSOPHY
in
SOCIOLOGY**

by

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DECEMBER 2012

Dedicated to
My beloved father
Shri. Ch. Dinesh Kumar (Late)



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Certificate

Certified that this thesis entitled “**A STUDY ON THE LEADERSHIP ATTRIBUTES (EQ, IQ & STYLES) OF WORKING WOMEN IN PUDUCHERRY REGION**”, is a record of bonafide research work done independently by **Smt. Ch. RAJINY** under my guidance and supervision and that it has not previously formed the basis for the award of any degree, diploma, associateship or fellowship to her.

She is permitted to submit the thesis to the university.

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I, **Ch. RAJINY** declare that this thesis entitled “**A STUDY ON THE LEADERSHIP ATTRIBUTES (EQ, IQ & STYLES) OF WORKING WOMEN IN PUDUCHERRY REGION**”, is a bonafide research work done by me during the course of my research and that the thesis has not previously formed the basis for the award of any degree, diploma, associateship, fellowship of other similar title or recognition.

Place : Pondicherry

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Chapter-I

INTRODUCTION

“The final test of a leader is that he leaves behind him in other men, the conviction and the will to carry on”.

-Walter Lippman

Indian society weighs its development on multiple factors like culture, economy, education, employment etc. The development of women in par with the men has been approved by many sociologists as one of the most important ways to the country's development. In the past centuries the changes women aspired and achieved are many. Today's society both men and women are gaining equal powers. Women are still facing various obstacles which hinder their development even after all the positive traits they possess.

Women have gained a lot of importance in politics, the work force, and even more power within their own households. Women have come a long way over time and have carved a new path for the women to come. With the advent of feminism and the continual push for equal rights, women have been advancing in the society in all facets, thus increasing education results in higher employment and influence of women in the workforce, economic independence allows for equal autonomy of both spouses in household decisions etc.

Women play an important part in the progress of our country. Women Status has been a debatable issue from time unknown. The domination of the male counterparts and the formation of religious and cultural norms have curtailed the development of women. Women with her innate qualities have been silently undergoing a war within herself and the existing surrounding in order to break the walls of restrictions.

Indian women have fought through harassment, exploitation and have fought their way out to secure their rights publicly. Despite the continuing injustice and exploitation against the women, in the wage work field as well as domestic, many milestones have been accomplished in connection with freedom of choice, education, liberty, equality etc. With increasing literacy and the financial independence enjoyed by women, today the women deserve a life of self worth and dignity.

A woman is made up of profuse emotional abilities and these abilities help her to manage situations efficiently at home including her counterpart and also the members of the new family she is into. Women are endowed with patience and pleasant communication skills which help her to manage the home and work area efficiently. Though vulnerable and emotional they are able to understand, consistent yet dominant, women is the perfect combination of a diverse range of emotions.

Women with these developed qualities have struggled to enter have entered various fields. However, they are less employed in areas of power and higher status. Compared to their overall share of total employment, in fields of management, mechanics and areas of power and domination, women have appeared very less in ratio. It has been an admitted fact that women have failed to identify their own qualities and have always felt inferior to their counterparts both at work and home. Lack of identification of these qualities would have not only left the qualities unidentified and also have not made them improve their attributes.

The government of India has been taking immense measures for the welfare of women and has been introducing various programmes for the welfare of women. These programmes help the women to better in the areas of health and education realizing their vulnerability in those areas. The attributes exclusively found in women help them to better their work status have been found less identified and programmes related to these factors have been less.

Sheila Dikshit², Chief Minister of Delhi stated that the Government of Delhi has been committed to empower women and they have been launching various schemes from time to time for making women self reliant.

The role played by women in the work force was found more in the unorganised sector of the country and a diminished role in the organised sector was observed according to **Kumar**³. Women were found less in the industrial and service sectors and a slow increase in administrative sectors like IAS, IFS and IPS. The role of women needs to be emphasised in the organised sectors and posts of high order. He also stated that even though a lot has been done to improve the legislative, reformative, educational, health and employment strategies a lot is yet to be done in terms of giving them enough confidence to carry this struggle further.

The society has been adapting to the changes in women's status. More and more women are getting educated every year and entering into newer areas of jobs. It also calls for strengthening the ongoing process of social transformation by creating a conducive social climate through awareness and due motivation in improving the women's status.

The economic participation of women, their presence in the workforce is important not only for lowering the disproportionate levels of poverty among women, but also as an important step toward raising household income and encouraging economic development in countries as a whole.

Sen (1999)⁴ suggested that societies need to see women less as passive recipients of help, and more as dynamic promoters of social transformation, a view strongly buttressed by a body of evidence suggesting that the education employment and ownership rights of women have a powerful influence on their ability to control their environment and contribute to economic development.

The increased involvement of women in the areas of work has heightened the concentration in the sphere of type of employment and its quality. Global drifts are obvious and the changes in the nature of employment opportunities for women everywhere. The quality of employment delivered by the women has been noteworthy and people started to recognize it and find ways to increase women employment.

There is, most likely, a biological component to women's long term approach. From studying patients with brain injuries, neuroscientists now know where in the brain long-term planning takes place. Women and men display some differences in the structure of these brain regions. So it is possible that women's brain architecture contributes to their tendency to plan long term. Women may have evolved the propensity to think long term to plan for their children's distant future. It is also fascinating to note their communication skills are indispensable wherever they go and play a leading role in management.

The qualities of women as women leaders are numerous. Women are more flexible, patient, empathetic and endowed with more interpersonal skills, such as good communication skills and management skills. Women with these qualities have been unique in their work atmosphere and have been excelling easily in all fields.

Yet, in the existing society it is also obvious that women are found underrepresented at higher positions. This fact has awakened the women and they have been putting massive effort to fight with their rights and improve their social status. It has been observed that, since last decade and a half, women have been increasingly assuming leadership roles in various walks of life including the NGOs movement”.

The speed in the development of technology has increased pressures on the society and will surely be one of the driving forces of the global economy of the 21st century. Women cannot be ignored and the policy makers need to concentrate on them stated **Phyllis Bonanno**⁵.

The **Susanne E. Jalbert (2000)**⁶ mentioned in her Ph.D research work that the world has been changing at a startling pace. Political and economic transformations have been occurring everywhere-as countries convert from command to demand economies, dictatorships move toward democracy and monarchies build new civil institutions. These changes have created economic opportunities for women.

Worldwide, women entrepreneurs have been increasing, Entrepreneurship is a field which requires creativity and women have a lot of creativity and are very much committed and work hard for the economic and entrepreneurial development of their own self and the nation.

Global economy depends a lot on the involvement of women entrepreneurs. It is obvious that nowadays female entrepreneurs are coming up with new projects and are seeking help professionally and personally. The globalization has played its role economically too by encouraging women business ownership. The change in the global economy is due to women owned business and their emerging efforts. The efforts taken by the women are also being supported by the Government by providing loans for women in starting an industry of their own and subsidies in paying them back.

The entry of women into organized and unorganized work sectors have been challenging as they had to not only struggle with their counterparts but also with the ethics and norms of traditional Indian society. The attributes of women along with their persistent efforts have made them reach higher levels. Step by step the women have reached positions of higher order and nowadays we can see more women leading in various organized and unorganized sector.

Leadership among women, a rare scene once is now common everywhere. The leadership of women has had its differential impact on the group she leads compared to the men. The attributes and skills possessed by the women had helped her to establish a different kind of leadership which is more approved by the group she leads. More and more women are now practicing the transformational kind of leadership and that has been charismatic and helps in motivating her subordinates.

According to **Bass (1985, 1990); Bryman (1992)**⁷, transformational and transactional leadership construct had been a popular theme in leadership literature in the general management domain. Unlike task versus relationship oriented leadership, the transformational–transactional leadership notion has been viewed as a continuum allowing for individuals to employ transformational and transactional qualities at the same time.

Rosener (1990)⁸ described that transactional leadership as based on sharing between the leader and followers, where followers are rewarded for meeting specific goals or performance criteria. Transformational has seen to be charismatic and visionary in nature, and leaders lead and motivate followers in ways beyond exchanges and rewards. Transformational leadership has been generally held to be a superior form of leadership, built on transactional leadership, but not vice-versa. There is a line of argument in leadership literature contending that female leaders tend to be more transformational than male leaders.

It has always been a matter of concern as to what has been important to determine professional success. It has also been a factor of relevance as to whether it is the intelligence level (IQ) or the personality of the individual or the emotional Quotient (EQ) or a combination of all these factors.

It is also nowadays been increasingly accepted that intelligence accounted for twenty percent of a person's success in life. The remaining eighty percentage largely depends on the emotional quotient of an individual. In a lay man's language emotional quotient may be stated as the way one balances his/ her emotions. It can be associated with the fact that people with high emotional stability are happier, healthier and more successful in their life. People with more emotional stability seem to be aware of their feelings and are able to keep it under control, have empathy and compassion for others and also have a high esteem.

Some negative emotions require proper management and some of them are fear, failure, anger, guilt, disappointment, depression, loneliness and lethargy. Similarly positive emotions such as motivation, satisfaction, contentment, are effective when emotions demand. Emotional intelligence can be instrumental in many situations in the workplace and provide organizational effectiveness.

Emotions originate from exposure to specific situations and intelligence acquired through knowledge and cognitive abilities. For long, it was believed that success in workplace depended on the intelligence level. Intellectual credentials have been a productive source in management to an extent. Intelligence gives confidence and helps shine in certain fields like being a fiscal analyst or a scholar.

Emotional quotient can enable employees to resolve emotional issues both external and internal conflicts and accomplish their goals at all levels. Emotional intelligence gives a person a competitive edge.

According to **Gardner (1993)**⁹ intrapersonal and interpersonal intelligences has been equally important as the type of intelligence measured by related tests. He also states that interpersonal intelligence is something which needs to relate to people who are leaders at their peer level and are good at communicating.

Bar On (1997)¹⁰ says that “emotional intelligence reflects on the ability to deal with daily environmental challenges and helps predict one’s success in life including professional and personal pursuits”.

In the Indian perspective the human behavior is more committed and the personality reflects style and these emotional competencies are learned by them through models such as teachers, parents, celluloid heroes, etc.

Emotional Intelligence is as important as academic factors. Intelligence forms the head and emotions form the heart. Suppression of emotions gradually becomes a source of abnormal behavior and can cause psychological problems which are found increasing rapidly in today's society.

The characteristics and attributes of a women are typical and a matter of interest and concern in the prevailing society. The attributes found in women are enormous and a research probing area resulting in its remarkable output to the society. Women are said to have good communication skills, remarkable patience and consistency. These attributes have initiated the women to excel in their work area. The pity is that women have not realized their potentials and have stood unrecognized in the field of work.

Thus a study to understand the leadership attributes, EQ, IQ and styles of selected working women of Pondicherry region was done with the following objectives.

OBJECTIVES OF THE STUDY

The major objectives of this study are to analyze the

- Intelligence Quotient of women
- Emotional quotient of women
- Type of leadership style prevalent in them
- Presence of leadership attributes in them
- Achievements of women in their respective fields

PURPOSE OF THE STUDY

The study was conducted with the purpose to identify the leadership attributes, styles in the selected women samples of Pondicherry region. The study aims to explore the following aspects.

- The leadership attributes found in the selected women
- The kind of leadership style prevalent in them
- The rate of emotional quotient
- Their intelligence quotient

SIGNIFICANCE OF THE STUDY

The study on The Leadership attributes (EQ, IQ and Styles) of working women of Pondicherry region tends to delve into the areas of essential attributes exclusively the leadership styles, emotional quotient and Intelligence quotient. The study is new of a kind as it pioneers into the zones which have been less explored and it is the first study to be conducted in Pondicherry women analyzing their emotional and intelligence quotient. The study will be supportive to the government by identifying the attributes of the women and thus providing exclusive training to the women on the basis of specific attributes, emotional and intelligence quotient. Studies of such kind would also influence women to identify their weakness and provide more opportunity to improve their attributes and be a better leader and achieve in the society, thus improving their social status.

OPERATIONAL DEFINITIONS OF CONCEPTS

The important terms, definitions and concepts which are used in this study are as follows:

Emotional Quotient: Emotional Intelligence, or EI, describes an ability or capacity to perceive, assess, and manage the emotions of one's self, and of others. Our EQ, or Emotional Quotient, is how one measures Emotional Intelligence.

Intelligence Quotient: The intelligence quotient is defined as 100 times the Mental Age (MA) divided by the Chronological Age (CA).

$$IQ = 100 \text{ MA/CA.}$$

Leadership Attributes: Leadership attributes are the inner or personal qualities that constitute effective leadership. These attributes include a large array of characteristics such as values, character, habits, traits, competencies, motives, style, behaviors, and skills.

Leadership Style: Leadership style is the manner and approach of providing direction, implementing plans, and motivating people.

HYPOTHESIS

With regard to the above said objectives the following hypotheses were framed

- H₁ Emotional quotient and education of women is independent.
- H₂ Intelligence Quotient and education is independent.
- H₃ Emotional quotient and leadership style is independent.
- H₄ Emotional quotient and intelligence quotient is independent.
- H₅ Emotional quotient is independent of age.

VARIABLE

For identifying the variables that influences leadership in women, the researcher has carefully examined the various theories, models and previous studies.

INDEPENDENT VARIABLES (IV):

Personal Characteristics Variables:

- IV₁ - Age Education
- IV₂ - Marital Status
- IV₃ - Religion
- IV₄ - Caste
- IV₅ - Educational status
- IV₆ - Designation
- IV₇ - Present position
- IV₈ - Family size
- IV₉ - Income
- IV₁₀ - Place of residence

DEPENDENT VARIABLES (DV):

Leadership Related Variables:

DV₁ - Leadership attribute

DV₂ - Intelligence quotient

DV₃ - Emotional Quotient

DV₄ - Leadership style

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Chapter - II

REVIEW OF LITERATURE

“I suppose leadership at one time meant muscles; but today it means getting along with people”- Mohandas Gandhi, National Leader.

In today's world one can observe lot of competition and excellence in performing a job. The more effort, skill and attributes, it's easy to move forward to a better position in life. To stand apart in quality and excellence requires great effort. More than ever there is a need for leaders to inspire to dream, to participate, and to persevere.

Leadership has been the talk of the town and great leaders are recognized and followed. What makes to be a great leader has also been a factor of importance. Thus the “Study on leadership attributes (EQ & IQ) of working women in Pondicherry” has been conducted and reviews were referred to analyze critically a segment of a published body of knowledge through summary, classification, and comparison of prior research studies, reviews of literature, and theoretical articles.

Reviews were conducted on the following sub headings:

- 2.1. DEFINITION OF LEADERSHIP
- 2.2. MEANING OF LEADERSHIP
- 2.3. FACTORS AND PRINCIPLES OF LEADERSHIP

- 2.4. FUNCTIONS OF LEADERSHIP
- 2.5. ATTRIBUTES OF A GOOD LEADER
- 2.6. TRAITS OF A LEADER
- 2.7. LEADERSHIP STYLE
- 2.8. INTELLIGENCE QUOTIENT IN LEADERSHIP
- 2.9. EMOTIONAL QUOTIENT IN LEADERSHIP
- 2.10. WOMEN LEADERSHIP
- 2.11. SUCCESSFUL LEADERSHIP
- 2.12. RELATED STUDIES IN THIS FIELD

2.1. DEFINITION OF LEADERSHIP

Harsely, Paul and Blanchard (1967)¹ defines leadership as the process of influencing the activities of an individual or a group towards the achievement of a goal in a given situation.

Dubling, Robert (1958)² defines leadership as the ability to cause others to follow willingly in initiating change.

Kouzes & Posner (2002)³ defines that “Leadership is a relationship between those who aspire to lead and those who choose to follow”.

Peter. G (2007)⁴ defines that “Leadership is a process whereby an individual influences a group of individuals to achieve a common goal”.

Chemers. M (1997)⁵ Leadership has been described as the “process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task.”

2.2 MEANING OF LEADERSHIP

Mitch Mc Crimmon (2007)⁶ explains that “Leadership has always been associated with power, traditionally the power to dominate a group. But, today, this power is fast evaporating. Now, we are more readily moved by the power of ideas, innovations. The awkward fact about good ideas is that no one can monopolize them. This makes leadership more like guerilla warfare, something local, small scale and fluid. The bottom line is that leadership promotes a new direction for a group and it does not have to be associated with an executive position. Anyone with a good idea to champion can show leadership upwards and sideways. Being a leader in this sense has nothing to do with managing a team”.

Jago (1982)⁷ states “Good leaders are made not born. If you have the desire and willpower, you can become an effective leader. Good leaders develop through a never ending process of self-study, education, training, and experience”

Kalaiselvan (2009)⁸ stated “a leader is a person who guides and directs others, called followers. He gives focus to the efforts of his followers. The manager, as a leader, influences his subordinates to indulge in such activities as are vital for the accomplishment of the enterprise goal.”

Scoutmaster's Handbook, BSA (1937)⁹ Leadership is a process of getting things done through people. Leadership is not a science. So being a leader is an adventure because you can never be sure whether you will reach your goal - at least this time. The touchdown drive may end in a fumble. So these leaders have to try again, using other methods. But they still use the same process the process of good leadership. Leadership means responsibility. It's adventure and often fun, but it always means responsibility. The leader is the guy the others look to get the job done. So don't think your job as a troop leader or a staff member will be just an honor. It's more than that. It means that the other Scouts expect you to take the responsibility of getting the job done. If you lead, they will do the job. If you don't, they may expect you to do the job all by yourself.

Don Page (2000)¹⁰ “Leaders of all organizations need to be focusing on the creation of meaningful work for their employees or volunteers. Job satisfaction is not the same as meaningful work. Job satisfaction means that needs and expectations are met according to certain agreed upon standards. In a meaningful workplace the emphasis is more on personal and corporate mission fulfillment and possibilities for making a difference in the world. The evidence is overwhelming that in the present working world, employees, and especially the younger ones upon whom the future rests, want to find meaningful work in which they have a sense of contributing to a larger good in society than merely their own sustenance”.

2.3. FACTORS AND PRINCIPLES OF LEADERSHIP

Andy Hargreaves and Dean Fink (2003)¹¹ suggest seven principles of sustainable leadership:

1. Sustainable leadership creates and preserves sustaining learning.
2. Sustainable leadership secures success over time.
3. Sustainable leadership sustains the leadership of others.
4. Sustainable leadership addresses issues of social justice.
5. Sustainable leadership develops rather than depletes human and material resources.
6. Sustainable leadership develops environmental diversity and capacity.
7. Sustainable leadership undertakes activist engagement with the environment.

G.A.Yukl (1981)¹² stated the fundamental principle of leadership is that people tend to follow those whom they see as a means of satisfying their own personal goals, the more managers understand what motivates their subordinates and how these motivations operate and the more they reflect this understanding in carrying out their managerial actions, the more effective the leaders are likely to be.

2.4. FUNCTIONS OF LEADERSHIP

Gary Yukl (2010)¹³ suggested various functions of a leader. They are :

1. Help interpret the meaning of events.
2. Create alignment on objectives and strategies
3. Build task commitment and optimism
4. Build mutual trust and cooperation
5. Strengthen collective identity
6. Organize and coordinate activities
7. Encourage and facilitate collective learning
8. Obtain necessary resources and support
9. Develop and empower people
10. Promote social justice and morality

Jyoti Malhotra (2009)¹⁴ stated that the leadership functions of the managers are closely related with his managerial functions. The functions are different as well as overlapping in some ways. The leader working as manager has to set the group goal, make plans, motivate and inspire subordinates, supervise performance but has to perform several other functions as leader of the group. The five important functions of leadership are, develop team work, act as a representative of the work-group, and act as a counselor of the people at work. The fourth important function of leader is time management and the last is the proper use of power.

Krech et al., (1962)¹⁵ identified fourteen functions that the leader may take:

Leader's function	Actions
Executive	Coordinating group activities and overseeing the setting of policies and goals.
Planner	Deciding how the group will achieve its goals.
Policy maker	Establishing policies and goals.
Expert	A source of expert information.
External group representative	Speaking for the group with others.
Controller of internal relationships	Determining the social structure of the group.
Purveyor of rewards and punishment	Controlling members by punishing and rewarding.
Arbitrator and mediator	Resolving disputes in the group.
Exemplar	Behaving in a way that others should behave.
Symbol of the group	Acting as symbolic embodiment of the group, its goals and its values.
Substitute for individual responsibility	Relieving individuals of the need and responsibility of personal decisions.
Ideologist	Being the source of beliefs and values.
Father figure	Focus for positive emotional feelings of individuals and the object for identification and transference.
Scapegoat	Acting as a target for aggression and hostility. Taking the blame on behalf of the group.

2.5 ATTRIBUTES OF A GOOD LEADER

Joseph Omieh (2007)¹⁶ elaborated on the seven major attributes of leadership which was considered important. He stated that one should have courage to be a leader and a follower will tend to follow someone who is self confident and courageous. He also stated that the leader's best attribute is self control and a keen sense of justice. According to him a leader should also be good decision maker and be definite of his plans, because a man who wavers in his decision and does not make definite plans would always be unsuccessful leader and make wrong moves. He also insisted that good leaders have the habit of working more than they are paid, a pleasing personality, sympathy and understanding towards their own kind, a master of all talents, and responsible for his/her action and finally he said that Leadership calls for power, and power calls for cooperation.

According to **Nitesh R. De**¹⁷ the leaders have the following characteristics such as possess enormous energy, endurance and vigour of body and mind, readiness to shoulder responsibilities and ability to discharge it, tolerance, patience, justice, high degree of integrity proper decisiveness and initiative ability to face rough opposition and ridicule.

2.6 TRAITS OF A LEADER

Ram Charan (2007)¹⁸ mentioned some traits that affect leadership, namely integrity and character, that are absolute. He stated that the first trait is to possess desire to achieve something visible and noteworthy always motivates leaders to strive to reach their potential. He also

exclaimed that leaders need to inculcate the desire to push themselves and others and should never be over ambitious. Being over ambitious combined with a lack of integrity can lead to undesirable behavior and even corruption.

The second major trait of a leader is drive and tenacity. Some leaders tend to have an inner drive which pushes them to find solutions for problems. Their energy level is very high and they go behind the priorities in an organization. This drives them to make the plan and do their work correctly and success is guaranteed.

The third required trait of an effective leader was said to be self-confidence. Self-confidence is ability to listen to one's own inner voice and initiates the leader to choose the right decision. Self-confidence provides a strong inside which deletes all insecurities and fears. Excessive self confidence at time can produce arrogance. Some leaders often are less progressive and they tend to promote people for the wrong reasons, tolerate nonperformers and allow the social system to corrode. The author states that at times self-confidence also affects use or abuse of power. Every leader has to use power from time to time in assigning tasks, allocating resources, selecting or promoting people, giving differentiated rewards or redirecting dialogue. An excessive fear of failure or fear of response can make a leader uncomfortable using power, and not using power appropriately actually erodes it. Psychological openness, the willingness to allow to be influenced by other people and to share ideas openly, realism

is the mid-point between optimism and pessimism and appetite for learning are other important traits which need to be possessed by a leader.

Barbara White¹⁹ exclaimed seven personal qualities in a good leader. They are having *exemplary character* that is being trustworthy and interrogates with the people being *enthusiastic* that is having passion and dedication to work, being *confident* creating trust among employees, being *orderly and purposeful*, where people feel secured under their leadership, *tolerant of ambiguity* means to stay calm and resolved at all situations, *analytical* means is capable of inspecting clearly, *committed to excellence* where the leader finds high standards to achieve excellence in all areas. The seven qualities according to Barbara White is ultimate for a person to be a successful leader.

2.7. LEADERSHIP STYLE

Uris. A, (1953)²⁰ According to the philosophies of leaders towards their followers the techniques of leadership and its patterns and styles may now be classified. These are

1. Autocratic Leadership, or authoritarian or leader centered leadership
2. Consultative, participative, democratic, or group centered leadership
3. Laissez faire, free reign or individual centered leadership
4. Bureaucratic or rules centered leadership
5. Manipulative leadership and
6. Expert Leadership

Lewin, K., Lippitt, R. and White, R.K.²¹ and colleagues had experimented in leadership decisions in 1939 and identified three different styles of leadership. They are the major classifications such as autocratic, democratic and Laissez-Faire. In the autocratic style, the leader takes decisions without consulting with others, and is very dominating and makes decisions on his/her own. The democratic style, the leader involves the people in the decision-making; the leader gets suggestions from the people and thus the people like that sort of leadership and leaders. It can be problematic when there are a wide range of opinions and the leader is confused as to which opinion to choose. The democratic leader should be capable of taking all the opinions and choosing the best out of it. The laissez-faire style is to minimize the leader's involvement in decision-making, and hence allowing people to make their own decisions, although they may still be responsible for the outcome. Laissez-faire works best when people are capable and motivated in making their own decisions, and where there is no requirement for a centre.

2.8. INTELLIGENCE QUOTIENT IN LEADERSHIP

Sternberg (1985)²² stated that intelligence is the mental capacity which brings appropriate behavior that brings novelty and automatization of information processing performance and knowledge acquisition components.

Carol Bainbridge²³ the co-founder and president of a local parent support group, explained IQ as a measure of relative intelligence

determined by a standardized test. The first intelligence test was created in 1905 by Alfred Binet and Théophile Simon to determine which French school children were too “slow” to benefit from regular instruction. Binet came up with the idea of mental age when he noticed that children are increasingly able to learn difficult concepts and perform difficult tasks as they get older. Most children reach the same level of complexity at about the same time, but some children are slower reaching those levels. A 6 year old child who can do no more than a 3 year old child has a mental age of 3 year child. Wilhelm Stern divided the mental age by the chronological age to get a “Mental Quotient.”

Mental Age/Chronological Age = Mental Quotient

Mental Age/Chronological Age X 100 = Intelligence Quotient

The majority of people have an IQ between 85 and 115.

Neisser U (1997)²⁴ an intelligence quotient, or IQ, is a score derived from one of several different standardized tests designed to assess intelligence. When modern IQ tests are constructed, the mean (average) score within an age group is set to 100 and the standard deviation to 15.

Mackintosh, N.J. (1998)²⁵ German Psychologist William Stern proposed a method of scoring children's intelligence tests in 1902. He calculated what he called an Intelligence - Quotient score, or IQ, as the quotient of the mental age (the age group which scored such a result on average) of the test-taker and the chronological age of the test-taker,

multiplied by 100. **Terman** a psychologist used this system for the first version of the **Stanford-Binet** Intelligence Scales.

Intelligence has always been closely associated with the memory a person is able to hold all through the phases of his life, according to **Gottfredson (1997)**²⁶. Cognitive capacity has been a predominant factor which analyses job performances in a wide range of occupation and yet more narrowly, individual differences in intelligence make an efficient leader stated **Ones, Viswesvaran, & Dilchert (2005)**²⁷.

2.9. EMOTIONAL INTELLIGENCE IN LEADERSHIP

Goleman (1998)²⁸ defines emotional intelligence as the capacity for recognising our own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and our relationships.

Mayer and Salovey (1997)²⁹ Emotional intelligence refers the ability to perceive, appraise and express emotions accurately and adaptively. The ability to access or generates feelings, when they facilitate cognitive activities, adaptive action and the ability to regulate emotions in oneself and others.

Law, Wong and Song (2004)³⁰ Suggest that Emotional Intelligence consist of a set of abilities that a person uses to understand, regulate, and make use of his or her emotions. Emotional understanding, regulation, and utilization reflect the capability of a person to manage his or her emotions. Some people have a higher competence than the others do.

Roseman, Dhawan, Reltek and Naidu (1995)³¹ said that a person with high emotional intelligence would be less affected by his or her emotions is able to direct emotions in a positive direction and have a lower chance of feeling depressed. An individual with high emotional intelligence would also be able to interpret others moods correctly and therefore have a higher chance of forming close relation and getting social support in general. As a result the individual should be less likely to feel powerless.

Bro. Dr. Vinai Viriyavidhayavongs and Ms. Satita Jiamsuchon³² explained that Emotional intelligence as an important factor that determines the difference between highly successful and less successful managers. The importance of Emotional Intelligence Quotient (EQ) has grown as relationships and communication has come to be seen as core components of organizations, along with intelligence and technical skills. This has also led to an investigation of the nature of EQ.

Adele B. Lynn (2002)³³ exclaimed that employees with a high emotional quotient score are recognized with a different quality. Emotional intelligence that will solve retention and morale problems, improves creativity, creates synergy from teamwork, speeds information by way of sophisticated people networks, drives purpose, and ignites the best and most inspired performance from the people. Everyday individuals get various opportunities to test the emotional quotient. Most often, how an employee reacts to situations will build goodwill and co-operation with customers and co-workers or will further drive wedges into tenuous

relationships. When an employee can master appropriate internal emotional reactions to situations and also master his external response, the employee is working with a high level of emotional intelligence.

Adele B. Lynn (2004)³⁴ described “emotional intelligence as the ability to manage oneself and the relationships with other people. Emotional intelligence demands self-awareness and then using that self-awareness to change how we think, feel, and act”.

Cooper and Sawaf (1998)³⁵ stated that “Emotional Quotient is absolutely essential for positions of leadership. Emotional and Interpersonal ineptitude in leaders lowers everyone’s performance. It wastes time, corrodes motivation, commitment, promotes apathy and builds hostility”.

Dalip Singh (2003)³⁶ mentioned that the emotional competence of an individual shows much a person’s potential is translated into on the job capabilities in a particular profession. Emotional and personal competencies are essential for certain professions. Recent studies in psychology have proved that emotions are necessary for survival or for protecting oneself. Emotional quotient can be instrumental in the workplace and help achieve organizational development.

2.10. WOMEN LEADERSHIP

Hilary Lips (2009)³⁷ Professor and Chair of the Psychology Department, and Director of the Center for Gender Studies at Radford University mentions that Women and men, as leaders, respond differently to the people around them and it can be easily differentiated. It has been found that researchers have identified that both men and women leaders receive different responses from people as leaders. The reactions obtained by the women are totally different because of her learned experiences, social structure, and her attempts to be effective, influential and powerful. The social structure has always made the people imagine a male when they think of a leader and this leads too many cultural differences. The incompatibility between feminism and leadership has made the women soften her leadership styles to gain the approval of their constituents. Field studies showed that though both set of leaders were viewed equally competent, women leaders were targets of negative emotions.

Linda Lowen³⁸ states “Women leaders are more assertive and persuasive, have a stronger need to get things done and are more willing to take risks than male leaders. Women leaders were also found to be more empathetic and flexible, as well as stronger in interpersonal skills than their male counterparts enabling them to read situations accurately and take information in from all sides. These women leaders are able to bring others around to their point of view because they genuinely understand and care about where others are coming from so that the people they are leading feel more understood, supported and valued”.

Jean Lau Chin³⁹ mentions that it is necessary to understand the role of gender and leadership among the increasing women. Also it was found essential to identify what makes women more successful and effective as leaders and how they differ from men. It has also been found that women face many barriers to become leaders than men, as the society is always male dominated. In the last 30 years, lot of changes evolved in the status of women due to the legislation, women's movement, and certain action principles.

An analysis of the type of leadership prevailing among women by **Eagly, Johannesen-Schmidt, & Van Engen (2003)**⁴⁰ showed that female leaders were more transformational than male leaders and also engaged in transactional leadership. Leadership styles also showed transformational style which is also found consistent with feminist principles of inclusion, collaboration, and social advocacy.

According to **Jung (2002)**⁴¹ men have the attitude that women are weak and fragile and that they can be easily shattered and put down easily. Women are weak and have less strength according to men and they can't work for a longer period of time. Jung realized that men refused to recognize their own limitations, while women did that all too well. Jung thought that business women needn't dwell in this world of delusion, and recognized that the corporate landscape is sculpted by male values. "Women don't support other women as well as they should," Jung chose to remedy the situation by adopting strategies typically used by her male colleagues while refusing to accept the limitations placed upon her by

virtue of her gender. It was also found that she was never afraid of finding advices from others in times of need.

Kulkarni (2002)⁴² states that the gender differences among senior and junior staffs were noteworthy in an workplace. A woman holding senior management positions was less than 3 percent in US, less than 2 per cent in Europe and around 4 per cent in India. Women are underrepresented, in India, in all work fields of life in spite of the consistent excellent academic performance even at higher studies level. Canada-India institutional cooperation project on an assessment of issues and barriers encountered by women within the system concluded that women expressed lack of confidence to move forward in the system or to take initiative to overcome the barriers within the system.

Dr. Dilip Khankhoje, Dr. Vaishali D K KB, Dr. Mohit Kumar⁴³ expressed that in India things are changing fast and in a short time span women have occupied high political offices as President , Prime minister in 48 countries - both in India and elsewhere. The traditional style of leadership has already been abandoned in advanced countries. Similarly, among the CEOs in leading major corporate today, almost all are the first woman whom the board has ever selected. Anatomically male brains are ten percent larger than the female brains and female brain has more nerve cells in certain areas. The presence of a larger corpus collusum and the group of nerve fibers connecting both the hemispheres, makes women transfer data faster and outperform men in communication and interpersonal skills.

Alice, H. Eagly and Linda L. Carliin (2007)⁴⁴ observed that women are compassionate in treating others as they are associated with communal qualities. They possess qualities like being affectionate, helpful, friendly and sympathetic and are gentle and soft-spoken. In comparison men are aggressive; dominant, self confident and self reliant. The prevalence of male dominant society has made it difficult to remove from the people's minds the association of leadership to men. If the women are communal they are accused of not being agentic. It may also be noted that women cause less influence to people than men and leave a lighter impression.

Dr. Sarala Gopalan⁴⁵ had found in her research that "Work Participation Rate (WPR) in Pondicherry was 35.2%. Growth rate of employment among women has been more or less equal to that of men - around 4.5% and 1% in the rural and urban areas respectively. It was also found that literacy had no relationship to employment in rural areas as more illiterate rural women were employed. This could also be associated to the prevalence of more educated unemployed. Among the 61,457 employed in industries of Pondicherry only 10,457 were women. Thus to improve the women work participation rate the following recommendations were made.

Implementation of schemes and programmes to facilitate women work participation should be improved. Entrepreneurship programmes for women should be encouraged and streamlined. Loans under the Prime Minister's Rozgar Yojana should be released without the serious delays that

are frequently experienced. The formalities regarding the grant of loans should be simplified too. There should be transfer of technology to women, especially those in rural areas. Marketing facilities should also be provided for women entrepreneurs. Free lands should be provided for women in rural areas as the lands would help them as economic assets. Reservation of jobs for women should be introduced. Equal opportunities and equal remuneration should be provided for women in job placements through the employment exchange. Labour protection should be ensured for women who are getting increasingly marginalized in the process of reform and privatization. The occupational safety of women, especially those employed in hazardous industries should be given special attention More working women's hostels should be established.

According to **Carli & Eagly (2001)**⁴⁶ despite the changes taking place with regard to women position in work place and in society it was found that women were lacking in leadership positions. Though many scholars and journalists were optimistic about the future rise of the women leaders in corporate, there seems to be less impact on the existence of women leaders in the society.

Neera Desai & Usha Thakkar (2001)⁴⁷ stated that though women's employment in teaching, finance and other areas of the service sector is on the increase access to this field is limited to educated women usually from the urban middle class. A study also reveals that women are under - represented in professional and technical education.

2.11. SUCCESSFUL LEADERSHIP

Susan M. Heathfield⁴⁸ a human resource expert stated that Key leadership success secrets set the great leaders apart from the so-so leaders in today's organizations. Leadership style is learned from mentors, learned in seminars and exists as part of a person's innate personal leadership skill set developed over years, and existing possibly, from birth. Nature or nurture is a question often asked about leadership. I answer, “Yes” because I believe the combination of natural leadership skills and nurture through leadership development defines your leadership style.

Characteristics of a Successful Leadership Style

Much is written about what makes successful leaders. Characteristics, traits and actions that are the key:

- Choose to lead.
- Be the person others choose to follow.
- Provide vision for the future.
- Provide inspiration.
- Make other people feel important and appreciated.
- Live your values. Behave ethically.
- Set the pace through your expectations and example.
- Establish an environment of continuous improvement.
- Provide opportunities for people to grow, both personally and professionally.
- Care and act with compassion.

2.12. RELATED STUDIES IN THIS FIELD

Leadership attributes in Women:

1. In a study on “A qualitative study of leadership characteristics among women who catalyze positive community change” by Sara C Folta and co., on 16 women leaders of public health sector it was found that the samples possessed a bright vision, a strong coerce to bring out changes in the environment they. They defined success only when they bring changes among the people they interact with. They also considered persistence and communication skills as important attributes to success. The mentoring they received was critical. Challenges included fundraising and drifting from their original mission.

BMC public health, highly assessed research article
<http://www.biomedcentral.com/1471-2458/12/383>.

2. A study was conducted on the “The impact of leadership styles on four variables such as the organizational structure (i.e. the type of branch) and the manager’s individual traits (i.e. the age, the education level) of executives workforce on commitment, satisfaction, communication and effectiveness, by **Ekaterini**. The results reveal that, there was strong relationship between the four variables communication, commitment, satisfaction, and effectiveness.

“The Impact of Leadership Styles on Four Variables of Executives Workforce” Dr. Galanou Ekaterini, Scientific Partner in the Business Administration Sector Technological Educational Institute of Patras Eitou 4, 263 32 Patra, Greece International Journal of Business and Management, Vol.5, No.6; June 2010.

3. In a study on “Essential Leadership Traits of Female Executives in the Non-Profit Sector” by **Mari Lansford and Co.**, in 2010 the objectives were to evaluate the leadership styles and approaches that are embodied by female leaders in the field of non-profit/human services. Totally nine samples of non-profit sectors were interviewed and it was found that place a heavy emphasis and importance on the utilization of a uniquely feminine approach to leadership. Even in the sphere of nonprofit leadership, which is still heavily dominated by men, the participants feel that recognizing and embracing their own interpersonal strengths gives them an advantage.

-The Journal of Human Resource and Adult Learning Vol.6, Num.1, June 2010.

4. “The Leadership Styles of Women and Men” by **Alice H. Eagly** and **Mary C. Johannesen-Schmidt**, Department of Psychology Northwestern University measures the transformational, laissez-faire leadership and transactional styles. Female leaders exceeded male leaders in their pattern of leadership and more women samples were of transformational kind of leadership the whole, research on

leadership style has very favorable implications for women's increasing representation in the ranks of leaders.

Journal of Social Issues 6/22/01 version http://genderinscience.eu/downloads/Consensus_Report_references/Eagly%20and%20Johannesen-Schmidt%202001.pdf.

5. A study conducted on "Leadership Styles and its Impact on Organizational Commitment" by **A. Senthamil Raja**, Dept. of Commerce, Pondicherry University, Pondicherry, India. The study was conducted on 58 samples of senior engineers and trainee engineers of the BHEL group of companies. The objective of the study was to investigate the ideal leadership style preferred by the samples and its effect on the employees working there. The results concluded that positions held by the samples, had impact on the leadership style perception and organizational commitment except the salary of the individual.

-10.1177/097324701100700315Asia-Pacific Journal of Management Research and Innovation July 2011, Vol.7 No.3, 167-175.

Emotional Quotient

1. The study on "Relationship Between Emotional Intelligence and Spiritual Quotient of Executives" by **Kumar** investigates the relationships of ten dimensions of Emotional Intelligence (EI), namely Managerial actions Self awareness, Self development, and Altruistic behavior with Spiritual Quotient (SQ) Empathy, Self

motivation, Emotional stability, Integrity, Value orientation, Commitment among Executives. It was found that there was a negative relationship between EI and SQ. Further, Transactional model along with Trans-figurational mode, Transformational mode and development mode tend to negatively influence all of the EI dimensions. From the results it was found that there was negative relationship between overall spiritual quotient and emotional intelligence among executives - The Journal of Human Resource and Adult Learning Vol.6, Num.1, June 2010 at workplace.

2. **Najafi, Mohammad**, Ph.D., Dept. of Education, Faculty of Educational Sciences and Psychology, University of Isfahan, Isfahan, Iran conducted a study on ‘Studying the Effect of Emotional Quotient on Employee’s Job Satisfaction. The studies indicated that the managers and experts with high levels of emotional quotient have more technical experiences and also have more skills to solving new tensions, organizational and group weaknesses, and existence vacuums. It was also found in the study that job satisfaction and job outcomes were both outcomes of good emotional quotient. The results of this study indicated that there are significant relationships between emotional quotient and all dimensions of job satisfaction.
-Interdisciplinary Journal of Contemporary Research in Business
Copy Right © 2012 Institute of Interdisciplinary Business Research
June 2012, Vol.4, No.2, P.343.

3. A study of mental health and emotional maturity among child labour students and other adolescence by **Dr. Quadri S.J and Co.**, determined the status of mental health and emotional maturity among child labour and other adolescence. The sample consist of 300 subject 150 child labour students, 150 regular school going students. The result indicates that child labour and regular school students thus, differ from each other significantly on the Mental Health. The second factor was related to the gender.
-International Online multidisciplinary Journal, ISSN-2249-894 X., Vol.I, Issue VIII: (May, 2011) derived from <http://www.reviewofresearch.net/PublishArticles/116.aspx>.

Intelligence Quotient

1. In a study on “Increasing the organization’s IQ: public sector leadership in Southeast Asia”, by **Philip Hallinger** in the year 1998, it was found that the organization plays a vital role in developing the intelligence of the samples. It was also found the need to learn has become necessary factor to acquire intelligence.
-The Learning Organization, Volume 5 · Number 4 · 1998 · pp. 176–183© MCB University Press · ISSN 0969-6474.
2. In an investigation by **Hunter & Hunter**, 1984 conducted over the past 85 years it was found that IQ accounts for about 25 percent of the variance in job. It also shows that the relationship between IQ and performance increases as the complexity of the job increases.

Thus, according to him IQ becomes relatively more important for performance as individuals progress into more complex leadership positions.

-Hunter, J. E., & Hunter, R.F. 1984. "Validity and utility of alternative predictors of job performance". *Psychological Bulletin*, 96, 72-98.

3. **Simonton**, 1987 found that while intelligence is certainly related to success in careers that require leadership, too much intelligence could spoil the performance too. He also states that the more complex the leadership the intelligence could help them perform better. So, while it may be true that the smarter one is, the higher they can go in their careers. He also states that three fourth of the achievement depends on other factors other than intelligence.

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Chapter - III

METHODOLOGY

This chapter describes the overall design of the study, research questions, population and sample collection, data collection instruments, data collection procedures, data analysis procedures, and limitations of the study.

OVERALL DESIGN OF THE STUDY

The purpose of this study is to identify the leadership styles and attributes (EQ & IQ) of selected women in Puducherry region. This study bears the characteristics of a “survey research” where both primary and secondary data have been adopted for this study and also as it attempts to unveil the leadership styles, and attributes of women.

As in a survey research the researcher is usually interested in how and how much of the responses differ - their variability, how closely some responses are related to others and how responses vary within certain demographic variables or with measures of social, political or psychological variables (**Krathwohl, 1998**)¹.

At the first stage of this study, a survey was carried out to gain a familiarity with the research topic by reviewing the various aspects of the leadership attributes of women with various sources such as research articles, working papers, seminar reports, expert committees report, and

commission study reports, Quantitative research methods were employed to carry out the study. They were used to collect information regarding the attributes, styles, EQ and IQ. Tools were formulated and applied to the samples in the form of a Interview schedule.

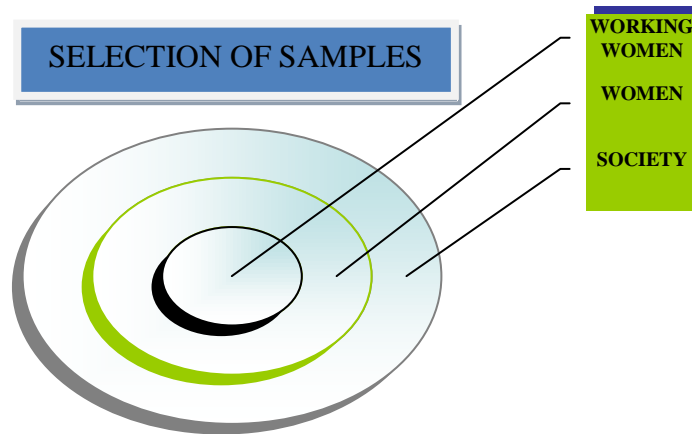
The subjects of this study involve 300 working women samples. The formulated schedule which contained tools to analyze their leadership attributes, styles emotional and intelligence quotient were administered to selected women samples. Data regarding the survey were collected one at a time. The ratings were consolidated, recorded and analysed.

SELECTION OF SAMPLES

From the entire population, a subset of women population were selected for the study as the research was pertaining to women leadership.

The selection of samples was done using purposive sampling method. Working women were chosen as samples. In purposive sampling, the samples are chosen with a purpose in mind. We usually would have one or more specific predefined groups we are seeking. From the entire women population in Puducherry nearly 300 women were interviewed, among which 100 each prevailed in technical administrative and medical field respectively.

FIGURE : 1



SELECTION OF AREA

Puducherry area was selected as the region for the study as it was the researchers' home town. And not many studies pertaining to leadership attributes such as EQ and IQ were conducted in the area. Puducherry a developing area has scopes for women their employment and their achievements. The need for the thrust area of leadership in women is prominent in Puducherry.

SELECTION OF TOOLS

The present study was conducted using an interview schedule.

Interview schedule is defined as the Ethnographic tool for structuring a formal interview. A prepared form (usually printed or mimeographed) that guides interviews with households or individuals being compared systematically. Contrasts with a questionnaire because the researcher has personal contact with the local people and records their answers.²

The interview schedule had five sections, the demographic details, the leadership attribute tool was obtained from **Centre for leadership for women (2003)**³, the leadership style tool was designed by **Donald Clark (2004)**⁴, the emotional quotient tool was derived from the **Institute for health and human potential (1998)**⁵ and the intelligence quotient tool was obtained from **The classic IQ test formulated by Virginia tech university experts (2004-2009)**⁶.

Simple tools like percentage, average, scaling techniques, mean standard deviation and chi square tests were used in the study to find out the independent variables which have a bearing upon the dependent variable namely leadership and its consequential effect on performance. The dependability of the tools are tested with Chi square tests and proved hypothetically.

PERIOD OF STUDY

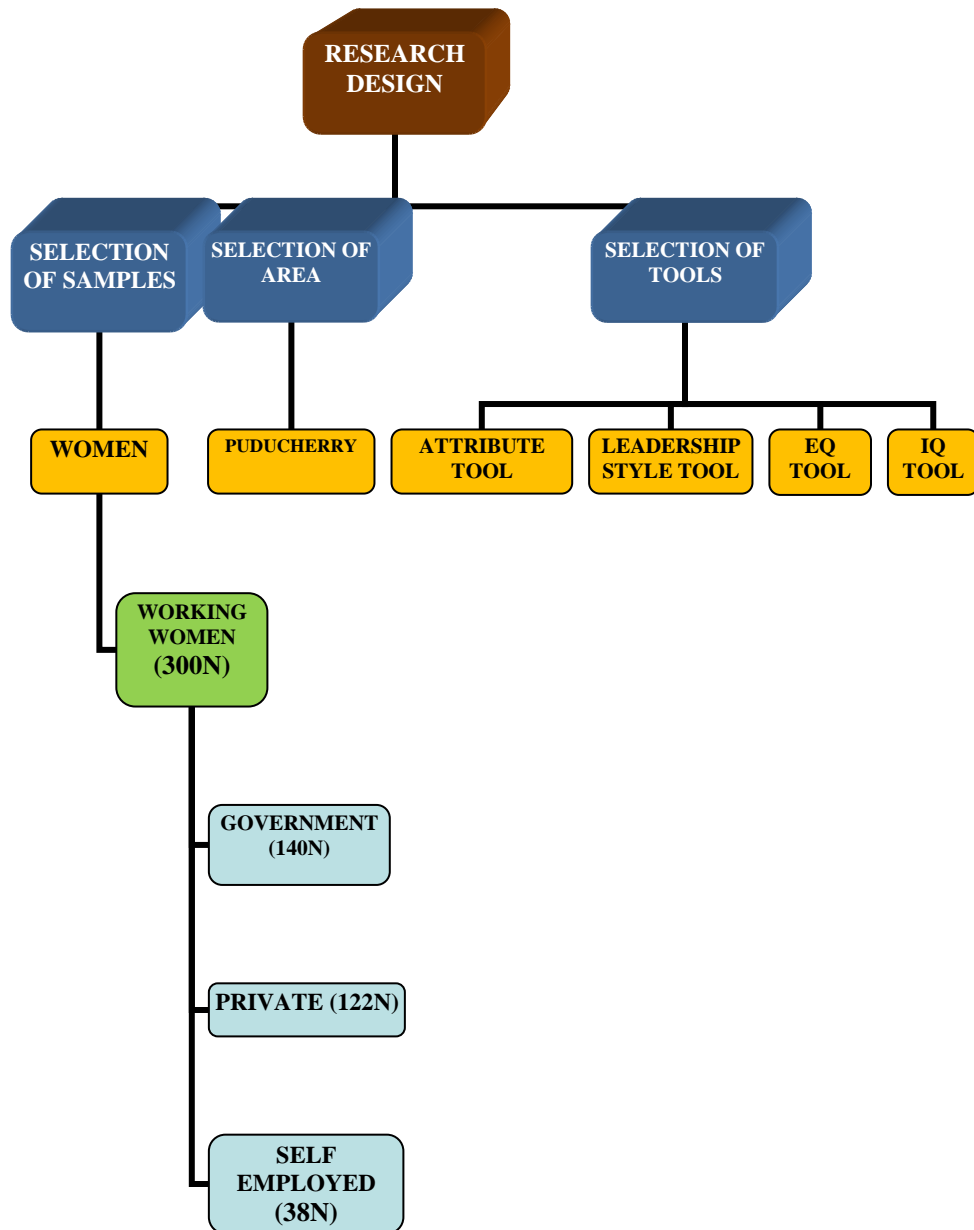
The study was conducted over a period of 6 years and more precisely during the last three years of the study (2009-2012).

LIMITATIONS OF THE STUDY

The factors which may have the bearing upon the women leadership are abstract factors which cannot be numerically measured. Opinions expressed by the respondents are depending upon their value systems which may vary from person to person and also from time to time. Therefore the results may not be exactly quantified, but however the behavior of the

employees are being constant over a period, their responses may be deep routed in their mind and hence it may be the true reflections of their mind and hence may be applicable not only to working women, but also to all the women who are similarly situated.

FIGURE : 2
DESIGN OF THE STUDY



CHAPTERISATION

The study is presented in five chapters.

The first chapter introduces the subject matter of the study. It presents the statement of the problem, the need for the study, its objectives, significance, operational definitions, variables and hypothesis.

The second chapter contains the review collected pertaining to various details of the study like:

- 2.1 DEFINITION OF LEADERSHIP
- 2.2. MEANING OF LEADERSHIP
- 2.3. FACTORS AND PRINCIPLES OF LEADERSHIP
- 2.4. FUNCTIONS OF LEADERSHIP
- 2.5. ATTRIBUTES OF A GOOD LEADER
- 2.6. TRAITS OF A LEADER
- 2.7. LEADERSHIP STYLE
- 2.8. INTELLIGENCE QUOTIENT IN LEADERSHIP
- 2.9. EMOTIONAL QUOTIENT IN LEADERSHIP
- 2.10. WOMEN LEADERSHIP
- 2.11. SUCCESSFUL LEADERSHIP
- 2.12. RELATED STUDIES IN THIS FIELD

The **third chapter** attempts to give the methodology of the study, like the selection of samples, tools, area, and statistical approaches, limitations of the study, the research design and the chapterisation.

The **fourth chapter** attempts to analyze the interview schedule and details collected (attributes, style, EQ & IQ) from the selected women samples. The results were tabulated and discussed under respective aspects.

The **fifth chapter** gives the findings and suggestions of the tabulated results and gives a descriptive analysis of the study.

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Chapter - IV

ANALYSIS AND INTERPRETATION

The data collected for the study “The Leadership Attributes (EQ, IQ and Styles) of Selected Working Women in Puducherry Region” were consolidated and tabulated in the following heads.

- 4.1 Demographic details.
- 4.2 Leadership attributes
- 4.3 Leadership style
- 4.4 Emotional quotient
- 4.5 Intelligence quotient
- 4.6 Hypothesis Testing

4.1. DEMOGRAPHIC DETAILS

Demography is the detailed study of all populations. It is a science that can be applied to any variety of population. The study of demographic details of the samples explains the personal details of the samples such as the age, sex, religion, caste, income, size of the family etc. and it throws light on the area where the investigator would like to relate with her study. The demographic details of the study are the basis for any research. In the present study the demographic details were carried out in the following heads.

- 4.1.1. Age of the samples
- 4.1.2. Marital Status
 - 4.1.2.1. Marital life Status
- 4.1.3. Religion
- 4.1.4. Caste
- 4.1.5. Educational Qualification
- 4.1.6. Professional Qualification
- 4.1.7. Job Status
 - 4.1.7.1. Work Experience
 - 4.1.7.2. Number of promotions
- 4.1.8. Income
- 4.1.9. Size of the family
- 4.1.10. Source of Inspiration
- 4.1.11. Goals in Life
- 4.1.12. Contentment in life
- 4.1.13. Achievements

4.1.1. AGE

Age may refer to the length of time that an organism has lived¹. Age is an important factor which brings maturity and changes in the body and mind. Age is one factor which gives more experience as it goes higher and the mental potentiality of the individual varies with age.

TABLE: 1
AGE OF THE SAMPLES

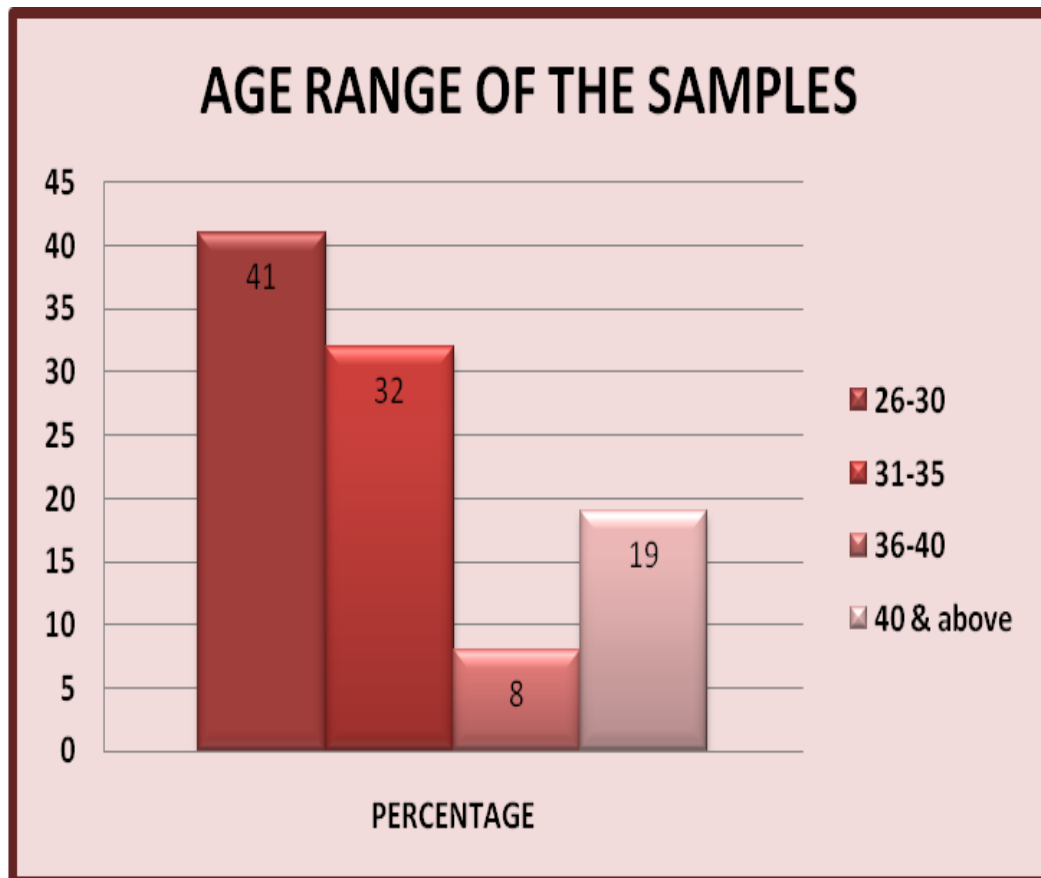
SL.NO.	AGE RANGE	NUMBER	PERCENTAGE
1.	26- 30	124	41
2.	31-35	96	32
3.	36-40	23	8
4.	40 & ABOVE	57	19
	TOTAL	300	100
		$\sum x = 75$	
		$\sum d = 44.23423$	

The age range of the selected women samples were analysed and it was found that 41 percentage were 26- 30 years of age. Thirty two percentage of the samples were in the age range of 31-35 years of age, 19 percentage were in the age range of above 40 and only a minimum of 8 percentage were in the age range of 36-40. This shows that majority of samples belonged to younger working age (Fig.3). Most of the samples were young job going individuals.

It is quite obvious of the change in trends in the prevailing society. The young members of the society find it an economic need to go to job once they finish their minimum qualification needed for the job. This aspect prevailing in the women samples also could relate to the fact that the woman of Indian society has become more independent earning members of the society.

FIGURE: 3

AGE RANGE OF THE SAMPLES



4.1.2. MARITAL STATUS

Marital status is the condition of being married or unmarried. Marriage inevitably brings a lot of change in the individual's attitude and attributes. Managing a small institution of marriage could give better leadership attributes to the samples and also improve emotional quotient of the individual. For a woman, marriage plays a vital role in her life. It could either help her to achieve her career or throw her career away. Thus it was felt essential to analyse the marital status of the individuals.

TABLE: 2

MARITAL STATUS

SL.NO.	MARITAL STATUS	NUMBER	PERCENTAGE
1.	SINGLE	83	27
2.	MARRIED	200	67
3.	DIVORCEE	6	2
4.	WIDOW	11	4
	TOTAL	300	100
		$\sum x = 75$	
		$\sum d = 90.45441$	

The marital status of the selected samples stated that majority of 67 percentage of the samples were married, 27 percentage were single, 4 percent were widows and 2 percent were divorcees. As majority of women belonged to age range of 25- 35 it is obvious that they are married as the average age for marriage for Indian woman is 26 for men, 21.3 for women*.

Marriage as an institution could help the samples to lead and administer better, providing experiences at all angles.

4.1.2.1. MARRIAGE LIFE STATUS

According to Gove² et al. 1990, marriages provide individuals with a sense of identity and belonging, and a strong positive sense of self-worth and mastery. Marriage may enhance a person's sense of identity and belonging.

Marriage an important stage in the life of an individual moulds the character of an individual. A woman all of a sudden learns to interact with new people and it gives good exposure to her management. Marriage creates both positive and negative influence in an individual. An individual's mastery and weakness may be determined largely by her success at her interaction and role expectations after marriage with family members and feelings associated with it.

As per NFHS-3 (2005-06), 44.5 % of the recently married women were married by age 18 yrs. (28.1 % - urban, 52.5 % - rural) whereas 29.3 % of the recently married men were married by 21 yrs. (16.7 % - urban, 36.5 % - rural). The Urban -Rural gap in both cases is very significant.

* http://en.wikipedia.org/wiki/Age_at_first_marriage (2008)

TABLE: 3
MARRIAGE LIFE STATUS

SL.NO	STATUS	NUMBER	PERCENTAGE
1.	SUCCESSFUL	143	66
2.	UNHAPPY	22	10
3.	NORMAL	52	24
	TOTAL	217	100
		$\Sigma x = 72.6$	
		$\Sigma d = 63.01$	

Among the 217 married samples the success rate of their married life was analyzed and it was found that 24 percentage lead a normal life neither too happy neither too sad, 66 percentage lead a successful married life. It was shocking to note that nearly 10 percentage of the sample admitted that they were unhappy.

Majority of samples lead a successful married life it could help the samples to boost their emotional quotient and improve their leadership attributes. Negativity in marriage could also at times inspire the person to do well in the work area, compensating the failure at home.

4.1.3. RELIGION

The term “religion” refers to both the personal practices related to communal faith and to group rituals and communication stemming from shared conviction. A religion is a set of belief and practices, often centered upon specific supernatural and moral claims about reality, the cosmos, and human nature, and often codified as prayer, ritual, and religious law³. Religion could mould an individual, bring discipline and control in them and inspire leadership qualities.

TABLE: 4

RELIGION

SL.NO	RELIGION	NUMBER	PERCENTAGE
1.	HINDU	184	60
2.	CHRISTIAN	86	29
3.	MUSLIM	30	10
	TOTAL	300	100
		$\sum x = 100$	
		$\sum d = 77.9487$	

It was found that a majority of 60 percentage of samples were Hindus, 29 percentage were Christians and 10 percentage were Muslims.

On enquiring the samples on their belief and faith in religion cent percentage stated that they had strong faith in their religion and it inspired them always. The remaining 4 percentage of the samples stated that never believed their religion inspired them. The samples would have opined so due to their frustration in life.

The morals and discipline religion teaches could help the sample to bring leadership attributes in them.

4.1.4. CASTE

Caste is used to define community, or the boundaries and norms of social intimacy⁴. The prevalence of caste system has a two sided impact on the society. On one side it helps the individual to stay united and fight for their rights and on the other side it could create inferiority complex and demotivate them.

TABLE: 5
CASTE

SL.NO.	CASTE	NUMBER	PERCENTAGE
1.	FC	54	18
2.	OBC	143	48
3.	BC	87	29
4.	SC/ST	16	5
	TOTAL	300	100
		$\sum x = 75$	
		$\sum d = 53.82069$	

On enquiring on the caste details it was found that a majority of 48 percentage of the samples were from other backward classes, 29 percentage were from backward class, 18 percentage were forward caste and a minimum of 5 percentage were from SC/ST.

The distribution of samples was found more in the OBC and BC category. Cent percent of the samples felt that caste system never demotivated them.

4.1.5. EDUCATIONAL QUALIFICATION

Education provides knowledge which is the power to manage all situations. It also gives the stability in thought and action. Education is said to increase intelligence and leadership attributes. Education gives confidence to the individual to analyse situations better. It helps to communicate and express oneself thus refining their character. Thus analyzing the educational level was found necessary.

TABLE: 6

EDUCATIONAL QUALIFICATION

SL.NO.	QUALIFICATION	NUMBER	PERCENTAGE
1.	BELOW GRADUATION	128	43
2.	GRADUATION AND ABOVE	172	57
	TOTAL	300	100
		$\sum x = 150$	
		$\sum d = 107.62992$	

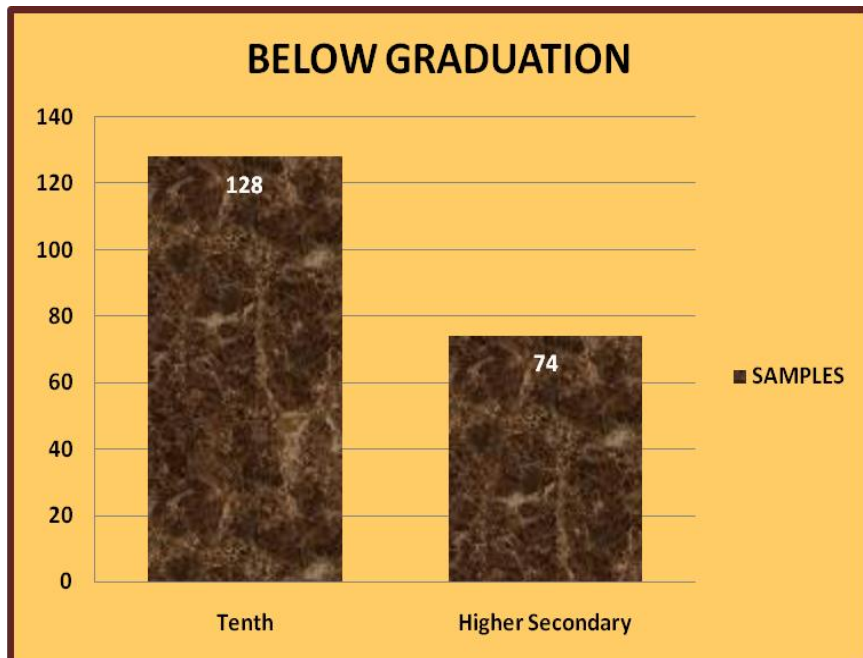
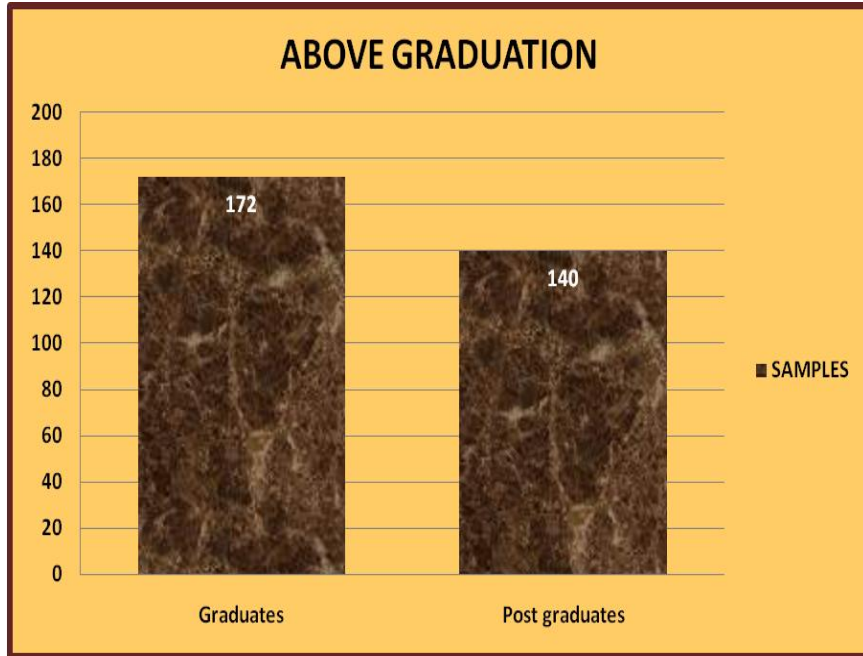
The educational qualification of the sample revealed that 100 percent of the samples below graduation were 43 percentage and above graduation were 57 percentage. Education has become the essential for any employment thus to enter into the lowest category of job a minimum of tenth or higher secondary is required.

Among the samples that were below graduation (128 samples) it was found that all of them were tenth qualified and only 74 samples (58 percentage) of them had completed their higher secondary. Among the samples who did graduation and above (172 samples) it was found that all were graduates and among them 140 samples (47 percentage) were post graduates (Fig.4).

This shows that more than half of the samples were well qualified and this could help them in improving their Intelligence Quotient, Emotional Quotient and leadership attributes.

FIGURE: 4

EDUCATIONAL QUALIFICATION



4.1.6. PROFESSIONAL QUALIFICATION

Professional qualification is fundamental for professions in the area of medicine, law, engineering and other technical areas. In today's world to excel in profession it becomes necessary to equip oneself with necessary professional qualification. Nowadays selection of job itself depends on the professional qualification acquired by the individual.

The samples selected belonged to service sectors like medicine and education, technical, and administration. The right qualification will boost the individuals self esteem and confidence level. Thus it was felt essential to identify the professional qualification acquired by the individuals.

TABLE: 7

PROFESSIONAL QUALIFICATION

SL.NO.	PROFESSIONAL QUALIFICATION	NUMBER	PERCENTAGE
1.	ENGINEERING/TECHNICAL	62	21
2.	MEDICAL/ NURSING	46	15
3.	MANAGEMENT	49	16
4.	NO PROFESSIONAL QUALIFICATION	143	48
	TOTAL	300	100
		$\sum x = 52.33333$	
		$\sum d = 8.5049$	

The professional qualification of the samples stated that among the interviewed working women samples it was found that 21 percentage of the samples were exclusively qualified in the technical area, 15 percentage were qualified in medical and nursing fields and 16 percentage were qualified professionally in management.

The results also revealed that among the 100 samples selected in the technical area 62 of them were qualified professionally, among the 100 samples selected in the medical field 46 were professionally qualified and among the 100 selected samples working in administrative section only 49 of them were professionally qualified.

4.1.7. JOB STATUS

Work, especially a specific task done as part of routine of one's occupation or for an agreed price.⁵

Job status defines the individual's status in society. A government Job is considered more secure than a private job. The risk in self employment is more than a government or private job. The difference in this attitude would also determine the individual's attributes and emotional quotient.

Innovation and freedom to work differs from the type of placement one has i.e. whether the person is a government employee, private employee or self employed. Employment requires good decision making communication skills and various other attributes. Private jobs and self employment are more challenging. Thus it was felt essential to identify the individual's job status.

TABLE: 8

JOB STATUS

SL.NO.	JOB STATUS	NUMBER	PERCENTAGE
1.	GOVERNMENT	140	47
2.	PRIVATE	122	40
3.	SELF EMPLOYED	38	13
	TOTAL	300	100
		$\sum x = 100$	
		$\sum d = 54.44263$	

On enquiring the job status of the selected working women it was found that a majority of 47 percentage of the samples worked in government sector, and all of them were from educational sector, 40 percentage worked in private sectors as nurses, technicians, receptionists, managers, group leaders etc. and only a minimum of 13 percentage of the samples were self employed. Women find themselves more secure in government jobs due the timings and self employment among women is gradually increasing in Puducherry.*

*The number of people opting for government service has seen a dramatic drop from 47 per cent last year to 34 per cent this time though the preference for government jobs is higher among women. <http://indiatoday.intoday.in/story/indians-going-abroad-for-career-amoney/1/156545.html>.

4.1.7.1. WORK EXPERIENCE

Experience is one which is gained gradually as the years go on. The more the years of experience the more stable a person can be. The number of years of service states the experience one has in the position and also the maturity to handle problems and issues pertaining to the field would be better with more years of experience thus leading to better leadership.

TABLE: 9

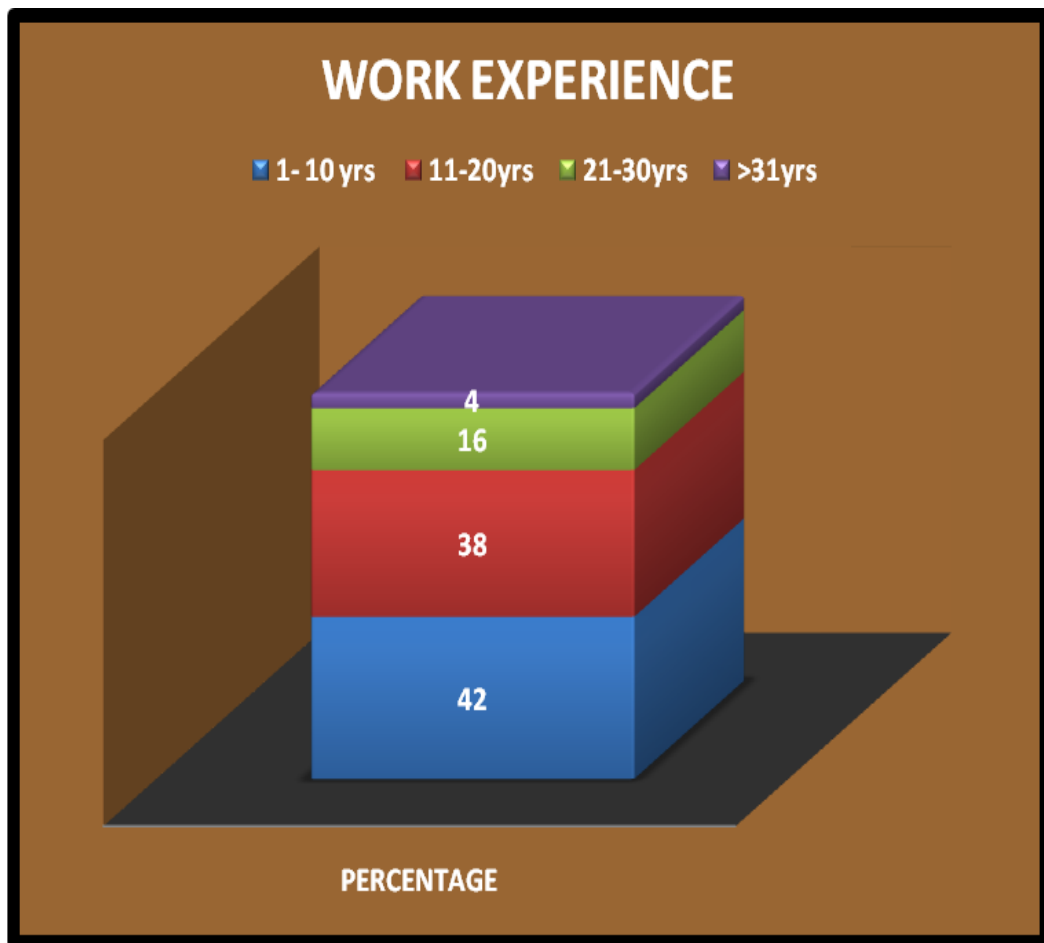
WORK EXPERIENCE

SL.NO.	YEARS	NUMBER	PERCENTAGE
1.	1-10	127	42
2.	11-20	113	38
3.	21-30	49	16
4.	>31	11	04
TOTAL		300	100
		$\sum x = 75$	
		$\sum d = 54.52828$	

The work experience of the samples stated that a majority 42 percentage of samples had an experience of 1-10 yrs of age. This could be because majority of the samples were in the age range of 25-35. About 38 percentage had an experience of 11-20 years of age and 16 percentage worked for 21-30 years of age and only 4 percentage of the samples had an experience of more than 30 years of age. This show that majority of samples had less experience in their jobs (Fig.5).

Thus it is identified that samples with more than 10 years of experience were distributed in the working women selected for the study. This experience would help them to be mature and stable in decision making.

FIGURE: 5
WORK EXPERIENCE



4.1.7.2. NUMBER OF PROMOTIONS

Promotions in a job show how capable and competent an individual is and the number of years of experience put in a job. Both government and private job employees work very hard to equip themselves by acquiring new qualifications and passing examinations in order to get promotions. Promotions offer better ranking, more benefits and salary. Promotions are more common in Government and private sectors than in self employment.

TABLE: 10

NUMBER OF PROMOTIONS

SL.NO.	COUNTS	NUMBER	PERCENTAGE
1.	ONE	68	23
2.	TWO	6	2
3.	THREE	-	-
4.	FOUR	-	-
		$\sum x = 37$	
		$\sum d = 43.84062$	

From the data it is obvious that only a minimum of 25 percentage of the samples had obtained promotions and among them 23 percentage obtained only one promotion and only two percentage had two promotions.

In the competitive world it is essential to equip with special skills and qualification to get promotions. Examinations and scrutinisations have become more rigid in providing promotions.

4.1.8 INCOME

The amount of money or its equivalent received during a period of time in exchange for labor or service, from the sale of goods or property, or as profit from financial investments⁶. Income always depicts the status of an individual, the more the income the higher the standard of living and the higher the methods to acquire knowledge. Income also determines an individual's self confidence and can inspire the individual's attitude thus indirectly helping in better leadership. Private sectors are paying well and thus aspiring individuals prefer to make money fast by doing over time.

TABLE: 11

INCOME

SL.NO.	INCOME RANGE	NUMBER	PERCENTAGE
1.	< 10,000	66	22
2.	10,000-20,000	70	23
3.	20,000-30,000	20	07
4.	30,000-40,000	118	39
5.	> 40,000	26	09
	TOTAL	300	100
		$\sum x = 60$	
		$\sum d = 39.54744$	

The income of the samples was enquired to identify the standard of the samples. On enquiring it was found that nearly 39 percentage of the samples received an income of 30,000-40,000, 23 percentage of the samples received 10,000- 20,000 and 22 percentage of the samples received an income of less than 10,000. Only a minimum of 9 percentage received a salary of more than 40,000. This clearly indicates that majority of samples were of middle income.

Thus except a minimum of 22 percentage most of the samples earned better income and this would help them to aspire better as higher income provides mental stability and less worries and thus helping the samples to lead efficiently.

4.1.9. SIZE OF THE FAMILY

The size of the family states the individual's leadership attributes in managing the family. It also depicts the responsibility of the samples in handling situations and the emotional quotient. The more the family members it trains in better adjustment and management. The lesser family members is also advantageous as it helps the individual to concentrate better on oneself and lesser the mouths to feed and thus lesser tension.

TABLE: 12
SIZE OF THE FAMILY

SL.NO.	SIZE	NUMBER	PERCENTAGE
1.	>4	164	55
2.	5-6	78	26
3.	<7	58	19
	TOTAL	300	100
		$\sum x = 100$	
		$\sum d = 56.32051$	

On enquiring it was found that nearly 55 percent of the samples belonged to the small family category. It is also evident that nearly 26 percentage of the sample had family members 5-6 and 19 percentage had family members more than seven.

From the above Table it is obvious that, majority of sample belonged to nuclear family pattern and 26 percentage belonged to extended nuclear family and 19 percent belonged to joint family system. Nuclear family system is very prominent in today's westernized world. Still one can observe joint family system here and there. Joint family system provides more emotional quotient to an individual and increases managing ability, whereas in nuclear family system responsibilities are more.

4.1.10 SOURCE OF INSPIRATION

Everyone has an inspiration. The world is a series of various experiences and thoughts and the most successful people are those who dare to face all challenges and take their life as the biggest challenge. Inspiration itself creates a dimension of diverse angles which are hard to understand and comprehend. It was felt essential to identify the source of inspiration in the samples life, to identify who played a major role in their life.

TABLE: 13

SOURCE OF INSPIRATION

SL.NO.	SOURCE	NUMBER	PERCENTAGE
1.	PARENTS	42	14
2.	HUSBAND	49	16
3.	FRIEND	33	11
4.	SIBLINGS	18	06
5.	TEACHER	158	53
	TOTAL	300	100
		$\sum x = 60$	
		$\sum d = 55.99554$	

On enquiring it was found that majority, 53 percentage, of the samples identified their mentors as their source of inspiration, 16 percentage stated their husband as their source of inspiration, 14 percentage stated that their parents inspired them, 11 percent mentioned that their friends inspired them and only a minimum of 6 percentage stated that their siblings inspired them.

The actions and words of a teacher have the power to influence a student's life in many ways. For instance, a few words of encouragement from a teacher may help to lay the groundwork for a student's future success in a particular profession. Furthermore, a teacher who expresses a belief in a young person's potential could very well motivate that student to aspire to greater accomplishments.

4.1.11 GOALS IN LIFE

Many people feel as if they're adrift in the world. They work hard, but they don't seem to get anywhere worthwhile. A key reason that they feel this way is that they haven't spent enough time thinking about what they want from life, and haven't set themselves formal goals. Goal setting is a powerful process for thinking about the ideal future, and for motivating oneself to turn the vision of future into reality. The process of setting goals helps choose where one wants to go in life. By knowing precisely what to achieve and where to concentrate efforts is also a step towards achieving ones goals.

TABLE: 14
GOALS IN LIFE

SL. NO.	GOALS	NUMBER	PERCENTAGE
1.	JOB PROMOTION	97	32
2.	HAPPY FAMILY	110	37
3.	ECONOMIC STATUS	198	66
4.	SOCIAL REPUTATION	103	34
		$\sum x = 127$	
		$\sum d = 47.63052$	

Multiple choice answers were routine and from the above table it is evident that majority, 66 percentage of the sample have set increasing their economic standards as their goal in life, 37 percentage stated that to live a happy and peaceful life, 34 percentage stated to maintain a good social reputation as their goal and 32 percentage stated that promotion in job and better position in jobs as their goals.

Setting goals keep route clear and less confusion prevails in the mind. All of us live with a goal in life and a life without goal is like an arrow without destination. Thus, it is happy to note that all the selected working women samples had goals set in their mind.

4.1.12. CONTENTMENT IN LIFE

Contentment in life is not an easy desire to fulfill. It is human tendency to desire for more in life. Contented life would provide peaceful minds and thus aspiring minds. A mind which is not contented is more confused and cannot make decisions correctly. Thus on enquiring the samples about their contentment in life a majority of 63 percentage stated that they were happy in life. The remaining 37 percentage stated that they were not happy or contented in life as they had various problems. Fifty five percentage stated they had financial problems, 45 percentage had family problems, 13 percentage suffered health problems, and 22 percentage had job related problems. Thus the contented life of majority of samples is one reason for them to become efficient leaders.

4.1.13. ACHIEVEMENTS

An achievement is similar to an accomplishment. Something that has been accomplished, especially by hard work, ability or heroism. Achievements are very much connected to the goals set. Thus it was felt essential to analyse the achievements achieved by the samples. Among the selected 300 working women samples 243 stated that they achieved in life.

TABLE: 15
ACHIEVEMENTS

SL. NO.	ACHIEVEMENTS	NUMBER	PERCENTAGE
1.	HAPPY FAMILY	73	24
2.	SOCIAL RECOGNITION	48	16
3.	JOB PROMOTION	68	23
4.	PERSONAL ACHIEVEMENTS	54	18
5.	NO ACHIEVEMENT	57	19
	TOTAL	300	100
		$\sum x = 60.75$	
		$\sum d = 11.70114$	

Among the 81 percentage of the samples who stated they achieved in life, it was found that 24 percentage of the samples had achieved having a happy family, 23 percentage had acquired job promotions, 18 percentage had achieved personally like maintaining health, bringing up children and 16 percentage have achieved a good reputation in society.

Achievements vary from individual to individual as to what the individual feel is important. Some may feel money important; some may feel reputation or anything else. It is glad to note that majority have achieved what they desired in life.

PART –II

4.2. LEADERSHIP ATTRIBUTES

Leadership attributes are the inner or personal qualities that constitute effective leadership. These attributes include a large array of characteristics such as values, character, motives, habits, traits, competencies, motives, style, behaviors, and skills. Attributes, contribute a lot to the individual's personality and also help them to aspire their goals or what they desire. In the present study the leadership attributes were discussed briefly in the following heads:

- 4.2.1. Meaning of a Good Leader
- 4.2.2. Moral Responsibilities of Effective Leader
- 4.2.3. Role Model Leaders
- 4.2.4. Ability to Become Leaders
- 4.2.5. Qualities for Successful Leadership
- 4.2.6. Weakest Part of Leadership
- 4.2.7. Handling Weak Employees
- 4. 2.8. Belief in Delegation
- 4.2.9. Innovativeness
- 4.2.10. Ability to Inspire Others
- 4.2.11. Approach to Problems
- 4.2.12. Decision Making Ability
- 4.2.13. Time Management Skills
- 4.2.14. Problem Solving Skills
- 4. 2.15. Importance of Motivation

- 4.2.16. Sharing Ability
- 4.2.17. Good Advisor/Counsellor
- 4.2.18. People's Person
- 4.2.19. Self Motivation Techniques
- 4.2.20. Methods to Solve Conflicts
- 4.2.21. Ability to Judge People

4.2.1. MEANING OF A GOOD LEADER

TABLE: 16

MEANING OF A GOOD LEADER

SL. NO.	MEANING	NUMBER	PERCENTAGE
1.	PEOPLE	156	52
2.	GOAL	148	49
3.	VISION	246	82

"The very essence of leadership is that you have to have a vision. It's got to be a vision you articulate clearly and forcefully on every occasion." - **Theodore Hesburgh**, President of the University of Notre Dame.⁷

On analyzing the sample on the meaning they could incorporate definition, majority, eighty two percentage of respondents defined leadership in terms of leaders having a vision. Ranking second was the number of respondents who saw leadership in terms of leaders leading people, fifty two percentage and forty nine percentage of respondents saw leadership in terms of having a goal.

Vision is that deep feeling that drives us to achieve the goal. It is happy to note that majority of samples felt that having a vision is an important aspect for a good leader.

4.2.2. MORAL RESPONSIBILITIES OF EFFECTIVE LEADER

A good leader has a list of responsibilities and is accountable for the good and bad that happens. The primary responsibility of a good leader is to satisfy the people who actually work below him/her. Some of the criteria crucial to success include establishing overall vision and goals; providing strategy, setting standards (performance and values) and providing timely job performance feedback. Such an organized approach allows employees to perform much more effectively as it assures them their positions are objectively evaluated.

TABLE: 17

MORAL RESPONSIBILITIES OF EFFECTIVE LEADER

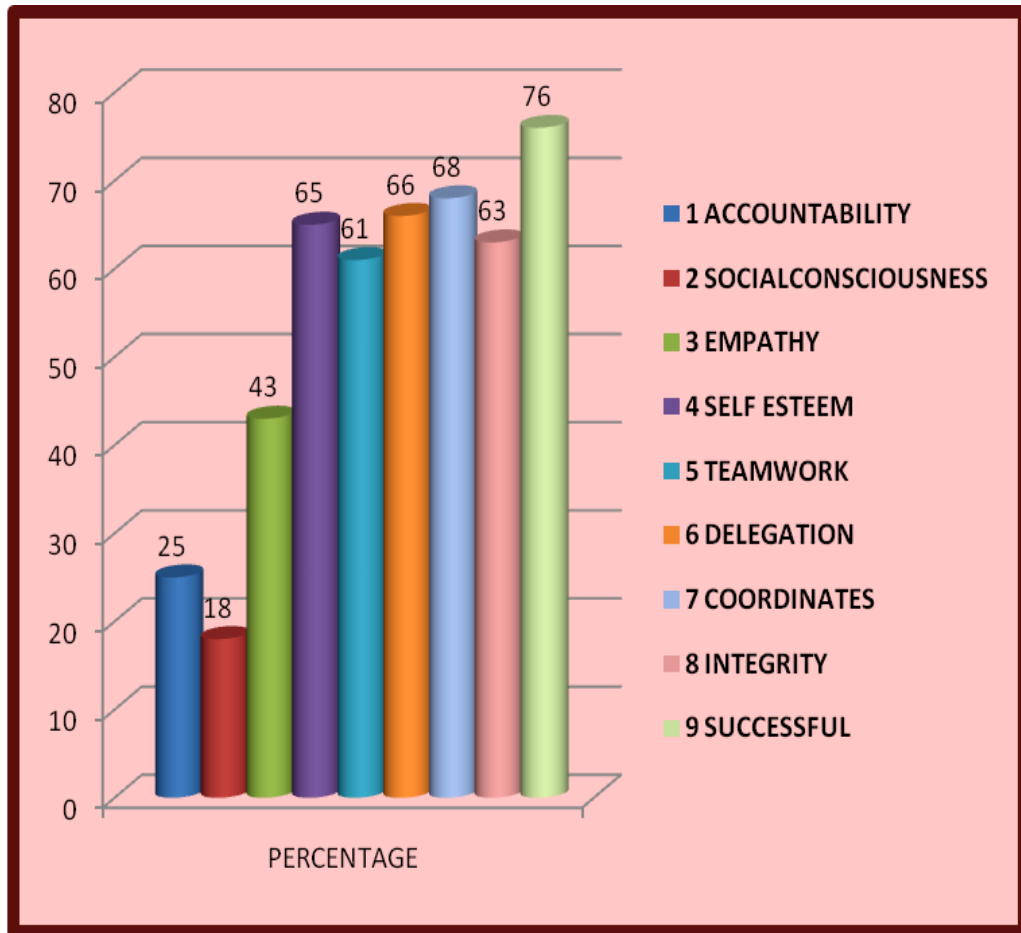
SL.NO.	RESPONSIBILITY	NUMBER	PERCENTAGE
1.	ACCOUNTABILITY	76	25
2.	SOCIAL CONSCIOUSNESS	54	18
3.	EMPATHY	128	43
4.	SELF ESTEEM	196	65
5.	TEAMWORK	184	61
6.	DELEGATION	199	66
7.	COORDINATION	204	68
8.	INTEGRITY	188	63
9.	SUCCESSFUL	228	76
		$\sum x = 161.89$	
		$\sum d = 61.2585$	

On analyzing the moral responsibility of the leaders among the selected samples it was found that multiple answers were given among the factors it was found that about 76 percentage of the samples stated that success of the firm or activity lies in the hands of the leader and he is responsible for that. The next responsibility felt essential to be held by the leader was coordination 68 percent, 66 percent opined delegation, 65 percent of samples felt that the leader should have self esteem, 63 felt integrity is essential, 61 percentage felt that team work is another responsibility. Only a minimum of 25 percent felt that leaders needed to be accountable (Fig.6).

Moral responsibilities stated by majority of samples were, to be successful, to keep integrity in work spot, to coordinate successfully, proper delegation, teamwork and good self esteem. These responsibilities would definitely make a leader successful.

FIGURE: 6

MORAL RESPONSIBILITIES OF EFFECTIVE LEADER



4.2.3. ROLE MODEL LEADERS

A Leader with specific qualities like self-belief, values, determination to carry out the vision and good decision making skills are always admired in the society. Leaders were always considered as visionaries with a passion and thus had great inner strength. For long in Indian society following such leaders as role models has been in the trend and people were of great admiration to such leaders and were even ready to follow blindly their tracks. Such leaders as role models also act as a means of inspiring an individual to better leadership.

TABLE: 18

LEADER OF ADMIRATION

SL. NO.	LEADER	NUMBER	PERCENTAGE
1.	SCHOOL TEACHER	113	38
2.	COLLEGE TEACHER	146	49
3.	POLITICAL LEADER	28	9
4.	SOCIALIST	168	56
5.	MOTHER	152	51
6.	FATHER	186	62
7.	SIBLING	14	5
8.	RELIGIOUS LEADER	56	19
		$\Sigma x = 107.875$	
		$\Sigma d = 66.5785$	

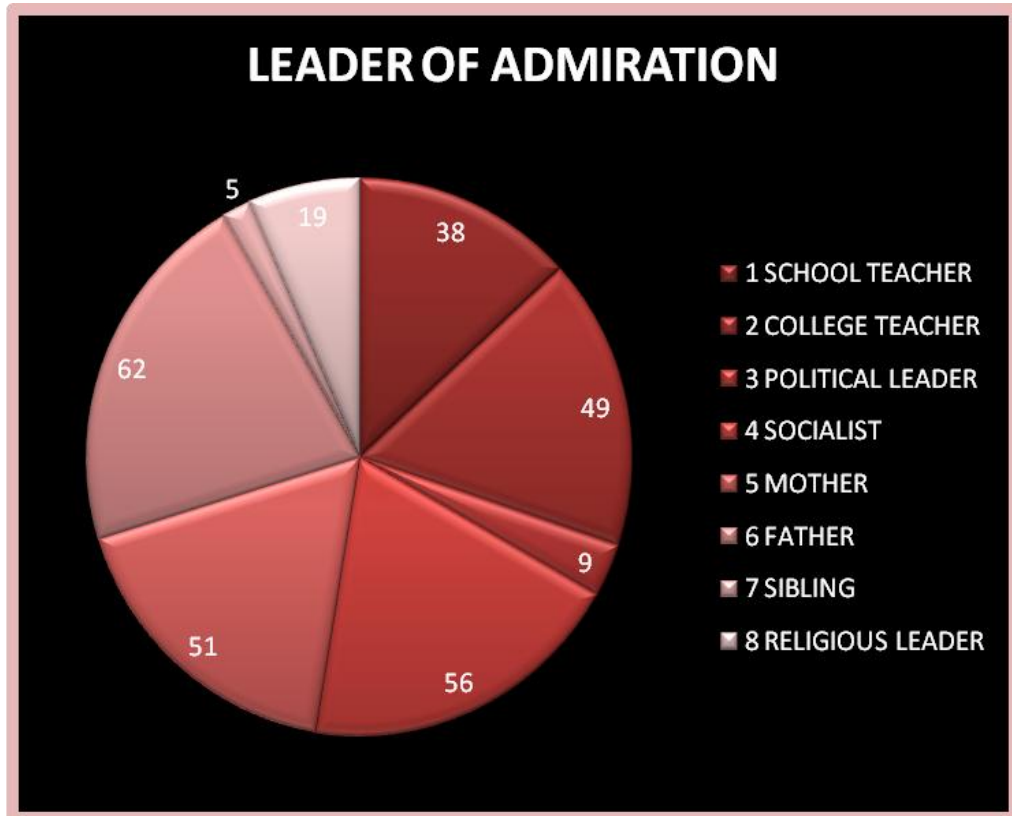
Analysis of the data showed multiple responses and among them majority, 62 percent of respondents admired their father as a leader, 56 percent admired social leaders, like Mother Teresa, Aurobindo, Anna Hazare etc. About 51 percent admired their mother's leadership, 49 percentage stated that they admired their college teachers as great leaders, 38 percent well liked their school teachers leadership qualities and only a minimum of 9 and 5 percentage admired political leaders and siblings as leaders (Fig.7).

Selected samples being women it is not stunning that they admired their father's leadership. Socialistic leaders secondly inspired the samples, college teachers and school teachers also stood third and fourth admirably. It is surprising to note that only a few were inspired by political leaders.

Analysis of the data also showed that the majority of the respondent admired those whom they saw as leaders, firstly because they were courageous (70%), secondly because of their strength (60%) and thirdly (40%) because they had a vision.

FIGURE : 7

LEADER OF ADMIRATION



4.2.4. ABILITY TO BECOME LEADERS

It is important, then, for a leader to know his/her own abilities, knowledge and values and how others perceive them. For example, if "trust" is a quality which is highly valued by your group, then it is important for you to be viewed as a trustworthy person. By knowing the strengths and weaknesses, one can also develop a plan to work on those areas which one may wish to improve. Leadership can be learned. Some people may be better than others, with training and practice. Leadership is a process that helps a group to achieve its goals. Leaders and group members can mutually influence each other's ideas, but first the feeling has to creep in from oneself.

On questioning whether the samples think that they have the ability to become good leaders, it was found that about 68 percentage stated that they believed to be good leaders , only 26 percent opined that they did not have the ability to become good leaders. Only fourteen percent of the samples stated that they were not sure of their ability. This shows that majority of the samples were confident of their abilities and were sure to be good leaders when they get an opportunity.

4.2.5. QUALITIES FOR SUCCESSFUL LEADERSHIP

A good leader has to have a purpose that is larger than she is and the balanced personality and skills to put that purpose into action. Enthusiasm, dedication and charisma are some of the more important characteristics of leadership. Leaders are seen as good and evil, and take on many

personalities and roles, from managers or coaches to world leaders. It is believed that every leader possesses a charisma that provides change and success. Thus leadership begins with vision, concern and mentorship. Thus the qualities acquired by the samples for successful leadership were enquired.

TABLE: 19
QUALITIES FOR SUCCESSFUL LEADERSHIP

SL. NO.	QUALITIES	NUMBER	PERCENTAGE
1.	MOTIVATIONAL	225	75
2.	INSPIRING QUOTES	53	18
3.	RIGHT GUIDELINES	154	51
4.	DEDICATIONAL SUPPORT	199	66
5.	VISION, GOAL AND PATH	273	91
6.	LISTENING SKILLS	198	66
7.	COMMUNICATION SKILLS	262	87
8.	ASSERTIVENESS	158	53
9.	CREATIVITY	36	12
10.	COMPETENT	186	62
11.	INTELLIGENCE	134	45
12.	OPENNESS	28	9
		$\sum x = 158.83333$	
		$\sum d = 83.1142$	

On analyzing the factors essential for successful leadership, multiple responses were recorded and it was found that 91 percentage stated that they had vision goal and path, 87 percentage stated that they possessed good communication skills, 75 percentage stated that they were motivated, 66 percentage each stated they were dedicated, supportive and had great listening skills, 62 percentage stated that they were competitive, 53 percentage opined that they were assertive, 51 percentage mentioned that they gave right guidelines to their subordinates, 45 percentage is of the opinion that they had remarkable intelligence, 18 percentage stated that they listened to inspiring quotes, 12 percent opined that they were creative by nature, and 9 percentage mentioned openness as their quality for being a successful leader (Fig.8).

FIGURE: 8

QUALITIES FOR SUCCESSFUL LEADERSHIP



4.2.6 WEAKEST PART OF LEADERSHIP

Leadership is a complex factor which is affected by many attributes, both positive and negative. To understand the negative factors which pull down a person from being a successful leader is an important step to success. Thus it was felt necessary to identify the weakest aspect of being a successful leader.

TABLE: 20

WEAKEST PART OF LEADERSHIP

SL.NO.	FACTORS	NUMBER	PERCENTAGE
1.	EMOTIONAL ATTACHMENT	148	49
2.	POOR COMMANDING SKILLS	269	90
3.	LACK OF CONTROL	254	85
4.	WEAK INFLUENCE	116	39
5.	IMPROPER DELEGATION	97	32
		$\sum x = 176.8$	
		$\sum d = 79.61595$	

On analyzing what made the leaders unsuccessful or weak, multiple responses were marked and it was found that majority 90 percentage stated that poor commanding skills made a leader weak, 85 percent suggested that lack of control over oneself and situations made the leader weak, 49 percentage declared emotional attachment towards family and people made

them weak, 39 percentage stated that having a weak influence on their people made them weak leaders, and finally 32 percentage felt that improper delegation made the leaders weak (Fig.9).

Thus it is found that poor commanding skills and lacking control over situations made a leader weak.

FIGURE: 9

WEAKEST PART OF LEADERSHIP



4.2.7. HANDLING WEAK EMPLOYEES

In handling the subordinates lies the talent of a successful leader. However, there are times when employee performance drops below the employer's expectations. In these cases, the employee's supervisor must be involved in identifying the problem as well as a resolution to help the employee return to satisfactory performance. Thus in case of such situation when the employees/subordinator feels weak it is necessary to identify and help them.

TABLE: 21

HANDLING WEAK EMPLOYEES

SL.NO.	FACTORS	NUMBER	PERCENTAGE
1.	SUPPORT THEM	197	66
2.	EXPEL THEM	28	9
3.	APPOINT HELPER	96	32
4.	COUNSEL/ADVISE THEM	220	73
5.	AVOID THEM	89	30
		$\sum x = 126$	
		$\sum d = 80.23403$	

Managing weak employees is an art and the methods to manage them were felt essential. On questioning the samples it was found that 73 percentage of the samples felt that counseling or advising the employees or subordinates would help them to improve, 66 percentage of the samples commented that supporting them instead of punishing them would boost their morale, 32 percentage opined that they would appoint helpers or directly help them to complete the work, 30 percentage stated that they would avoid such candidates as it would reduce their own morale and finally 9 percentage stated that they would expel such candidates as they felt they are the reason for the failure of the projects.

4.2.8. BELIEF IN DELEGATION

Delegation means assigning a certain task to other person providing proper authorization keeping in mind it should be effective and result oriented. Successful delegation in simple words means using other's power and hard work such as subordinates or teammates help. Delegation is one of the most important management skills. Good delegation save time, develops people, grooms a successor, and motivates. Poor delegation will cause frustration, demotivates and confuses the other person, and fails to achieve the task or purpose itself. So it's a management skill that's worth improving.

On enquiring the sample as to whether they prefer to do their work on their own or would like to delegate works to others it was found that majority 86 percentage felt happy delegating their works to their subordinates or employees only a minimum of 14 percentage preferred doing the work on their own as they were scared of imperfections in work.

4.2.9. INNOVATIVENESS

Innovativeness is one of the factors which have caused a lot of new inventions and development in the society. To be innovative is risk bearing and needs a lot of experience, knowledge and courage. Innovativeness aerates uniqueness in an individual and also creates a separate identity. Leaders are people with such unique nature and innovative talents and thoughts.

It was felt essential to find out whether the samples were innovative in their work. It was found that only a few 18 percentage of the samples were innovative and the remaining 82 percentage stated that they preferred not to be innovative as being innovative had increased risk and some also felt that they were not in the position to be innovative as they worked for someone else.

As most of the samples were of young age (Table I) and lacked experience (Table IX) it is not surprising that they are less innovative.

4.2.10. ABILITY TO INSPIRE OTHERS

The ability to inspire people to reach great heights of performance and success is a skill that leaders need passion, purpose, listening and meaning help make a leader inspirational. To inspire means to have a positive view of others.

Focusing on a person's strengths inspires them by promoting confidence, growth, and success. Thus it was felt essential to identify whether the samples were inspirational by nature. 79 percentage of the samples were inspiring by nature. They encouraged their co workers and their subordinates in time of need.

TABLE: 22

METHODS OF INSPIRATION

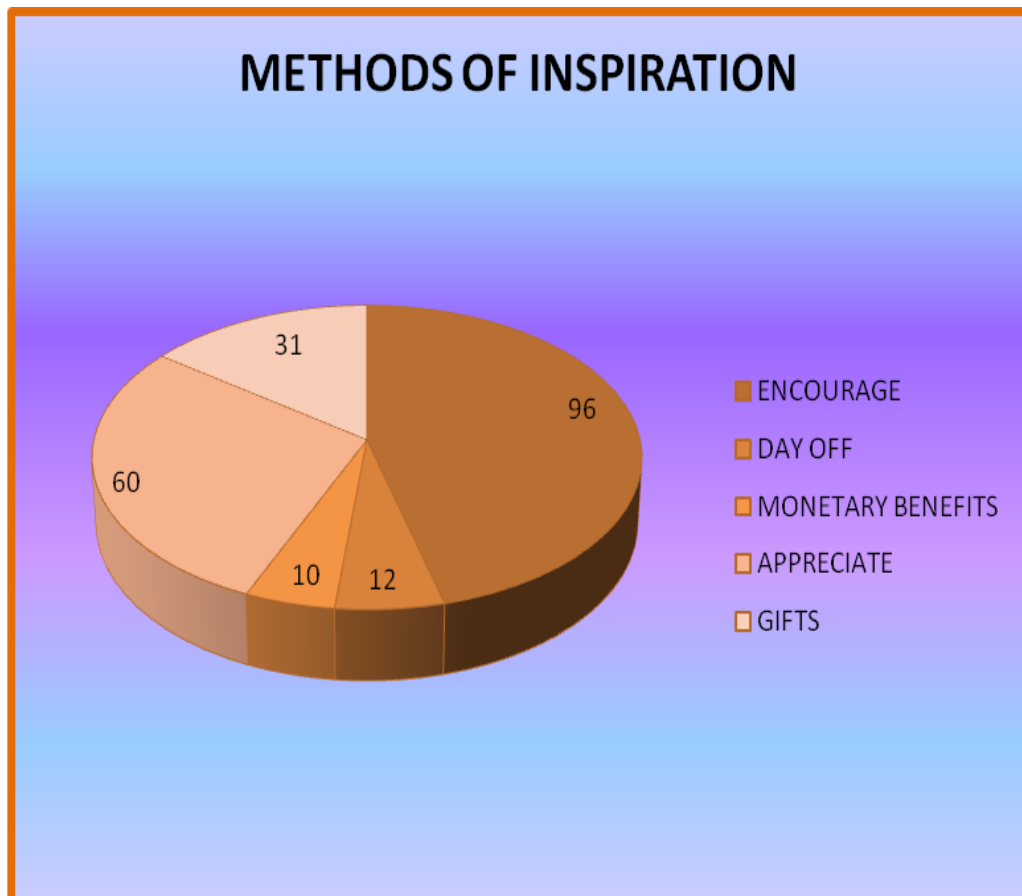
SL.NO.	METHODS	NUMBER	PERCENTAGE
1.	ENCOURAGE	289	96
2.	DAY OFF	36	12
3.	MONETARY BENEFITS	29	10
4.	APPRECIATE	179	60
5.	GIFTS	94	31
		$\sum x = 125.4$	
		$\sum d = 109.44085$	

On analyzing the methods used to inspire their subordinates or co-workers it was found that majority of 96 percentage used encouraging words and discussions, 60 percentage appreciated openly and applauded, 31 percentage gave a small gift as a token of appreciation, 12 percentage gave day off and 10 percentage gave increase in monetary benefits.

Thus majority of the samples possessed the attribute of inspiring others (Fig.10).

FIGURE: 10

METHODS OF INSPIRATION



4.2.11. APPROACH TO PROBLEMS

Problem cause barriers and form part of everyday life. Be it at home or work an individual spends most of the time solving the problem and if not able to solve the problem falls into stress. Work stress extent is indefinable and can be serious. The approach to the problem one has can also be judgmental of the character and leadership quality of a person.

TABLE: 23

APPROACHES TO PROBLEM

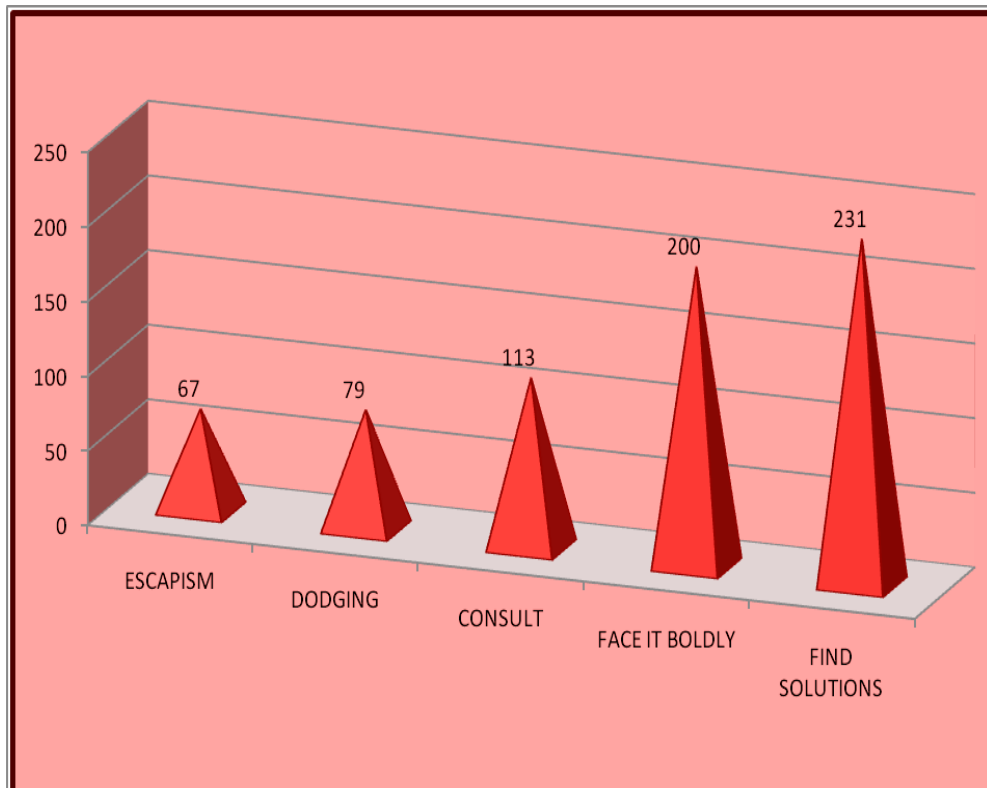
SL.NO.	APPROACH	NUMBER	PERCENTAGE
1.	ESCAPISM	67	22
2.	DODGING	79	26
3.	CONSULT	113	38
4.	FACE IT BOLDLY	200	67
5.	FIND SOLUTIONS	231	77
		$\sum x = 138$	
		$\sum d = 73.5527$	

On analyzing how the samples reacted when they had a problem, it was shocking to note that around 22 percentage tried means to escape and run away from problem as they were in stress and never had the courage to face problems, a majority of 77 percentage of the samples found solutions to the problem, 67 percentage faced the problems boldly, 38 percentage consulted their seniors and mentors in times of problem, and 26 percentage tried to dodge the problem on somebody else shoulder (Fig.11).

This shows that majority of samples were bold to face problems and find solutions for it. The ability to properly handle these problems can lead to a life which is rich in success and low in stress, failure, or anxiety. With current understanding, problem solving is more of an art than a science. There are no universally accepted methods which can be used to help people solve problems.

FIGURE: 11

APPROACHES TO PROBLEM



4.2.12. DECISION MAKING ABILITY

Decision making can be regarded as the mental processes (cognitive process) resulting in the selection of a course of action among several alternative scenarios. Every decision making process produces a final choice. The output can be an action or an opinion of choice. Decision making is an essential leadership skill. If one can learn how to make timely, well-considered decisions, then one can lead the team to well-deserved success. If, however, one makes poor decisions, then the time as a leader will be brutally short.

On enquiring the samples as to how good they are in decision making, 92 percentage of the samples stated they are good in decision making and only a minimum of 8 percentage were scared of making decisions on their own. This depicts that majority of the samples were confident in making decisions in times of problem.

4.2.13. TIME MANAGEMENT SKILLS

Time in the organization is constant and irreversible. Nothing can be substituted for time. Worse, once wasted, it can never be regained. Leaders have numerous demands on their limited time. Time keeps getting away and they have trouble controlling it. No matter what their position, they cannot stop time, they cannot slow it down, nor can they speed it up. Thus, time needs to be effectively managed to be effective.

On the other hand, one can become such a time fanatic convert by building time management spreadsheets, creating priority folders and lists, color coding tasks, and separating paperwork into priority piles to waste more time by managing it too deeply.

TABLE: 24

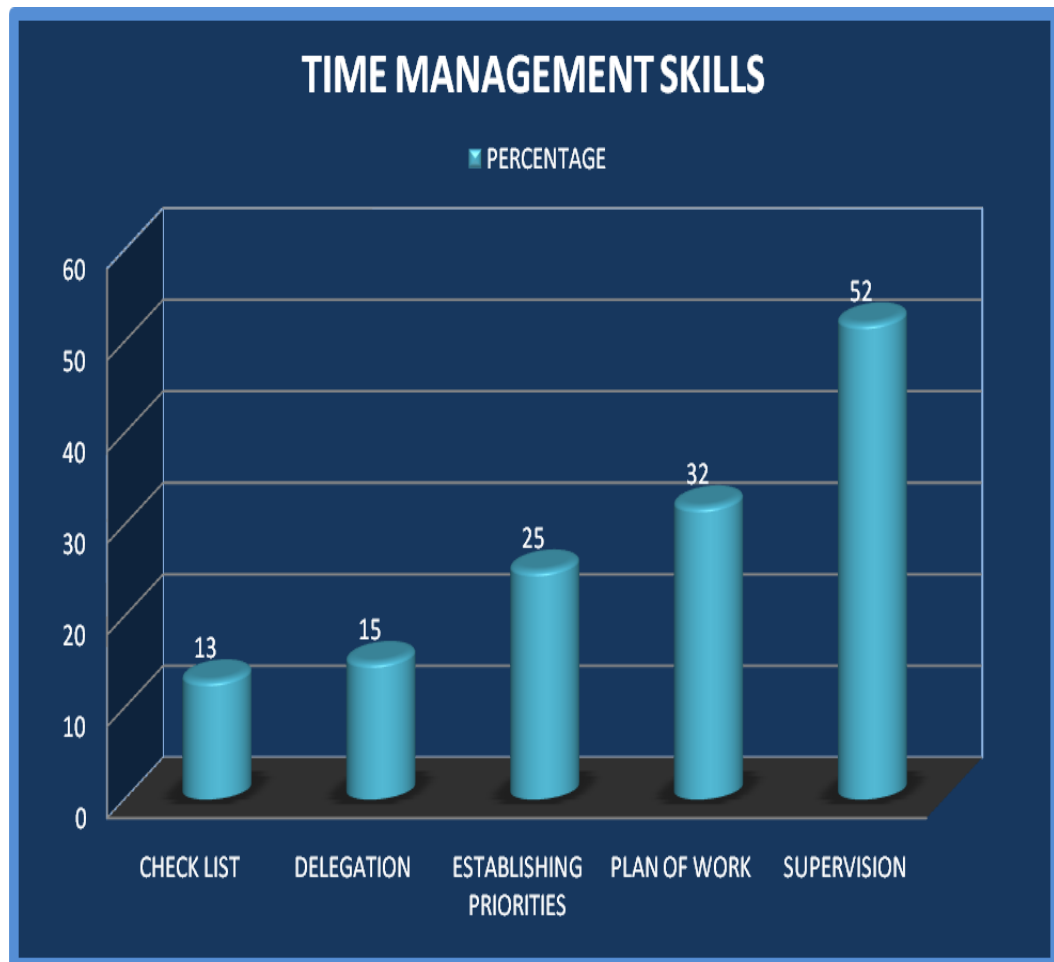
TIME MANAGEMENT SKILLS

SL.NO.	SKILLS	NUMBER	PERCENTAGE
1.	CHECK LIST	38	13
2.	DELEGATION	44	15
3.	ESTABLISHING PRIORITIES	76	25
4.	PLAN OF WORK	95	32
5.	SUPERVISION	156	52
		$\sum x = 81.8$	
		$\sum d = 47.59412$	

On observing the time management skills among the multiple responses obtained it was found that only 52 percentage of the samples supervised their subordinates whether the scheduled work is being done. In this way they managed to do the work in time. Thirty two percentage of the samples prepared a plan of work, 25 percentage established priorities and 15 delegated their work, and 13 percentage prepared checklist to manage time (Fig.12). Time management skills is an essential component of leadership but only half of the samples used time management techniques for the successful completion of their work.

FIGURE: 12

TIME MANAGEMENT SKILLS



4.2.14. PROBLEM SOLVING SKILLS

Problem solving is a key skill, and it's one that can make a huge difference in career. At work, problems are at the center of what many people do every day. Either solving a problem for a client (internal or external), supporting those who are solving problems, or discovering new problems to solve is a part of management.

The problems one face can be large or small, simple or complex, and easy or difficult to solve. Regardless of the nature of the problems, a fundamental part of every manager's role is finding ways to solve them. So, being a confident problem solver is really important to one's success.

Information on brainstorming, critical thinking, innovation, lateral thinking, strategies and creativity are all useful techniques that can assist an individual to become better at solving problems. Lacking the ability to solve problems effectively can be a source of anxiety and stress for any individual. Thus it was found essential to identify the problem solving skills of the individual.⁸

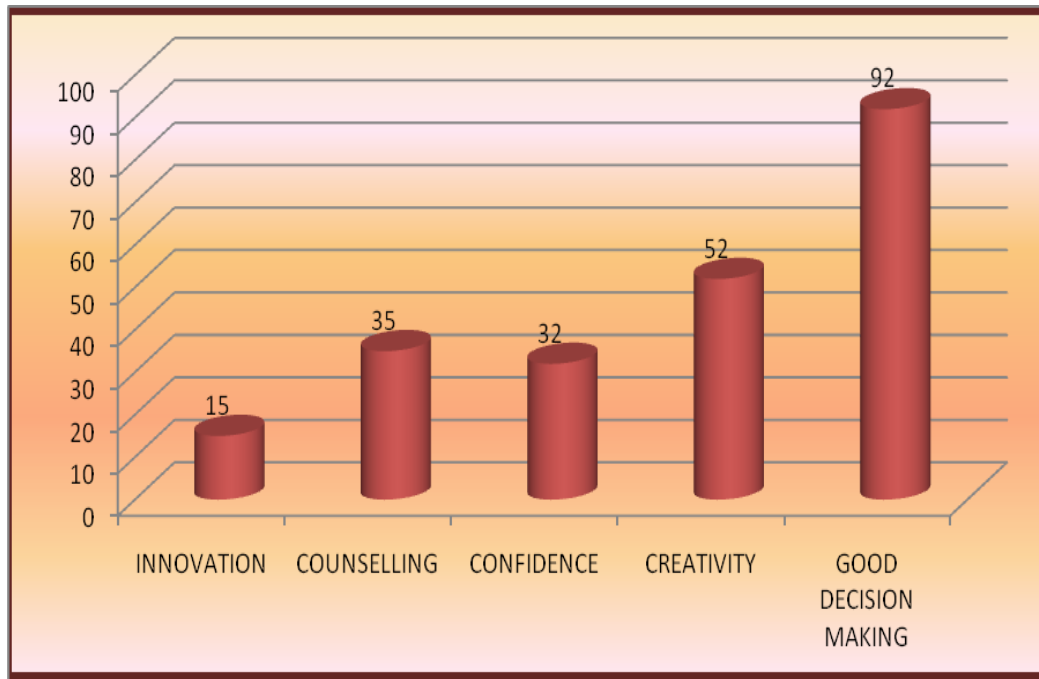
TABLE: 25**PROBLEM SOLVING SKILLS**

SL. NO.	SKILLS	NUMBER	PERCENTAGE
1.	CRITICAL THINKING	38	13
2.	INNOVATION	44	15
3.	COUNSELLING	103	35
4.	CONFIDENCE	95	32
5.	CREATIVITY	156	52
6.	GOOD DECISION MAKING	276	92
		$\sum x = 118.66667$	
		$\sum d = 88.35761$	

On analyzing the problem solving skills of the samples it was found that majority 92 percentage of the samples made proper decisions during solving a problem, 52 percentage of the samples were creative with new ideas, 32 percentage of the samples had confidence in themselves during solving problems, 35 percentage of the samples had the skill of counseling others, 15 percentage had innovative ideas to solve problems, and 13 percentage were critical thinkers, which helped them in solving their problems (Fig.13).

FIGURE: 13

PROBLEM SOLVING SKILLS



4. 2.15. IMPORTANCE OF MOTIVATION

Motivation is a goal-oriented characteristic that helps a person achieve his objectives. It pushes an individual to work hard at achieving his or her goals. As a leader, one should keep an open perspective on human nature. Knowing different needs of subordinates will certainly make the decision-making process easier. An effective leader must have a thorough knowledge of motivational factors for others. She must understand the basic needs of employees, peers and his superiors. Leadership is used as a means of motivating others.⁹

TABLE: 26

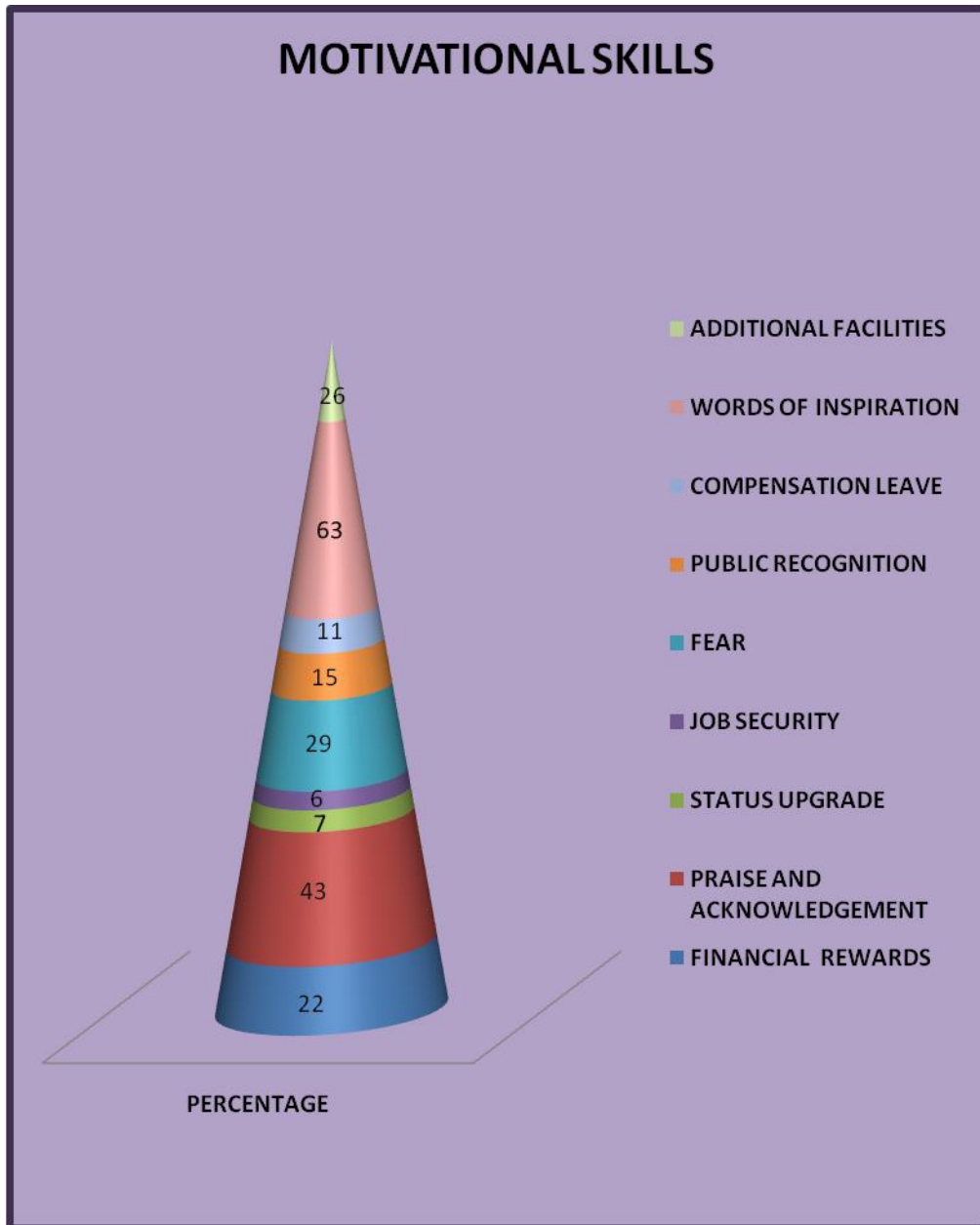
MOTIVATIONAL SKILLS

SL. NO.	SKILLS	NUMBER	PERCENTAGE
1.	FINANCIAL REWARDS	67	22
2.	PRAISE AND ACKNOWLEDGEMENT	130	43
3.	STATUS UPGRADE	22	7
4.	JOB SECURITY	18	6
5.	FEAR	87	29
6.	PUBLIC RECOGNITION	45	15
7.	COMPENSATION LEAVE	34	11
8.	WORDS OF INSPIRATION	189	63
9.	ADDITIONAL FACILITIES	77	26
		$\sum x=74.33333$	
		$\sum d=55.75392$	

On enquiring the samples of the motivational techniques they used in their work, multiple responses were obtained among which, it was found that nearly 63 percentage of the samples used words of inspiration to their co workers regularly, 43 percentage praised and acknowledged to motivate others. It was shocking to note that 29 percentage of the samples threatened their subordinates to control them and motivate them, 26 percentage gave additional facilities like a special permission or computer access, 22 percentage gave financial rewards like increment or raise in pay, 15 percentage announced their achievements publicly to motivate, 11 percentage gave compensational leave as a means to motivate, and a minimum of 7 percentage were given status upgrade like additional incharges and promotion, and 6 percentage assured their subordinates of job security to motivate others (Fig.14). Motivation is an active ingredient of leadership and it was found that almost all motivational techniques were applied variedly among which words of inspiration formed majority and job security the least.

FIGURE: 14

MOTIVATIONAL SKILLS



4.2.16. SHARING ABILITY

A person in the formal role of a leader may not possess leadership skills nor be capable of leading. Leadership is essentially related to a person's skills, abilities and degree of influence. Sharing is the ability to exchange information and know-how. Sharing involves the capacity to involve people with respect to objectives, including them in meetings in which ideas and information are exchanged, in order to achieve true collaboration, and permitting easy access to resources and acknowledging that they are to be enjoyed by all. Sharing is required for realizing values and promoting change.

On enquiring the samples on their ability to share it was found that only a minimum of 37 percentage had the tendency to share their knowledge and achievements with their co workers/subordinates. Sharing improves the working spirit and enhances the ability of performance. Thus it is essential for the samples to share more to lead more.

4.2.17. GOOD ADVISOR/COUNSELLOR

Counseling can be an informal way of sorting out problems before they become disciplinary issues. There may also be issues related specifically to the work place, such as matters like career development, discipline, performance, relating to customers or clients, promotion, redeployment, transfers, redundancies, retirement, etc. There might be problems individual have in relating to others in the work place, either as individuals or as part of a team.¹⁰

The samples were interviewed to find their counseling attribute and it was appreciable to note that about 79 percentage of the samples counseled their subordinates and coworkers during time of crisis and need. Counseling and advising attribute helps the sample to improve their work atmosphere and work ability.

4.2.18. PEOPLE'S PERSON

A person with a personality that put others before, and has a genuine deep interest in other people is known as a people's person. A people person means being good at building relationships with other people. Being a leader means working with people, and that's not always easy. A leader makes other people feel important and appreciated. A people's leader is one who feels for the people. The leader excels at creating opportunities to provide rewards, recognition and thanks to his or her staff. A leader creates a work environment in which people feel important and appreciated.

On analyzing the samples it was found that only 62 percentage stated that they were people's person. They said they worked for the people and to help the people was their priority and they were liked by majority of the people. Thus majority of the samples had a close association with the people and were considered people's person.

4.2.19. SELF MOTIVATION TECHNIQUES

Self motivation in the workplace isn't merely important, it's essential for survival. This ability can easily make the difference between excellence and mediocrity. For one to excel and be successful in life, self-motivation is very essential. This is because knowing how to motivate oneself would help to deal with challenges that would come along the way. It will also serve as an inspiration that would keep the spirit high no matter how many times one tries and it would also help us to know more of one and depend on others.

TABLE: 27

SELF MOTIVATION TECHNIQUES

SL. NO.	SELF MOTIVATION TECHNIQUES	NUMBER	PERCENTAGE
1.	POST SIGHT TRIGGERS	68	22
2.	KEEP A PROGRESS CHART	54	18
3.	SET DEADLINES	166	55
4.	BOOST ENERGY	249	83
5.	MEDITATE	96	32
		$\sum x=126.6$	
		$\sum d=80.89376$	

About 87 percentage of the samples practiced self motivation techniques. Among them, multiple responses of various self motivational techniques were collected. It was found that 83 percentage tried means to boost their energy by having a coffee or tea which stimulate and motivates them to do their work. 55 percentage of the samples set deadlines to complete their work, 32 percentage meditated to balance and motivate their mind, 22 percentage tried to post trigger words on their desktop, mobile screens, walls and tables, 18 percentage maintained progress charts which motivated them to do their work.

Self motivational techniques are very important in self management and in personal development and are one of the best steps towards successful leadership. Majority of the samples realized the value of self motivation and having a break to have a coffee or tea amidst work is a general scenario observed in work places.

4.2.20. METHODS TO SOLVE CONFLICTS

Conflict is defined in the dictionary as "a disagreement or clash between ideas, principles, or people". Managing and resolving workplace conflict is one of the major challenges facing businesses and organizations. Conflict is a normal part of life.¹¹

Our ability to resolve problems effectively and manage change dramatically impacts our success and work satisfaction. Conflict in the workplace just seems to be a fact of life. As long as it is resolved effectively, it can lead to personal and professional growth. In many cases, effective conflict resolution can make the difference between positive and negative outcomes.

TABLE: 28

METHODS TO SOLVE CONFLICTS

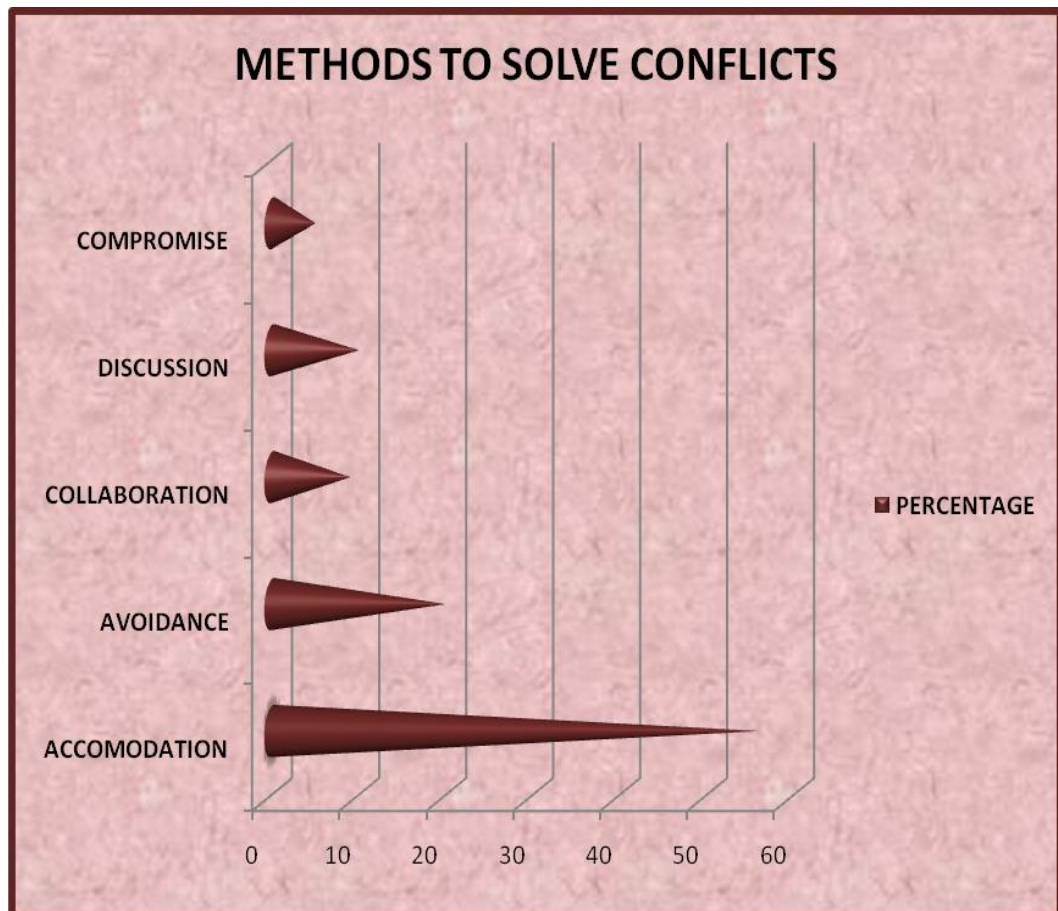
SL.NO.	METHODS	NUMBER	PERCENTAGE
1.	ACCOMODATION	168	56
2.	AVOIDANCE	59	20
3.	COLLABORATION	26	9
4.	DISCUSSION	32	10
5.	COMPROMISE	15	5
	TOTAL	300	100
		$\sum x = 60$	
		$\sum d = 62.51$	

On analyzing it was found that 56 percentage of the samples accommodated themselves to conflicts prevailing in their work area, 20 percentage of the samples avoided conflict situation and conflicting people in their work area, 10 percentage of the samples tried to discuss and solve the problem and 5 percentage of the samples tried to compromise to situations (Fig.15).

Conflict can be productive, beneficial and empowering. Relationships are often deepened when people work through their differences to a mutually satisfactory result. Disagreements often result in a more thorough study of options and better decisions and direction.

FIGURE: 15

METHODS TO SOLVE CONFLICTS



4.2.21. ABILITY TO JUDGE PEOPLE

A good leader should be able to judge his subordinates in regard to their capabilities, strong and weak points, likings and disliking and their efficiency. Ability to judge people also helps an entrepreneur in evaluating their performance. Judging who will work best in which slot is one of the key tasks of leadership. Like so many aspects of the top job, it requires intuition as well as experience.

It was felt essential to analyse the ability of sample to judge their coworkers or subordinates. It was found that 88 percentage of the samples had the ability to judge people working with them

TABLE: 29

METHODS TO JUDGE PEOPLE

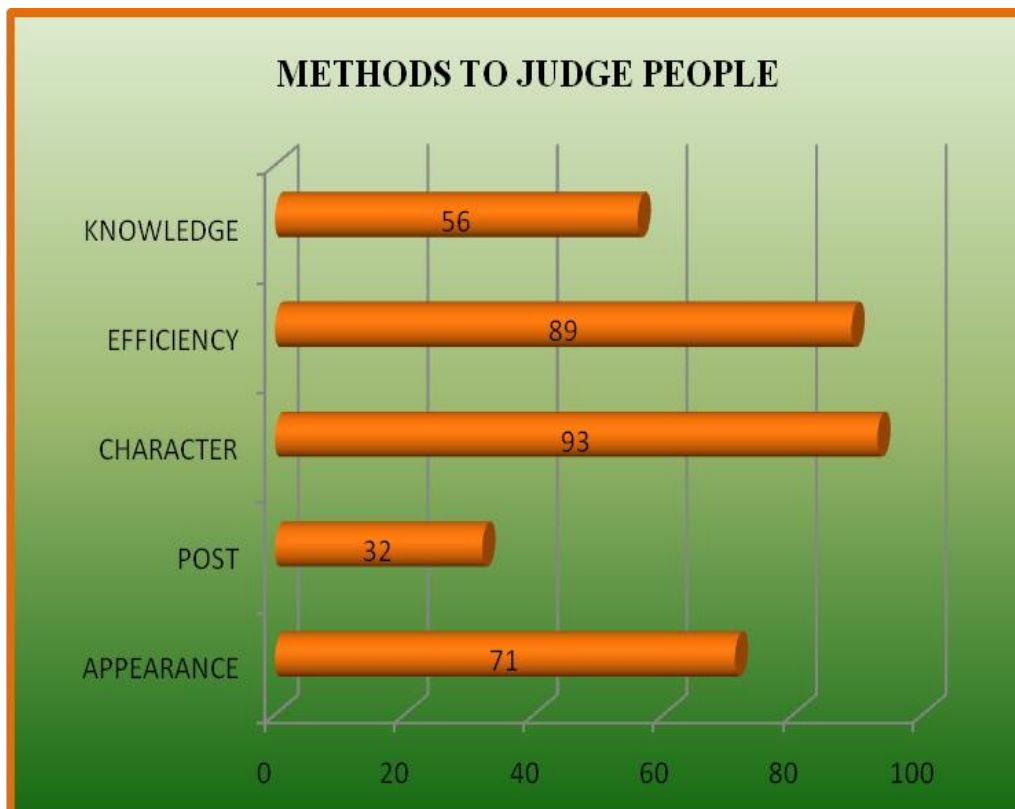
SL.NO.	METHODS	NUMBER	PERCENTAGE
1.	APPEARANCE	214	71
2.	POST	96	32
3.	CHARACTER	280	93
4.	EFFICIENCY	267	89
5.	KNOWLEDGE	169	56
		$\sum x = 205.2$	
		$\sum d = 75.37705$	

On analyzing the multiple responses it was found that majority, 93 percentage judged people with their character, the way the people moved with them and their behavior at workplace, 89 percentage of the women judged the people with their efficiency and capability of handling work and situations, 71 percentage said they judged people with their appearance, 56 percentage judged using knowledge, and only a minimum judged people with the post they occupied (Fig.16).

Character, efficiency and appearance are the most common and right ways of judging people in work area. Data proves that women used reasonable ways in judging their coworkers/subordinate.

FIGURE : 16

METHODS TO JUDGE PEOPLE

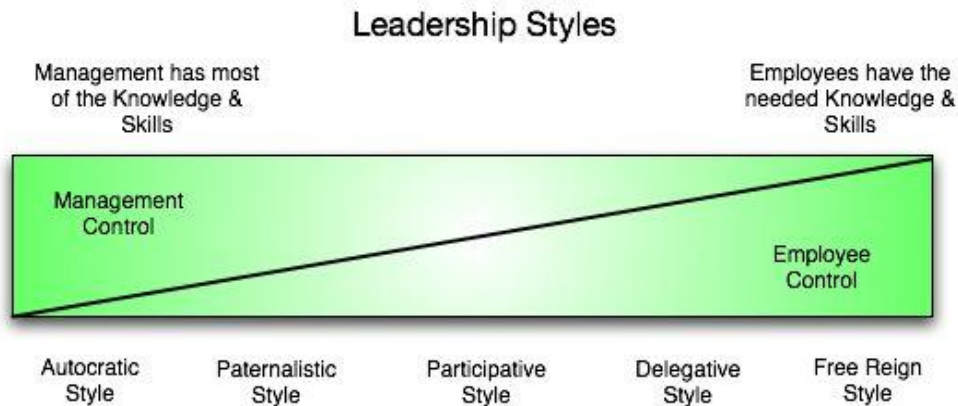


PART – III

4.3 LEADERSHIP STYLE

Good leaders are made not born. If you have the desire and willpower, you can become an effective leader. Good leaders develop through a never ending process of self-study, education, training, and experience to inspire your workers into higher levels of teamwork, there are certain things you must be, know, and do. These do not come naturally, but are acquired through continual work and study. Good leaders are continually working and studying to improve their leadership skills; they are NOT resting on their laurels.¹²

FIGURE: 17



Thus a Leadership Style survey was conducted to test the samples as to what type of leadership style they existed. In this study three major styles of the leadership were analysed they are: 1. Authoritarian style (Autocratic), 2. Participative style (Democratic), 3. Delegative style (Free Reign). The questionnaire contained 30 questions which were measured

using 5 point Likert's Scale. The minimum scores were 1 and maximum score 5. The total scores were consolidated to identify the type of leadership style prevailing among the selected samples. The lowest score possible for any stage is 10 (Almost never) while the highest score possible for any stage is 50 (Almost always). Questions 1, 4, 7, 10, 13, 16, 19, 22, 25 and 28 answered for authoritative style of leadership. Questions 2, 5, 8, 11, 14, 17, 20, 23, 26 and 29 answered for participative style and questions 3, 6, 9, 12, 15, 18, 21, 24, 27 and 30 all answered for the delegative style of leadership.

TABLE: 30

SCORE TABLE FOR LEADERSHIP STYLE

Item	Score	Item	Score	Item	Score
1	_____	2	_____	3	_____
4	_____	5	_____	6	_____
7	_____	8	_____	9	_____
10	_____	11	_____	12	_____
13	_____	14	_____	15	_____
16	_____	17	_____	18	_____
19	_____	20	_____	21	_____
22	_____	23	_____	24	_____
25	_____	26	_____	27	_____
28	_____	29	_____	30	_____
TOTAL	_____	TOTAL	_____	TOTAL	_____
	Authoritarian Style		Participative Style		Delegative Style
	(Autocratic)		(Democratic)		(Free reign)

The highest of the three scores in the columns above indicate what style of leadership one normally use - Authoritarian, Participative, or Delegative. The lowest of the three scores is an indicator of the style you least use. If two of the scores are close to the same, one might be going through a transition phase, either personally or at work, except if one scores high in both the participative and the delegative then one is probably a delegative leader.

TABLE: 31

AUTHORITATIVE STYLE OF LEADERSHIP

SL.NO.		DISTRIBUTION OF SAMPLES & THEIR SCORES									
		N	S	N	S	N	S	N	S	N	S
		(x1)	(x2)	(x3)	(x4)	(x5)					
1	A	134	134	98	196	30	90	28	112	10	50
2	A	148	148	12	24	34	102	29	116	77	385
3	A	159	159	45	90	3	9	37	148	56	230
4	A	106	106	10	20	33	99	23	92	128	640
5	A	7	7	-	0	58	174	12	48	223	1115
6	A	55	55	36	72	24	72	19	76	166	830
7	A	61	61	5	10	-	0	10	40	224	1120
8	A	56	56	29	58	113	339	49	196	53	265
9	A	192	192	64	128	34	102	-	0	10	50
10	A	-	-	-	0	-	0	31	124	269	1345
	TOTAL	918	918	299	598	329	987	238	952	1216	6080

A - Authoritative test questions; N - Number of Samples; S - Scores; x - Number of Samples.

1. Almost always true, 2.Frequently true, 3.Occasionally true, 4.Seldom true, 5.Almost never true.

Questions 1, 4, 7, 10, 13, 16, 19, 22, 25 and 28 were analysed for authoritative style of leadership. On analyzing the type of Leadership style prevalent among the total three hundred samples it was found that major scores 6080 were distributed in the “almost always true” option, 952 scores were distributed in the ‘frequently true’ The samples indirectly stated through their scores for authoritative style was very high. Around 918 scores stated that they felt less authoritative as they preferred to go a friendly way. Thus majority of samples were authoritative in their style (Fig.18). Authoritative style of leadership is fine when the leader is the expert, and when a fast decision is required. The leader takes sole responsibility for the decision.

The authoritative leader seldom lets others make decisions, feels he/she is the most qualified and experienced, considers his/her views to be most valid, lacks confidence in others abilities, critical of differing opinions, rarely gives recognition, is easily offended, uses others for his/her benefit, action oriented, highly competitive. The biggest weakness of this style is the failure to recognize the skills and abilities within other people. They are often denied opportunities to use or exhibit their skills in decision-making venues. Yet, the greatest strength of this style is to produce action when it is needed.¹³

FIGURE: 18

AUTHORITATIVE STYLE OF LEADERSHIP



TABLE: 32

PARTICIPATIVE STYLE OF LEADERSHIP

SL.NO.		DISTRIBUTION OF SAMPLES & THEIR SCORES									
		N	S	N	S	N	S	N	S	N	S
		(x1)	(x2)	(x3)	(x4)	(x5)					
1	P	8	8	116	232	16	48	46	184	114	570
2	P	98	98	2	4	119	357	67	268	14	70
3	P	5	5	17	34	4	12	77	308	197	985
4	P	12	12	8	16	72	216	142	568	66	330
5	P	152	152	102	204	26	78	19	76	1	5
6	P	13	13	64	128	-	0	20	80	203	1015
7	P	56	56	-	-	81	243	142	568	21	105
8	P	178	178	62	124	60	180	-	0	-	0
9	P	37	37	23	46	8	24	49	196	183	915
10	P	-	-	-	-	19	57	27	108	254	1270
	TOTAL	559	559	394	788	405	1215	589	2356	1053	5265

P - Participative test questions; **N** - Number of samples; **S** – Scores; **x** - Number of Samples.

1. Almost always true, 2.Frequently true, 3.Occasionally true, 4.Seldom true, 5.Almost never true.

Questions 2, 5, 8, 11, 14, 17, 20, 23, 26 and 29 were for participative style of leadership and it was found that major scores prevailed in the participative style of leadership. A score of 5265 was obtained in almost always true option, 2365 scores expressed that it was frequently true. Only a minimum of 559 scores were obtained in almost never true (thirty five percentage of the total scores). Thus a score which showed more than 90 percentage (Lewin’s study) of distribution is more effectively a true result.

The score also variedly prevailed in frequently true and occasionally true options thus explaining that the samples prevailed in transformational phase of leadership (Fig.19).

Lewin's study found that participative leadership, also known as democratic leadership, is generally the most effective leadership style.¹⁴

FIGURE: 19

PARTICIPATIVE STYLE OF LEADERSHIP



TABLE: 33

DELEGATIVE STYLE OF LEADERSHIP

SL.NO.		DISTRIBUTION OF SAMPLES & THEIR SCORES									
		N	S	N	S	N	S	N	S	N	S
		(x1)	(x2)	(x3)	(x4)	(x5)					
1	D	2	2	13	26	2	6	88	352	195	975
2	D	122	122	18	36	9	27	88	352	63	315
3	D	164	164	10	20	8	24	112	448	6	30
4	D	148	148	96	192	37	111	8	32	11	55
5	D	231	231	36	72	13	39	9	36	11	55
6	D	79	79	105	210	37	111	8	32	71	355
7	D	68	68	2	4	2	6	30	120	198	990
8	D	206	206	80	160	-	0	-	0	14	70
9	D	244	244	40	80	-	0	-	0	16	80
10	D	2	2	-	0	13	39	160	320	125	75
	TOTAL	1266	1266	400	800	121	363	503	2012	710	3550

Questions 3, 6, 9, 12, 15, 18, 21, 24, 27 and 30 all were analysed for the delegative style of leadership prevalent among the samples. It was found that majority of the scores 3550 were found in the almost always true and this showed that the samples were delegative too. A score of more than 80 percentage would confirm the existence of the delegative style among the selected samples, but the samples only showed 50 percentage. Majority scores of 1266 prevailed in almost never true option (Fig.20). Thus the samples are said to be in their transformational style of leadership.

FIGURE : 20

DELEGATIVE STYLE OF LEADERSHIP



PART-IV

4.4 ANALYSIS OF EMOTIONAL QUOTIENT

“Emotional intelligence is a strong predictor of job performance”¹⁵

People high in Emotional Intelligence will build real social fabric within an organization, and between an organization and those it serves, whereas those low in Emotional intelligence may tend to create problems for the organization through their individual behaviors.

In 1997, Bond University professor of management Cynthia Fisher conducted a study called “Emotions at Work What Do People Feel, and How Should We Measure It?” According to Fisher's research, the most common negative emotions experienced in the workplace are as follows:

- Frustration/irritation.
- Worry/nervousness.
- Anger/aggravation.
- Dislike.
- Disappointment/unhappiness.¹⁶

The Institute for Health and Human Potential is a research and learning organization that uses Emotional Intelligence (EI) to leverage performance and leadership. The tool for Emotional Quotient was taken applied to a test group of sample of 20 numbers and 9 questions were added to get better responses from the samples. The modified tools were applied to 300 samples and their responses were tallied and scores were recorded. The five point Likert's Scale of analysis was done to analyse the emotional quotient.

TABLE : 34

EMOTIONAL QUOTIENT RESULT

SL. NO.	JOB EMOTIONAL SCALE	SD	%	D	%	NA/D	%	A	%	SA	%
1.	Stay relaxed under pressure	36	12	21	7	18	6	139	46	86	29
2.	Identify negative feelings without becoming distressed	59	20	21	7	80	27	84	28	56	18
3.	Stay focused in getting a job done	45	15	49	16	14	5	57	19	135	45
4.	Freely admit to making mistakes	42	14	68	23	95	32	54	18	41	13
5.	Not sensitive to other people's emotions and moods	18	6	12	4	23	8	63	21	184	61
6.	Receive feedback or criticism without becoming defensive.	40	13	20	7	15	5	101	34	124	41
7.	Calm myself quickly when I get angry or upset	53	18	96	32	32	11	79	26	40	13
8.	Communicate my needs and feelings honestly	71	24	67	22	12	4	99	33	51	17
9.	Can pull myself together after a setback	34	11	47	16	105	35	81	27	33	11
10.	Aware of how my behavior impacts others	41	14	22	7	-	-	33	11	204	68
11.	Pay attention & listen without jumping to conclusions	23	8	-	-	12	4	93	31	172	57
12.	Take regular time out to reflect how I want to live my life	86	29	109	36	57	19	18	6	30	10
13.	Find Job less difficult than the rest of everything	71	24	35	12	12	4	67	22	115	38
14.	Avoid 10% of my job due to difficulty	102	34	93	31	30	10	43	14	32	11
15.	If I didn't do 10% of my job I would enjoy my Job	145	47	95	32	23	8	14	5	23	8
16.	Feel proud and confident when I do the most difficult part of my job	-	-	-	-	-	-	132	44	168	56
17.	When upset I easily pinpoint reasons.	53	18	35	12	42	14	79	26	91	30
18.	Feel uncomfortable in emotionally charged situations.	77	28	67	22	19	6	73	24	64	21
19.	Feel confident about my own skills , talents and situations.	50	17	63	21	-	-	83	27	104	35
20.	When facing unpleasant task I get over it soon	32	10	103	34	-	-	47	16	118	40
21.	During heated argument I stop the fight, and discuss after a short break	68	23	45	15	-	-	71	24	116	39
22.	When making an important decision, I weigh alternatives and select the best.	-	-	51	17	11	4	89	30	149	49
23.	Get along well with others only make friends when I get to know someone well	-	-	16	5	-	-	92	31	192	64
24.	Complain to the higher official when a coworkers annoys me	56	18	74	25	17	6	84	28	69	23
25.	Tend to overreact to minor problems also	114	38	145	48	-	-	12	4	29	10

SD-Strongly Disagree, D-Disagree, NA/D-Neither Agree/Nor Disagree, A-Agree, SA-Strongly Agree.

Majority of scores prevailed in the strongly agree and agree scales. This showed that most of the samples had good emotional stability as the test result showed more emotional quotient within the selected samples.

First five questions identified the prevalence of being relaxed at job by being secure and it showed that the respondents responded to the agree (Q.1- 46%; Q.2- 28%) and to the strongly agree category (Q.3-45%; Q. 5- 61%) and proved that they are emotionally stable and relaxed.

Questions 6-10 expressed the prevalence of interactive nature and its need due to lack of fear. It was found that Q.6- 41%; Q.10-68% strongly agreed and proved that they had pleasant nature at job and realized the value of it, and 33% agreed that they had expressed feelings honestly. About 32 % of the samples disagreed with the fact that they were not able to control their emotions and 35 % of them were in a confused state as to whether they could come back after a setback.

Questions 11-15 identified whether the samples had empathy and were never sad or depressed with their coworkers and enjoyed their job. It was found that Q.11-57% & Q.13 – 38% responded that they understood their coworkers and enjoyed doing their work respectively. In Q.14 a majority of 34% and in Q.15,47% responded that they never wanted to avoid their job as they enjoyed doing their work.

Questions 16-20 identified the samples self esteem and balanced emotions. It was found that Q.16-56%, Q.17-30 % and Q.19-35 %, Q.20-40% strongly agreed and responded that they were self confident and had good self esteem and were balanced in their emotions and don't get upset easily.

Questions 21-25 recognize the samples capacity to manage their temper. Q. 21- 39%, Q.22-49%, Q.23-69%, state that the samples, strongly agree to the fact that they are capable of managing their temper and emotions. Q.24 state that they agree to the fact that they complaint to their senior officials in time of major problem. Only Q.25-48 & opined that they disagree to overreact to minor problems. This proves that the selected sample, majorities have control over their emotions such as temper, maintain self esteem, balanced in their emotions and are interactive and enjoyed doing their job contentedly.

Emotional quotient plays a vital role in work area, helping an individual to interrelate with co workers, make proper decisions, communicate ones idea and thus succeed in their career. To have balance in emotions is a very appropriate criteria in job performance and thus leading to good leadership. Stress at job could lead to depression and imbalance in emotions, thus being very sad, easily angry, hatred towards job and coworkers, thus leading to total unhappiness in the work atmosphere. Good leadership would accompany with proper management of one's emotions and the people working with.

PART - V

4.5 ANALYSIS OF INTELLIGENCE QUOTIENT

Intelligence is usually said to involve mental capabilities such as the ability to reason, plan, solve problems, think abstractly, comprehend ideas and language, and learn. Although nonscientists generally regard the concept of intelligence as having much broader scope, in psychology, the study of intelligence generally regards this behavioral trait as distinct from creativity, personality, character, or wisdom, many factors throughout our lives affect our IQ scores — and conversely, our IQ scores can greatly affect the outcome. Intelligence, narrowly defined, can be measured by intelligence tests, also called IQ (intelligence quotient) tests. Such tests are among the most accurate (reliable and valid) psychological measure which can be done through tests.

Individuals differ from one another in their ability to understand complex ideas, to adapt effectively to the environment, to learn from experience, to engage in various forms of reasoning, to overcome obstacles by taking thought. Although these individual differences can be substantial, they are never entirely consistent. An individual's intellectual performance will vary on different occasions, in different domains, as judged by different criteria. Concepts of "intelligence" are attempts to clarify and organize this complex set of phenomena.

A famous symposium on 'Intelligence and its measurement' was published in the Journal of Educational Psychology in 1921. Fourteen experts gave their own informal definitions of intelligence, some of which may be paraphrased as follows:

- The ability to carry out abstract thinking (L.M. Terman).
- The ability to give responses that are true or factual (E.L. Thorndike).
- The capacity to inhibit instincts, coupled with analytical ability and perseverance (L.L. Thurstone).
- The ability to acquire abilities (H. Woodrow).
- The ability to learn or to profit by experience (W.F. Dearborn).
- The ability to adjust oneself to relatively new situations in life (R. Pinter).
- The ability to adjust oneself to the environment (S.S. Colvin).
- The capacity for knowledge and knowledge possessed (V.A.C. Henmon).

The IQ of the samples were tested using the tool. Thirty questions were given to the respondents and they were requested to fill the questions in half an hour. The percentage was calculated for the collected scores.

TABLE: 35**INTELLIGENCE QUOTIENT RESULT**

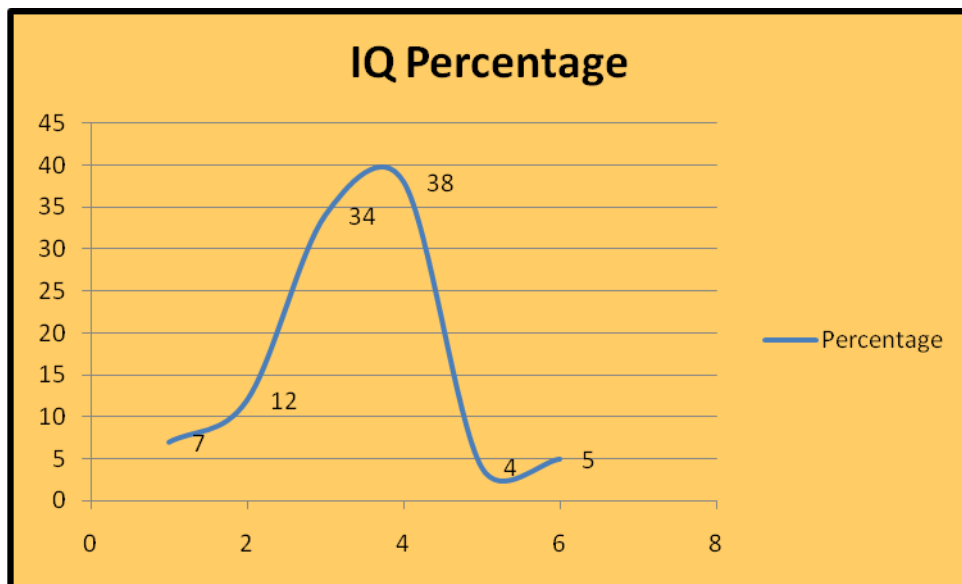
Sl. No.	Range of IQ percentage	Grade	No. of Samples	Percentage
1.	70 & above	Genius	21	7
2.	60-70	Gifted	35	12
3.	50-60	Above average	102	34
4.	40-50	Higher average	114	38
5.	30-40	Lower average	13	4
6.	20-30	Below average	15	5
7.	<20	Low	-	
TOTAL			300	100

From the above table it is obvious that around 91 percentage of the samples are higher average and above in IQ and 7 percentage of the total selected women population proved to be genius as they scored 75 and above (each correct answer is given 5 points). 12 percentage of the samples were of the gifted grade. This shows that a wide range of the women working employees are of better IQ and this attribute would help them in their leadership. The results also appreciably reveal that none of the women sample scored on the low Grade.

The increasing women Intelligence could be associated to the possibility that women's lives are more demanding now, between jobs and family and most of them are multi-tasking. As their brains work harder an increase in their IQ is a good possibility.

FIGURE : 21

IQ PERCENTAGE



Bell curve is prominently observed in the results obtained from the Intelligence Quotient of the samples (Fig.21). Which depicts a higher distribution in the higher average category (38 percentage) and above average (34 percentage).

4.6 HYPOTHESIS ANALYSIS

H₁ Emotional Quotient and education of women is independent.

H₂ Intelligence Quotient and education is independent.

H₃ Emotional Quotient and leadership style is independent.

H₄ Emotional Quotient and intelligence quotient is independent.

H₅ Emotional Quotient is independent of age.

H₁ EMOTIONAL QUOTIENT AND EDUCATION OF WOMEN IS INDEPENDENT - OBSERVED VALUE

TABLE NO: 36

Sl.No.	EQ/Education	Samples Below Graduation	Samples Above Graduation	Total
1.	High EQ	10	46	56
2.	Average EQ	107	109	216
3.	Low EQ	11	17	28
TOTAL		128	172	300

**EMOTIONAL QUOTIENT AND EDUCATION OF WOMEN IS
INDEPENDENT – EXPECTED VALUE**

TABLE NO: 37

Sl.No.	EQ/Education	Samples Below Graduation	Samples Above Graduation	Total
1.	High EQ	23.8	32.10	55.9
2.	Average EQ	92.16	123.84	216
3.	Low EQ	11.94	16.05	27.9
TOTAL		127.9	171.9	300

$$\chi^2 = 18.17$$

Table value of χ^2 for 2 degree of freedom at 5% level is 5.99 %. The calculated value of χ^2 is > the table value. The table value is not significant, thus Hypothesis H_1 is rejected and thus emotional quotient and education are dependent.

H₂ INTELLIGENCE QUOTIENT AND EDUCATION IS INDEPENDENT - OBSERVED VALUE

TABLE NO: 38

Sl.No.	IQ/Education	Samples Below Graduation	Samples Above Graduation	Total
1.	High IQ	16	34	50
2.	Average IQ	91	133	224
3.	Low IQ	21	05	26
TOTAL		128	172	300

INTELLIGENCE QUOTIENT AND EDUCATION IS INDEPENDENT – EXPECTED VALUE

TABLE NO: 39

Sl.No.	IQ/Education	Samples Below Graduation	Samples Above Graduation	Total
1.	High IQ	21.33	28.66	49.9
2.	Average IQ	95.57	128.4	223.9
3.	Low IQ	11.09	14.90	25.9
TOTAL		127.99	171.9	300

$$\chi^2 = 17.79$$

Table value of χ^2 for 2 degree of freedom at 5% level is 5.99 %. The calculated vale of χ^2 is > the table value. The table value is not significant, thus Hypothesis H₂ is rejected and thus Intelligent quotient and education are dependent.

H₃ EMOTIONAL QUOTIENT AND LEADERSHIP STYLE IS INDEPENDENT - OBSERVED VALUE

TABLE NO : 40

Sl. No .	Style/ EQ	High EQ	Average EQ	Low EQ	Total
1.	Authoritative	10	92	20	122
2.	Participative	34	71	2	107
3.	Delegative	12	53	6	71
TOTAL		56	216	28	300

EMOTIONAL QUOTIENT AND LEADERSHIP STYLE IS INDEPENDENT - EXPECTED VALUE

TABLE NO : 41

Sl. No .	Style/ EQ	High EQ	Average EQ	Low EQ	Total
1.	Authoritative	22.7	87.84	11.38	121.4
2.	Participative	19.97	77.04	9.98	106.9
3.	Delegative	13.25	51.2	6.62	71.07
TOTAL		55.9	216.08	27.9	300

$$\chi^2 = 27.29$$

Table value of χ^2 for 4 degree of freedom at 5% level is 9.48 %. The calculated vale of χ^2 is > the table value. The table value is not significant, thus Hypothesis H₃ is rejected and thus Leadership Style and Emotional Quotient are dependent.

H₄ EMOTIONAL QUOTIENT AND INTELLIGENCE QUOTIENT IS INDEPENDENT - OBSERVED VALUE

TABLE NO: 42

Sl. No .	EQ/ IQ	High IQ	Average IQ	Low IQ	Total
1.	High EQ	23	24	9	56
2.	Average EQ	20	182	14	216
3.	Low EQ	7	18	3	28
TOTAL		50	224	26	300

EMOTIONAL QUOTIENT AND INTELLIGENCE QUOTIENT IS INDEPENDENT - EXPECTED VALUE

TABLE NO: 43

Sl. No .	EQ/ IQ	High IQ	Average IQ	Low IQ	Total
1.	High EQ	9.33	41.8	4.8	55.9
2.	Average EQ	36	161.28	18.72	216
3.	Low EQ	4.6	20.9	2.4	27.9
TOTAL		49.9	223.9	25.9	300

$$\chi^2 = 42.1$$

Table value of χ^2 for 4 degree of freedom at 5% level is 9.48 %. The calculated vale of χ^2 is > the table value. The table value is not significant, thus Hypothesis H₄ is rejected and thus Intelligence Quotient and Emotional Quotient are dependent.

H₅ EMOTIONAL QUOTIENT IS INDEPENDENT OF AGE - OBSERVED VALUE

TABLE NO: 44

Sl. No.	EQ/ Age	25- 30	31-35	36-40	40 & above	Total
1.	High EQ	14	15	13	14	56
2.	Average EQ & Below	110	81	10	43	244
TOTAL		124	96	23	57	300

EMOTIONAL QUOTIENT IS INDEPENDENT OF AGE - EXPECTED VALUE

TABLE NO: 45

Sl. No.	EQ/ Age	25- 30	31-35	36-40	40 & above	Total
1.	High EQ	23.14	17.92	4.2	10.64	55.9
2.	Average EQ & Below	100.85	78.08	18.7	46.36	243.9
TOTAL		123.9	96	22.9	57	300

$$\chi^2 = 28.77$$

Table value of χ^2 for 3 degree of freedom at 5% level is 7.3%. The calculated value of χ^2 is > the table value. The table value is not significant, thus Hypothesis H₅ is rejected and thus Intelligence Quotient and Age are dependent.

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Chapter - V

SUMMARY, FINDINGS AND CONCLUSION

I. DEMOGRAPHIC DETAILS

- The age range of the selected women samples were analysed and it was found that 41 percentage were 26- 30 years of age. Thirty two percentage of the samples were in the age range of 31-35 years of age, 19 percentage were in the age range of above 40 and only a minimum of 6 percentage were in the age range of 36-40. Forty one percentage of samples belonged to younger working age.
- The marital status of the selected samples stated that majority of 73 percentage of the samples were married. As majority of women belonged to age range of 25- 35 it is obvious that they are married, as the average age for marriage for Indian is 26 for men, 21.3 for women.
- Among the 73 percentage of married samples the success rate of their married life was analyzed and it was found that 51 percentage lead a normal life neither too happy neither too sad. It was found that a majority of 60 percentage of samples were Hindus, 29 percentage were Christians and 10 percentage were Muslims.

- On enquiring the samples on their belief and faith in religion 96 percentage stated that they had strong faith in their religion and it inspired them always. The remaining 4 percentage of the samples stated that never believed their religion inspired them.
- On enquiring on the caste details it was found that a majority of 48 percentage of the samples were from other backward classes, 29 percentage were from backward class, 18 percentage were forward caste and a minimum of 5 percentage were from SC/ST. The distribution of samples was found more in the OBC and BC category. Cent percent of the samples felt that caste system never demotivated them.
- The educational qualification of the sample revealed that cent percentage of the samples below graduation were 43 percentage and above graduation were 57 percentage. Education has become the essential for any employment thus to enter into the lowest category of job a minimum of tenth or higher secondary is required.
- Among the samples who were below graduation it was found that all of them were tenth qualified and only 74 samples (58 percentage) of them had completed their higher secondary. Among the samples who did graduation and above (172 samples)

it was found that all were graduates and among them 140 samples (47 percentage) were post graduates. This shows that more than half of the samples were well qualified

- The Professional qualification of the samples stated that among the interviewed working women samples it was found that 21 percentage of the samples were exclusively qualified in the technical area, 15 percentage were qualified in medical and nursing fields. And 16 percentage were qualified professionally in management.
- The results also revealed that among the 100 samples selected in the technical area 62 of them were qualified professionally; among the 100 samples selected in the medical field 46 were professionally qualified. And among the 100 selected samples working in administrative section only 49 of them were professionally qualified.
- On enquiring the job status of the selected working women it was found that a majority of 47 percentage of the samples worked in government sector, and all of them were from educational sector, 40 percentage worked in private sectors as nurses, technicians, receptionists, managers, group leaders etc. and only a minimum of 13 percentage of the samples were self employed. Majority of samples had work experience within 20 years. This showed that they were quite experienced.

- The work experience of the samples stated that a majority 42 percentage of samples had an experience of 1-10 yrs of age. This could be because majority of the samples were in the age range of 26-35. About 38 percentage had an experience of 11-20 years of age and 16 percentage worked for 21-30 years of age and only 4 percentage of the samples had an experience of more than 30 years of age. This show that majority of samples had less experience in their jobs.
- Only a minimum of 25 percentage of the samples had obtained promotions and among them 23 percentage obtained only one promotion and only two percentage had two promotions.
- The income of the samples was enquired to identify the standard of the samples. On enquiring it was found that nearly 39 percentages of the samples received an income of 30,000-40,000, 23 percentage of the samples received 10,000-20,000 and 22 percentage of the samples received an income of less than 10,000. Only a minimum of 9 percentage received a salary of more than 40,000. This clearly indicates that majority of samples were of middle income. Thus except a minimum of 22 percentage most of the samples earned better income.
- On enquiring it was found that nearly 55 percent of the samples belonged to the small family category. It is also evident that

nearly 26 percentage of the sample had family members 5-6 and 19 percentage had family members more than seven.

- On enquiring it was found that majority, 53 percentage, of the samples identified their mentors as their source of inspiration, 16 percentage stated their husband as their source of inspiration, 14 percentage stated that their parents inspired them, 11 percent mentioned that their friends inspired them and only a minimum of 6 percentage stated that their siblings inspired them.
- On enquiring, multiple answers were obtained and from the above table it is evident that majority, 66 percentage of the sample have set increasing their economic standards as their goal in life, 37 percentage stated that to live a happy and peaceful life, 34 percentage stated to maintain a good social reputation as their goal and 32 percentage stated that promotion in job and better position in jobs as their goals.
- Thus on enquiring the samples about their contentment in life a majority of 63 percentage stated that they were happy in life. The remaining 37 percentage stated that they were not happy or contended in life as they had various problems like financial (55 percentage), 45 percentage with family problems, 13 percentage with health problems, and 22 percentage with job related problems.

- Among the 81 percentage of the samples who stated the achieved in life it was found that 24 percentage of the samples had achieved having a happy family, 22 percentage had acquired job promotions, 18 percentage had achieved personally like maintaining health, bringing up children and 16 percentage have achieved a good reputation in society.

II. LEADERSHIP ATTRIBUTES

- On analyzing the sample on the meaning they could incorporate definition, majority, eighty two percentage of respondents defined leadership in terms of leaders having a vision. Ranking second was the number of respondents who saw leadership in terms of leaders leading people, fifty two percentage and forty nine percentage of respondents saw leadership in terms of having a goal.
- On analyzing the moral responsibility of the leaders among the selected samples it was found that multiple answers were given among the factors it was found that about 76 percentage of the samples stated that success of the firm or activity lies in the hands of the leader and she is responsible for that. The next responsibility felt essential to be held by the leader was coordination 68 percent, 66 percent opined delegation, 65 percent of samples felt that the leader should have self esteem, 63 felt integrity is essential, 61 percentage felt that team work is

another responsibility. Only a minimum of 25 percent felt that leaders needed to be accountable.

- Analysis of the data showed multiple responses and among them majority, 62 percent of respondents admired their father as a leader, 56 percent admired social leaders, like Mother Teresa, Aurbindo, Anna Hazare etc. About 51 percent admired their mother's leadership, 49 percentage stated that they admired their college teachers as great leaders, 38 percent well liked their school teachers leadership qualities and only a minimum of 9 and 5 percentage admired political leaders and siblings as leaders.
- On questioning whether the samples think that they have the ability to become good leaders, it was found that about 68 percentage stated that they believed to be good leaders, only 26 percent opined that they did not have the ability to become good leaders. Only fourteen percent of the samples stated that they were not sure of their ability.
- On analyzing the factors essential for successful leadership, multiple responses were recorded and it was found that 91 percentage stated that they had vision goal and path, 87 percentage stated that they possessed good communication skills, 75 percentage stated that they were motivated, 66 percentage each stated they were dedicated, supportive and had great

listening skills, 62 percentage stated that they were competitive, 53 percentage opined that they were assertive, 51 percentage mentioned that they gave right guidelines to their subordinates, 45 percentage is of the opinion that they had remarkable intelligence, 18 percentage stated that they listened to inspiring quotes, 12 percent opined that they were creative by nature, and 9 percentage mentioned openness as their quality for being a successful leader.

- On analyzing the reasons for the leader's unsuccessfulness or weakness it was founded that 90 percentage stated that poor commanding skills made a leader weak, 85 percent suggested that lack of control over oneself and situations made the leader weak, 49 percentage declared emotional attachment towards family and people made them weak, 39 percentage stated that having a weak influence on their people made them weak leaders, and finally 32 percentage felt that improper delegation made the leaders weak and unsuccessful.
- On questioning the samples regarding handling weak employees it was found that 73 percentage , felt that counseling or advising the employees or subordinates would help them to improve their quality, 66 percentage of the samples commented that supporting them instead of punishing them would boost their morale, 32 percentage opined that the appointment of helpers would directly

help them to complete the work, 30 percentage stated that they would avoid such candidates as it would reduce their own morale and finally 9 percentage stated that they would expel such candidates as they felt they are the reason for the failure of the projects.

- On enquiring the sample about their preference to do their work on their own and their attitude towards delegation, it was found that majority 86 percentage felt happy delegating their works to their subordinates or employees only a minimum of 14 percentage preferred doing the work on their own as they were scared of imperfections in work.
- The analysis further shows that only a few 18 percentage of the samples were innovative and the remaining 82 percentage stated that they preferred not to be innovative due to increased risk and some also felt that they were not in the position to be innovative as they worked for someone else.
- On analyzing the techniques used to inspire their subordinates or co-workers it was found that majority 96 percentage used encouraging words and discussions, 60 percentage appreciated openly and applauded , 31 percentage gave a small gift as a token of appreciation, 12 percentage gave day off and 10 percentage gave increase in monetary benefits.

- It was further subjected to analyse the factor of response when they had a problem, it was noted that around 22 percentage tried various means to escape and run away from problem as they were in stress and never had the courage to face problems, a majority of 77 percentage of the samples stated that they will adhere to find solutions to the problem, 67 percentage faced the problems boldly, 38 percentage consulted their seniors and mentors in times of problem, and 26 percentage tried to dodge the problem on somebody else shoulder.
- The analysis pertaining to decision making revealed that 92 percentage of the samples stated they are good in decision making and only a minimum of 8 percentage were scared of making decisions on their own.
- When the time management skills among the respondents were analyzed multiple responses were obtained and it was found that only 52 percentage of the samples managed to supervise their subordinates. In this way they managed to do the work in time. Thirty two percentage of the samples prepared a plan of work, 25 percentage established priorities and 15 delegated their work, and 13 percentage managed their time with checklist.

- The analysis of problem solving skills of the samples revealed that 92 percentage of the samples made proper decisions during solving a problem, 52 percentage of the samples were creative with new ideas, 32 percentage of the samples had confidence in themselves during solving problems, 35 percentage of the samples had the skill of counseling others, 15 percentage had innovative ideas to solve problems, and 13 percentage were critical thinkers, which helped them in solving their problems.
- On enquiring the samples of the motivational techniques they used in their work, multiple responses were obtained among which, it was found the nearly 63 percentage of the samples used words of inspiration to their co workers regularly, 43 percentage praised and acknowledge to motivate others. It was shocking to note that 29 percentage of the samples threatened their subordinates to control them and motivate them, 26 percentage gave additional facilities like a special permission or computer access, 22 percentage gave financial rewards like increment or raise in pay, 15 percentage announced their achievements publicly to motivate, 11 percentage gave compensational leave as a means to motivate, and a minimum of 7 percentage were given status upgrade like additional incharges and promotion, and 6 percentage assured of job security to motivate others.

- On enquiring the samples on their ability to share it was found that only a minimum of 37 percentage had the tendency to share their knowledge and achievements within the work area.
- It was analysed from the samples on their counseling attribute and it was noted that about 79 percentage of the samples counseled their subordinates and coworkers during time of crisis and need.
- On analyzing the samples it was found that only 62 percentage stated that they were people's person. They said they worked for the people and to help the people was their priority and they were liked by majority of the people. Thus majority of the samples had a close association with the people and were considered people's person.
- About 87 percentage of the samples practiced self motivation techniques. 83 percentage tried means to boost their energy by having a coffee or tea which stimulate and motivates them to do their work. 55 percentage of the samples set deadlines to complete their work, 32 percentage meditated to balance and motivate their mind, 22 percentage tried to post trigger words on their desktop, mobile screens, walls and tables, 18 percentage maintained progress charts which motivated them to do their work.

- On analyzing the conflict management techniques it was found that 56 percentage of the samples accommodated themselves to conflicts prevailing in their work area, 20 percentage of the samples avoided conflict situation and conflicting people in their work area, 10 percentage of the samples tried to discuss and solve the problem and 5 percentage of the samples tried to compromise to situations.
- It was felt essential to analyze the ability of sample to judge their coworkers or subordinates. It was found that 88 percentage of the samples had the ability to judge people working with them.
- On analyzing the multiple responses it was found that majority, 93 percentage judged people with their character, 89 percentage of the women judged the people with their efficiency and capability, 71 percentage said they judged people with their appearance, 56 percentage judged using knowledge, and only a minimum judged people with the post they occupied.

III. LEADERSHIP STYLE

- On analyzing the type of Leadership style prevalent among the total three hundred samples it was found that major scores 6080 were distributed in the “almost always true” option, 952 scores were distributed in the ‘frequently true’. Around 918 samples

stated that they felt less authoritative as they preferred to go a friendly way. Authoritative style of leadership is fine when the leader is the expert. The leader takes sole responsibility for the decision.

- When participative style of leadership was analyzed, it was found that major scores prevailed in the participative style of leadership. A score of 5265 was obtained in ‘almost always true’ option. Thus a score which showed more than 90 percentage of distribution is more effectively a true result. The score also variedly prevailed in frequently true and occasionally true options stating transformational phase of leadership.
- It was found that majority of the scores 3000 were found in the ‘almost always true’ and this showed that the samples were delegative also. A score of more than 80 percentage would confirm the existence of the delegative style, but the samples only showed 50 percentage, Thus the samples are said to be in their transformational style of leadership.

IV. EMOTIONAL QUOTIENT

- Major scores prevailed in the strongly agree and agree scales, which results that the samples had good emotional stability as the test result showed more emotional quotient within the selected samples.

- First five questions identified the prevalence of being relaxed at job by being secure and the respondents responded to the agree (Q.1- 46%; Q.2- 28%) and to the strongly agree category (Q.3- 45%; Q. 5- 61%) and proved that they are emotionally stable and relaxed.
- Questions 6-10 expressed the prevalence of interactive nature and its need. It was found that Q.6- 41%; Q.10-68% strongly agreed and proved they had pleasant nature at job and realized how to behave as it values, and 33% agreed that they had expressed feelings honestly. About 32 % of the samples disagreed with the fact that they were not able to control their emotions and 35 % of them were in a confused state as to whether they could come back after a setback.
- Questions 11 reveals that 57% and in Q.13 – 38% responded that they understood their coworkers and enjoyed doing their work respectively. In Q.14-34% and Q.15-47% responded that they never wanted to avoid their job as they enjoyed doing their work.
- In analyzing self esteem and balanced emotions from the samples, it was found in Q.16-56%, Q.17-30 %, Q.19-35 % and Q.20-40% strongly agreed and responded that they were self confident and had good self esteem and were balanced in their emotions.

- Questions 21-25 recognise the samples capacity to manage their temper. Q. 21- 39%, Q.22-49% , Q.23-69%, state that the samples, strongly agree to the fact that they are capable of managing their temper and emotions.Q.24 state that they agree to the fact that they complaint to their senior officials in times of major problem. Only Q.25-48 & opined that they disagree to overreact to minor problems. This showed that the majority of samples had control over their emotions, temper, self esteem, and balance their activities and enjoy performing their job.

V. INTELLIGENCE QUOTIENT

It is obvious to note that 30 percentage of the samples fall on higher average in IQ and above average denotes 34 percentage only. Genius in IQ range at 7 percentage among the total samples and 12 percentage was found that they are gifted range. Samples falling at 4 percentage states lower average of IQ and 5 percentage is resulted with below average level. Finally it is arrived appreciably that none of the women sample scored on the low grade.

FINDINGS AND CONCLUSION

- Most of the samples were young job going individuals that is at the age range of 26-35. Young age is a period of energy and innovativeness.
- Majority of the samples were married. As majority of women belonged to age range of 25- 35 it is obvious that they are married as the average age for marriage for Indian is 26 for men, 21.3 for women. Marriage as an institution could help the samples to lead and administer better, providing experiences at all angles.
- Majority lead a successful married life. It was shocking to note that nearly 10 percentage of the sample admitted that they were unhappy. As majority of samples lead a successful married life it could help the samples to boost their emotional quotient and improve their leadership attributes. Negativity in marriage could also at times inspire the person to do well in the work area, compensating the failure at home.
- Majority of samples were Hindus, Cent percentage stated that they had strong faith in their religion and it inspired them always. The morals and discipline religion teaches could help the sample to bring leadership attributes in them.

- The distribution of samples was found more in the OBC and BC category. Cent percent of the samples felt that caste system never demotivated them.
- This shows that more than half of the samples were well qualified and this could help them in improving their Intelligence Quotient, Emotional Quotient and leadership attributes.
- More than half of the samples were professionally qualified. Qualification boosts their personal image and confidence to work.
- Nearly half of the samples were government employees. Women find themselves more secure in government jobs due the timings and self employment among women is gradually increasing in Puducherry.
- Thus it is identified that samples with more than 10 yrs of experience were distributed in the working women selected for the study. This experience would help them to be mature and stable in decision making.
- Only a minimum got promotions. In the competitive world it is essential to equip with special skills and qualification to get promotions. Examinations and scrutinisations have become more rigid in providing promotions.

- Thus except a minimum of 22 percentage most of the samples earned better income and this would help them to aspire better as higher income provides mental stability and less worries and thus helping the samples to lead efficiently.
- Nuclear family system is very prominent in today's westernized world. Still one can observe joint family system here and there. Joint family system provides more emotional quotient to an individual and increases managing ability, whereas in nuclear family system responsibilities are more.
- Mentors lead in inspiring the samples. The actions and words of a teacher have the power to influence a student's life in many ways. For instance, a few words of encouragement from a teacher may help to lay the groundwork for a student's future success in a particular profession. Furthermore, a teacher who expresses a belief in a young person's potential could very well motivate that student to aspire to greater accomplishments.
- Majority of the sample have set increasing their economic standards as their goal in life. Setting goals keep route clear and less confusion prevails in the mind. All of us live with a goal in life and a life without goal is like an arrow without destination. Thus it is happy to note that all our selected working women samples had goals set in their mind.

- Achievements vary from individual to individual as to what the individual feel is important. Some may feel money important; some may feel reputation or anything else. It is glad to note that majority have achieved what they desired in life.
- The findings after summarizing the leadership attributes were, majority believed that a leader should have a vision, the success of the firm lies in the hands of the leader, a good leader is one who has a goal and vision, good communication skills and motivating talent, majority believed in counseling and advising the subordinates to improve them, majority were not innovative as it holds risk, majority made good decisions, and believed in regular supervision as a tool for time management, majority made good judgments and the judgments were made based on their character and efficiency.
- Vision is that deep feeling that drives us to achieve the goal. It is glad to note that majority of samples felt that having a vision is an important aspect for a good leader.
- Moral responsibilities stated by majority of samples were, to be successful, to keep integrity in work spot, to coordinate successfully, proper delegation, teamwork and good self esteem. These responsibilities would definitely make a leader successful.

- Majority of respondents admired those whom they saw as leaders, firstly because they were courageous, secondly because of their Strengths, and thirdly because they had a Vision. As the References are qualities admired by the respondents, it was felt that it would not be beneficial to group them in categories of qualities.
- Majority of the samples were confident of their abilities and were sure to be good leaders when they get an opportunity.
- The qualities of being motivational, communicational skills, dedicational, being supportive and assertive was found prevalent in the samples.
- Nearly cent percentage stated that poor commanding skills and lack of control over oneself in situations made the leader weak.
- Majority of the samples felt that counseling or advising the employees or subordinates supporting them instead of punishing them would boost their morale would help them to improve.
- Majority felt happy delegating their works to their subordinates or employees. Delegation creates trust and eases the workload.
- Lack of experience and being young in age not many samples were innovative.

- Majority of the samples possessed the attribute of inspiring others by encouraging and appreciating them.
- Majority of samples were bold to face problems and find solutions for it. The ability to properly handle these problems can lead to a life which is rich in success and low in stress, failure, or anxiety. With current understanding, problem solving is more of an art than a science. There are no universally accepted methods which can be used to help people solve problems.
- This depicts that majority of the samples were confident in making decisions in times of problem.
- Time management skills is an essential component of leadership but only half of the samples used time management techniques like supervision and making plan of work, for the successful completion of their work.
- Majority of the samples made proper decisions during solving a problem, and were creative with new ideas.
- Motivation is an active ingredient of leadership and it was found that almost all motivational techniques like words of appreciation and inspiration were applied variedly.

- Minimum had the tendency to share their knowledge and achievements with their co workers/subordinates. Sharing improves the working spirit and enhances the ability of performance. Thus it is essential for the samples to share more to lead more.
- Majority of the samples counseled their subordinates and co-workers during time of crisis and need. Counseling and advising attribute helps the sample to improve their work atmosphere and work ability.
- Majority of the samples had a close association with the people and were considered people's person.
- Self motivational techniques are very important in self management and in personal development and are one of the best steps towards successful leadership. Majority of the samples realized the value of self motivation and having a break to have a coffee or tea amidst work is a general scenario observed in work places.
- Conflict can be productive, beneficial and empowering. Relationships are often deepened when people work through their differences to a mutually satisfactory result. Disagreements often result in a more thorough study of options and better decisions and direction. Thus the samples were learning to accommodate with conflicts and manage them.

- Character, efficiency and appearance are the most common and right ways of judging people in work area. Data proves that women used reasonable ways in judging their co-workers/subordinate.
- Majority of samples were authoritative in their style. Authoritative style of leadership is fine when the leader is the expert, and when a fast decision is required. The leader takes sole responsibility for the decision.
- The authoritative leader seldom lets others make decisions, feels he/she is the most qualified and experienced, considers his/her views to be most valid, lacks confidence in others abilities, critical of differing opinions, rarely gives recognition, is easily offended, uses others for his/her benefit, action oriented, highly competitive.
- The samples prevailed in transformational phase of leadership. participative leadership, also known as democratic leadership, is generally the most effective leadership style.
- Most of the samples had good emotional stability as the test result showed more emotional quotient within the selected samples.
- Majority are emotionally stable and relaxed, strongly agreed and proved they had pleasant nature at job and realized the value of it, also understood their coworkers and enjoyed doing their work

respectively and responded that they were self confident and had good self esteem and were balanced in their emotions and don't get upset easily and strongly agreed to the fact that they are capable of managing their temper and emotions. Majority have control over their emotions such as temper, maintain self esteem, balanced in their emotions and are interactive and enjoyed doing their job contentedly.

- Emotional quotient plays a vital role in work area, helping an individual to interrelate with co workers, make proper decisions, communicate ones idea and thus succeed in their career.
- This shows that a wide range of the women working employees are of better IQ and this attribute would help them in their leadership. The results also appreciably reveal that none of the women sample scored on the low Grade. The increasing women Intelligence could be associated to the possibility that women live are more demanding now, between jobs and family and all that multi-tasking. As their brains work harder an increase in their IQ is a good possibility.
- The emotional quotient of the samples stated that majority of scores prevailed in the strongly agree and agree scales. This showed that most of the samples had good emotional stability as the test result showed more emotional quotient within the selected samples. The samples had empathy, were emotionally stable, interactive by nature,

respected their co-workers and enjoyed doing their work, self confident had good self esteem, balanced in their emotions and managed their temper and emotions.

- The intelligence quotient results stated that the samples belonged to higher average category and none of the samples scored low grade.

CONCLUSION

- The study on “Leadership attributes (EQ, IQ and Styles) of working women in Puducherry region” has been carried out by evaluating demographic variables, attributes, styles, emotional quotient and intelligence quotient of the working women in Puducherry region. The study concludes that more than half of the samples were well qualified and also professionally qualified and this could help them in improving their Intelligence Quotient, Emotional Quotient and leadership attributes and would also boosts their personal image and confidence to work. Increasing their economic standards was set as the goal in life of the selected samples. Setting goals keep route clear and less confusion prevails in the mind. It is glad to note that majority have achieved what they desired in life. Moral responsibilities stated by majority of samples were, to be successful, to keep integrity in work spot, to coordinate successfully, proper delegation, teamwork and good self esteem. The qualities of being motivational, communicational skills, dedicational, being supportive and assertive was found prevalent in the samples. Counseling or

advising the employees or subordinates supporting them instead of punishing them would encourage their morale would help them to improve. Delegation would also create trust and eases the workload. The attribute of inspiring others by encouraging and appreciating them were also found appreciably in the samples. The women samples were found to be bold to face problems and find solutions for it. The ability to properly handle these problems can lead to a life which is rich in success and low in stress, failure, or anxiety. The samples were confident in making decisions in times of problem. Only half of the samples used time management techniques like supervision and making plan of work, for the successful completion of their work. With regard to motivational techniques like words of appreciation and inspiration were applied variedly. Minimum had the tendency to share their knowledge and achievements with their co workers/subordinates. Counseling and advising attribute helps the sample to improve their work atmosphere and work ability. The samples were also found learning to accommodate with conflicts and manage them. Thus many of the attributes were found present in the selected women samples and this shows that they had good leadership attributes in them.

- The selected women samples were found to be emotionally stable and relaxed, strongly agreed and proved that they had pleasant nature at job and realized the value of it, also understood their coworkers and enjoyed doing their work respectively. Having

control over their emotions such as temper, maintain self esteem, balanced in their emotions and are interactive and enjoyed doing their job contentedly. Emotional quotient plays a vital role in work area, helping an individual to interrelate with co workers, make proper decisions, communicate ones idea and thus succeed in their career. The samples had empathy, were emotionally stable, interactive by nature, respected their co-workers and enjoyed doing their work with self confidence and had good self esteem, balanced in their emotions and managed their temper and emotions.

- Women working employees are of better IQ and this attribute would help them in their leadership. The results also appreciably reveal that none of the women sample scored on the low Grade. The increasing women Intelligence could be associated to the possibility that women's life is more demanding now, between jobs and family and all that multi-tasking.
- Thus the selected women samples proved to show that they have better and positive attributes, found more in the participative style of leadership and transformational phase of leadership, with good emotional stability and better Intelligence, which make them good leaders.

SUGGESTION

- Government and non- government organizations can give training to the working staff to improve the leadership attributes, styles, Emotional Quotient and Intelligence quotient of an individual.
- Various tests can be conducted and their scores can be given to boost their Emotional Quotient and Intelligence quotient.
- Various methods to improve their skills like giving points, increments, additional bonus and rewards can be given to the individual who improves the scores.
- Training/Special classes to improve communication skills can be held.
- Women can practice yoga and meditation to balance their emotions and keep their mind at balance.
- Institutions can also train employees in improving their management.

- Further research can be conducted in this area to throw light on the better and detailed aspects of specific attributes of a leader and other existing styles of leadership, emotional stability and intelligence quotient.
- Specific training programmes can be conducted to improve leadership style, delegation ability, creativity and other attributes.

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Appendix I

A STUDY ON LEADERSHIP ATTRIBUTES (E.Q, I.Q & STYLES) OF WORKING WOMEN IN PUDUCHERRY REGION

Dear Sir/Madam,

I request your help in connection with my research study on **A STUDY ON LEADERSHIP ATTRIBUTES (E.Q, I.Q & STYLES) OF WORKING WOMEN IN PUDUCHERRY REGION** under the supervision of Dr. G. RAMATHIRTHAM, Associate Professor, Department of Sociology, Pondicherry University, I enclose a copy of the questionnaire with this letter herewith for your kind response.

I assure you that your response will be kept strictly confidential and it will be used for research purpose only.

Thank you very much in anticipation for your kind co-operation for question.

Rajiny. Ch.
Research Scholar,
Department of Sociology,
Pondicherry University.

16. Monthly income of your family
a) Upto 10,000 b) 10,001-15,000 c) 15,001-20,000
d) 20,001-25,000 e) 25,001 and above
17. Present monthly salary in the present position _____
18. Size of the family
a) Upto 4 members b) 5 to 6 members c) 7 and above.
19. Number of dependent numbers
20. Achievements : Family/ Academic/Society/ Job/

PART-II

LEADERSHIP ATTRIBUTES:

1. According to you what does a good leader means?
2. Name the three moral responsibilities of an effective leader?
a. b. c.
3. Do you think you have the ability to become a good leader?
a. YES b. NO c. NOT SURE
4. What are the important factors needed to be a successful leader?
 - Motivational skills
 - Inspiring Quotes
 - Right guiding directions
 - Dedicational support
 - Others _____

5. What is the weakest part of leadership?
 - Emotional attachment
 - Poor commanding skills
 - Lack of control
 - Weak influence
 - Others _____
6. How do you handle the weak employees in your management?
 - Support them to learn routine procedure
 - Expel him/ her from the team
 - Appoint someone to help the person
 - Others, _____
 - Not Sure
7. Do you believe in delegating work or do you prefer to handle everything by yourself?
8. Do you consider yourself to be an innovative, forward thinking individual?
9. In what ways have you been able to inspire other people?
10. What is your approach to problems?
11. Are you able to make decisions quickly?

For the two questions below please answer with;

- a. Excellent
- b. Good
- c. Average
- d. Poor

12. How would you rate your time management skills?
13. How would you rate your problem solving skills?
14. What is the importance of motivation?
15. Do you enjoy sharing your ideas with people you work with?
16. Do people come to you for advice and counsel?
17. Are you willing to address people's problems?
18. How do you motivate yourself?
19. Do you require other people to motivate you?
20. How can conflicts be successfully resolved?
21. Are you able to judge people based on their presentations and appearance?
22. Have you ever misjudged people or issues?
23. What, in your opinion, makes a good leader?

PART-III

LEADERSHIP STYLE SURVEY:

This questionnaire contains statements about leadership style beliefs. Next to each statement, circle the number that represents how strongly you feel about the statement by using the following scoring system:

- Almost Always True — 5
- Frequently True — 4
- Occasionally True — 3
- Seldom True — 2
- Almost Never True — 1

Be honest about your choices as there are no right or wrong answers — it is only for your own self-assessment.

Leadership Style Survey

1.	I always retain the final decision making authority within my department or team.	5	4	3	2	1
2.	I always try to include one or more employees in determining what to do and how to do it. However, I maintain the final decision making authority.	5	4	3	2	1
3.	I and my employees always vote whenever a major decision has to be made.	5	4	3	2	1
4.	I do not consider suggestions made by my employees as I do not have the time for them.	5	4	3	2	1
5.	I ask for employee ideas and input on upcoming plans and projects.	5	4	3	2	1
6.	For a major decision to pass in my department, it must have the approval of each individual or the majority.	5	4	3	2	1
7.	I tell my employees what has to be done and how to do it.	5	4	3	2	1

8.	When things go wrong and I need to create a strategy to keep a project or process running on schedule, I call a meeting to get my employee's advice.	5	4	3	2	1
9.	To get information out, I send it by email, memos, or voice mail; very rarely is a meeting called. My employees are then expected to act upon the information.	5	4	3	2	1
10.	When someone makes a mistake, I tell them not to ever do that again and make a note of it.	5	4	3	2	1
11.	I want to create an environment where the employees take ownership of the project. I allow them to participate in the decision making process.	5	4	3	2	1
12.	I allow my employees to determine what needs to be done and how to do it.	5	4	3	2	1
13.	New hires are not allowed to make any decisions unless it is approved by me first.	5	4	3	2	1
14.	I ask employees for their vision of where they see their jobs going and then use their vision where appropriate.	5	4	3	2	1
15.	My workers know more about their jobs than me, so I allow them to carry out the decisions to do their job.	5	4	3	2	1
16.	When something goes wrong, I tell my employees that a procedure is not working correctly and I establish a new one.	5	4	3	2	1
17.	I allow my employees to set priorities with my guidance.	5	4	3	2	1
18.	I delegate tasks in order to implement a new procedure or process.	5	4	3	2	1
19.	I closely monitor my employees to ensure they are performing correctly.	5	4	3	2	1
20.	When there are differences in role expectations, I work with them to resolve the differences.	5	4	3	2	1
21.	Each individual is responsible for defining their job.	5	4	3	2	1

22.	I like the power that my leadership position holds over subordinates.	5	4	3	2	1
23.	I like to use my leadership power to help subordinates grow.	5	4	3	2	1
24.	I like to share my leadership power with my subordinates.	5	4	3	2	1
25.	Employees must be directed or threatened with punishment in order to get them to achieve the organizational objectives.	5	4	3	2	1
26.	Employees will exercise self-direction if they are committed to the objectives.	5	4	3	2	1
27.	Employees have the right to determine their own organizational objectives.	5	4	3	2	1
28.	Employees seek mainly security.	5	4	3	2	1
29.	Employees know how to use creativity and ingenuity to solve organizational problems.	5	4	3	2	1
30.	My employees can lead themselves just as well as I can.	5	4	3	2	1

PART-IV

EMOTIONAL QUOTIENT:

(Please give the level of Emotional Quotient examining each statement carefully please indicate the level of your agreement or disagreement with each statement by putting against the appropriate answer)

1. Strongly Disagree 2. Disagree 3. Neither Agree Nor Disagree
4. Agree 5. Strongly Agree

1. I stay relaxed and composed under pressure.

- 1 2 3 4 5

2. I can identify negative feelings without becoming distressed.

- 1 2 3 4 5

3. I stay focused (not lost in unimportant details or procrastination) in getting a job done.

- 1 2 3 4 5

4. I freely admit to making mistakes.

- 1 2 3 4 5

5. I am sensitive to other people's emotions and moods.

- 1 2 3 4 5

6. I can receive feedback or criticism without becoming defensive.

- 1 2 3 4 5

7. I calm myself quickly when I get angry or upset.

- 1 2 3 4 5

8. I communicate my needs and feelings honestly.

- 1 2 3 4 5

9. I can pull myself together quickly after a setback.
1 2 3 4 5
10. I am aware of how my behavior impacts others.
1 2 3 4 5
11. I pay attention & listen without jumping to conclusions.
1 2 3 4 5
12. I take regular time out (once a month/quarter) to reflect on my core purpose and vision for how I want to live my life.
1 2 3 4 5
13. I find about 10% of my job more difficult than the rest of everything I do.
1 2 3 4 5
14. I avoid about 10% of my job because I find it difficult.
1 2 3 4 5
15. If I didn't have to do about 10% of my job, I would really enjoy my job.
1 2 3 4 5
16. While I might not enjoy doing the more difficult parts of my job (approximately 10%), when I finish I feel proud and more confident.
1 2 3 4 5
17. When I am upset, I can usually pinpoint exactly why I am distressed.
 Strongly Agree
 Agree
 Disagree
 Strongly Disagree

18. I feel uncomfortable in emotionally charged situations.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

19. I feel confident about my own skills, talents, and abilities.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

20. When I am facing an unpleasant task, I tend to:

- Make a plan and work on it a little each day
- Get it over with as soon as possible
- Put it off until the last minute
- Don't do it at all

21. During a heated argument, I am more likely to:

- Stop the fight and agree to a short break before resuming the discussion.
- Shut down and stop responding to the other person.
- Give in and apologize in order to quickly end the argument.
- Start insulting the other person.

22. When making an important decision, I tend to:

- Follow my instincts
- Rely on direction from other people
- Go with the easiest option
- Guess randomly

23. Which of the following statements best describes you?

- I have an easy time making friends and getting to know new people.
- I get along well with others, but I have to really get to know someone before they become a true friend.
- I find it difficult to meet people and make friends.
- I cannot make friend.

24. One of your co-workers has a habit that annoys you. The problem seems to be getting worse each day. How do you respond?

- Tell your co-worker what is bothering you.
- Make a complaint about the behavior to your supervisor.
- Talk about your coworker behind his back.
- Suffer in silence.

25. Which of the following statements best describes you?

- I have an easy time making friends and getting to know new people.
- I get along well with others, but I have to really get to know someone before they become a true friend.
- I find it difficult to meet people and make friends.
- I cannot make friends

PART V

INTELLIGENCE QUOTIENT:

You have to answer 32 questions in 60 seconds each

(Please give the level of Intelligence Quotient examining each statement carefully please indicate the level with each statement by putting against the appropriate answer)

1. Which word best completes the analogy? Sauce is to noodles as boats are to...
a. Wind b. Lake c. Water d. Wood
2. Which of the following is most dissimilar?
a. Cow b. Chicken c. Horse d. Mule
3. Hand is to ring as ear is to...
a. Earmuff b. Scarf c. Ear ring d. Sound.
4. Which of the choices does not correspond to the following words?
TRIANGLE, GLOVE, CLOCK, BICYCLE
a. 5 b. 3 c. 4 d. 4
5. Twenty two minutes before three o'clock is:
a. 36 minutes past four o'clock b. 36 minutes past one o'clock
c. 38 minutes past three o'clock d. 38 minutes past two o'clock
6. Which word is similar to the word spelled by using the first letters of the words in the following sentence: "rotund aardvarks buy big itineraries to sell."
a. Radish b. Bunny c. Rabbits d. Bolish
7. The word, two thousand, three hundred twenty-one, when written backward is
a. 2,321 b. 2,231 c. 1,232 d. 1,321
8. John has only thirty-six rupees, but he can buy a bicycle that costs one hundred three, if he borrows exactly:
a. 64 b. 65 c. 66 d. 67

9. A round wall clock will have a minute hand that points to the right when it is eleven fifteen when the clock has been rotated counterclockwise:
a. 0 degree b. 90 degree c. 180 degree d. 270 degree
10. If Robert looks into a mirror and touches his right ear with his left hand, Richard's image seems to touch its...
a. Left ear with his left hand b. Right ear with his right hand
c. Right ear with his left hand d. Left ear with his right hand
11. If you leave the letters in the same order, but rearrange the spaces in the phrase, "Them eats on," it can be read as:
a. Them eats son b. Theme at son c. The meats on d. The meet son
12. The words AUCTIONED and EDUCATION are most similar to:
a. CATASTROPHE b. TEXTURED c. AGED d. CAUTIONED
13. Beth weighs 85 pounds. Jill weighs 105 pounds. Liz weighs 115 pounds. Two of them standing on the same scale weigh exactly:
a. 190 pounds b. 195 pounds c. 205 pounds d. 305 pounds
14. How many vowels are in the following sentence:
"Of all of the words in this sentence, there are a total number of vowels is 22."
a. 22 b. 23. c. 24 d. 25
15. Twelve ducks, three horses, and four goats have a total of:
a. 48 tails b. 52 legs c. 28 hooves d. 36 eyes
16. In the English alphabet there are exactly __ letters between the letters "N" and "F."
a. 9 b. 8 c. 7 d. 6
17. If the word, "BAN," is written under the word, "RAN," and the word, "BAT," is written under "BAN," then which word is formed diagonally?
a. TAR b. RAT c. RAN d. NAB

18. By removing six letters from the word "motherhood,"
"the word _____ can be formed."
a. Home b. dare c. that d. Hide
19. If a thumb is a finger, then four gloves and four shoes normally hold how many fingers?
a. 20 b. 30 c. 40 d. 50
20. How many blocks from his starting place will George be if he travels two blocks north, three blocks east, and two blocks south?
a. 3 b. 4 c. 5 d. 7
21. Of the following choices, which choices' odd numbers add up to be an even number?
a. 13, 12, 7, 9, 14, 24, 26, 1, 11 b. 33, 47, 56, 6, 73, 46, 22, 78, 2
c. 19, 24, 9, 12, 15, 98, 3, 37, 1 d. 12, 51, 24, 19, 44, 91, 77, 21, 4
22. Without disfiguring a toothpick and with no letter sharing a toothpick used by another letter, the word, "PIN," can be spelled with exactly how many toothpicks?
a. 6 b. 7 c. 8 d. 9
23. Which of the following sentences has exactly 34 characters?
a. This sentence has thirty-six letters
b. This sentence has enough characters
c. This sentence has thirty-six characters
d. There are thirty-six characters in this sentence
24. Which number is the next logical number in the following sequence?
2, 8, 20, 44...
a. 88 b. 92 c. 96 d. 98

25. If each of nine persons in a group shakes hands with each of the other seven persons, then a total of how many handshakes occurs?
a. 47 b. 52 c. 57 d. 63
26. June is 5 years old and her older sister, Kate, is two and a half times as old as she is. When Kate is 23, how old is June?
a. 13.0 b. 14.5 c. 15.5 d. 16.0
27. John and Jim collected 25 shells. Jim collected four times as many shells as John. How many shells did John collect?
a. 5 b. 10 c. 15 d. 20
28. Ten people can paint 120 houses in 240 days. How many days will it take 5 people to paint 60 houses?
a. 60 b. 120 c. 240 d. 360
29. Which is the next number in the sequence?
64, 16, 4, 1, $\frac{1}{4}$...
a. $\frac{1}{8}$ b. $\frac{1}{16}$ c. $\frac{1}{32}$ d. $\frac{1}{64}$
30. What number is one half of one quarter of one fifth of 900?
a. 22.5 b. $11\frac{1}{2}$ c. $13\frac{1}{4}$ d. $8\frac{1}{3}$

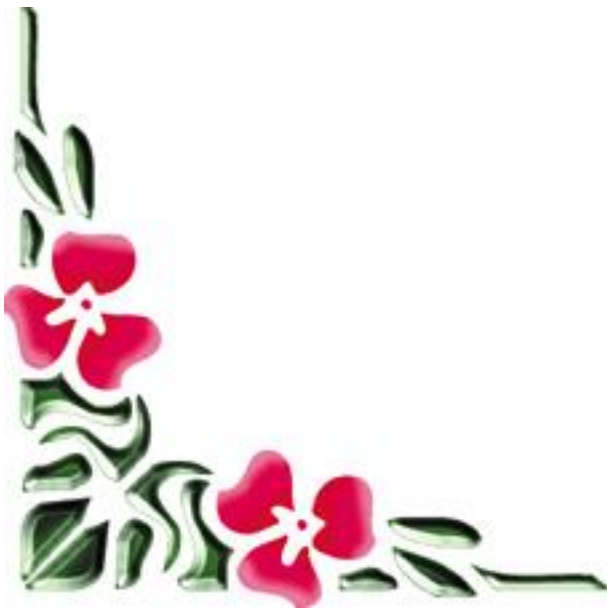
CHAPTER - 1

Introduction



CHAPTER - 11

Review of Literature



CHAPTER - III

Methodology



CHAPTER - IV

Analysis And Interpretation



CHAPTER - V

Summary, Findings And Conclusion



Bibliography



Appendix

