Relationships between Leadership Competencies and Employees' Motivation, Initiative and Interest to Work

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ABSTRACT

In order to maintain long-term practices of effective leadership and high performance it is important for organisations to devote special attention to the development of cognitive, social and emotional intelligence competencies of managers and employees of all levels of organizational structure. The purpose of this article is to identify most significant leadership competencies that arise from cognitive, social and emotional intelligence as well as to analyse the competencies' impact on motivation, interest to work and initiative of employees. This research differs in a way that it was constructed not to evaluate concrete leaders' competencies and their impact on business organization, but rather to identify that from employees' point of view. In order to achieve the research aim a quantitative research method has been employed as well as an instrument – survey questionnaire – has been prepared. The conducted survey's results analysis allow to claim that leader's emotional, social and cognitive intelligence competencies influence on employees' motivation, interest to work and initiative is strong and, therefore, undeniable. Although importance of some aspects vary depending on respondents' age, gender and work experience, the generalization of the leadership competencies impact on employees' motivation, interest to work and initiative have been drawn.

INTRODUCTION

Globalization processes have completely changed the game rules for business organizations. As integration of huge corporations or even small franchises from all over the world has increased business competition to the sky-high, most of the companies face a lot of threats to maintain their competitive edge and well-being. It is well known that human resources are one of the most important factors for business companies' long term success therefore companies are trying to find and retain competent leaders, who would be able to lead the organization towards its goals, also to create a positive organizational climate for all of its employees. The leaders are expected to have a wide set of relevant competencies that would help them to better supervise their subordinates as well as to manage themselves. In a positive organizational climate employees tend to be more

motivated, satisfied, have higher expectations towards their career and the organization, but most importantly, they are committed to the company and its goals (Majdalani and Maamari, 2017). Organizational climate is all about how employees perceive their workplace and how does it make them feel. It influences employees' motivation, interest to work and initiative. D. Goleman (2004) says that a good organizational climate has positive impact not only on human resources, e.g. employees' motivation, interest to work and initiative, but also on financial results, e. g. revenue growth, profits and return on sales. Since it is obvious that organizational climate has a major impact on company's success, it is also important to explore factors that influence it, such as leadership competencies.

Based on scientific literature, leadership is considered as a complex phenomenon that has multiple dimensions. While numerous leadership theories emphasise the ways in which theory can help practical leadership, there exists a host of possible endings for the sentence "Leadership is …". In attempting to describe what leadership is, it is perceived as having a variety of different meanings. Contemporary researchers believe that the main tasks of a good leader are as follows: to identify values and goals, to shape a vision and strategy, to programme continuity and to initiate targeted organisational changes. Therefore, the competencies necessary for successful leadership include envisaging the future, setting goals, communication, fostering values, ability to achieve approval of others' towards emerging vision, planning the vision and its implementation. It is emphasised that development of leadership is based on cognitive, social and emotional competencies as well as behavioural skills. These skills, along with such traits of a leader as self-awareness, openness, self-confidence and creativity, as well as cognitive, social and emotional intelligence competencies serve as a basis for the leadership. Therefore, in order to maintain long-term practices of effective leadership and high performance it is important for organisations to devote special attention to the development of cognitive, social and emotional intelligence competencies of managers and employees of all levels of organizational structure, because leaders cannot clearly define each situation and adequately understand what is happening and make good judgment calls, as the future is a continuous creative process, while assessment of the past is constantly adjusted in light of the present situation.

It is well known that there is a significant difference between a manager and a leader, although some of the characteristics and competencies required might be the same. One of the ways to differentiate a leader from a manager is by evaluating their emotional intelligence (EI), social intelligence (SI) and cognitive intelligence (CI) competencies. In order to inspect whether potential leaders will be capable to lead the company to success as well as to inspire their subordinates in a way that they would feel satisfied and motivated most of companies give a lot of EI, SI or CI tests to the potential leaders before hiring them. Nevertheless, even leaders with highest scores of the intelligence tests may fail to make their subordinates feel satisfied, motivated, interested to work and to be proactive. This appears because not all competencies that are supposed to be positive are actually positively evaluated by the employees. For this reason it is significant to research another point of view – to analyse an employee perspective.

The purpose of this article is to identify most significant leadership competencies that arise from EI, SI and CI as well as to analyse relationships between the competencies' and motivation, interest to work and initiative of employees. **The object of the research –** leader's emotional, social and cognitive intelligence competencies; employee motivation, interest to work and initiative.

In order to identify most significant emotional, social and cognitive intelligence competencies and the competencies' relationships with employees' motivation, interest to work and initiative at business organisations a number of previous scientific researches has been analysed. Quantitative research method has been employed with the research instrument - a survey questionnaire based on leaders' EI, SI and CI competencies and the competencies' relationships with employees' motivation, interest to work and initiative. Depending on Paniotto formula and using random sampling method a relevant number of anonymously filled in questionnaires has been collected. Statistical methods and statistical analysis software IBM SPSS was used for the respondents' answers analy-

sis and the research findings formulation.

1. THEORETICAL ASPECTS OF A COMPETENCE CONCEPT

Competencies are defined as a set of behaviours organized around an underlying or unconscious intent that determines effective performance (Boyatzis and Ratti, 2009). It is believed that outstanding performance of an employee occurs when a set of his skills, talents and personal characteristics play along with his role in the organization and the organization's environment. Organization's environment consists of culture and climate; structure and systems; maturity of the industry and strategic positioning within it; and aspects of the economic, political, social, environmental and religious beliefs (Ibid.). The research developed by R. Boyatzis in 1982 differentiates three types of behavioural habits as minimum abilities and three types of competencies necessary to achieve superior performance. This concept allows identifying requirements for an employee to perform at work at least to minimum standards as well as to distinguish an average employee from the talented one. As the concept of competence is widely analysed by a lot of researchers due to its importance for management and leadership at business organizations, here is the list of competence definitions determined in scientific literature:

- Competencies are individual characteristics connected with work effectiveness (Spencer and Spencer, 1993).
- Competencies can be described as certain skills, knowledge, abilities or characteristics which lead to work effectiveness (Hay, 1990).
- Competence indicates sufficiency of knowledge and skills that enable someone to act in a wide variety of situations. Because each level of responsibility has its own requirements, competence can occur in any period of a person's life or at any stage of his or her career.[1]

As it is seen from the definitions the concept of a competence is oriented towards work effectiveness or efficiency. Boyatzis (1982) claims that a leader is most effective when the leader's set of competencies correspond well with organizational goals and organizational environment. Furthermore, different researches all over the world (e.g. Bolden et al., 2003; Christie et al., 2015; George, 2000; Goleman, 2000, 2004; Hassan et al., 2013; Hong et al., 2011; Li et al, 2016; Momeni, 2009; Morden, 1997; Nichols, 2016) summarized superior performance competencies into three clusters (the term "clusters of competencies" is used to describe a certain group of competencies which, if properly used, can yield appropriate results):

Cognitive intelligence competencies – the ability to think and analyse information and situations. This cluster includes number of competencies recognized as cognitive intelligence competencies. First of them is so called *systems thinking* – this means seeing a particular event from different points of view, understanding that this event will have some kind of consequences for the organization, or a society as a whole. Another competence, relevant to the cognitive intelligence is *pattern recognition* – that means finding opportunities and connections in the events that may seem random or unimportant. The third competence is *organizational awareness* which can be described as keeping up with the data, news, politics, etc. at the organizational level.

Emotional intelligence competencies – the ability to recognise, understand and use emotional information *about oneself*. According to researchers one of main competencies is *self-awareness*, or in other words, recognizing emotions of oneself and how the one's emotions possibly impact the others'. In this cluster researchers include *emotional self-control*, which means control of one's emotions and impulses for a benefit of the people. Third important competence is *adaptability* or "the drive to improve performance to meet inner standards of excellence" (Boyatzis, Ratti, 2009). The forth competence is *positive outlook* – positive attitude towards people, events and the future.

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[1] BusinessDictionary.com. Retrieved from: http://www.businessdictionary.com/definition/competence.html

Social intelligence competencies – the ability to recognise, understand and use emotional information *about others*. Social intelligence competencies are all about relationship with others. Social intelligence could be defined as ability to influence others for positive outcomes, to manage conflicts in an ethical manner, ability to create effective teams and control or mentor them properly. In this cluster, Boyatzis and Ratti (2009) emphasize several competencies that differentiate successful manager from the average one. This set includes: *inspirational leadership* – guiding and motivating employees to reach the organizational goals; *influence* – being able to convince employees to do things that are necessary to be done; *coaching and mentoring* – helping others to achieve best performance; *conflict management* – being able to solve any misunderstandings in a tactical manner; *teamwork* – being able to cooperate and create effective teams, by dividing and supervising their work fairly and objectively; *empathy* – understanding others' emotions, perspectives and taking active interest in them.

Competencies presume better performance; however, there are no specific characteristics of a successful leader, as success depends on combinations of competencies. The individuals who have different competencies are able to successfully work in the same position, hence it is important to distinguish key clusters of competencies. Competencies are a behavioural approach to emotional, social, and cognitive intelligence thus competencies influence people behaviour and their perceptions about themselves and others (Boyatzis, Rotti, 2009). To have a set of particular competencies for particular job is a greatest necessity in order to achieve desired results as well as to create value for the organization and for the person oneself.

2. PARTICULARITY OF RELATIONSHIPS BETWEEN LEADERSHIP COMPETENCIES AND EMPLOYEES MOTIVATION, INITIATIVE AND INTEREST TO WORK

Recent years have witnessed an increase in the number of empirical studies attempting to evaluate influence of emotional intelligence on leadership in organisations as well as a link between emotional intelligence and the choice of a leadership style. Emotional and social intelligence competencies are associated also with the leader's productivity, emotional and social competencies determine successful implementation of the vision and achievements of vision-oriented leadership. To sum up, it can be claimed that the influence of emotional and social intelligence competencies on leadership is rather widely examined, and findings are made on the basis of empirical research.

A completely different situation is when it comes to research of expression of leadership considering relationships between leaders' intellectual competencies and employees' motivation, interest to work and initiative in organisations, there has so far been little systemic research in the area, empirical research is scarce. Competencies influence expression of leadership in the organisation not directly, but through leadership behaviours manifested at the individual level (personal leadership), at the level of relationships of members of the organisation (relationship leadership) and the level of the organisation as a whole (organisational/strategic leadership). For example, emotional intelligence competencies ensure a better quality of relationships between a leader and his/her subordinates, and the result of such a quality interaction is a positive organisational climate, which leads to better performance of the organisation, competitive advantage and operational longevity. Emotional intelligence competencies are required for personal leadership and relationship leadership; while on the organisational/strategic level cognitive intelligence competencies are needed: social judgment, systemic logic, pattern recognition, as well as competencies of change management and complex problem solving.

According to Maamari and Majdalani (2017) leadership can be defined as a process of social interaction where the leader has a high influence on the behaviour of his/her subordinates, strongly influencing their performance. Furthermore, Humphrey (2002) states that leadership can be

viewed as a process influenced by emotional intelligence when the leader can see, evaluate, control and evoke emotions of his subordinates. Goleman (1995) believes that leadership is an art of persuading people to work towards a common goal. Moreover, leadership strongly relies on the ability to motivate, influence and encourage employees to work towards organization's success (Anand, Udaya-Suriyan, 2010). Researchers state that subordinates may view the leader's behaviour as an exemplar from which they wish to learn, which they wish to emulate, or which they may wish to avoid instead. This emphasizes that the leader should be as a role model or even as "father figure" to his subordinates and that from the leader's behaviour depends the subordinates' behaviour too. Successful leader should act in a way he/she wants his/her subordinates to act – if the leader is concentrated and hard-working towards the organizational goals, it is very likely that his/her subordinates will be more committed to these goals too. Researchers note that leaders cannot avoid the role of model once they have such an importance in the world. Since modelling is greatly important for leaders it would be well for them to consider what forms of behaviour, what attitudes and values the leaders represent. If they are seen as effective then these behaviours and values will be imitated by subordinates, however, if ineffective, the behaviours will be ignored, moreover, controverted by employees.

Despite some mismatches in scientific literature, majority of researchers agree that three clusters of leadership competencies - emotional intelligence, social intelligence and cognitive intelligence competencies - can be differentiated to analyse their impact on business organization and its employees' motivation, interest to work and initiative. Although some authors deny importance of emotional intelligence or emphasize social intelligence as a part of emotional intelligence, however, majority of them rely on Goleman (1998, 2000, 2004), Chen, Silverthorne (2005) and other researches findings, therefore agree that leadership plays an important role in success (or failure) of organizations and around 90% of successful leadership is determined by emotional intelligence (Tognazzo, Gubitta, Gerli, 2017). In order to analyse impact of these competencies' groups it is necessary to identify what competencies contain every group severally. Examples of emotional intelligence competencies are as follows: self-awareness, or recognizing one's emotions and their possible impact on the one's self or the others'; adaptability – ability to control various complex, uncertain, difficult situations; emotional self-control; positivity and ability to create positive atmosphere; confidence and passion. Social intelligence competencies are all about relationship with others and empathy. It contains an ability to create strong connections, to understand people and their emotions, to be able to look from others' perspective, to be an attentive listener and etc. Besides that, social intelligence could be defined as an inspirational leadership, ability to influence others for positive outcomes, to manage conflicts in an ethical manner, ability to create effective teams and control or mentor them properly. Cognitive competencies is systems thinking or seeing a particular event from different points of view, understanding that this event will have some consequences for the organization, or a society as a whole, and pattern recognition – that means finding opportunities and connections in the events that may seem random or unimportant. Also, to see potential not only in the occurring events, but also in the employees, could be another important cognitive competence.

It is well known, that one of the most important factors of the successful companies is their human resources. For this reason, companies are trying to find and to retain competent leaders who are expected to have a wide set of relevant competencies that would help them to better handle their subordinates as well as themselves. Satisfied employees are committed to their company and its goals, but most importantly, satisfaction shapes employees' motivation, interest to work and initiative (Majdalani, Maamari, 2017). Momeni (2009) states that employees' satisfaction and consequent feelings about their workplace is the principal determinant of whether an organization is a great place to work, topping policies, organizational programs, financial situation, and value of stock. In order to evaluate employees' perception of their workplace the authors suggest three elements as follows:

− Feelings about management – employee's trust, respect and commitment to the leaders and top managers;

‒ Feelings about the job – whether the employee is passionate about his/her job or is it just an obligation to work;
‒ Feelings about colleagues – relationships amongst the employees should be positive in order to create a wanted and enjoyable workplace.

According to researchers a successful person finds right place for oneself; however, a successful leader finds the right place for others. If the employees feel identified, valued and have a potential to grow in a particular company thus they feel more committed to that organization.

3. RESEARCH METHOD, SAMPLE SIZE AND RESPONDENTS' CHARACTERISTICS

There are number of studies that examined leadership competencies' and leader's effectiveness correlation, as the topic has always been important not only for scientists, but also top managers of various business organizations. However, most of the studies rely on a leader's perspective rather than from his or her subordinates' point of view (e.g. Boyatzis, Ratti, 2009; Ryan et al 2012). These researches were accomplished by giving tests and questionnaires to various companies' leaders in order to evaluate the leaders' emotional, social or cognitive intelligence competencies. After that, results were compared with the leaders' effectiveness in leading the organization or creating positive organizational climate. The average respondents' number for these studies varies from 150 to 200.

This research differs in a way that it was constructed not to evaluate concrete leaders' competencies and their impact on business organization, but rather to identify that from employees' point of view. This research shows how different types of leadership competencies and behaviours impact employee motivation, initiative and interest to work. In order to achieve the research aim a quantitative research method has been employed as well as an instrument – survey questionnaire based on previous researches of Kouzes and Posner (2013), Goleman (1995, 2000, 2004), Boyatzis and Ratti (2009) – has been prepared. First part of the questionnaire consists of 3 demographic questions, for the purpose of identification of respondent's age, gender and work experience. Age section is divided into five sub-sections: <18 years; 19-25years; 26-35years; 36-50years; >51years. Work experience is also split into five sub-sections: no experience; up to 2 years; 3-6 years; 7-10 years; more than 11 years. Less than 19 years old or no working experience have been discarded from the results' analysis, as they would have increased limitations of the study and decreased reliability. Second part consists of 9 statements based on emotional intelligence competencies' influence on employees' motivation, interest to work and initiative, and their perception of different leader's behaviours. The third part - 12 statements – is examining leader's cognitive intelligence and influence. The fourth part - 9 statements – reflect employees' point of view towards social intelligence competencies of the leaders. All statements from the last three parts are evaluated using five point Likert scales, where 1 refers to "strongly disagree", 2 – "disagree", 3 – "neither agree nor disagree", 4 – "agree" and 5 – "strongly agree".

The questionnaire was pilot-tested on 104 respondents to make sure that statements are understandable and the scale is relevant and easily used. After pilot-testing, some modifications have been made. Sample size was also calculated using Paniotto formula: n – Sample size; Δ - Standard deviation; N – Size of population:

$$n = \frac{1}{\Delta^2 + \frac{1}{N}} = \frac{1}{0,07^2 + \frac{1}{3000000}} = 204$$

215 filled in questionnaires have been collected; however, 7 questionnaires have been discarded as the respondents claimed not to have work experience and 2 more because of the irrele-

vant age of the respondents. After that, the total number of the answers for the analysis lowered to 206. Nevertheless, this number is still higher (206>204), so it can be claimed that number of filled in questionnaires for the data analysis is relevant. The survey questionnaire was released using survey platform www.apklausa.lt as well as social media platforms Facebook and LinkedIn. Data for the analysis were collected in 4 months (March - June 2018).

The research aim – to identify relationships between emotional intelligence (EI), social intelligence (SI) and cognitive intelligence (CI) leadership competencies and employees' motivation, interest to work and initiative.

Research tasks:
- To separately analyse relationship between leader's EI, SI and CI competencies' and employees motivation; interest to work; initiative.
- To compare the results in different age, work experience and gender groups accordingly.
- To identify strongest/weakest relationships between leadership competencies and employee motivation, interest to work and initiative.
- To summarize significance of the research by taking into consideration the research limitations that may arise.

Research methods:
- Comparative analysis. This research method was used in order to analyse scientific literature – different authors' suggestions, findings, conclusions.
- Quantitative research method. This method allows examining the relationship between two variables. The survey questionnaire was based on previous researches by Goleman, Boyatzis, Ratti and Northouse.
- Random sampling method allowed to collect filled in questionnaires in random order, not excluding any group of respondents, thus reduced limitations of the research.
- For statistical analysis was used software IBM SPSS 23.0 which allowed identifying demographic differences of the respondents and their leaders' emotional, social and cognitive intelligence competencies' impact on the respondents' motivation, interest to work and initiative.

To begin the analysis all respondents' data have been distributed into three demographic groups. First of all by gender: number of male respondents was 79, which is 38,3% of the total sample and female – 127 (61,7%). Secondly, respondents have been distributed into groups by age. The first and the largest group were respondents at age 19-25. This group consists of 131 respondents that refers to 63,6% of all filled in questionnaires. This group reflects opinion of the youngest generation as it is actual for the newest studies. The second largest group consists of the respondents at age 26-35, i.e. 45 respondents, which is 21,8% of the research sample. The third group are respondents at 36-50, i.e. 26 respondents, which is 12,7% of research sample. The smallest group – only 4 respondents (1,9% of the research sample) – consist of respondents who are 51 year old and older. Thirdly, all respondents have been divided into groups by their work experience. The biggest group consist of respondents of 2 and less years of work experience and the ones, who have 3-6 years of work experience: the numbers laid down 84 (40,8%) and 68 (33%) respectively. The smallest groups were for the ones who have been working for 7-10 years (26; 12,6%) as well as 11 years and more (28; 13,6%).

4. RESEARCH FINDINGS

The research analysis consists of two parts. The first part is evaluation of emotional, social and cognitive intelligence competencies' impact on employee motivation, interest to work and initiative, taking into consideration gender, age and work experience of the respondents. The purpose of this analysis is to inspect whether perceptions of leaders' behavioural approaches expressed by their

social, emotional and cognitive intellect competencies differ in demographic groups of the respondents. The second part is generalization of the overall results.

The first part consists of 9 reports in total, made by comparing means, using statistical analysis software IBM SPSS 23.0. These reports have been divided into 3 sections – questioning respondents' motivation; initiative and interest to work. Each of them contains 3 sub-sections – comparative analysis between the respondents' work experience groups; age groups; gender groups. The sections and sub-sections are presented in the Table 1.

Table 1. Sections and sub-sections for the data reports

Section	Sub-section*
Motivation	EI, SI and CI competencies' impact on employee *motivation*. Comparison between *work experience* groups;
	EI, SI and CI competencies' impact on employee *motivation*. Comparison between *age* groups;
	EI, SI and CI competencies' impact on employee *motivation*. Comparison by *gender* groups;
Initiative	EI, SI and CI competencies' impact on employee *initiative*. Comparison between *work experience* groups;
	EI, SI and CI competencies' impact on employee *initiative*. Comparison between *age* groups;
	EI, SI and CI competencies' impact on employee *initiative*. Comparison by *gender* groups;
Interest to work	EI, SI and CI competencies' impact on employee *interest to work*. Comparison between *work experience* groups;
	EI, SI and CI competencies' impact on employee *interest to work*. Comparison between *age* groups;
	EI, SI and CI competencies' impact on employee *interest to work*. Comparison by *gender* groups.

*EI – Emotional intelligence; SI – Social intelligence; CI – Cognitive intelligence.
Source: compiled by authors, based on research results.

To conclude, the research analysis reveals relationships between leaders' emotional, social and cognitive intelligence competencies and employees' motivation, interest to work and initiative. The research data are analysed by taking into consideration the respondent's age, gender and work experience.

4.1. Relationships between leadership competencies' and employees' motivation

Employees' motivation was analysed using statements from the questionnaire. The analysis consists of 5 emotional intelligence (statements: EI1; EI4; EI5; EI8; EI9), 3 cognitive intelligence (CI4; CI5; CI6) and 4 social intelligence (SI2; SI3: SI5; SI6) aspects. The first report was made to evaluate leaders' EI, SI and CI competencies impact on employees' motivation and inspect whether the results differ between work experience groups. The results (Table 2) have revealed mismatches between different groups.

First of all, the respondents who indicated to have 7 and more years of work experience (7-10 years; 11 years and more) have claimed that pressure from their leader does not help to stay focused and motivated (EI8) with more confidence than those who have up to 6 years of work experience (2 years and less; 3-). The means laid down around 2.35 and 2.98 respectively. Secondly, although all the groups have claimed that when the leader is confident and passionate about

his/her job (EI5), they tend to feel more motivated: the biggest impact (4.42) it seems to have on 7-10 years of work experience employees, and least (4.0) on 11 years and more. Another quite big difference is seen when evaluating emotional stability of the leader (E1). All of the respondents rated this factor as one of the most important (4.35). Nevertheless, least work experience having group (2 years and less) tend to evaluate dependence of their motivation on this factor at the lowest rate (4.17) while other groups' results laid down similarly (4.46; 4.58; 4.43). Potential recognition (CI5) is most important for the employees, who have 3-6 years of experience (4.34). Attentiveness to emotional cues (SI5), trust and admiration demonstrated by the leader (SI6) seem most to motivate the group of employees with more than 11 years of experience.

Table 2. Relationships between emotional, social and cognitive intelligence competencies' and employee motivation: comparison between work experience groups

Work experience		EI1	EI4	EI5	EI8	EI9	CI4	CI5	CI6	SI2	SI3	SI5	SI6
2 and less years	Mean	4.17	4.17	4.20	2.99	2.50	4.07	4.07	4.14	3.62	4.12	3.95	4.08
	N	84	84	84	84	84	84	84	84	84	84	84	84
	Std. Deviation	1.051	1.201	0.929	1.114	1.092	1.027	0.954	1.031	0.956	0.962	1.017	0.960
3-6 years	Mean	4.46	4.31	4.28	2.97	2.32	4.12	4.34	4.35	3.56	4.22	3.74	4.03
	N	68	68	68	68	68	68	68	68	68	68	68	68
	Std. Deviation	1.071	1.040	1.208	1.221	1.251	1.015	0.874	0.927	1.070	1.063	1.128	1.171
7-10 years	Mean	4.58	4.04	4.42	2.38	2.62	3.96	4.04	3.77	3.65	4.19	3.92	3.92
	N	26	26	26	26	26	26	26	26	26	26	26	26
	Std. Deviation	0.578	0.958	0.809	1.267	1.577	1.038	1.216	1.423	1.231	0.939	1.164	1.055
11 years and more	Mean	4.43	4.18	4.00	2.32	2.54	4.14	4.04	4.25	3.89	4.36	4.21	4.21
	N	28	28	28	28	28	28	28	28	28	28	28	28
	Std. Deviation	0.879	0.905	1.122	1.335	1.503	0.891	1.138	0.887	1.031	0.870	0.957	0.995
Total	Mean	4.35	4.20	4.23	2.82	2.46	4.08	4.15	4.18	3.64	4.19	3.91	4.06
	N	206	206	206	206	206	206	206	206	206	206	206	206
	Std. Deviation	0.995	1.079	1.041	1.224	1.267	1.001	0.993	1.046	1.039	0.978	1.069	1.046

Source: compiled by authors, based on research results.

In the second report (Table 3) demographic aspect – age of the respondents - is analysed. Employees at age 19-25 in most cases laid down in the middle (in comparison with 26-35 and 36-50), the biggest differences are noticed between age groups of 26-35 and 36-50. The age group of employees 51 and older, in this case, is not taken into consideration as the number of respondents is low and the answers provided differ too much from all the other age groups.

Emotional stability of the leader (E1) confirms the previous report's results – respondents at age 19-25 care least about the competence, and at age 26-35 – the most. Although all the respondents claimed that positive emotions demonstrated by the leader (EI4) is an important competence for increasing their motivation, it can also become annoying (EI8) if the levels of stress seem to lie only on the employees. The respondents at age 19-25 seem to be the most annoyed by the positivity of their leader at rate 2.98, and the rate seems to decrease with age (2.56 and 2.35 respectively). The potential recognition (CI5) impacts 36-50 years old employees at the lowest rate (3.88) and most impacts age group of 26-35 (4.33). This difference may occur because the middle-aged workforce is mostly more career-oriented than the older ones, as they might have already reached desired career level. Another significant mismatch is seen when evaluating impact of respect for the leader. Employees up to 36 years old tend to be motivated even if they do not respect their leader that much (19-25 at rate 3.57; 26-35 at rate 3.69) but the ones at age 36-50 claim to dedicate themselves much more if they respect the leader (4.08).

Table 3. Relationships between emotional, social and cognitive intelligence competencies' and employee motivation: comparison between age groups

	Age	EI1	EI4	EI5	EI8	EI9	CI4	CI5	CI6	SI2	SI3	SI5	SI6
19-25	Mean	4.25	4.2	4.21	2.98	2.4	4.09	4.16	4.19	3.57	4.16	3.87	4.08
	N	131	131	131	131	131	131	131	131	131	131	131	131
	Std. Deviation	1.091	1.186	1.06	1.15	1.122	1.011	0.943	1.016	0.969	0.951	1.003	0.993
26-35	Mean	4.67	4.27	4.4	2.56	2.71	4.07	4.33	4.2	3.69	4.27	3.91	3.91
	N	45	45	45	45	45	45	45	45	45	45	45	45
	Std. Deviation	0.477	0.809	1.009	1.235	1.532	1.031	0.977	1.079	1.24	1.095	1.24	1.24
36-50	Mean	4.46	4.15	4.15	2.35	2.35	4.08	3.88	4.12	4.08	4.38	4.19	4.27
	N	26	26	26	26	26	26	26	26	26	26	26	26
	Std. Deviation	0.859	1.008	0.967	1.468	1.495	1.017	1.211	1.243	0.891	0.852	0.981	1.002
51 and older	Mean	3.25	3.75	3.25	3.25	2.25	4	3.5	4	2.5	3.25	3.5	3.75
	N	4	4	4	4	4	4	4	4	4	4	4	4
	Std. Deviation	1.708	0.5	0.957	0.5	0.957	0	1	0	0.577	0.957	1.732	0.5
Total	Mean	4.35	4.2	4.23	2.82	2.46	4.08	4.15	4.18	3.64	4.19	3.91	4.06
	N	206	206	206	206	206	206	206	206	206	206	206	206
	Std. Deviation	0.995	1.079	1.041	1.224	1.267	1.001	0.993	1.046	1.039	0.978	1.069	1.046

Source: compiled by authors, based on research results.

Third report (Table 4) reveals that the lowest differences are recognized when comparing factors influencing employee motivation between genders. The biggest difference is in evaluation of impact of pressure demonstrated by the leader (EI8). It seems to demotivate men more than women, with means of 2.52 and 3.00 respectively. Also, men pay less attention to the trust and admiration shown by the leader – 3.91 in comparison with 4.16.

Table 4. Relationships between emotional, social and cognitive intelligence competencies' and employee motivation: comparison by gender

Gender		EI1	EI4	EI5	EI8	EI9	CI4	CI5	CI6	SI2	SI3	SI5	SI6
Male	Mean	4.41	4.14	4.19	2.52	2.52	4.03	4.09	4.09	3.70	4.22	3.90	3.91
	N	79	79	79	79	79	79	79	79	79	79	79	79
	Std. Deviation	0.793	0.944	1.063	1.270	1.449	0.877	1.052	1.157	1.136	1.009	1.150	1.134
Female	Mean	4.31	4.24	4.25	3.00	2.43	4.12	4.19	4.24	3.61	4.18	3.92	4.16
	N	127	127	127	127	127	127	127	127	127	127	127	127
	Std. Deviation	1.103	1.158	1.031	1.162	1.144	1.074	0.957	0.971	0.977	0.963	1.020	0.979
Total	Mean	4.35	4.20	4.23	2.82	2.46	4.08	4.15	4.18	3.64	4.19	3.91	4.06
	N	206	206	206	206	206	206	206	206	206	206	206	206
	Std. Deviation	0.995	1.079	1.041	1.224	1.267	1.001	0.993	1.046	1.039	0.978	1.069	1.046

Source: compiled by authors, based on research results.

To conclude, there is strong relationship between emotional, social and cognitive intelligence competencies of the leader and employee motivation, however, the relation level in some cases differ depending on the employee's age, gender and work experience.

4.2 Relationship between leadership competencies' and employees' *initiative*

To analyse employees' initiative the means between age groups; work experience groups and gender have been compared. The reports for this factor have been made using 2 emotional intelligence (statements: EI6; EI7), 3 cognitive intelligence (CI7; CI10; CI11) and 2 social intelligence (SI7; SI8) aspects. The first report (Table 5) from the evaluation of EI, SI and CI competencies' impact on employee initiative was made by comparing work experience groups. First noticeable difference comes from emotional intelligence side. The analysis revealed that more than 11 years of experience employees' emotions and productivity depend on the leader's mood (EI7) at much higher rate when compared with the other work experience groups. Furthermore, longer work experience employees would like to be involved into the top management level decision making at higher rate than shorter work experience group. On the other hand, the biggest difference occurs while evaluating if a desire to work in a company depends only on growing opportunities and salary provided by that company (SI8). It seems that these factors are most important for the employees of 3-6 years of experience (3.34), and least to employees of 7-10 years (2.50). The other experience groups fall in between.

Table 5. Relationships between emotional, social and cognitive intelligence competencies' and employee initiative: comparison between work experience groups

Work experience		EI6	EI7	CI7	CI10	CI11	SI7	SI8
2 years and less	Mean	3.73	2.81	3.83	2.21	2.35	3.00	3.15
	N	84	84	84	84	84	84	84
	Std. Deviation	1.264	1.156	1.191	1.327	1.135	1.006	1.146
3-6 years	Mean	3.82	2.88	4.00	2.03	2.07	3.22	3.34
	N	68	68	68	68	68	68	68
	Std. Deviation	1.132	1.310	1.079	1.209	1.097	1.091	1.060
7-10 years	Mean	3.81	2.77	3.92	2.27	2.15	3.00	2.50
	N	26	26	26	26	26	26	26
	Std. Deviation	1.059	1.177	1.383	1.458	1.461	1.523	1.449
11 years and more	Mean	3.86	2.36	3.82	2.11	2.00	3.18	2.82
	N	28	28	28	28	28	28	28
	Std. Deviation	1.268	1.393	1.278	1.397	1.122	1.307	1.492
Total	Mean	3.79	2.77	3.90	2.15	2.18	3.10	3.09
	N	206	206	206	206	206	206	206
	Std. Deviation	1.191	1.247	1.187	1.310	1.167	1.148	1.235

Source: compiled by authors, based on research results

The second initiative evaluation report (Table 6) has been made comparing age groups of the respondents. The analysis showed that the negative emotions and pressure from the leader (EI 6) impact employees at age 26-35 at the highest rate (4.02). Other groups have rated this factor as less important (3.73). The report also revealed a tendency that dependence of employees' emotions and productivity on the leader's mood (EI7) increases with age. Correlation between working harder when expecting to be rewarded has been rated similarly in all age groups, with the mean of 3.90. Work trips (C10) are valued most by the 36-50 years old respondents and least by the ones who are 26-35 years old. Preference to get into deep relationships at work (SI7) laid down similarly in all age groups – in the middle, so it allows to conclude that relationships in the workplace are important but superficially.

Table 6. Relationship between emotional, social and cognitive intelligence competencies' and employee initiative: comparison between age groups

Age		EI6	EI7	CI7	CI10	CI11	SI7	SI8
19-25	Mean	3.73	2.89	3.92	2.13	2.28	3.13	3.27
	N	131	131	131	131	131	131	131
	Std. Deviation	1.203	1.172	1.134	1.267	1.152	1.048	1.115
26-35	Mean	4.02	2.69	3.87	2.20	2.07	3.04	2.89
	N	45	45	45	45	45	45	45
	Std. Deviation	1.076	1.328	1.325	1.392	1.195	1.331	1.318
36-50	Mean	3.73	2.31	3.92	1.88	1.81	3.08	2.46
	N	26	26	26	26	26	26	26
	Std. Deviation	1.373	1.436	1.230	1.336	1.201	1.383	1.476
51 and older	Mean	3.50	2.50	3.25	3.75	2.75	2.75	3.50
	N	4	4	4	4	4	4	4
	Std. Deviation	0.577	1.000	1.258	0.500	0.500	0.500	1.000
Total	Mean	3.79	2.77	3.90	2.15	2.18	3.10	3.09
	N	206	206	206	206	206	206	206
	Std. Deviation	1.191	1.247	1.187	1.310	1.167	1.148	1.235

Source: compiled by authors, based on research results

The last analysis (Table 7) of the leadership competencies' impact on employee initiative compares different genders' opinion. The report shows that men would show more initiative if they expect to be rewarded for the work they do (CI7) than women at rates 4.08 and 3.79 respectively. Furthermore, men seem to be more open to deep relationships at work (SI7) in comparison with women. Lastly, women seem to agree more that their choice to work in a particular company depends only on the career opportunities and salary (SI8) - at rate 3.22. Men have rated this factor as less important with the rate of 2.87.

Table 7. Relationships between emotional, social and cognitive intelligence competencies' and employee initiative: comparison by gender

Gender		EI6	EI7	CI7	CI10	CI11	SI7	SI8
Male	Mean	3.82	2.63	4.08	2.30	2.11	2.91	2.87
	N	79	79	79	79	79	79	79
	Std. Deviation	1.174	1.379	1.207	1.371	1.251	1.293	1.427
Female	Mean	3.76	2.85	3.79	2.05	2.23	3.21	3.22
	N	127	127	127	127	127	127	127
	Std. Deviation	1.205	1.155	1.166	1.265	1.114	1.036	1.083
Total	Mean	3.79	2.77	3.90	2.15	2.18	3.10	3.09
	N	206	206	206	206	206	206	206
	Std. Deviation	1.191	1.247	1.187	1.310	1.167	1.148	1.235

Source: compiled by authors, based on research results

All in all, the analysis shows that employees' initiative is partly based on leadership competencies expressed by leaders', and the employees' approach to them is slightly dependent on demographic aspects of the employees.

4.3 Relationships between leadership competencies' and employees' *interest to work*

The reports were made to evaluate relationships between leadership competencies and the workforce wish to occupy existing vacant job positions or to stay in the current ones. Tables of compared means have been made using the survey data. Statements for the analysis consist of 1 emotional intelligence (statement: EI3), 5 cognitive intelligence (CI1; CI2; CI3; CI4; CI8) and 2 social intelligence (SI1; SI8) aspects.

The report (Table 8) was made by comparing means of different work experience groups' understandings in order to reveal relationships between leadership competencies and the respondents' interest to work in a particular company. The analysis revealed that 7-10 years of work experience employees differ most. Firstly, the respondents of this group care least about whether a leader has a great knowledge in the field his/her followers are working (CI 2) - the rate is 3.73 only. In comparison, the least experience having group (2 years and less) care about this factor most, at rate of 4.40. Another stand out from the average is that the employees who have 7-10 years of experience claim to stay in the company even if they disagree with the leader's vision (CI 3, at rate 3.50 (other groups' mean is around 3.07).

Table 8. Relationships between emotional social and cognitive intelligence competencies' and employee interest to work: comparison between work experience groups

Work experience		EI3	CI1	CI2	CI3	CI4	CI8	SI1	SI8
2 years and less	Mean	4.08	4.25	4.40	3.05	4.07	3.93	3.42	3.15
	N	84	84	84	84	84	84	84	84
	Std. Deviation	1.143	1.005	0.946	1.074	1.027	1.073	1.008	1.146
3-6 years	Mean	4.12	4.44	4.15	3.03	4.12	3.94	3.38	3.34
	N	68	68	68	68	68	68	68	68
	Std. Deviation	1.113	0.937	1.110	1.051	1.015	1.131	1.197	1.060
7-10 years	Mean	4.15	4.23	3.73	3.50	3.96	3.88	3.58	2.50
	N	26	26	26	26	26	26	26	26
	Std. Deviation	0.925	0.951	1.373	1.208	1.038	1.336	1.206	1.449
11 years and more	Mean	4.25	4.36	4.00	3.14	4.14	4.07	3.79	2.82
	N	28	28	28	28	28	28	28	28
	Std. Deviation	1.041	0.870	0.981	1.407	0.891	1.052	1.031	1.492
Total	Mean	4.13	4.33	4.18	3.11	4.08	3.95	3.48	3.09
	N	206	206	206	206	206	206	206	206
	Std. Deviation	1.088	0.956	1.083	1.136	1.001	1.118	1.103	1.235

Source: compiled by authors, based on research results

Another analysis on employee interest to work was made by comparing the answers of different age groups (Table 9). As in the previous reports, where age was used as an independent value, the respondents above 51 years old have not been included in the analysis.

The first noticeable mismatch is from emotional intelligence competencies side. The importance of leader being self-aware has been rated at the highest score by the employees of age 26-35 (4.38) and least by the youngest respondents 19-25 (4.05). As for cognitive intelligence, data show that knowing a purpose of own tasks and seeing a bigger picture (C1) is one of the most important factors for all the respondents with the average rate of 4.38. Another interesting result is that employees at age 36-50 would show the most interest to work in the company if they would admire a leader of that company (CI2). The mean for this age group is as high as 3.92, in comparison with other groups having scores around 3.45. Furthermore, the study reveals that the youngest employees would be attracted to work in the particular company by the career opportunities and salary (SI8) at the highest rate – 3.27, while the lowest score was marked by the 36-50 years old (2.46).

Table 9. Relationships between emotional, social and cognitive intelligence competencies' and employee interest to work: comparison between age groups

Age			EI3	CI1	CI2	CI3	CI4	CI8	SI1	SI8
19-25	Mean		4.05	4.30	4.27	3.01	4.09	3.90	3.43	3.27
	N		131	131	131	131	131	131	131	131
	Std. Deviation		1.152	1.005	1.066	1.034	1.011	1.080	1.053	1.115
26-35	Mean		4.38	4.47	4.13	3.36	4.07	4.09	3.47	2.89
	N		45	45	45	45	45	45	45	45
	Std. Deviation		0.777	0.815	1.160	1.190	1.031	1.145	1.236	1.318
36-50	Mean		4.19	4.38	3.92	3.23	4.08	4.00	3.92	2.46
	N		26	26	26	26	26	26	26	26
	Std. Deviation		1.059	0.852	1.055	1.478	1.017	1.327	0.891	1.476
51 and older	Mean		3.25	3.25	3.50	3.00	4.00	3.50	2.25	3.50
	N		4	4	4	4	4	4	4	4
	Std. Deviation		1.708	0.957	0.577	1.155	0.000	0.577	1.500	1.000
Total	Mean		4.13	4.33	4.18	3.11	4.08	3.95	3.48	3.09
	N		206	206	206	206	206	206	206	206
	Std. Deviation		1.088	0.956	1.083	1.136	1.001	1.118	1.103	1.235

Source: compiled by authors, based on research results

The last report about interest to work presents comparison of genders (Table 10). As in the previous reports, gender seems to have the lowest influence on employee interest to work. Nevertheless, some mismatches might be noticed. Firstly, men claim to be more tolerant if their vision differs from their leader's vision (CI3). They rated that they would stay to work for this leader at rate 3.28 as well as women rated the statement by 3.01. Moreover, women's interest to work depends on the salary (SI8) more than men's, at rates 3.22 and 2.87 respectively.

Table 10. Relationships between emotional, social and cognitive intelligence competencies' and employee interest to work: comparison by gender

Gender			EI3	CI1	CI2	CI3	CI4	CI8	SI1	SI8
Male	Mean		4.09	4.34	4.16	3.28	4.03	3.90	3.58	2.87
	N		79	79	79	79	79	79	79	79
	Std. Deviation		0.990	0.861	1.159	1.310	0.877	1.194	1.215	1.427
Female	Mean		4.15	4.31	4.19	3.01	4.12	3.98	3.41	3.22
	N		127	127	127	127	127	127	127	127
	Std. Deviation		1.148	1.013	1.037	1.004	1.074	1.072	1.026	1.083
Total	Mean		4.13	4.33	4.18	3.11	4.08	3.95	3.48	3.09
	N		206	206	206	206	206	206	206	206
	Std. Deviation		1.088	0.956	1.083	1.136	1.001	1.118	1.103	1.235

Source: compiled by authors, based on research results

To sum up, it is reasonable to say that the employee interest to work is impacted by leader's emotional, social and cognitive intellect competencies, and furthermore, employees' perceptions are influenced depending on their gender, age and work experience.

CONCLUSIONS

The conducted survey's results analysis allow to claim that relationships between leader's emotional, social and cognitive intelligence competencies and employees' motivation, interest to work and initiative is strong and, therefore, undeniable. Although importance of some aspects vary depending on respondents' age, gender and work experience, the generalization of relationships between the leadership competencies and employees' motivation, interest to work and initiative have been drawn.

Evaluation of the relationships between EI, SI and CI competencies' and employee *motivation*:

− From the emotional intelligence side, the biggest impact on employee motivation has the emotional stability of the leader. Although the positivity of a leader is the second most-valuable competence, too much of the positive attitude or calmness may make the subordinates feel irritated as it is considered as partly annoying. Furthermore, the participants claim that their motivation increases when they see that their leader is passionate and committed to his work. However, pressure (even if it is needed or should be motivating) is discounted by the subordinates, as it creates stressful atmosphere and lowers productivity.
− The cognitive intelligence competencies were counted as most important for employee motivation. The subordinates value their leader's fairness, especially when dividing tasks and positions; they admire the leader, who sees the potential in his subordinates and helps them to grow. Only few people would not like opportunities to learn something new, as they see it as a wasting of time.
− From the social intelligence side, participants agreed that their trust in leader and vice versa is very important for motivation. They would like to feel free to talk to the leader not only about work but also about emotional cues. Furthermore, it was discovered that their motivation increases when they feel admired and trusted by their leader. The respect for a team leader moderately impacts the employee's dedication to an assigned task.

Evaluation of the relationships between EI, SI and CI competencies' and employee *initiative*:

− Emotional intelligence of the leader is moderately important for his subordinates' productivity, as they claim that negative emotions from the leader might lower their desire to show initiative.
− Cognitive intelligence competencies' analysis on employees' initiative have shown that employees do more when they expect to be rewarded; also that they would like to go on seminars and work trips to increase their knowledge and skills; they would moderately like to be involved into creation process of the company's strategic planning, i.e. vision, mission, goals and etc.
− Social intelligence: employees tend to moderately like creating strong relationships at work, as they spend most of the time there, and also it increases their initiative in the way that people tend to show more initiative as they feel more confident between the people they know and like.

Evaluation of the relationships between EI, SI and CI competencies' and employee *interest to work*:

− Emotional intelligence: respondents are more likely to be interested to work in a particular company where the leader is self-aware;
− Cognitive intelligence: it is moderately important for employees that they would agree with the leader's vision; respondents agreed that they would be interested to work in a company, where their differences are valued as their strength. Another factor influencing their interest to work in a particular company is whether their leader would have a great knowledge in the field they (employees) are working and if the leader is able to explain of how their work tasks are important to the company's overall goals.
− Social intelligence: when looking for a job, employees' interest to work moderately relies on who is the leader of the company; therefore, the employers should necessarily take care of organizational climate and create strong relationships with their employees as well as encourage

creation of relationships between them, as salary and opportunities in the company only moderately influence employees' interest to work.

Research limitations

First of all, although the sample size is appropriate to reflect the population at the 95% reliability level and with the standard deviation of 7%, it may still be considered too small, so the reliability on this research's findings on the overall population may be lowered. Second error may have appeared because of too superficial answers as well as of too quick filling in the questionnaire thus not enough time taken to think well about every statement. Furthermore, this research presents only one point of view – employees' perception of their leaders' competencies and behaviours, therefore for further research 360 degree research method could be employed, including evaluation of the leaders' emotional, social and cognitive intelligence competencies by interviewing them.

Although these limitations could lower significance of the research results, it is undeniable that the revealed tendencies confirm strong relationships between leadership competencies and employee motivation, interest to work and initiative. This research might be very useful for the leaders, in order to recognize of how they would improve the company's organizational climate in the way that employees would be interested to work there, would feel motivated and not afraid to demonstrate initiative. It should be pointed out that a key for successful leadership is an ability to use emotional, social and cognitive competencies in order to improve organizational climate in a way that each employee would feel comfortable, important and positive. Consequentially, when the employees are motivated, they are not afraid to be creative and innovative, and, therefore, they feel committed to their leader and the organization itself.

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