

Change Resilience Strategy and Strategic Change Management: The Mediating Effect of Transformational Leadership Style

^{*1}Lucas Ongeri, ²Professor Maurice M. Sakwa, ³Professor Mike Amuhaya Iravo

^{1,2,3}Jomo Kenyatta University of Agriculture and Technology, School of Entrepreneurship Procurement and Management

^{*}Corresponding Author: Lucas Ongeri, *Email: loilucas2030@gmail.com*

Abstract: One common feature among human beings is that everyone is more or less driven by emotions. Leaders, being humans, are not exception to this. Emotions thus play a vital role in managing people especially in times of strategic change. Emotional intelligence consists of a range of fundamental skills or strategies, key among them being change resilience, that allow one to confidently respond to people and changing situations. The study sought to determine mediating effect transformational leadership style on the relationship between change resilience strategy and strategic change management in the Judiciary in Kenya. The study used an explanatory research design. The study targeted 968 managers in the Judiciary. Stratified random sampling was used to obtain a sample size of 158. Both descriptive and inferential statistics were used. Multiple regression results indicated that the extracted factors of change resilience strategy had a positive and significant effect on strategic change management. Hierarchical regression results indicated that transformational leadership style fully mediates the relationships between change resilience strategy and strategic change management. Hence the study concludes that the use of emotional intelligence strategies predisposes a manager to use a transformational leadership style and hence he or she becomes more adept at managing strategic change.

Keywords: Change Resilience Strategy, Transformational Leadership Style, Strategic Change Management, Emotional Intelligence, Mediation.

1. INTRODUCTION

One factor that appears to be constant in organizations worldwide today is change (Mossholder, Settoon, Armenakis and Harris, 2013). Indeed, the organization's ability to deal with change provides a competitive advantage (Skinner *et al.*, 2013). Change is inherently emotional and produces a range of emotions and feelings in individuals during organizational change that require micro-level management (Peter, 2013).

Worldwide public services management is in flux, thanks to the increasingly rapid pace of social, political and technological change. Global and regional economic crises, privatization, budget cuts, the continuing evolution of e-government and increasing scrutiny from citizens mean that the public services' organizations have to embrace strategic change (Skinner *et al.*, 2013). Strategic change management is a process that manager use to successfully make wide-ranging changes to operations by increasing employee communication, involvement and buy-in. Strategic change management is a little bit art and a little bit science. It's about understanding the unique needs of an organization and its employees, and then providing insight and the right tools to adapt to the desired strategic change. The best strategic change practitioners balance rational, data driven approaches with a deep understanding of emotional drivers (Bullock and Batten, 2014).

Considering the prevalence of change and the effect of strategic change management on bottom-line performance, there are plenty of reasons to take a hard look at how organizations are approaching strategic change management and learn how the best do it.

Strategic change management usually involves changing the personal involvement of organization managers and employees. Changing their attitudes and work behaviors can help ensure organizations have the proper personality disposition for taking on strategic change management projects. Leadership style, communication, ethics and the proper approach to management situations are a few of the effective strategic change management principles organizations may need to instill in their employees (Bullock and Batten, 2009).

An underlying premise of this study is that an individual's adjustment to organizational strategic change needs to incorporate emotional factors that are seen as strategies that would enhance strategic change buy-in. Extant literature search reveals that very little theoretical or empirical work has been done examining the importance of emotional intelligence strategies in assisting leaders or managers to deal with strategic change management. Studies, however, has been focused on associated areas such as individual emotional reactions to situations that may be as a result of organizational change.

Jordan *et al.* (2012) argues that emotionally intelligent individuals cope better with job insecurity that may or may not be the result of strategic change. Ashkanasy and Daus (2014) describe the advantages of emotionally intelligent individuals in coping with stress in the workplace and identify one of the possible causes of stress to be strategic change, while Huy (2011) identify the importance of emotional reflection as a method for individuals to cope with strategic change. Huy (2011) suggested that emotional intelligence assists individuals to adapt to and facilitate changes in receptivity, mobilization and learning during change.

In the absence of existing empirical evidence, this study presupposes that individuals who can manage and make sense of their own and other's emotions during organizational change are able to influence social relationship outcomes and contribute to that change process. These individuals will be under less stress during organizational change as a result of their ability to be aware of their emotions and their ability to control their emotions. As managers, they will also be in a better position to reduce stress and anxiety that accompanies organizational change, as they are able to read others' emotions and take actions to manage those emotions prior to attitudes being affected.

Throughout history and in cultures around the world, the leader is the one to whom others look for assurance and clarity when threatened with uncertainty or harm (Goleman, 2001). These leaders influence, inspire, initiate, communicate, create, adapt, achieve, empathize, support, and serve. They are highly self-confident and optimistic individuals, who possess acute organizational awareness and political adeptness. All of these are emotional intelligence skills or strategies that guide leadership behavior and all can be developed over time through accurate self-assessment, reflection and experience (Nzomo, 2012). Emotional intelligence strategies enable managers to take better decisions and enjoy better relations in organizations (Reed, 2005).

Ayiro (2010) investigated the relationship between the emotional intelligence of school principals and their performance on annual targets as rated by their immediate supervisors and found that total emotional intelligence scores, and the perceiving emotions and using emotions branches of EI were positively related to performance ratings, whereas the understanding emotions and managing emotions branch scores were not significantly related to performance ratings. Ayiro (2010) recommended that further research to examined the relationship between use of emotional intelligence strategies and other performance outcomes such as strategic change management be done.

Igoki, Mukulu, and Kabare (2011) in their study on the significance of emotional intelligence in transformational leadership for Kenyan public universities established that there is a relationship between emotional intelligence and transformational leadership. They posited that the relationship between emotional intelligence and transformational leadership is most significant where organizational awareness is concerned. This involves understanding emotional currents and power relationships in the university which linked all elements of transformational leadership to emotional intelligence competencies.

Statement of the Problem:

Kenya's Judiciary is emerging from decades of chronic neglect and ineffective service delivery. In the Judiciary Transformation Framework (2012) notes that decline in public confidence, the disdain from other arms of government, and the dissipation of internal confidence within the Judiciary are still the enduring legacies of the Judiciary. According to GOK (2013) the Kenya Judiciary has over the years faced intense criticism owing to the inefficiencies of its systems and processes. For true transformation to take place the systems and processes in courts had to be overhauled. It is for this reason that the Judiciary Transformation Framework (2012) emphasized transformation of court procedures, processes, organizational culture, and management to re-orient them towards a culture of responsive, friendly, and effective service delivery accompanied by an integrated performance management system. These strategic changes were expected to be spearheaded by the managers in the Judiciary.

According Jay (2012) public perceptions of the Kenya Judiciary improved in the early years of the reform program. A Gallup poll found 61% of Kenyans had confidence in the Judiciary compared with a low of 27% in 2009. However, later polls suggested that the gains had faded. From November 2013 to April 2015, Ipsos polls found that the percentage of Kenyans expressing "a lot" of confidence in the courts had fallen from 28% to 21% for the Supreme Court and from 21% to 12% for other courts (Ipsos Public Affairs, 2015). This is an indication that the strategic change initiatives undertaken by the Kenya Judiciary had not been successfully implemented.

According to State of the Judiciary Report (2016) baseline survey, customer satisfaction index stood at 24%, and court users' access index was 41%. The report states that these setbacks have admittedly slowed down the pace of strategic change in the judiciary. This is an indication that the delivery+ of justice in Kenya is still wanting. Kiilu (2012) in his study on strategic change management in the Judiciary concluded that albeit the several change initiatives undertaken more is still to be done in order to fully achieve a transformed Judiciary.

Literature review shows scanty and inconsistent results on the effects of emotional intelligence strategies on strategic change management. Hence this study proposed to fill the gap by developing a statistical model to determine the mediating effect of transformational leadership style on the relationship between emotional intelligence strategies and strategic change management.

Objective of the Study:

The general objective of the study was to examine the mediating effect of transformational leadership style on the relationship between change resilience strategy and strategic change management in the Kenyan Judiciary.

2. THEORETICAL FRAMEWORK

For this study, the theories reviewed and which informed the choice of the variables to be measured are emotionally intelligent leadership theory, full range leadership theory, three step change theory, and Shields change theory. The theories reviewed informed the source of the variables of the study and the interactions between the dependent, mediating, and independent variables.

Emotionally Intelligent Leadership Theory:

This integrative and process-oriented theory was propounded by Boyer (1990). The foundation for Emotionally Intelligent leadership (EIL) theory is based on the blending of two critical constructs, emotional intelligence and leadership. These two constructs form a new construct termed emotional intelligent leadership. The theory postulates that leadership is a dynamic and contingent upon three primary factors which interact in meaningful ways: context, self, and others. The three factors are comprised of 21 sub-factors, termed capacities. These factors and capacities stem from both the emotional intelligence and leadership constructs.

EIL theory conceptualizes the construct of emotional intelligence as a combination of cognitive processes, personality traits, behaviors, and competencies or strategies that interact with one another and predict critical outcomes in leadership situations. In this study, the critical outcome of emotional intelligence is desired leadership that can in effect manage strategic change. Thus the study theorized that emotional intelligence leads to desired leadership style that in turn makes the management of strategic change effective.

Boyer (1990) postulates that to isolate any one of these would be limiting; demonstrating one's EIL competencies may include any of the capacities, or even all of them, depending upon the situation. EIL theory postulates that these capacities influence an individual's ability to diagnose leadership challenges, identify an appropriate course of action and to intervene as necessary to facilitate desired outcomes.

Five of the capacities of EIL theory as espoused by Boyer (1990) are aspects of EI while the other 16 are considered to be aspects of leadership. The five proposed EI capacities are emotional self-control, emotional self-perception, flexibility, optimism, and empathy. The 16 aspects of leadership are: Environmental awareness: Thinking intentionally about the environment of a leadership situation; Honest self-understanding: Being aware of your own strengths and limitations; Healthy self-esteem: Having a balanced sense of self; Authenticity: Being transparent and trustworthy; Achievement: Being driven to improve according to personal standards; Initiative: Wanting and seeking opportunities; Citizenship: Recognizing and fulfilling your responsibility for others or the group; Inspiration: Motivating and moving others toward a shared vision; Influence: Demonstrating skills of persuasion; Coaching: helping others enhance their skills and abilities; Change agent: seeking out and working with others toward new directions; Conflict management: Identifying and resolving problems and issues with others; Developing relationships: creating connections between, among, and with people; Teamwork: Working effectively with others in a group; Capitalizing on differences: Building on assets that come from differences with others.

Being an integrative theory, the EIL theory underpinned emotional intelligence strategies, leadership style, and strategic change management constructs that were of interest in this study. The five constructs of emotional intelligence in this theory were used to derive the emotional intelligence strategies as follows: Emotional self-control gave emotional literacy strategy, emotional self-perception was used to derive self management, flexibility and optimism gave the variable change resilience, while empathy was used to arrive at the independent variable relationship management. This variables were in line with what Wolmarans (2013) indicated as the emotional intelligence strategies.

For strategic change management indicators as the dependent variable, the EIL theory postulated capacities were collapsed as follows: environmental awareness and initiative (proactive thinking); citizenship, coaching, teamwork, developing relationships, capitalizing on differences, and inspiration (involving others); influence and change agent (organizing for change), conflict management (breaking from the past).

While for leadership style the EIL theory underpinned transformational leadership style using the following competencies/capacities of EIL theory: Flexibility, optimism, empathy, honest self-understanding, authenticity, achievement, initiative, citizenship, influence, coaching, and change agent, developing relationships, teamwork, and capitalizing on differences.

The integrative nature of the emotionally intelligent leadership theory does point at the fact that emotional intelligence is linked to leadership style. This study therefore made the assumption that use of the emotional intelligence competencies, herein referred to as strategies, predisposes one to exude a given leadership style; either transactional or transformational leadership style. Hence the study therefore looked at emotional intelligence strategies as precursors to leadership style. Thus both transformational and transactional leadership style were taken as the mediators in the emotional intelligence-strategic change management diad.

Full Range Theory of Leadership:

This theory was proposed by Bass and Avolio (1997). According to Groves (2013) and Antonakis and House (2013), the distinction between transformational and transactional leadership behavior is the basis of this leadership theory. The full range leadership theory postulates five transformational and three transactional factors of leadership. Additionally laissez-faire, is another factor which represents the absence of leadership.

The dimensions of transformational leadership are characterized by a high leadership efficacy and an intensive activity of the leader. Inspirational motivation describes leader behavior which is based on an optimistic and enthusiastic way of communicating a vision to the followers. The job to be done should not be felt as an obligation but as a challenge. Idealized influence (attributed) refers to the degree to which followers attribute positive traits (e.g. charisma) to their leader (Judge and Piccolo, 2014).

Idealized influence (behavior) represents a set of leadership behaviors which is based on high ethical standards in combination with a distinct achievement motive. Intellectual stimulation describes the leadership behavior a leader shows

to involve followers in decision making processes. The leader emphasizes innovation and creativity in this behavior mode particularly. If followers make mistakes during the creative process of solving problems, they are not criticized in front of their colleagues. Individualized consideration means promoting the followers' career development and meeting their individual needs. These factors of transformational leadership style are crucial in strategic change management (Bass and Riggio, 2006).

Compared to the dimensions of transformational leadership, those of transactional leadership share lower leadership efficacy. Among the transactional dimensions contingent reward is theoretically the most effective one. It describes a more or less implicit contract between leader and follower, as, in exchange for the work done by the follower, the leader promises a reward. This can consist in material benefits, but also in verbal praising. Active management-by-exception is the label of leadership behavior which is shown by leaders who interfere only to prevent failure of their followers or to avert deviations from designated standards (Antonakis and House, 2013).

In contrast, management-by-exception passive describes leaders who intervene after mistakes have occurred to limit possible damage (Rubin *et al.*, 2015). These leadership factors are pointing at a leadership style that is not in consonant with strategic change management. This two leadership styles were taken as the mediating variables in this study.

Three-Step Change Theory:

Lewin (1951) introduced the three-step change theory. This social scientist postulates in his theory that behavior is a dynamic balance of forces working in opposing directions. Driving forces facilitate change because they push employees in the desired direction. Restraining forces hinder change because they push employees in the opposite direction. Therefore, these forces must be analyzed and Lewin (1951) three-step model can help shift the balance in the direction of the planned change.

According to Lewin (1951), the first step in the process of changing behavior is to unfreeze the existing situation or status quo. The status quo is considered the equilibrium state. Unfreezing is necessary to overcome the strains of individual resistance and group conformity. Unfreezing can be achieved by the use of three methods. First, increase the driving forces that direct behavior away from the existing situation or status quo. Second, decrease the restraining forces that negatively affect the movement from the existing equilibrium. Third, find a combination of the two methods listed above.

Some activities that can assist in the unfreezing step include: motivate participants by preparing them for change, build trust and recognition for the need to change, and actively participate in recognizing problems and brainstorming solutions within a group. In this study, this first step of the theory was anchored by considering organizing for change, visualizing the future, communicating clearly, and proactive thinking, involving others, and breaking from the past as the indicators of strategic change management as given by Warner (2014). These indicators or constructs of strategic change management are in sync with the activities of step one.

Lewin's (1951) second step in the process of strategic change management is movement. In this step, it is necessary to move the target system to a new level of equilibrium. Three actions that can assist in the movement step include: persuading employees to agree that the status quo is not beneficial to them and encouraging them to view the problem from a fresh perspective, work together on a quest for new, relevant information, and connect the views of the group to well-respected, powerful leaders that also support the change. This study proposed that the constructs communicating clearly, involving others, and breaking from the past as the constructs of strategic change management as given by (Warner, 2014) are part of this step. These constructs of strategic change management are in sync with the activities of step two.

The third step of Lewin's (1951) three-step change theory is refreezing. This step needs to take place after the change has been implemented in order for it to be sustained or "stick" over time. The theory postulates that it is highly likely that the change will be short lived and the employees will revert to their old equilibrium (behaviors) if this step is not taken. It is the actual integration of the new values into the community values and traditions. The purpose of refreezing is to stabilize the new equilibrium resulting from the change by balancing both the driving and restraining forces. One action that can be used to implement Lewin's (1951) third step is to reinforce new patterns and institutionalize them through formal and informal mechanisms including policies and procedures.

Therefore, Lewin's model illustrates the effects of forces that either promote or inhibit change. Specifically, driving forces promote change while restraining forces oppose change. Hence, change will occur when the combined strength of one force is greater than the combined strength of the opposing set of forces. In this study, the third step was anchored by incorporating consolidating new learning as a construct of strategic change management.

Shield's Theory of Change:

Shield (1999) theory postulates that when change fails, it is because of insufficient attention to the human and cultural aspects of an organization. Shield (1999) suggests that there are critical components that are necessary for leaders to change an organization. If a change occurs in one component and one does not align the other components, this will lead to inefficient work processes. The theory posits that organizational leaders who are considering change should clearly understand which strategies they want to change and define critical success factors so that they will know the extent to which the desired change is possible.

Organizations must communicate the strategic objectives to the work force. If this is not done, the transformation effort will be reduced to a series of unrelated change initiatives. In this study, one of the indicators of strategic change management as the dependent variable is communicating clearly. In line with the current study, the human aspect that the change agents need to consider is that change is inherently emotional. This then makes it incumbent upon the managers to consider strategies that they should put in place so as to properly harness the emotional upheavals that accompany strategic change. Hence the study argued that change resilience, self-management, interpersonal relations, and emotional literacy strategies are the constructs of emotional intelligence.

3. LITERATURE REVIEW

The modern organizational environment requires managers to provide leadership and to harness trust in the organizational to ensure organizational performance in an increasingly dynamic and competitive global market place. We all experience emotions in our lives not least at work. While psychologists have studied emotion for many decades, it has not featured much in the study of work in general and leadership in particular until recently (Jeanine, 2013). Several of the new leadership skills call for the strategic management of emotions. The ability to analyze both oneself and others emotions is of crucial importance (Bar-On, 2012).

Mandell and Pherwani (2013) asserted, through their research on emotional intelligence and leadership, that emotional intelligence is an important trait of leadership. Researchers investigating the effects of transformational and transactional leadership have found that transformational leadership predict higher ratings of effectiveness and satisfaction (Hater and Bass, 2012), higher group performance (Keller, 2010), and higher amount of effort on the part of the subordinates and compared to transactional leadership.

Researchers in the area of leadership have likewise proposed that effective transformational leadership must possess social competency and emotional intelligence. These elements are considered critical to inspire employees and build strong relationships. A leader who has a high level of emotional intelligence will have a greater effect on an organization than a leader with a low level of emotional intelligence (Cherniss, 2013).

Organizations are realizing that emotional intelligence is an essential part of an organization's management process; and, with the current emphasis on team building and adapting to change, emotional intelligence becomes more critical (Goleman, 2001). If leaders expect to guide their organizations in the right directions, they need to be able to deal effectively with emotions. Great leaders have the ability to work through emotions (Goleman, 1995). Over the past decade a significant case has been made for considering emotional intelligence among leaders within businesses (Bradberry, and Greaves, 2012; Cherniss, 2013; Goleman, 2001).

Transformational leadership pushes the organizations forward, creates visions of potential opportunities for organizations, instills commitment to change, and develops new cultures and strategies (Bennis and Nanus, 2014). Laff (2010) argued that interpersonal skills, such as communication, teamwork, and conflict management, has to be incorporated into an existing leadership education model to develop future transformational leaders. Laff (2010) also considered interpersonal skill as one of the essential factors that determines transformational leadership success.

In practice, transformational leaders have to exercise their interpersonal skill to interact effectively with others. There is no leadership without these interactions. Therefore, individuals need to apply interpersonal skill to communicate, motivate,

resolve conflicts, and build teamwork before they can be effective leaders. Transformational leaders have created a clear vision of the future and influenced others to share and implement the vision in spite of restraining and resisting conditions (Bennis and Nanus, 2014; Bass, 1998). Bass (1998) has stated that transformational leadership is correlated with perceived unit effectiveness and positively affects other organization outcomes.

In contrast with transformational leadership, transactional leadership identify specific people's expectations and provided rewards in exchange for salespeople's performance (Bass, 1998) and explicitly designed to clearly define and reward in-role performance (Podsakoff *et al.*, 2013). Burnes (2012) has presented a description of transactional leadership as a relationship between leaders and people characterized by the exchange of commodities between the leaders and salespeople. The transactional leaders established goals, gave directions, and used rewards to motivate salespeople's behaviors to achieve or go beyond established goals and punished undesired action.

Empirical evidence supports the link between leadership ability (particularly transformational leadership) and the abilities related to emotional intelligence (Ashkanasy and Daus, 2014; Coetzee and Schaap, 2010). Managerial effectiveness and bottom-line business performance are generally positively associated with transformational leadership attributes (Barling, Slater and Kelloway, 2013). In this regard, identifying, understanding and managing emotions abilities related to emotional intelligence have been found to be positively associated with transformational leadership (Ashkanasy and Daus, 2014). Mandell and Pherwani (2013) also found that the ability to recognize emotion positively predicted transformational leadership ability.

Pate, Staines and Martin (2015) identified leadership as the single greatest contributor to success in strategic change management programs. Lukas and Deery (2004) stress that change leadership must be diffused throughout the organization and an effective leadership network established to overcome resistance and inertia within the organization. Leaders are needed to provide vision, inspiration, and conviction and to demonstrate integrity, provide meaning, generate trust, and communicate values. They must also know how to pace and sequence change efforts to avoid change fatigue and cynicism (Pate *et al.*, 2015). Goleman's (2001) extensive study found that a key aspect of leaders' effectiveness during change was their ability to apply different styles of leadership to different circumstances.

Consequently, a substantial segment of the strategic change management literature focuses on describing how managers and employees respond to change and advising managers and staff about how to handle the stress, conflicts, and emotional issues that accompany change, gain support for and participation in the change effort, and generally, make organization-wide change less traumatic (Kotter, 1998). Thus managers are advised to recognize that change is implemented by and has consequences for people, and that change can be made significantly less traumatic and more successful if these human aspects are anticipated and handled effectively.

According to Kotze' and Venter (2011) a crucial aspect of leadership research is to determine why some individuals perform effectively in leadership roles while others demonstrate mediocre or low levels of effectiveness. Jewell (2013) states that leaders' individual features are essential, not because they correspond in any one-to-one manner with some general ability to lead, but because they affect the perceptions of the individuals who are to be led. These perceptions, in turn, influence the motivation to be led and how followers respond to leaders' behaviour.

Studies pertaining to the individual characteristics of effective leaders include aspects such as personality (Judge and Bono, 2000), humour (Avolio, 1995); gender (Antonakis *et al.*, 2013), and experience levels (Avery *et al.*, 2011). Others focus on abilities such as cognitive and emotional abilities (Bar-On, 1996; Cherniss, 2013).

A growing body of research has examining the association between emotional intelligence and leadership effectiveness. A study conducted by Bar-On (1996) indicates that poor personal judgement in decision-making resulted from lower levels of emotional intelligence, even though the subjects were of average to above-average cognitive intelligence. Thus, while some researchers claim emotional intelligence, or certain dimensions thereof such as awareness or expression, is a necessity for leadership effectiveness (Bar-On, 1996) others contest such claims as premature or unsupported by scientific research (Cobb and Mayer, 2010).

Studies relating to emotional intelligence have been carried out mainly in private sector organizations. Vigoda-Gadot and Meisler (2010) state that there is an absence of serious discourse in public administration theory and writing about feelings, emotions, and emotional intelligence, and that recent writing about the required changes and reforms in the public sector and personnel management have left this field almost untouched. A search of the major scientific publication search engines reveals that, with the exception of Berman and West (2012) and Vigoda- Gadot and Meisler (2010), since 1990

almost no study has dealt seriously with such topics in relation to public sector organization theory. However, during those same years, 1100 articles were published on the topic of emotions and emotional intelligence in established, peer-reviewed journals in general management and organization psychology (Vigoda-Gadot and Meisler, 2010).

According to Ring and Perry (2011), managing conflict and getting people to work together are critical skills for leaders in the public sector, since they have to deal with frequently changing agendas and unstable coalitions. Therefore, the ability to encourage people to express their ideas, to listen carefully to what they say, and to integrate many differing but complementary ideas are critical to public sector leadership. Neal (2008) emphasized the importance of educating leaders in the public sector in an integral or holistic way and of nourishing their emotional well-being through understanding the importance of emotional intelligence and their own emotional patterns.

On the other hand, because of the specific characteristics of public sector institutions, the requirements for leadership behaviour and effectiveness as well as emotional intelligence might be significantly different from those in private sector and other organizations. The impact of leadership behaviours and emotional intelligence on a wide variety of outcome measures often depends on the presence of various organizational characteristics (Podsakoff *et al.*, 2013).

Rainey *et al.* (1995) found that public sector institutions show much higher levels of formalization in the functions of personnel and procurement. They note that these functions are heavily influenced by externally imposed bodies of law, rules, and oversight activities, which take away more discretion from leaders in the public sector. Subsequently, it may be that leaders in public sector institutions generally get less opportunity to influence situations by means of informal relationships and emotionally intelligent behaviours, such as exemplary interpersonal relations and problem-solving skills, since they may need to focus more on the implementation of these rules and regulations.

Pate *et al.* (2015) undertook an examination of the relationship between transformational leadership, emotional intelligence, moral reasoning and leader effectiveness in a Canadian university. Leaders reporting greater emotional intelligence were perceived to display more transformational leadership behaviors. They were also perceived to be more effective leaders. Strickland (2013) explored the relationship between emotional intelligence and leadership. Leadership skills were rated by the immediate supervisor, peers and followers of each participant using a 21-item leadership abilities questionnaire.

Ayiro (2010) investigated the relationship between the EI of school principals (N=100) and their performance on annual targets as rated by their immediate supervisors. EI was measured using the Mayer–Salovey–Caruso Emotional Intelligence Test (SCMEIT) (Mayer, 2010). Ayiro (2010) found that total EI scores, and the perceiving emotions and using emotions branches of EI were positively related to performance ratings, whereas the understanding emotions and managing emotions branch scores were not significantly related to performance ratings. Ayiro (2014) recommended that further research which examined the relationship between EI and the performance of school principals should be conducted.

A meta-analysis of 48 studies with a total of 7343 participants was conducted by Mills (2009) to ascertain if there was enough empirical evidence to support the inclusion of emotional intelligence as a component of leader effectiveness. The studies were based in various organizational contexts and represented the main conceptualizations of emotional intelligence, including the Mayer and Salovey (2010) model. The meta-analysis yielded a combined effect of $r=.38$ which can be interpreted as a moderate relationship between EI and leader effectiveness.

Robert (2008) conducted a meta-analysis to assess claims that EI is significantly related to the full range of leadership behaviors. In total, 62 independent studies consisting of data from 7145 leaders based in various organizational contexts were included in the meta-analysis. SCMEIT was used to measure of EI and the MLQ (Avolio 1995) was used to measure of leadership behaviors. Robert (2012) reported that the relationship between EI and transformational leadership was strong ($r=.61$). However, the analysis indicated that the validity estimate was much higher when ratings of EI and leadership behaviors' were provided by the same source (e.g. both self-report) compared with when ratings of the constructs were derived from different sources (e.g. self, peer, supervisor and follower). Robert (2012) also performed separate analyses to assess the relationship between transformational leadership and the different EI measures. Trait, or mixed, measures of EI demonstrated higher validities than abilities measures of EI. Notably, the relationship between EI and transformational leadership was significantly weaker for the SCMEIT (Mayer and Salovey, 2010) than for the other measures.

Robert (2008) conducted further meta-analyses for studies which had used same-source ratings and multi-source ratings. Both abilities and mixed measures of EI demonstrated lower validity estimates when multi-source ratings were used.

Mixed measures of EI demonstrated a strong relationship between EI and transformational leadership when same-source ratings were used, and a weak relationship when multi-source ratings were used. The authors also conducted meta-analyses of the studies which assessed the relationship between EI and the MLQ (Avolio, 1995). The relationship was moderate in strength for same-source ratings ($r=.54$), and weak for multi-source ratings ($r=.09$).

Regarding transactional leadership, Robert (2008) reported that EI had a positive relationship with the contingent reward scale for same-source ratings ($r=.35$) and a weak relationship for multi-source rating ($r=.13$). There was no significant relationship between EI and the management-by-exception active scale. Both scales of passive/avoidant leadership were negatively related to EI. Notably, EI demonstrated a moderate negative relationship with the management-by-exception passive scale for same-source ratings ($r= -.22$) and a weak relationship for multi-source ratings ($r=.12$). EI also demonstrated a moderately strong negative relationship with the laissez-faire scale of passive/avoidant leadership for same-source ratings ($r=.36$) and a weak relationship for multi-source ratings ($r=.17$).

Leadership is intrinsically an emotional process, whereby leaders recognise followers' emotional states, attempt to evoke emotions in followers, and then seek to manage followers' emotional states accordingly (Humphrey, 2012). George (2010) argues that leaders increase group solidarity and morale by creating shared emotional experiences. The ability of leaders to influence the emotional climate can influence performance (Humphrey, 2012). EI is a key factor in an individual's ability to be socially effective (George, 2010; Mayer *et al.*, 2010) and is viewed in leadership literature as a key determinant of effective leadership (George, 2010).

George (2010) argues that emotionally intelligent leaders can promote effectiveness at all levels in organizations. The EI of the leader plays an important role in the quality and effectiveness of social interactions with other individuals. Mayer (2010) hypothesized that employees who have high levels of EI may have smoother interactions with members of their work teams. Mayer and Salovey (2010), -found that individuals who rated highly in the ability to perceive accurately, understand, and appraise others' emotions were better able to respond flexibly to changes in their social environments and build supportive networks. Mayer and Salovey (2010) proposed that a high level of EI might enable a leader to be better able to monitor how work group members are feeling, and take the appropriate action. Hence this study proposed that:

H₀: Transformational leadership style has no significant mediating effect on the relationship between change resilience strategy and strategic change management.

4. METHODOLOGY

This study was based upon the philosophical and methodological foundations of logical positivism. A logical positivist researcher deduces and formulates variables and hypotheses and operationalizes definitions based on existing theory. Contemporary social science research is dominated by logical positivism (Hayes, 2012). This study adopted an explanatory survey research design. Explanatory survey design is appropriate for studies that seek to establish causal relationships between variables (Saunders *et al.*, 2010). The objective is to study a situation or a problem in order to explain the relationships between the variables. This design makes comparisons and evaluation of existing conditions as well as collection of factual information in their natural setting through the use of a questionnaire (Hyz, 2015). The 968 managers of the Judiciary in Kenya formed the population for this study. The promulgation of the constitution of Kenya in 2010 heralded a new beginning for the Judiciary and hence need for strategic institutional change. The target population of managers was chosen for the key role they play in strategic change management in the Judiciary.

Being a survey study, a portion of the population was used so as to extrapolate the findings and make conclusions about the population. Cochran (1977) sample size formula for continuous data was used to determine the appropriate sample size for this study that was found to be 158 for a target population of 968. Stratified random sampling technique was used so as to obtain a true representation of the population that is heterogeneous from the four strata. This technique often improves the representativeness of the sample by reducing sampling error (Tabachnick and Fidel, 2010). After using the stratified random sampling, simple random sampling was used to obtain the respondents from each stratum. A questionnaire was employed in primary data collection. The items in the questionnaire were closed-ended. They were all based on a five-point likert scale and the respondents were required to indicate their level of agreement with the items using the key: 1-Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree, and 5-Strongly Agree. The likert scale was used so as data that was amenable to parametric statistics. Cooper and Schindler (2010) assert that the likert scale measurement is applicable for collecting data for use in quantitative analysis.

Pilot testing was used to confirm the reliability and validity of the research instruments by focusing on comprehension, and relevance of the items in the tool. Both descriptive and inferential statistics were used in the data analysis. The assumptions of OLS method that is; independence of the error terms, normality of the data, and multicollinearity were tested so as to make the data amenable to regression analysis. Mediating effect of transformational leadership style was analyzed. Mediation results were obtained using the Baron (1986) procedure. According to Baron and Kenny (1986), Frazier, Baron and Tix (2004), and Jose (2008), four conditions must exist for mediation influence to be established.

5. RESULTS

The study intended to collect data from 158 respondents. But data was successfully collected from 108 respondents. This represents a response rate of 68.4% and falls within the confines of a large sample size ($n \geq 30$). The response rate was considered adequate given the recommendations by Saunders, Lewis and Thornhill (2010) who suggest 30-40% response, Sekeran (2000) who documents 30% while Field (2012) recommends 50%.

Demographic Characteristics of the Respondents:

It was necessary to understand the attributes of the unit of analysis, which was the manager in the Judiciary in Kenya. This was done by analyzing the demographic characteristics of the respondent. This section thus covers characteristics of unit of analysis with respect to age, gender, and education levels, and work experience.

Regarding the gender distribution of the respondents, results indicated that 50.9% and 49.1% of respondents were males and females respectively. It indicated that there are slightly more males than females in the Judiciary although the gender disparity was not so pronounced. This is a trend that is common in the public service of most developing countries. The almost gender parity distribution of the respondents also meant that the conclusions of this study can be extrapolated to a population that is characterized by gender parity. The results are as summarized in Table 1.

For age, results indicated that 5.6% of respondents were below 30 years, 18.5% were in age bracket 30 -40 years, 55.6% were between 41-50 years old, while 20.4% were above 50 years. These indicated that the majority of the respondents were in the age bracket 41-50 (55.6%) and hence mature and experienced enough to reliably respond to the question item. The Results are presented in Table 1.

Further, results indicated that 53.7% of respondents had postgraduate qualifications, 40.7% were degree holders, while 5.6% have diplomas. Basing on these results, majority of respondents were highly qualified and, hence, competent enough to provide accurate answers. The results are presented in Table 1.

Results in Table 1 also shows the length of time in years respondents have served in the Judiciary. From the results presented, 1.9% indicated they had served for a period of less than two years whereas 5.6% had served for a period between 3-5 years. It was also observed that 51.9% had served for 6-9 years. While 40.7% had work experience of more than 10 years. The fact that the majority of respondents had reasonably long period of work experience in the Judiciary meant that they are highly knowledgeable and, hence, conversant with the operations of the Judiciary. This is an assurance that the data they provided was reliable.

Table 1: Demographic Characteristics of the Respondents

Variable	Category	Frequency	%
Gender	Male	64	50.9
	Female	44	49.1
Age	Below 30 years	6	5.6
	30-40 years	20	18.5
	41-50	60	55.6
	Above 50	22	20.4
Education Level	Postgraduate	58	53.7
	Undergraduate	44	40.7
	Diploma	6	5.6
Experience	Below 2 years	2	1.9
	3-5 years	6	5.6
	6-9 years	56	51.9
	10 years and above	44	40.7

Strategic Change Management:

First, the descriptive statistics of strategic change management as the dependent variable was analyzed. Then factor analysis of the variable done. Finally, reliability test, and descriptive analysis of the extracted components of strategic change management was carried out. The results are presented in this section.

Descriptive Statistics for Strategic Change Management:

In order to summarize the collected data for the variables means, standard errors, and standard deviations were generated for the collected data sets. According to Field (2012), means represent a summary of the data while standard deviations show how well the means represent the data. The main purpose was to establish whether the statistical means were good fit of the observed data (Field, 2012 and Saunders *et al.*, 2010).

The descriptive statistics for all the 12 items measuring strategic change management were obtained. The mean values and the accompanying standard deviations were in the range 1.982 to 2.444 and .110 to .369 respectively. Considering the 5-point likert scale used in the study and the key provided beneath Table 5. This meant that respondents disagreed that strategic change management was being done effectively. Standard deviation as a measure of the spread of the scores had an overall value of .123 and this indicated a low spread of the values measuring strategic change as a variable. The standard errors were low and hence it was concluded that the mean values obtained for all the items and the overall mean were reliable. The Descriptive statistics are presented in Table 2.

Table 2: Descriptive Statistics for Strategic Change Management

Item	Mean	SE	SD
I spend time anticipating what the future might hold	1.982	.128	.332
I develop contingency plans	2.315	.126	.309
I develop specific goals to tackle change projects	2.278	.114	.183
I assess who is likely to be affected by a change	2.352	.132	.369
I think about what needs to happen step-by-step	2.278	.114	.183
I paint visual pictures of the future	2.389	.128	.331
I carefully develop a plan to communicate change	2.241	.107	.110
I demonstrate that I value the opinions of others	2.340	.130	.337
I seek input from many people in change situations	2.241	.130	.353
I encourage people to focus on the benefits of change	2.315	.129	.337
I spend time helping others through a change process	2.407	.115	.120
I make new approaches comfortable and easy to adopt	2.444	.124	.292

Key for Mean Values: 0.5-1.4: Strongly Disagree, 1.5-2.4: Disagree, 2.5-3.4: Neutral, 3.5-4.4: Agree, Above 4.5: Strongly Agree

Factor Analysis Strategic Change Management:

The researcher ran a principal component analysis identify patterns in data. This was done to express the data in such a way as to highlight their similarities and differences. This helped in identifying groups or clusters of variables besides having data set items reduced to a manageable level while retaining as much of the original information as possible.

Data set for strategic change management with KMO of .940, a determinant R-matrix figure of 0.007, and a significant Bartlett's test of sphericity (Approx. Chi-Square=1494.211, $p=0.000$) indicated it was appropriate to factor analyze the items. Only one component with Eigen value of 15.324 was extracted. The extracted component explained 76.833% of the total variance. Thus strategic change management was considered a homogenous variable and the items were adequate to measure it. The results are as indicated in Table 4.7. After all the checks and tests were conducted, the extracted one factor was used in subsequent tests of correlation, mediation and building regression models.

In order to understand the distribution of and summarize the collected data for the one extracted components of strategic change management; means, and standard deviations were generated. The Results are presented in Table 3.

Table 3: Factor Analysis Descriptives for Strategic Change Management

Item	Loading	Mean		α
Strategic Change Management	2.299	.865		
I spend time anticipating what the future holds	.097			
I develop contingency plans	.098			
I develop goals to tackle change projects	.082			
I assess who is likely s be affected by a change	.113			
I think about what needs to happen step-by-step	.083			
I paint visual pictures of the future	.100			
I develop a plan to communicate change	.073			
I demonstrate that I value the opinions of others	.103			
I seek input from people in change situations	.109			
I encourage focus on benefits of change	.103			
I helping others through a change process	.079			
I make new approaches comfortable to adopt	.099			

Key for Mean Values: 0.5-1.4: Strongly Disagree, 1.5-2.4: Disagree, 2.5-3.4: Neutral, 3.5-4.4: Agree, Above 4.5: Strongly Agree

The descriptive statistics for the items of strategic change management strategy indicated that the mean was 2.299 which further indicated that the respondents disagreed that they were adept at strategic change management. The relatively low standard deviation value indicated that the variability in the spread of the scores was low.

Further, reliability tests were carried out for the extracted components of strategic change management to establish whether the instrument used had reliable assessment in the scales. This was done according to Nunnally (2000), and Sekeran (2000), who suggested a cut-off Cronbach's alpha coefficient point of 0.7. Consistent with the above scholars' standards and the fact the determined coefficient was above 0.7, it was enough to conclude that the instrument was reliable for measuring the extracted component of strategic change management.

Furthermore, strategic change management had skewness values of .033, and kurtosis statistic was -.289. According to Hair *et al.* (2010), the requisite range for normally distributed data is between -1.00 and +1.00. All the values of skewness and kurtosis fell in the range -1.00 and +1.00 and it was concluded that the distribution of data for the extracted component of strategic change management was normal.

Change Resilience Strategy:

In this section, analysis of data for change resilience is done. First, the descriptive statistics of the variable is presented followed by factor analysis. The descriptives of the extracted components are then obtained before the extracted components are regressed on the dependent variable of this study; strategic change management.

Descriptive Statistics for Change Resilience Strategy:

Results indicated that the items measuring change resilience strategy had mean values in the range 1.685 to 3.074. Thus the respondents disagreed on the use of this strategy. The standard deviation and standard error values for the items were in the range .091 to .521 and .015 to .146 respectively.. The low standard deviation value points at low variability in the responses for change resilience strategy. Also the low mean standard error of meant the mean was reliable. Hence it was concluded that the statistical means for each item of change resilience strategy are a good fit of the observed data. The results are presented in Table 4.

Table 4: Descriptive Statistics for Change Resilience Strategy

Items	Mean	SE	SD
I am willing to change my view point	1.685	.015	.091
I advocate the imperative for change and innovation	2.333	.015	.094
I value diversity	2.159	.120	.026

I adapt to changing circumstances	2.982	.127	.318
I understand the impact of change on people	3.074	.146	.521
I am open to new ideas	2.259	.118	.226
I accept criticism and learn from it	2.185	.129	.341

Key for Mean Values: 0.5-1.4: Strongly Disagree, 1.5-2.4: Disagree, 2.5-3.4: Neutral, 3.5-4.4: Agree, Above 4.5: Strongly Agree

Factor Analysis for Change Resilience Strategy:

For change resilience strategy, a KMO value of .764, a determinant R-matrix value of 0.006, and a significant Bartlett's statistic (Approx. Chi-Square = 397.013, $p=0.000$) confirmed the appropriateness of the items for factor analysis. Two components with Eigen values of 3.638 and 1.161 were extracted. The two components explained 79.978% of the total variance. The item 'I value diversity' loaded onto the two components and hence was dropped from the study as per guidelines given by Liao *et al.* (2007). The results are presented in Table 5.

Table 5: Factor Analysis Descriptives for Change Resilience Strategy

Component	Loading	Mean	SD	α
1. Flexibility		2.116	.027	.884
I am willing to change my view point	.899			
I adapt to changing circumstances	.831			
I am open to new ideas	.844			
I accept criticism and learn from it	.786			
2. Change Advocacy		3.028	.320	.838
I advocate the imperative for change	.858			
I understand the impact of change on people	.940			

Key for Mean Values: 0.5-1.4: Strongly Disagree, 1.5-2.4: Disagree, 2.5-3.4: Neutral, 3.5-4.4: Agree, Above 4.5: Strongly Agree

The extracted components of flexibility and change advocacy had mean values of 2.116 and 3.018 respectively. This indicated that the respondents disagreed on being flexible and advocating for change in change situations. The reliability of the items was analyzed and the Cronbach's alpha coefficients are as indicated in Table 5. Flexibility had a coefficient of .884 while change advocacy had a coefficient of .838. The values were above the 0.7 benchmark set by Sekeran (2000). Hence the reliability of the items was confirmed.

Normality of the data distribution for the extracted components was undertaken using skewness and kurtosis statistics. Results indicated that had skewness and kurtosis statistic of .027 and -.081 respectively for flexibility and -.161 and -.428 respectively for change advocacy thus within the requisite range of between -1.00 and +1.00 according to Hair *et al.* (2010). Hence the data for the extracted components of change resilience was considered normally distributed.

Transformational Leadership Style:

Transformational leadership style, as the mediating variable in this study was analyzed by first obtaining its descriptive statistics. Then factor analysis was carried out and the descriptives and reliability of the extracted components determined. This section presents the results for the said analysis.

Descriptives:

Analysis of the items measuring transformational leadership style reveals that all mean scores of the items were in the range 2.611 to 2.833, with the standard deviations in the range .370 to .584. Because of small standard deviations compared to mean values, it is clear that the data points are close to the means and hence calculated means highly represent the observed data. In effect, the calculated means are a good replica of reality. The item 'I emphasize need for a collective sense of mission', had the highest mean score of 2.741 with $SD=.370$. While the item 'I articulate a compelling vision of the future' had the lowest score of 2.611, $SD=.478$. The results are presented in Table 6.

Table 6: Descriptive Statistics for Transformational Leadership Style

Item	Mean	SE	SD
I instill pride in others for being associated with me	2.667	.142	.472
I go beyond self-interest for the good of the group	2.630	.149	.550
I specify the need for a strong sense of purpose	2.667	.149	.547
I talk about my important values and beliefs	2.833	.145	.507
I emphasize need for a collective sense of mission	2.741	.132	.370
I go beyond self-interest for the good of the group	2.740	.142	.475
I articulate a compelling vision of the future	2.611	.142	.478
I Get others to look at problems differently	2.648	.152	.584
I seek differing perspectives when solving problems	2.704	.135	.402

Key for Mean Values: 0.5-1.4: Strongly Disagree, 1.5-2.4: Disagree, 2.5-3.4: Neutral, 3.5-4.4: Agree, Above 4.5: Strongly Agree

Factor Analysis:

The nine items measuring transformational leadership were factor analyzed with a view to further understand the underlying characteristics of the variable. Based on KMO statistic of .733, with a determinant R-matrix figure of 0.0032, and a significant Bartlett's value of Chi-Square =1191.869 (Appendix F1), it was sufficient to undertake factor analysis for the data set of transformational leadership style. Three components whose Eigen values were greater than one were extracted explaining 68.963% of the total variance (Appendix F2 and F3).

The three factors had eigenvalues of 3.858, 1.294, and 1.055 and were appropriately labeled as idealized Influence, inspirational motivation, and individualized Consideration respectively based on the question items measuring them. The results are presented in Table 7.

Table 7: Factor Loading for Transformational Leadership Style

Component	Loading	Mean	SD	α
1. Idealized Influence		2.747	1.35	.923
I specify the need for sense of purpose	.575			
I talk about my important values and beliefs	.919			
I emphasize a collective sense of mission	.895			
2. Intellectual Stimulation		2.667	1.419	.932
I prompt people to solve problems	.708			
I articulate a compelling vision of the future	.780			
I get others to look at problems differently	.859			
3. Inspirational Motivation		2.665	.975	.933
I instill pride for being associated with me	.841			
I help others achieve their dreams	.820			
I seek differing views when solving problems	.509			

Key for Mean Values: 0.5-1.4: Strongly Disagree, 1.5-2.4: Disagree, 2.5-3.4: Neutral, 3.5-4.4: Agree, Above 4.5: Strongly Agree

The extracted components of Transformational Leadership Style had mean values that indicated that the respondents disagreed with the question items (Idealized influence: mean 2.747, SD = 1.350, Intellectual stimulation: mean = 2.667, SD = 1.419 and Inspirational motivation: mean =2.665, and SD = .975). The low standard deviations mean a low spread of the responses. The standard errors were low and hence indicated that the values were reliable. The results are presented in Table 7.

After factor analysis, the inter-item reliability of three extracted components of transformational leadership style was done. Idealized influence, intellectual stimulation, and inspirational motivation posted Cronbach's alpha coefficient values of .923, .932, and .933 respectively. Sekeran (2000) benchmark of coefficients values of above .7 was met and hence the

three factors items were considered reliable scales to measure transformational leadership style. The results are summarized in Table 7.

Mediation Tests:

Mediating effect of transformational leadership style was analyzed. Mediation results were obtained using the Baron (1986) procedure. According to Baron and Kenny (1986), Frazier, Baron and Tix (2004), and Jose (2008), four conditions must exist for mediation influence to be established. These are:

Step 1: There must be a significant relationship between the predictor variable and the criterion variable. This is captured by the model:

$$SCM = \beta_0 + \beta_1 X + \epsilon$$

Where SCM is strategic change management, X is emotional intelligence strategy, ϵ disturbance term, β_1 is regression coefficient, and β_0 is slope constant.

Step 2: The predictor variable must account for a significant proportion of the variance in the mediating variable. This is captured by the model:

$$LS = \beta_0 + \beta_1 X + \epsilon$$

Where LS is leadership style, X is emotional intelligence strategy, ϵ = disturbance term, β_1 is regression coefficient, and β_0 is Slope Constant

Step 3: The mediating variable must account for a significant proportion of the variance in the dependent variable.

$$SCM = \beta_0 + \beta_1 LS + \epsilon$$

Where SCM is strategic change management, LS is leadership style, ϵ = disturbance term

β_1 is Regression Coefficient, and β_0 is Slope Constant.

Step 4: The effect of independent variable on the dependent variable must be less in the fourth regression step after controlling for the independent variable.

The predictor variable (change resilience strategy), in step 1, was regressed on strategic change management. Results in Table 4.30 indicated that change resilience strategy accounted for a significant variance in strategic change management. Secondly, change resilience strategy accounts for a significant variance in transformational leadership style.

Thirdly, transformational leadership style was found to account for a significant variance in strategic change management. In the final step, the effect of change resilience was controlled for while regressing transformational leadership on strategic change management. Results indicated that transformational leadership style as a mediator was statistically significant while the regression coefficient of change resilience strategy reduced and was not significant. It was therefore concluded that transformational leadership style fully mediates the relationship between change resilience strategy and strategic change management. The results are presented in Table 8.

Table 8: Results of Mediating Effect of Transformational Leadership on Change Resilience-Strategic Change Management Link

		Unstd Coeff		Std Coeff	t	Sig.
		B	SE	Beta		
Step 1	(Constant)	.179	.189		.945	.347
	Change Resilience	.876	.073	.760	12.053	.000
Step 2	(Constant)	.802	.291		2.755	.007
	Change Resilience	.782	.112	.562	6.991	.000
Step 3	(Constant)	1.353	.219		6.171	.000
	Transformational Leadership	.351	.073	.424	4.818	.000
Step 4	(Constant)	.182	.142		10.568	.000
	Change Resilience	.023	.372	.011	.301	.239
	Transformational Leadership	.675	.101	.601	9.568	.000

5. DISCUSSION OF RESULTS

The mediating effect of transformational leadership style on the relationship between change resilience as stated by the set hypotheses was tested. All the conditions for mediation as stated by Baron and Kenny (1986) were met. First, results indicated transformational leadership style fully mediated the relationship between change resilience strategy and strategic change management. This means that the effect of change resilience strategy is transmitted to strategic change management through transformational leadership style. Thus change resilience strategy is the antecedent variable of transformational leadership style.

Leban and Zulauf (2014) found that change resilience supports the improvement of a transformational leadership style, and that the combination of transformational leadership style and change resilience strategy abilities has the potential to improve adaptation to strategic change in an organization. It can thus be concluded that change resilience strategy is a prerequisite for a successful transformational leader who is to lead or manage strategic change in an organization. Other scholars have shown that change resilient managers or leaders contribute to increased individual and organizational performance (Wong & Law, 2012). In this study, the performance indicator is the ability to manage strategic change.

Further, change resilience has been linked to increased organizational effectiveness across a broad range of areas in change situations (Cherniss, 2013). Those with high change resilience competencies are more likely to be able to become effective leaders (Goleman, 2001). This augments the Full range leadership theory by Bass and Avolio (1997) who argue that transformational leadership is a more effective leadership style. Goleman, Boyatzis and McKee (2012) have demonstrated a clear link between change resilience, leadership style and organizational performance. The importance of the leadership style has been researched and discussed widely, including the link between leadership style and emotional intelligence (Mandell & Pherwani, 2013; Turner & Müller, 2015). With respect to this study performance of the leader or manager is can be seen in times of change.

Secondly, this study had hypothesized that transformational leadership is hinged on effective use of interpersonal relations strategy, which in effect leads to success in strategic change management. Harms & Crede, (2010) consider transformational leaders know how to evoke followers' emotion, to drive their motivation, to develop them as individual and to achieve goals. Transformational leaders maintains an "emotion-laden relationship (Kuper & Weibler, 2005) where a leader transforms the followers to a higher level of motivation, potential, and performance; moves them towards a higher standard of idealized goals, values, and morality; drives them to get engaged with consciousness and need; and finally stimulates the followers to "transcend their own self-interest" by creating a strong emotional bond with the followers (Northouse, 2007).

According to (Goleman, 2001) social skills, that form the interpersonal relation strategy in this study, allows leaders to transfer their emotional intelligence to work, to build a positive bond with followers, and inspire them with a compelling vision and a common mission required for strategic change management. This compelling vision and mission is cardinal if one is to effectively lead strategic change. Thereby, socially skilled leaders, who are adept in using interpersonal relation strategy, act as catalyst to inspire followers to be innovative, take challenges positively and passionately and this is key in driving strategic change. Based on the above arguments it can be argued that social skill is positively related to two major dimensions of transformational leadership, namely inspirational motivation and intellectual stimulation which in turn positively impact strategic change. Thus transformational leadership style acts as the mediator in the interpersonal relations strategy-strategic change management.

Thirdly, for the mediating effect of transformational leadership on the relationship between emotional literacy strategy and strategic change management, according to Sosik and Megarian (2014) leaders ability to understand followers needs and interact accordingly is a part of individualized consideration. For instance, being skilled at emotional management the leaders are equally skilled to give up their own personal needs and prioritize the needs of others. Thereby, with its emphasis on the ability to manage relationships positively, leaders manifesting emotional intelligence would be likely to manifest individualized consideration (Barling, 2013). It points out that in order to be transformational leader empathy is essentially important and this competency of emotional intelligence would enable leaders to show individual consideration towards followers.

Besides this interrelation between different aspects of emotional intelligence and transformational leadership, some other researchers point out that that adherence to professional or moral standards of behaviour are the basic and common aspects

of both emotional intelligence and transformational leadership (Harms & Crede, 2010). Further self management strategy and change resilience strategy underlies inspirational motivation because one needs to face failure positively (change resilience), work hard in unfavorable settings (change resilience), be self-motivated (self management), and feel competent (self management) before one can talk optimistically about the future, and express confidence that goals will be achieved.

The results indicated that the relationship between emotional literacy and strategic change management is mediated by transformational leadership style. These findings are in tandem with William and Carol (2014) study that showed that there are a number of linkages between emotional intelligence abilities of managers that are referred to as strategies in this study and transformational leadership style.

Overall emotional intelligence and the ability to understand emotions (emotional literacy strategy) were found to relate significantly with the inspirational motivation, an aspect of transformational leadership. In addition, the strategic use of emotional intelligence was found to relate significantly with the idealized influence (demonstration of high standards of conduct, self-sacrifice and determination) and individual consideration (provide support, mentoring and coaching while accepting follower's individual differences) components of transformational leadership. The conclusion emotional literacy leads to transformational leadership style that in turn leads to effectiveness in strategic change management.

Harms & Crede, (2010) consider transformational leaders know how to evoke followers emotion, to drive their motivation, to develop them as individual and to achieve goals. Transformational leaders maintains an "emotion-laden relationship (Kuper & Weibler, 2005) where a leader transforms the followers to a higher level of motivation, potential, and performance; moves them towards a higher standard of idealised goals, values, and morality; drives them to get engaged with consciousness and need; and finally stimulates the followers to "transcend their own self-interest" by creating a strong emotional bond with the followers (Northouse, 2007). This means that transformational leadership is hinged on effective use of emotional intelligence strategies.

The results suggest that an appropriate emotional display and recognition of others' emotional displays are essential for successful leadership as also stated by Harms and Crede (2013). According to Barling (2012) a number of theoretical arguments can be considered to analyze the relationship between emotional intelligence and effective leadership, specifically transformational leadership style which is a prerequisite for strategic change management.

Harms and Crede (2013) argues that leaders high in emotional intelligence adhere to transformational leadership style. First, the leaders self-control and self-management ability is very much consistent with the essence of idealized influence. Further self-awareness facilitates transformational leadership enabling the leaders to go beyond average sense of purpose and meaning. . More precisely, when leaders can understand both their own emotions and others', they know well how to be emotionally close and supportive to the followers, they enhance their level of trust, motivation, and commitment, and act as a role model to them. Second, leaders with high emotional intelligence would be ideally placed to realize the extent to which followers' expectations could be raised, a hallmark of inspirational motivation as a construct of transformational leadership (Barling, 2013).

Similarly George (2010) argues that transformational leaders can use emotional appeals to acquire inspirational motivation. Indeed, the accurate recognition of the emotions of others is critical to a leader's capability to inspire and build relationships (Carney and Harrigan, 2013). Thus, emotionally intelligent leaders can exercise the transformational leadership of utilizing followers emotion for inspirational motivation.

Finally, one must have a sense of one's own emotions and where they come from (Self management) before one can talk effectively about a sense of purpose, and consider the morality of actions and decisions (Idealized and attributed behavior of influence of transformational leadership style). T

Results of this study thus presupposed that the use of self management strategy predisposes leaders to use more transformational leadership style because they realize through them the effects on performance outcomes such as strategic change management. Study by McColl-Kennedy and Anderson (2012) showed that the ability of transformational leaders to influence follower feelings of frustration and optimism had a large influence on performance. In sum, the effect of use of emotional intelligence strategies on strategic change management becomes magnified when managers display transformational rather than transactional leadership style to develop a collective sense of high-performance goals at the group-level.

Some researchers claim emotional intelligence or certain dimensions thereof is a necessity for leadership effectiveness (Bar-On, 1996; Dulewicz and Higgs, 2013; *Goleman* 2001; Humphrey, 2012; Mandel and Pherwani, 2013; Rosete and Ciarrochi, 2015). The findings of this study give empirical evidence that the emotional intelligence dimensions that are referred to in this study as strategies do have a bearing on the leadership style that the leaders exhibits and hence leadership effectiveness in terms of leading strategic change.

In conclusion, the results of this study have indicated a positive and significant effect of emotional intelligence strategies on transformational leadership style. Transformational leadership style has also been shown to positively and significantly affect strategic change. This means that transformational leadership mediates the relationship between emotional intelligence strategies and strategic change.

6. CONCLUSIONS

Hierarchical regression results indicated that both transformational leadership style fully or partially mediated the relationships between change resilience strategy and strategic change management. The conclusion is that the emotional intelligence strategies transmit their effect to strategic change management through the third variable; leadership style. This is the main contribution of this study to knowledge as it supports and extends the emotionally intelligent leadership theory of Boyer (1990) to strategic change management. The theory posits that emotional intelligence skills are linked to leadership style.

Hence the study concludes that the use of emotional intelligence strategies predisposes a manager to use a transformational leadership style and hence he or she becomes more adept at strategic change management. Organizations that have emotionally intelligent managers or leaders who use the requisite change resilience strategy is more likely to realize desired strategic changes. Thus emotional intelligence strategy of change resilience represents a necessary antecedent for strategic change management.

7. RECOMMENDATIONS

This study suggests the quintessential role of emotional intelligence strategies and transformational leadership style for identifying managers of strategic change in organizations. The two-fold approach of hiring managers who are adept at use emotional intelligence strategies and who use transformational leadership style would have a compound leverage effect on strategic change management. Thus This study has implications for managers, suggesting that organizations could profit by identification of managers who deploy emotional intelligence strategies in times of strategic change so that interventions can be focused on the managers who use more of the emotional intelligence strategies.

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