LITERATURE REVIEW

The literature review is structured around Emotional Intelligence and transformational leadership skills theories. These theories are examined in the general sense at the beginning and then the research work is narrowed down to build a gap between these two theories and also other gaps within the research, if any. Transformational leaders are natural motivators; they take followers to another level. Transformational leadership is more than a transaction or reward, since it is seen as a kind of leadership that engages and motivates followers. Transformational leadership takes into account employees’ self-worth and motivates them to develop their abilities. Followers identify with the leader and pursue their tasks with the idea of fulfilling their own, the organization’s, and society’s needs.

1. **Goleman (1995)** contends that emotional intelligence is the missing common factor between academic and career success. Standardized tests have long been used to measure both mathematical and language areas of intelligence; however, other types of intelligence such as interpersonal (one's adeptness at handling interpersonal relationships) and intrapersonal skills (the ability to manage one's own emotions) are equally important in predicting success in the academic arena and the workplace.

2. **Cooper and Sawaf, (1997)** have embraced the concept, but the notion of emotional intelligence, with its vast applicability to many workplace issues including performance, job satisfaction, absenteeism, organizational commitment and leadership issues, has considerable appeal to practitioners (Gates, 1995; Goleman, 1995; Megerian and Sosik, 1996; Sosik and Megerian, 1999; Wright et al, 1993; Wright and Staw, 1999).

3. **Nanus and Burt (Oct 1992)** highlighted that nothing can be more common in organizations than vision and leaders want a vision that is enduring, so that when the organization is committed to the vision, all energies can be invested in its fulfilment. An important part of visionary leadership is prudence which involves monitoring change, making the necessary mid-course corrections, and knowing when to initiate a new vision. Visionary organizations have the capacity to learn from and adapt to change. Organization learning is cultivating in an environment of openness and mutual trust that allows people to hold change and experiment without any fear.
4. Bass’s (1985) theory of transformational leadership refers to the ways in which leaders affect followers who, in turn, respect, trust, and admire the leader. Transformational leaders influence followers by focusing on the value and importance of the task, encouraging followers to replace self-interest with the goals of the team/organization, and engaging the higher-order needs of followers. Through these behaviours, leaders transform and inspire followers and encourage them to consider problems from novel perspectives and develop innovative solutions. Researchers have thus begun to theorize that social and emotional skills are important antecedents of leadership behaviour. Specifically, social skill, or the ability to send, receive, and decode information in the emotional-non-verbal and social-verbal domains (Riggo, 1986) has been argued to predispose leaders to engage in many of the behaviours associated with transformational leadership (Kupers & Weibler, 2006; Riggio & Reichard, 2008).

5. Beatty, et.al (1992) indicated that a transformational approach to leadership and technical problem-solving skills to introduce organizational changes is likely to be more effective in overcoming barriers to change than a transactional leadership approach that concentrates on technical problem solving to the neglect of people and organizational issues. In the following study, companies compete in global markets of the aerospace industry and were at the time in the relatively early stages of implementing computer-aided technologies to improve their manufacturing processes. Thus it mentions the impact of leadership by middle managers on organizational outcomes.

6. Sternberg (1996) contends that the concept of successful intelligence closely parallels emotional intelligence in that those that acquire these skills are able to translate academic success into success in the workplace. The determination of the viability of using EI as a predictor of academic performance may then lead to the more efficient use of El in other situations i.e. in determining the influence of cultural variations in the relative performance of students from alternative countries. The final purpose of the study is to create a scale that can parsimoniously be used to measure the emotional intelligence dimension and thus provide guidance in the training and development of business managers. The completion of the research should therefore provide direction into the design of management training courses, as it indicates those skills which are the ones most significantly related to performance.
7. **Schiro, James B, (1999)** highlighted on the evolution of leadership thought with special emphasis concerning the necessity of developing and practising leadership from within oneself. The way people view leadership and their understanding of this personal, societal, and organizational role has undergone a series of transformations over the years. Leadership is an elusive concept, so there are many definitions of leadership and many ways to view leadership. Thus successful leadership was the result of the combination of the leader, his or her followers, and the situation.

8. **Benjamin Palmer, et.al (2001)** analysed that emotional intelligence has become increasingly popular as a measure for identifying potentially effective leaders, and as a tool for developing effective leadership skills. Despite this popularity, however, there is little empirical research that substantiates the efficacy of emotional intelligence in these areas. The aim of the paper was to explore the relationship between emotional intelligence and effective leadership. Effective leaders were identified as those who displayed a transformational rather than transactional leadership style as measured by the multifactor leadership questionnaire. Emotional intelligence correlated with several components of transformational leadership suggesting that it may be an important component of effective leadership. In particular emotional intelligence may account for how effective leaders monitor and respond to subordinates and make them feel at work.

9. **Goleman, et.al (2002)** has contended that the higher up one advance in an organization, the more important EI becomes. In this paper the authors have focused on evidence at the very top of the organization, the Board. They review the findings from a major study of UK boards and re-analyse the data on tasks and competencies relating to EI constructs. Their results show that EI competencies are considered to be extremely important according to the majority of a large sample of UK directors in a survey and they go on to argue that many of the tasks (outputs) of the Board require EI competencies, as well as many aspects of Team Process (for Organizing and Running the Board). The authors also produce new findings which support Goleman's hypothesis that the higher one advances, the more important EI becomes.

10. **Boyatzis, et.al (2002)** created a model for the development of emotional intelligence skills among leaders. This five-step process allows people to determine their own weaknesses and strengths through the work of a development plan.
11. Bass, et.al (2002) explores how three types of intelligence—cognitive intelligence, social intelligence, and emotional intelligence—contribute to transformational leadership. The thesis is that truly exceptional leaders, those we call "transformational," must possess multiple types of intelligence. Social and emotional intelligence are particularly important because these contribute to the transformational leader's ability to inspire and build relationships with followers. It is clear that the multiple intelligences, particularly social and emotional, contribute to the frequency with which individual leaders are seen as transformational. There is a direct correlation between the self and social dimension of transformational leadership and emotional and cultural intelligence skills. One key recommendation is that based on the results transformational leadership and emotional and cultural intelligence skills should be included in trainings for leadership development especially for the development of global leaders.

12. Dasborough and Ashkanasy (2002) studied the relationship between transformational leadership and the attributions of the leader-member exchange within organizations. They suggested a model that focuses on two central ideas: (a) leadership as an emotional process and (b) leadership as a process of social interaction. This model focused on member perspective on how attributions define leader’s influences within an organization. The study focused on attributions and emotional responses to transformational leadership behaviours, the role of emotions in the leader-member relationship, and incorporated emotion-related variables. Personal consequences for members were directly related to the emotional responses members had towards their leader’s behaviours. This response moderates the relationship between them, and can create a positive or negative impact on the organization’s climate. This model took into consideration a new area of research within leadership. The concept of studying leadership, emotional intelligence and its effects on organizational development has been recently added to the management literature.

The results demonstrated that emotional intelligence is positively related to the three components of transformational leadership of idealized influence, inspirational motivation and individualized consideration. The researchers also found that contingent rewards and laissez-faire leadership were not related to emotional intelligence. The highest correlations were observed between emotional intelligence and inspirational motivation, suggesting that the understanding of emotions is particularly important to leadership effectiveness.
13. McColl-Kennedy and Anderson (2002) studied the relationship between emotional intelligence and transformational leadership; specifically how transformational leadership affects emotions such as frustration and optimism in subordinate performance. The authors provide information about how the style of the leader affects organizational performance and how leadership behaviour might affect emotions, such as frustration or optimism of group members. Results found a strong positive relationship between transformational leadership and total emotional intelligence scores. All components of transformational leadership correlated positively with the components of emotional intelligence. Understanding of emotions was the strongest predictor of transformational leadership followed by emotional management, which emerged as the strongest predictor of inspirational motivation and intellectual stimulation.

14. Gardner & Stough, (2002). The authors predicted that because transformational leadership is considered to be more emotionally based, there should be a stronger relationship between emotional intelligence and transformational leadership. Several significant correlations between transformational and emotional intelligence were found (Palmer et al., 2001). The ability to monitor and to manage emotions in oneself and in others was significantly correlated with inspirational motivation and individualized consideration components of transformational leadership. The results showed that the leaders who reported higher levels of emotional intelligence were perceived by their followers as more effective transformational leaders.

15. L. Melita Prati, et.al (2003) confirms that emotional intelligence reflects the ability to read and understand others in social contexts, to detect the nuances of emotional reactions, and to utilize such knowledge to influence others through emotional regulation and control. As such, it represents a critically important competency for effective leadership and team performance in organizations today. This paper brings together theory and research on emotional intelligence, leadership, and team process and outcomes.

16. V Dulewicz, M Higgs (2003) stated that the need for effective leadership has become paramount to meet the challenges of the 21st Century and a growing number of academics and senior managers have recently come to recognize the importance of emotional intelligence (EI) for effective leadership.
17. **Abraham Carmeli** (2003) suggested that managerial skills in general and emotional intelligence in particular, play a significant role in the success of senior managers in the workplace. This argument, despite its popularity, remains elusive. This can be attributed to the fact that although a few studies have provided evidence to support this argument, it has not received an appropriate empirical investigation. This study attempts to narrow this gap by empirically examining the extent to which senior managers with a high emotional intelligence employed in public sector organizations develop positive work attitudes, behaviour and outcomes. The results indicate that emotional intelligence augments positive work attitudes, altruistic behaviour and work outcomes, and moderates the effect of work-family conflict on career commitment but not the effect on job satisfaction.

18. **Goleman (2004)** model proposes three components that are grouped as self-management skills. The self-management skills are self-awareness, self-regulation, and motivation. The social skill components of the model are empathy and social skills. Even though the model developed by Goleman (2004) describes the five components of emotional intelligence at work, it does not provide a way to develop emotional intelligence skills among leaders.

19. **Daniel Goleman, et.al (2004)** states that great leader do not excel only through their skills and smartness but Emotional Intelligence plays a vital role in connecting with others using competencies like empathy and self-awareness. The best leaders have a powerful ability to change the thought process to positive thinking and can easily change among the variety of leadership styles as the situation demands.

20. **Leban and Zulauf (2004)** also found a number of linkages between emotional intelligence abilities and transformational leadership styles. The emotional intelligence ability of understanding emotions has a significant relationship with the transformational leadership ability of inspirational motivation. They also found that the strategic use of emotional intelligence was related significantly with the idealized influence and individual consideration components of transformational leadership.

21. **Maria V. Lugo (2007)** investigated that emotional intelligence is a critical predictor for intercultural adjustment and associated successes. This study examined the strength and direction of relationships between the self and social dimensions of both emotional intelligence and transformational leadership skills. The study analysed the degree to which
current students of business administration develop skill sets that respond to the need for global leadership with these 2 forms of competencies.

22. **Cheryl L. Meredith (2007)** seeks to examine the relationship between emotional intelligence and leadership styles among executives leading in non-profit, faith-based organizations based in Colorado.

23. **Annie McKee, et.al (2008)** enlightens us that Emotional Intelligence is such tool that will help us articulate our strengths and values, craft a plan for intentional change and create resonance with others. It helps to develop personal and professional change by renewing and sustaining yourself and your relationships and taking your leadership to whole new level.

24. **J Antonakis, et.al (2009)** inferred that interest in emotional intelligence has bloomed over the last few years. That it has become a standard concept in general and applied psychology, as well as in applied business settings, is indubitable. The many faces of emotional leadership explores the relationship between emotions and leadership. The paper is discussed in terms of four key leadership issues. The first issue concerns the traits necessary for leadership. Empathy is shown to be an important variable that is central to both emotional intelligence and leadership emergence. The second issue concerns the relationship of emotions to the leadership process. It is argued that a key leadership function is to manage the emotions of group members, especially with regard to feelings related to frustration and optimism. The third issue involves our perceptions about leaders. Leaders' emotional displays are demonstrated to have a larger impact on perceptions of leaders than the content of the leaders' messages, at least in some circumstances. The fourth area involves the relationship between leadership and performance. Leaders' influences upon emotional process variables are found to have a large impact on performance.

25. **Sukin, Debra, (2009)** confirmed that leadership is paramount during the challenging times of healthcare reform, workforce shortages, economic conditions, and aging population. Leadership success comes from a combination of passion, vision, quality outcomes, strong knowledge of the industry, the ability to critically think, perspective, adaptability, and ongoing learning.

26. **Wang, et.al (2009)** examined how transformational leadership relates to group cohesiveness based on a group level analysis. It was also investigated as to how a leader's emotional
intelligence relates to the influence of transformational leadership. Thus transformational leadership acts as a mediator between emotional intelligence and group cohesiveness.

28. **Vinod, Sangeetha and Sudhakar, B, (2011)** defined that leaders are the definer of direction. They communicate the mission, values and beliefs the organization aspires to for its people. Once people are clear on where they are going, an effective leader's role switches to the task of implementation. In a traditional organization, managers are thought of as responsible and their people are taught to be responsible to their boss. The servant leader seeks to help people win through teaching and coaching individuals so that they can do their best. It was inferred that the leaders need to listen to their people, praise them, support them and redirect them when they deviate from their goals. Thus the author attempts to explore theoretically as to how servant leadership has originated and gained prominence in many organizations across the global boundaries.

29. **Marisa Adelman Carson (2011)** states that leadership is a central and enduring phenomenon in organizational life. Through selection, training/development, and promotion processes, organizations attempt to advance those individuals who will enhance the performance outcomes of the organization as a whole. Over the past fifty years, a vast body of research has focused on identifying the leadership traits and behaviours that are most likely to enhance organizational efficiency and effectiveness.

30. **Yunus, et.al (2012)** elaborated on the relationship between emotional intelligence and transformational leadership styles of managers in commercial banks and also the moderating effect of trust of employees to their managers with the relationship between the two constructs and the trust in emotional intelligence scores and the styles of manager's transformational leadership. The results indicated that there was a significant positive relationship between several emotional intelligence dimensions and transformational leadership styles of managers. Increasing transformational leadership through enhancing self-efficacy, **Susan Fitzgerald and Nicola S. Schutte** aims to examine whether an intervention designed to increase self-efficacy for transformational leadership results in more transformational leadership self-efficacy and a higher level of transformational leadership. However, no studies to date have examined why some leaders are more aware of their leadership abilities than others. Given that social skill involves accurately perceiving and interpreting cues in one’s social and emotional environment, it seems likely that leaders who
are more socially skilled would be more attuned to their follower’s perceptions and thus more self-aware of their leadership abilities than those who lack social skill. The theory also says that higher levels of EI are associated with more TL. EI may facilitate individual’s openness to change based on expressive and controlled writing conditions. Self-efficacy is the belief that one can successfully show a set of behaviour in order to bring about a good outcome i.e. mental health. TL motivates and inspires employees by raising their awareness of the value of the task they perform and the importance of the organizational goals and by drawing an employee’s intrinsic needs. Organizations with TL culture tend to be more effective.