Chapter 3

Development of Conceptual Framework

The current global business environment, continuous changes in the economy along with unpredictable changes in the workplace are some unavoidable factors, which bring an immense pressure on organization and its leaders. So for enhancing the performance and creativity of their employees, the leaders need to look for new instruments and methods like Emotional Intelligence, Transformational Leadership and Empowerment etc. Diverse cultural dimensions are obvious at workplace today, which makes emotional intelligence, transformational leadership and empowerment pivotal and paramount. To assess the present level of emotional intelligence, transformational leadership and empowerment among leaders, it is essential to develop a measuring instrument along with a comprehensive concept. Due to the restricted and discrete understanding of the three concepts of emotional intelligence, transformational leadership and empowerment, efforts were made to develop a conceptual framework.

The theoretical framework for this study leveraged on different kinds of philosophies, characteristics and leadership theories developed by different researchers on the concepts of transformational leadership styles, emotional intelligence and empowerment.

Transformational leadership style

The Leadership style that was selected for the study was Transformational Leadership style. The characteristics of a Transformational Leaders identified in the literature review are given below:

Bass (1985) revived and augmented the concept of transformational leadership and discussed its importance and distinction with transactional leadership. He formulated that leaders following transformational approaches, encourage followers towards performance via vision for future. He further contended that a deep personal value system is what transformational leaders use to operate, which is not fluctuating. Bass, 1985, summarized the characteristics of Transformational Leadership as follows:
i) **Idealized influence**

It involves those leaders who show power and self-confidence by acting as role models for their employees. Idealized leadership is presented in two forms i.e. Idealized attributes under which the leaders are respected, trusted, and admired by their followers and colleagues because of their ways of delivering performances that are constructive to their organization, team and followers. Secondly, idealized behaviours by which the leaders pursue follower to share risks, and persistently handle matters related to ethics, standards, values and conduct.

ii) **Individualized consideration**

Under this the transformational leaders are observant to the others need so as to support followers in achieving a higher performance level. Through coaching and mentoring the leaders target on development of employee.

iii) **Inspirational motivation**

Under this the leaders inspire and motivate their followers by bestowing understanding and meaning to the work environment and objectives. The leaders utilize powerful communication to build a team atmosphere with a common future vision.

iv) **Intellectual stimulation**

Under this the leaders encourage their followers to use creativity and innovation for developing new methods for reaching objectives and goals. They also stimulate problem solving ability and critical thinking for performance improvement.

**Bennis and Nanus (1985)** reported that a transformational leader’s vision inspires their followers by giving meaning to their work and making them realize that they are a part of the enterprise. It facilitates people in understanding what is important or unimportant, good or bad in the organization and in enhancing the quality and speed of making decisions, broadening employee discretion and increasing ability of taking initiatives.

They highlighted the characteristics of Transformational Leadership as:
i) **Idealized influence**: This involves the influential abilities of leader so as to become a role model for their followers.

ii) **Inspirational motivation**: This involves the motivational abilities of leaders so as to become an inspiration for their followers.

iii) **Intellectual stimulation**: This involves encouraging abilities of leaders so as to stimulate their follower’s creativity and innovation abilities.

iv) **Individualized consideration**: This involves the mentoring abilities of leaders so as to encourage the followers at individual levels.

**Schein (1985)** highlighted the characteristics of Transformational Leadership as:

i) **Focus of attention**

It is considered an important factor as whatever the leaders continuously pay attention to, control, react emotionally indicates their own priorities, assumptions, and goals. If their pattern of attention is erratic, juniors will use other ways or their own observations to decide what is really important, causing much more varied set of presumptions.

*ii) Goal directed activity*

Goals epitomize the mission and aid the resolutions on the list. In that process, formulation of goal also often discloses unresolved matters or lack of accord around more intense issues.

*iii) Modeling of positive behavior*

This includes emphasizing on joint responsibilities and rights, minimizing avoidable conflicts and embarrassment, boosting the use of relevant choices etc.

*iv) Emphasis on human resources*

This involves fabricating company resources and capabilities with a prominence on indefinite human capital, which is the firm's storehouse of valuable skills and knowledge. Leaders should be able to manage this important firm’s resource by
evaluating present resource stocks and making modifications such as adding and deleting e.g., layoffs, human resources.

Podsakoff et al. (1996) found the traits of Transformational Leaders to be:

i) **Vision**

A leader with a vision shows the effect of expressing a vision on commitments towards an organization in the form of group cohesiveness.

ii) **Role model**

It involves giving task feedback. It could be a kind of an alternative to a suitable set standard which shows trust of employees in their leader.

iii) **Cooperation**

Under this, the leader should substitute the process of expressing his or her own vision, over employee’s perception about his/her role clarity; by sharing experience, giving training and providing knowledge.

iv) **Leader’s expectation**

There must be a certain distance of the leader from the employee as it could act as an enhancer for high performance expectations. Along with that task feedback could also be used.

v) **Individual support**

Under this the leader must show indifference to organizational rewards for gaining employee’s trust.

vi) **Intellectual stimulation**

This involves subordinate’s professional orientation.

Avolio, Bass and Jung (1999), by taking into consideration two interacting higher-order factors for representing the transformational possible reward factors for
leadership, reduced the hidden interactions. They enhanced the discriminant efficacy between the higher-order factors of transformational leadership like charisma, inspirational and intellectual stimulation. So they found that Transformational Leaders should have:

i) **Charisma**

ii) **Intellectual stimulation**

iii) **Individualized consideration**

Leithwood and Jantzi (2000) argued that transformational leadership depends on motivation at high levels and commitment towards solving problems linked with the implementation of reformed initiatives. So, transformational approaches towards leadership have been considered productive under these conditions since long, and transformational methods do contribute to the development of commitment and capacity as suggested by the evidences. So, Leithwood and Jantzi (2000) found the following characteristics of Transformational Leaders important:

i) **Vision and goal**

ii) **Intellectual stimulation**

iii) **Individualized support**

iv) **Symbolized professional practices and values**

v) **Demonstrate high performance expectations**

vi) **Develop structures to foster participation in decision-making**

Hay (2006) confirmed the following traits of Transformational Leaders:

i) **Idealized influence**: It involves charismatic vision and behaviour that inspires others to follow.

ii) **Inspirational motivation**: It involves the capacity to motivate others to commit to the vision.
iii) Intellectual stimulation: It involves encouraging innovation and creativity.

iv) Individualized consideration: It involves giving instructions for the specific needs of followers.

Hey expressed that through idealized influence (charisma), inspirational motivation, intellectual stimulation and individualized consideration, transformational leaders can promote performance beyond expectations with great possibility along with bringing huge changes within organizations and individuals.

Based on the above characteristics identified by many scholars and the understanding of the concept by researchers, the four variables of Transformational Leadership considered for the study were:

- Creating a Shared Vision
- Inspiring To Go Beyond
- Integrity Demonstration
- Building Effective Relationships

**Emotional Intelligence (EI)**

The Encyclopaedia of Applied Psychology (Spielberger 2004) suggests three major Emotional Intelligence Models (also mentioned in Literature review). These are:


It defines “emotional Intelligence as the capacity to notice, accept, control and utilize emotions to aid thinking”. The four-branch model of emotional intelligence describes four areas of capacities or skills that as a whole explain many emotional intelligence areas. More precisely, this model expresses emotional intelligence as having the abilities to:

i) precisely recognize emotions in others and oneself

ii) aid thinking by using emotions
iii) comprehend emotional meanings, and

iv) control emotions

3.1.2. The Goleman model (1998)

He suggested that almost every human capacity, which was not IQ itself, in one or the other way, was a part of emotional intelligence. This included social skills, motives, warmth, and all types of self-regulation, among other features. These different qualities of psychological importance are independent from one another separately, conceptually as well as empirically. This model views it as an array of skills and abilities that add to favourable managerial accomplishment. Goleman (1995) defined “EI as the capacity for recognizing our own and others feelings so as to motivate ourselves, and for managing others and ours emotions effectively”.

3.1.3. The Bar-On model (1997b)

It describes EI as an assortment of interdependent emotional, along with social abilities and skills that affect intelligent behavior. Bar-On (1997) would indicate a superior work performance of transformational leaders to high scores of EQ-i. Persistent with this model, to be emotionally and socially intelligent, is to efficiently express and understand oneself, to relate and understand well with others, and to favourably come out of challenges, pressures and demands on a daily basis. This depends on one’s internal ability to be aware of ones weaknesses and strengths. Being socially and emotionally intelligent includes the ability of being aware of other’s emotions, needs and feelings, and to maintain and establish mutually satisfying, constructive and cooperative relationships.

Based on the above three major Emotional Intelligence Models and the understanding of the concept by other researchers, the five variables of Emotional Intelligence considered for the study were:

• Identifying one’s Emotions

• Understanding Others Emotions
• Managing Emotions
• Internal Motivation
• Empathy

**Empowerment**

Leadership practices that are acknowledged as empowering include expressing confidence in employees, along with expectations of high performance (Burke 1986; Conger 1986); opportunities, promotion for subordinates so that they could contribute in making decisions (Strauss 1977; Neilsen 1986; Block 1987); autonomy from the constraints of bureaucracy (Kanter 1979; House 1977); putting up of meaningful and/or inspirational goals (McClelland 1975; Tichy & Devanna 1986)

Gupta (1999) defined Empowerment as the “process of sharing power and providing an enabling environment (by removing hurdles) in order to encourage people to initiatives and decisions, to take actions at all levels, to achieve organizational and individual goals”. This definition is holistic in view of Self-Empowerment and Empowerment of others.

Gupta (1999) identified the following empowerment Variables:

• Respect for Team Members
• Top-Management Attitude
• Free Communication
• Application Learning Opportunities
• Support of Organizational for Innovation
• Responsible superiors
• Self-Development Opportunities
• Formalization Degree
• Feedback Linked with Performance
• Autonomy
Following are the four empowering variable considered for the study, which were picked from the ten variables that were identified by Gupta (1999) during his research on Empowerment in the Indian business organization:

- Autonomy
- Opportunities for Learning Application
- Open Communication
- Support for Innovation
A Conceptual Framework-Emotional Intelligence, Transformational Leadership and Empowerment

Based on the variables considered for the study a Conceptual Framework relating Emotional Intelligence with Transformational Leadership and Empowerment is developed and shown below.

Figure 3.1: Conceptual framework

Conceptual Framework

Transformational Leadership
- Creating a Shared Vision
- Inspiring To Go Beyond
- Integrity Demonstration
- Building Effective Relationships

Emotional Intelligence
- Identifying one’s Emotions
- Understanding Emotions
- Managing Emotions
- Internal Motivation
- Empathy

Empowerment
- Autonomy
- Opportunities for Learning Application
- Open Communication
- Support for Innovation