Chapter 6

Discussion on Findings

An extensive interest has been shown by many scholars to promote Emotional Intelligence (EI) as a predictor of leadership (Spector 2005). Therefore, this study embarked on the task of understanding the relationship between EI, Transformational Leadership and Empowerment. George (2000) argues “leadership theory and research have not adequately considered how leaders’ moods and emotions influence their effectiveness as leaders.” The results of this study which was conducted using different components of EI, Empowerment and Transformational Leadership addressing this deficit and has produced a strong evidence for the effectiveness of leaders.

6.1. Effect of Emotional Intelligence on Transformational Leadership

Although several studies have claimed a positive association between Emotional Intelligence (EI) and Transformational Leadership (TL) (Goleman 1998), not many empirical studies have been conducted to affirm the claim empirically. From the results of this study, which was conducted among 944 participants across seven sectors, it is evident that EI positively affects TL. Components of EI, such as emotional recognition, empathy and emotional processing are core for the TL behaviour (Downey, Papageorgiou & Stough 2006: 250-264). Bass (1985) and Avolio, Waldman & Yammarino (1991) link transformational leadership to building of influence over subordinates/followers, coupled with their commitment thus supporting accomplishments above ordinary levels of expectation. Bass (1998), further refined the link to include the emotional dimension of TL. Ashkanasy and Dasborough (2003) and Gardner and Stough (2002) were of the opinion that EI is capable of throwing light into the understanding of leadership and its absorption into current organisational settings.

This study focuses on Identifying Emotions, Understanding emotions, Managing Emotions, Intrinsic Motivation, and Empathy as EI factors. In this study, the different dimensions of emotional intelligence were observed to be positively correlated to the
dimensions of transformational leadership. Such a finding is corroborated by Ugoani, Amu, and Kalu (2015).

For all EI dimensions, it is an above average mean score which implies that largely people are able to recognize and label an emotion as it happens to them. They are comfortable talking about feelings and identify what caused emotions like fear and nervousness. They are able to understand how others usually react to situations and what triggers strong reactions like anger and happiness. Also they are able to control and express their emotions appropriately in a variety of situations by noticing their triggers. They are largely internally motivated to achieve their goals by identifying the values, purpose and commitment behind those goals. They are observant of others body language and are sensitive to others emotions especially when they are in trouble. Internal motivation scored the highest meaning that when people find meaning and purpose in what they are doing they are more committed and strong willed to achieving it. Emotionally intelligent individuals are capable of managing job stress and use emotions effectively to enlarge their boundary of social relations (Salovey and Mayer 1990).

However, from the discussions of other studies and comparing it with the findings of the present study, it was found that intrinsic motivation remains higher among the EI components. After revisiting the definitions of intrinsic and extrinsic motivations, intrinsic motivation is found to be a key construct of EI, which influences the natural tendency to learn and grasp, therefore helps the leaders to learn from the situation. On the other hand, extrinsic motivation differs notably in its dependency on external control or independent regulation (Ryan and Deci 2000: 54-67). Bandura (1977) analysed human motivation concerning outcome expectations, and presented self-efficacy as a major factor in social cognitive theory. Self-Efficacy and outcome expectations are expected to influence motivation, and it was suggested that self-efficacy is an important component to the type of consequences people expect and depend mainly on their perceptions of their performance in any given circumstances (Bandura 1986). Efficacy beliefs nurture intrinsic motivation by increasing the assumptions on self-competence
(Bandura 1986). Creative self-efficacy may act as a precursor for intrinsic motivation in order to participate in creative activities. Self-Efficacy is claimed to mediate transformational leadership and employee learning orientation (Deci & Ryan 1985: 109-134). Tierney and Farmer (2002) used creative self-efficacy, i.e., the belief that one has the information and ability to produce creative outcomes as a mediator.

In this study, empathy has been reported as the second most important component of emotional intelligence which mean they are observant of others body language and are sensitive to others emotions especially when they are in trouble. Empathy is a topic of discussion in recent years in business literature, particularly in leadership literature. Many studies are done on empathy in leadership, and the findings of Holt and Marques (2012) suggest that empathy is constantly rated as the lowest. It can be agreed with Brown et al. (2010) that individuals are more self-seeking to the extent that empathetic and self-centred characteristics predict ethical decision-making process. Skinner and Spurgeon (2005) linked empathic concern, perspective taking, personal distress and empathic matching to transformational leadership behaviour.

This study focuses on Creating a Shared Vision, Inspiring to go Beyond, Integrity Demonstration and Building Effective Relationships as TL factors. For all TL dimensions, it is an above average mean score, which shows that most leaders agree that it is necessary to develop meaningful relationships with the team and thereby encourage the team to to look beyond their own interests, towards the interests that will benefit the larger group/organization. This can be achieved by communicating the vision and developing strategies to achieve it. Leaders also need to be a role model by being honest, ethical and treating people fairly. Inspiring to go beyond and Building effective relationships has scored the highest which shows that it is important for leaders to encourage the team to seek responsibilities which is beyond their job description and achieve better than the last time by communicating high expectations and the value that each one brings to the table. A leader should realize the importance of building a strong network of people by treating them with respect, trusting them; guiding them and genuinely listening to them Transformational leaders have an extended relationship with
the followers. Hence, it can be reasoned that transformational leaders are the motivators who motivate their followers to think beyond (Sivanathan and Cynthia Fekken 2002). Palmer, Walls, Burgess and Stough (2001) and Barling, Slater and Kelloway (2000:157-161) related the TL components, such as idealized influence, inspirational motivation, individualized consideration, positively to EI, and Gardner and Stough (2002) added idealised attributes to EI. These components were found to have an impact on TL. Highest correlations between emotional intelligence and inspirational motivation were reported by them, showing that the dimension of emotional intelligence in understanding emotions is essentially important in effectiveness of leadership.

By providing individualised attention, Dionne, Yammarino, Atwater, and Spangler (2004) believe that a leader deals with problems in competence and relevance to team members and boosts continued individual development. These behaviours of leaders inspire their followers to achieve their full potential, which invariably result in maximum performance.

The effect of transformational leadership has proved to be advantageous to individuals and organizations (Bass 1998). The leaders who had higher level of emotional intelligence were more effective as transformational leaders. For example, supervisor with higher moral reasoning have been reported to be more effective at work. Further, the impact of TL on emotional components like empathy, interpersonal skills, and motivation could enhance the effectiveness of the team (Polychroniou 2009: 343-356.). Emotional intelligence influences the employees to be positively bonded with each other, and perform effectively. A team that perceives itself as a collective unit performs better at achieving goals and objectives effectively. In addition, with high emotional intelligence teams also become capable of handling challenges at work. On the contrary, team members with less emotional intelligence have many conflicts among themselves resulting in complication of work. In fact, lack of emotional intelligence creates conflicts between the management and the employees resulting in destructive actions (Ayoko, Callan, and Hartel 2008:121-149). Similarly, workplace conflicts can have adverse influences on employee outcomes (Jehn and Mannix 2001: 238-251, Jehn and Chatman 2000: 56-73).
This study showed a significant positive correlation between Emotional Intelligence and Transformational Leadership. This indicates that when a leader is emotionally intelligent, his style of leadership is likely to be transformational where the leader is seen as inspirational, charismatic, ethical, visionary and a networker who values people and relationships.

In this study the highest correlation between EI and TL was seen in the senior levels. The dimension of Intrinsic Motivation and Building Effective relationships correlated the most. Intrinsic motivation happens when a leader creates a sense of purpose and commitment for self and others, when the leader is persevering and strong willed even if he/she faces failure in one task. This environment can be created when the leader is adept at building effective relationships by having a strong network where he/she treats people with respect, genuinely listens to the followers, fully relies on the team, and the followers are comfortable to come to seek suggestions. The dimension of Managing Emotions and Integrity demonstration correlated the least which shows that when a leader is dominated by his/her feelings and is not able to control them, is unable to recognize triggers and express disagreements and feelings inappropriately, then the team does not see their leader as someone who is professional, ethical, a role model, and someone who treats everyone equally. In short leaders are not seen as leading by example.

In industrial organizational psychology, several studies underpin the criticality of the use of emotional intelligence for an effective leader (Goleman 2000; Dulewicz and Higgs 2000:1-14; Palmer et al. 2001: 1-10; Watkin 2000: 89-92). The leaders who are emotionally intelligent are considered as cheerful and are more dedicated to their organisation (Abraham 2000), in addition to being successful (Miller 1999: 25-26) with better performance (Watkin 2000: 89-92). Leaders can take advantage of their emotions to improve performance of the organization (George 2000), make faster decisions, inculcate a sense of enthusiasm, and build faith and co-operation by socializing with other employees (George 2000: 1027-1055).
The results of the simple linear regression analysis conducted in this study also shows that EI has a significant and positive influence on TL. EI has a very strong relationship with TL, 41% of variation in TL can be explained by EI (1 unit increase in EI, leads to .846 unit increase in TL).

However, some are cynical of the validity of the construct of EI itself, much less its role in leadership outcomes (Locke 2005). In such a situation, where the results of empirical research are not completely clear, meta-analyses can offer insight into the possible reasons for such confusion in addition to offering a more precise evaluation of the relationships in question.

Although some studies are able to accept the connection between EI and transformational leadership (Daus & Ashkanasy 2005: 453-466), some other studies are not as convinced as they doubt the potential of EI, and therefore, focus more on the role of leadership and the consequent outcomes (Locke 2005: 425-431). Furthermore, Harms and Crede (2010) could not establish any strong connection between EI and Transformational Leadership.

The results of the present study suggest that Emotional Intelligence and Transformational Leadership are able to evince greater work satisfaction, teamwork and commitment among themselves and their followers. A positive connection between transformational leadership and personal outcomes of the followers has been established in the past (Dumdum, Lowe, & Avolio 2002). Earlier studies also reported a positive correlation between transformational leadership and followers’ personal outcomes, including job satisfaction, performance, and organisational commitment (Koh, Steers & Terborg 1995: 319-333; Bycio, Hackett & Allen 1995: 468)

Due to frequent changes in technology, high competition, difficult environment, employees are getting stressed out. This has made leaders realize the importance of encouraging the employees to be more productive and creative (Shalley and Gilson
Leban and Zulauf (2004) found that the transformational leadership style of a project manager influences the performance of the project, and the emotional intelligence capacity impacts a project manager’s transformational style resulting in an increase in project performance.

The influence of transformational leaders on followers could be due to the fact that the leaders broaden and elevate the goals of their followers and inculcate confidence into them to surpass the stipulated expectations in both the explicit and implicit exchange agreement. Transformational leaders arouse admiration, inspire, stimulate intellectually, motivate, treat their followers with dignity and pay attention to their needs.

According to Kelley (1992), transformational leaders enable their followers to think beyond the fulfilment of lower levels of needs, i.e., survival, to higher levels of needs, i.e., motivation. Thus, the leaders motivate individuals to exceed self-interests for the collective achievement of the purpose of the organization (Feinberg, Ostroff & Burke 2005). Consequently, these leaders appreciate the inputs received from the members and are able to bring a deeper insight into the role played by the members. Further transformational leaders permit their followers to critically analyse their jobs and come with new approaches in completing the given task (Bass 1985). The followers feel motivated to be more involved in their jobs, resulting in increased commitment to the work as well as the organisation.

Leaders with positive nature and temperament, which are stable, are more inclined towards making more accurate decisions and thus see an increase in interpersonal performance (Staw and Barsade 1993: 303-331). Transformational leaders orient the commitment of the followers to the team (Arnold, Barling, & Kelloway 2001: 315-320), business goals and values (Bass 1998; Walumbwa & Lawler 2003), and organization itself (Nguni, Sleegers & Denessen 2006: 145-177). Leaders can understand and articulate followers’ need for identity and provide meaning and strength to the notion of self. Thus, they act as a catalyst who transforms the “followers’ motivation to commitment and their commitment into exceptional achievements” (Givens 2008: 4-24).
Transformational Leaders encourage higher levels of commitment to organizational objectives among their followers. They also foster capacity development among their followers. Transformational Leadership happens “when leaders broaden and elevate the interests of their employees, by generating awareness and purposes acceptance, and when they motivate employees to look beyond their own self-interest for the good of the group” (Bass 1990b). In addition to this, heightened capacity and commitment lead to greater productivity and more effort (Barbuto 2005; Leithwood & Jantzi 2000; Spreitzer, Perttula and Xin 2005). “Transformational leaders seek innovative ways of working, new opportunities, prefer effectiveness to efficiency and promote greater organizational performance”, Lowe, Kroeck, & Sivasubramaniam 1996. Transformational Leaders stimulate trust, loyalty, admiration and respect among their followers (Barbuto 2005: 26-40). Ashkanasy and Tse (2000) opined, "Transformational Leaders are sensitive to needs of their followers, show empathy and are able to understand how others feel‘. Building strong supportive member relationships and trust, helps accomplish this. By resolving conflicts constructively and establishing cooperation and trust among members, the leader contributes to the collective motivation of team members (George 2000). Gardner and Stough’s (2002) study supported the existence of a powerful association between transformational leadership and complete emotional intelligence. The consequences of leadership (extra effort, effectiveness and satisfaction) were all found to visibly correlate with the emotional intelligence components along with total emotional intelligence.

Thus, it could be evidenced that transforming leadership is enabling, which refers to engaging of the leaders with people in such a way that their relationship is transformed. Instead of being a leader and follower, they work together for the pursuit of a common goal, each making their suitable contribution and aggregating their aptitude to perform (Nicholls, 1994: 8-15).

6.2. Effect of Emotional Intelligence on Empowerment

According to the researchers of both public and private sectors, participative management can improve employees’ job satisfaction. Several studies emphasize on the role played by participative management in strategic planning and job satisfaction. The
analysis of Kim (2002) showed that the use of participative management by managers could be leveraged to get insights into the employees’ role in participative strategic planning, which is positively related with high levels of job satisfaction. It was also studied that participative management when combined with effective supervisory communications can improve employees’ job satisfaction.

In this study, four contextual factors have been identified as components of empowerment from the variables identified by Gupta (1999). These are Autonomy, Opportunities for learning application, Open Communication, and Support for innovation. One of the characteristics of leaders is to mentor their followers and nurture and reward their creativity and innovation. Followers feel empowered to make decisions and know that they will be supported for implementing their decisions.

Above average mean score for all empowerment dimensions shows that it is important to allow people to take initiative and the freedom to make decisions within their scope of work. Also provide opportunities and encouragement for creativity, continuous learning and application of the new learning in realtime. The need to have open communication where people can openly share views and exchange constructive feedback. When negative feedback is given, it is to be done in a non threatening manner. Employees’ innovative power is influenced by psychological empowerment, comparing this with the present study it was found that support for innovation is the highest amongst other components. The high score for Support for innovation also imply that empowered people get greater opportunity to express their ideas, which are appreciated and supported if executed. The lowest mean score was achieved by Autonomy, which also implies that comparatively the freedom to take initiative and make decisions in their work is restricted to some extent.

This study showed a strong association between EI and empowerment implying that greater scores on EI are related to Empowerment of leaders. Several researchers have also corroborated this finding. These researchers have found a strong relationship between emotional intelligence and empowerment, similarly with Conflict resolution.
and effective management (Gardner & Stough 2002: 68-78; Godse & Thingujam 2010: 69-83). Studies on management, shows that the process of empowering subordinates is a critical component of organizational effectiveness. In the analysis of power and control within organizations, it was found that with sharing of control and power by superiors with their subordinates, the total productive forms of organizational effectiveness and power increased. Within organizations, the team building experiences suggest that empowerment plays a crucial role, in group development (Conger and Kanungo 1988: 471-482). Carmeli (2003) have linked high levels of EI to high level of organisational commitment. At the same time, Lucas, Laschinger and Wong (2008) suggest “even managers with strong emotional intelligence may not be able to empower their staff if their span of control is large.”

This study showed that a significant positive correlation was also found between EI and Empowerment. This correlation implies that when a leader is able to manage emotions and regocognize emotions in others and is self motivated, there is high probability that the team environment is empowering for all. Team members are given the freedom to take initiative and decisions around their work, freedom to innovate and communicate ideas and suggestions, are given opportunities to step up their knowledge through training, and experiment their learning in the real work scenario.

In this study the highest correlation between EI and Emp was seen in the senior levels. The dimension of Intrinsic Motivation and Open Communication correlated the most. Intrinsic motivation happens when a leader creates a sense of purpose and commitment for self and others, when the leader is persevering and strong willed even if he/she faces failure in one task. This environment can be created when the leader accepts constructive feedback from the team, gives developmental feedback to the team in a timely manner, communicates weaknesses in a non threatening manner, team openly shares views with each other and it is easy to ask for advice from anyone in the team. The dimension of Understanding Emotions and Opportunities for Learning application correlated the least which shows that when a leader is not able to anticipate and read the reactions of others, is unaware of what makes people angry, happy etc. then the team is
not proactive in upgrading their relevant skills through training, and they don't see an opportunity to try out what they have learned. Neither are they motivated to challenge the existing system by applying their new learning as they don't feel encouraged and credited for finding new ways of doing their routine jobs.

The results of the simple linear regression analysis conducted in this study also shows that EI has a significant and positive influence on Empowerment. EI has a very strong relationship with Empowerment and 43% of variation in Emp can be explained by EI (1 unit increase in EI, leads to .848 unit increase in Empowerment).

Several empirical studies have established that self-awareness; a component of EI is positively related to performance (Atwater and Yammarino 1992, 1993; Caruso, Mayer and Salovey 2002; Moshavi et al. 2003). An emotionally intelligent team player understands that certain behaviours like promptness and pro-activeness help in creating a favourable impression (Jones, 1964). Emotionally Intelligent leaders are especially skilful at this process of regulation of emotion in self and others and do so to meet particular goals. They enhance their own and others’ moods and manage emotions so as to motivate others charismatically. The empathy component of Emotional Intelligence has also been shown to be an important characteristic necessary for team cohesiveness (Thoits 1989: 317-342). Goleman (1998) popularized empathy and self-knowledge as important components of leadership today. He claimed that leaders could actually influence their followers to mirror their emotions and actions. When people feel good, they perform better because they are more receptive to information and respond more creatively. People with positive dispositions, which are stable, tend to make more accurate decisions and enhance interpersonal performance Staw and Barsade (1993). Barsade (2002) found that the spread of positive emotions in a group could increase cooperation and reduce conflict in a group.

6.3. EI, TL, Emp and Personal characteristics

In the present study, no significant difference between gender and EI, TL and Empowerment was found. Irrespective of whether the leaders/ managers were male or
female they seemed to have the same opinion regarding the 3 constructs and the dimensions within each construct. This result is in agreement with the results of Muchechetere, Ganesh and Karambwe (2014). Similarly, Hopkins and Bilimoria (2008) also did not find any differentiation between male and female leaders in their EQ and social intelligence competences. On the contrary, some of the earlier studies report women to have higher emotional intelligence than men. Lower emotional intelligence in males has been argued to be due to the inability to understand emotion (Brackett, Mayer and Warner 2004: 1387-1402). Lewis (2000) reported that male leaders are less effective in expressing sorrow, as they were more detached, while female leaders received lower ratings in expressing both sorrow and anger.

The services in which the respondents were employed significantly influenced their perceptions with regard to Emotional Intelligence, Transformational Leadership and Empowerment. This could be because of the differing work culture and expectations that is prevalent in the different industries. EI was found to be the highest among the Educational services and NGO, because in these places, emotions and relationships matter for effectiveness and achievement of goals. Retail and financial services scored lesser in EI maybe because of the presence of more hierarchical boundaries and increased work pressure. In such a work environment the leaders may not have the time to understand and manage emotions of both self and others. TL was profoundly used in Educational services, NGO and Hospitality because of the presence of an open informal culture where leaders develop effective relationships with the team by inspiring them to be proactive while serving the customers. TL scored the least in Retail services and Health services again maybe because of work pressure and high turnover. Respondents from Educational services and NGO were found to be more empowered than others to independently take decisions regarding their work, with Retail being the lowest. Thus, from the results it is evident that Educational services were able to give its employees more opportunities to use EI, TL and Emp than all other industries. When we merge education, health, NGO and hospitality as one industry vertical (public services) because all of them have less than 100 respondents individually and which totals to 239,
this sector scored highest in all the constructs of EI, TL and Emp and all dimensions under each of the constructs.

The results of this study report no significant difference in the perception of EI, TL and Empowerment with respect to their position, i.e., junior, middle or senior levels. Though not significant the senior level is slightly higher in their perception of EI, TL, Emp. Significant difference was found only in the dimension of Inspiring to go beyond. And there was no significant difference found between any of the other dimensions. This is in direct contrast to the findings of Dulewicz and Higgs (2000), who reported “directors had higher levels of emotional intelligence than managers”. Further, Goleman, Boyatzis and McKee (2002) attribute the importance of Emotional intelligence more than that of IQ and technical skills. Thus, as an individual moves up the corporate ladder, emotional intelligence becomes more important. Likewise, some studies have reported that managerial skills and emotional intelligence particularly, have a notable role in senior manager’s success in workplace (Carmeli 2003: 788-813). George (2000) notably related the leadership qualities of the managers with their emotional intelligence, as he expected leaders with high emotional intelligence to be more optimistic. In contrast to these studies, Muchechetere, Ganesh and Karambwe (2014) observed a decrease in EQ as an individual moves from lower level to higher-level leadership.

The present study found that the married participants performed better in terms of EI than the unmarried. However, no difference was found for TL and empowerment between married and unmarried. Marital status was found to significantly influence respondents’ perceptions of EI. The reason EI becomes critical in married people is because the essence of relationship is in understanding and managing emotions in self and other. Empathy is a key component of successful marriage. Increased self-awareness, managing and harnessing emotions, and developing skills such as listening make a person more effective while interacting with others. Ciarrochi, Forgas and Mayer (2006) say that some of the aspects of emotional intelligence help to develop a more satisfying marriage. When someone gets angry, there is a need to use higher
emotional skills like increased empathy, self-management and a deeper understanding of needs and emotions of others. These skills are similar to the dimensions of EI (Goleman, 1998)

Significant difference between different age groups was found for EI, TL and Empowerment. An analysis of variance (ANOVA) was conducted among the age of respondents and the variables of leadership i.e. EI, TL and Empowerment. Although respondents from all the age groups partially agreed (Mean value almost or equal to 4 for all) to all the constructs of the various variables (EI, TL, Empowerment), but still there was seen a significant difference among them (p<0.05). Higher the age, greater is the influence of EI, TL and Emp. Further, score of emotional intelligence increased from 45 years and above. This is expected because as people grow older they understand the value of emotions especially in building relationships. With increased expectation and less turn over time, they also learn the art of delegation and empowering others under them. Freedman (2007) says “Emotions Drive People and People Drive Performance”. This result is corroborated with the study of Carstense, Turan, Scheibe, Ram, Ersner-Hershfield et al. (2011: 21), who reported that emotional well being increases from matured age to old age. The analysis shows that aging is related to increased positive overall emotional well being, with larger emotional stability and with greater complexity. In general, age significantly influenced respondents’ perceptions though one element each in Transformational Leadership (Inspiring to go beyond), Empowerment (Opportunities for learning application), were not found to be significantly influenced

According to the present study, significant differences in the dimensions of EI were observed based on experience. Experience may indirectly affect the behavioural outcomes like setting goal, organizational commitment, and judgment, i.e., expectancy judgments, utility judgments, and progress judgments (Seo, Barrett and Bartunek 2004: 423-439). Experience levels did not significantly influence perceptions of Transformational Leadership. Except for Autonomy, experience levels were not found to significantly influence perceptions of Empowerment.
The level of education was found to influence the components of EI and TL. With regard to Empowerment however, two out of the four components were significantly influenced whereas the other two components, namely Opportunities for learning application and Open Communication, were not significantly influenced. Higher the education greater is the response for these factors. Pau and colleagues (2007) also found that educational qualifications influence a person’s perceptions of emotional intelligence and stress. The employees with higher professional degrees have more stress management power, flexibility and empathy (Krishna and Swamalatha 2016). Anand and Udayasuriyan (2010) also reported that the employees without professional degrees have higher emotional intelligence than the employees who were degree holders.

The number of team members did not significantly influence the perceptions of respondents on Transformational Leadership and Empowerment. However, apart from Managing Emotions, the respondents’ perceptions did not significantly influence all other components of Emotional Intelligence.

6.4. Influence of EI on TL and Empowerment:

Structural Equation Model (SEM), tests theoretical models using the scientific method of hypothesis testing to expand researcher’s understanding of the complex relationship amongst constructs. The goal of using the SEM analysis is to determine the level to which the conceptual framework/theoretical framework is supported by the sample data. The results showed that in both, good and poor indexes, the model fits the data; hence the outcome of the model is statistically plausible. The regression weights in SEM model representing EI, TL and Empowerment shows positive significant relationships exist between all 3 factors. The magnitude of relation for each path EI to TL is .67 (67 %) and EI to Empowerment is .689 (69%)

6.5. Conclusion

This thesis has attempted to study the importance of emotional intelligence on transformational leadership and empowerment in different service sectors. More specifically, the main aim of the study was to find the effectiveness of emotional intelligence on leadership and on the success and failure of a business. Emotional
intelligence influences individuals to create a comfortable relationship among each other, to be bonded and to work effectively in a team. Emotionally Intelligent leaders have been found to be especially skillful at the process of regulating emotions in others as well as in self and do so continuously for meeting particular goals. An emotionally intelligent team player understands that certain behaviors like promptness and proactiveness help in creating a favorable impression in the organization (Jones, 1964). As is told by Barsade (2002), that the positive emotions spread by leaders in a group can lead to increased cooperation and thus reduce conflict in a group.

The chief contribution of a leader is to create a vision and bring about changes in the organization. Eden (1992) argued that the vision of transformational leaders is important, but more so is the signals that they send out concerning their ability to achieve that vision. Similarly, leaders should influence the development of the people, to inspire them to work independently and to assist them in synchronizing their goals with the organizational goals. Further, transformational leaders should build good relationship among the people involved with the organization, as employees, clients, managers or leaders. On the other hand, Masi and Cooke (2000) stated that transformational leaders take advantage of the behavior that empowers followers, which thereby deepens followers’ motivation.

The study provided an overview on the impact and benefits of Emotional Intelligence in encouraging a transformational leadership style and empowering self and followers in the organization.