Chapter 1

Introduction

1.1. Background

In the past, the market was marked with slow pace and stability; however the present organizational environment has become unpredictable and extremely complex. This is chiefly due to the fast rate at which organizations change and also due to intense competitive pressure from outside. Globalisation, intensifying competition, and rapid advances in technology, have resulted in a situation where organisations require to adapt and transform themselves constantly to continue to exist (Spreitzer and Quinn 2001). In the last 20 years, companies have invested in technology as they regarded technology to be the fundamental source of competitiveness. However, organizations have realized that the effectiveness due to these technologies is short lived as they can be easily replicated by the competitors. Moreover, technology cannot offer success or superiority without the effort of human force who put their brain and body to create these technologies. People are crucial to the company’s competitive advantage and are the firm’s storehouse of knowledge. Highly skilled and motivated employees are essential for the development and implementation of organisational strategies. So, for a company to remain competitive and successful it requires to constantly motivate and manage its employees.

The need of the hour in the present day business environment, which is characterised by challenges, turbulent change, and open competition, are a high degree of innovativeness, new rules of engagement, and leadership styles. Concepts like Emotional Intelligence (EI), Transformational Leadership (TL) and Empowerment should be practiced by organizations and leaders to influence and motivate their employees. In this backdrop, the study examines the impact of Emotional Intelligence (EI) on Transformational Leadership (TL) and Empowerment.

The performance of an organization can be recognized to encompass three distinct categories of outcomes: financial, organizational, and human resource. Financial
outcomes are associated with profits, net margin, market share, etc. On the other hand, organizational outcomes are associated with productivity, efficiency, quality, client satisfaction, etc., and human resource outcomes are associated with employees’ behaviour, attitudes, etc. (Dyer and Reeves 1994; Guest 1997: 263-276). In general, organisational and human resource outcomes are influenced directly by the human resource practices of an organisation and are termed as proximal outcomes. Factors which affect organizational outcome include competition, technology, management and core business process (Grawitch et al. 2009: 122-135). The organizational outcome can be measured, as the ratio of the quantity and quality the employee is willing to give the employer. However, high level of involvement can lead to negative organizational outcomes such as burn out and turnover (Brown et al 1996: 31-41). Thus the organizational outcome, especially today largely rely on the factors such as Emotional Intelligence, Transformational Leadership and Empowerment of employees and leaders’.

1.1.1. Emotional Intelligence

Salovey and Mayor (1990) described emotional intelligence as a sub-category of social intelligence. According to them emotional intelligence is the capacity to realize and recognize one’s emotions and control them. They argued that emotional intelligence might help to understand who will succeed or not succeed in the business field. Based on these arguments they theorised emotional intelligence in their later works as a ‘skill’. However, other scholars described it as a combination of abilities and features (Goleman 1995; Petrides et al. 2004: 277-293). They attempted to assess emotional intelligence through self-reporting. The concept and definition of emotional intelligence have continued to evolve. Theorist like Finegan (1998) attempted to identify the rational processes which involve emotional information, encompassing appraising, expressing and regulating emotions in self and others, and using the emotions in adaptive ways. At the same time Goleman (1995) described emotional intelligence in five areas: knowing emotions, managing emotions, motivating oneself by using emotions, recognizing emotions in others and managing emotions in others so as to handle relationships. Similarly further study by Mayor and Salovey (1997) led to the modification and
expansion of their definition about emotional intelligence by including four elements such as the ability to perceive accurately, assess, and express emotion; the ability to access and/or create feelings; the ability to understand emotion and emotional knowledge; and the ability to manage emotion to promote emotional and intellectual development. Bar-On, Maree, and Elias (2007) considered emotional intelligence from some other perspective and they merged social intelligence with emotional intelligence to create a new perspective ‘Socio-Emotional Intelligence’. According to the, socio-emotional intelligence has distinctive characteristics such as, “the ability to recognize and understand emotions and to express feelings non-destructively, the ability to understand how others deal and relate with them cooperatively, the ability to manage and control emotions effectively, the ability to manage change and the emotions generated by change, and to adapt and solve problems of a personal and interpersonal nature and the ability to generate positive affect and be self-motivated”. However, to sum up, emotional intelligence can be considered as the notion that distinguishes between individual awareness and control.

The significance of Emotional Intelligence at the workplace has been accepted both by scholars and practitioners. Organisational research, in particular, has recognised significant associations between separate assessments of emotional intelligence and theories and outcomes relevant to organisations (Downey et al. 2011: 517-521). Emotional Intelligence helps people to be comfortable with each other, bond and work more effectively as a team. A sense of belongingness comes when employees have high level of emotional intelligence and it also leads to better workplace relationships. With emotional awareness and the ability to manage emotions effectively, the individual becomes capable of handling situations without affecting relationships in the organization. According to Jordan et al (2002) people with high emotional intelligence are more capable of forming cohesive and successful work teams which can lead to high job efficiency and productivity. The productivity and organizational outcome is directly related to the Emotional Intelligence of the managers as well as that of the employees because it enables smooth communication between the employees and managers which
in turn can lead to high productivity and hence high organization outcome (Saddam 2010; Kulkarni et al. 2009: 161-170).

1.1.2. Empowerment

The term Empowerment was introduced by Conger and Kanungo (1988). According to them, “Empowerment is the process of “enhancing feelings of self-efficacy among organizational members through the identification of conditions that foster powerlessness and through their removal by both formal organizational practices and informal techniques of providing efficacy information”. They perceived empowerment to be a five-stage process that encompasses the psychological state of empowering, its antecedent situations and its behavioural results. Thomas and Venthouse (1990) and Manz (1992) emphasize that empowerment gives motivation to people to advance, whereas, Block (1990) and; Shipper and Manz (1992) describe it as a culture that rewards initiative, absolute honesty and accomplishment. Again, Matza (1990) tells that empowerment is letting employees to take care of the customers and Kizilos (1990), Shipper and Manz (1992) relate it with “giving of power”. Empowered people help others find their own power. True empowerment is actions aligned with knowledge and inner strength. Empowered people do not crush others’ rights, do not pass mean remarks, do not put others down, or practice derogatory humour. Empowered people are powered from inside and carry their power with them. To be empowered, one must evaluate one’s beliefs and replace them with those that are empowering. To be empowered, one should be self-aware of one’s thoughts, feelings and beliefs, and consider the beliefs and feelings of others as well.

The concept of Empowerment is directly used with respect to the effectiveness of the organization and many organizations claim to be practicing it and gaining good outcome from it. Empowerment is becoming increasingly common in an environment of Organizational downsizing (Efraty 1995: 268-269). As the staff in an organization is downsized, fewer people share decision-making power. As a result, organizational members at all levels engage increasingly in decision-making. This participative process of decision-making enhances the satisfaction levels and facilitates increased involvement of workers and staff, which can give better organizational outcome. In an
organization the concept of Empowerment is used in two different dimensions, (1) Empowerment of Employees and (2) Empowerment of Leaders.

**Empowerment of Employees**

In the current business context, employee empowerment is a must, to facilitate organizations to react swiftly to any changes in the macro-environment (Ongori 2009: 9-15). Employee Empowerment has benefited many organizations in enhancing employee commitment and reducing turnover, which eventually yields favourable organizational outcome. Employee Empowerment leads to increased productivity, performance and job satisfaction (Nick et al. 1994: 45-55). Empowered employees are capable of making quick decisions and responses based on the needs of the various stakeholders. Proper employee empowerment results in organizational commitment, job involvement, job satisfaction, extra role behaviour, innovation and self-efficacy, which can yield high productivity and can provide good organizational outcome (Bordin, Bartram, and Casimir 2007: 34-46; Menon 2001: 153-180; Spreitzer 1995: 1442-1465). So, organizations are investing in empowering their people. Researchers and leaders around the world have endorsed employee Empowerment as a means to compete in the current competitive marketplace (Cogner and Kanungo 1988: 471-482; Quinn and Spreitzer 1997: 37-49; Sundbo 1999: 105-127; Kirkman & Rosen 1999: 131-167; Forrester 2000: 67-80). However, employee Empowerment is a complicated tool, which should be handled with extreme care. The important aspect in accomplishing empowerment in an organization is the replacement of conventional control measures by empowerment of the workforce, which brings on more planning, direction, and control by the staff. According to Gupta (2001) the Empowerment of employees means “process of sharing power and providing an enabling environment (by removing hurdles) in order to encourage employees to take initiatives and decisions, and take actions at all levels to achieve organizational and individual goals”.

Emotional Intelligence has a great role in empowering the employees of the organization. Watson and Clark (1984) found that negative emotions lead to a greater likelihood of feeling frustrated and dissatisfied at work. At the same time emotions such as openness and consciousness are positively correlated to job satisfaction (Fogarty et al. 1999: 429-452). Emotional quotient contributes to empowering subordinates by
allowing them to be more aware of their emotions. They are in a better position to have effective interpersonal skills, better communication skills and deal with their peers and superiors in a much more constructive manner when they are self-aware. Emotional Intelligence act as a stimulant that boost the Empowerment and keep the empowered employee strong and confident even if he/she is confused or frustrated. According to Byham (1988) Empowerment is the psychological energy stimulated by Emotional Intelligence that act as a motivator, which activates employees.

**Empowerment of leaders**

Leaders are empowering when they set the limitations within which subordinates are given discretionary opportunities. The empowering leaders follow up with their people and are supportive and caring. Empowering leaders build commitment to objectives and support followers to accomplish the objectives. Empowerment of leaders enables them to motivate their subordinates, which can ultimately lead to the goal of organizational effectiveness (Bennis & Nanus 1985). Leader’s ability and willingness to share power and control with subordinates will also increase the organizational effectiveness (Tannenbaum 1968: 322-327; Kanter 1979: 65-75). Empowerment helps leaders tap into the knowledge, experience, skills and motivation of every person in the organization (Rajib Roy 2006). Psychological Empowerment of leader’s helps to increase concentration, ingenuity and resiliency of the leaders and help the organization to achieve managerial effectiveness, which can lead to good organizational outcome (Thomas and Velthouse 1990: 666-681).

Empowerment needs a high level of honesty, integrity and openness from the leader. Leaders who encourage empowerment do so because they believe that there are certain goals, which cannot be accomplished without the involvement of people. And by doing so, empowering leaders place additional responsibility for achieving results on the team members. Though empowerment places high expectations on the employees, the team still embraces it cheerfully because it gives heightened involvement, growth and ownership in a meaningful way. Polychroniou (2008) states “employee’s respect and emotional identification with a leader, who is considerate and ready to help them, makes
their performance effective”. However, only a few leaders and team members are familiar with the ways to create a culture of empowerment.

The extent of Empowerment in an organization differs with the leadership style in the organization. Various types of leadership styles have different impact on empowerment and enhancement of competitiveness of the organization. While one leadership style may encourage empowerment in some employees, it may become a barrier for others from being empowered. Generally, there exist two types of leadership styles, which encourage Empowerment or contribute to good organizational outcomes, Laissez-faire style and transformational style. Laissez-faire leaders evade taking stands on issues, do not stress on results, refrain from intervening, and fail to perform follow-up. They appear indifferent and delay what is happening. Some of the additional behaviours are that laissez-faire leaders elude making decisions, resign from doing their responsibilities, distract attention from hard choices, refuse to take sides in a disagreement, are disorganized with priorities and never get to doing work (Bass & Avolio 1990: 231-272). So, in general leaders need to use their social competencies and empathy to enhance transformational leadership. “The transformational leader’s charisma, motivational influence, intellectual stimulation and individualized attention towards team members create an empowering environment” (Koberg, et. al. 1999: 71-91). Another impact of Transformational Leadership is that it negatively relates to job stress and burn out (Corrigan et al. 2002: 97-108) and thus contributes to organizational effectiveness.

Effective leadership depend on understanding of emotions and the abilities associated with EI (Cooper and Sawaf 1997). It has been found that emotional intelligence is an important determinant of improved relationships at work. Emotionally Intelligent leaders are aware of their own energy and manage it in a way that it creates a healthier workplace. The leaders who monitor and motivate their subordinates are found to be the ones who monitor and manage emotions both within themselves and others (Palmer 2001: 1-10). Intellectual stimulation which is used by the transformational leaders to stimulate their subordinates is directly related to emotional intelligence since the components of intellectual stimulation such as creative thinking and flexible planning
has been associated with emotional intelligence, specifically with the ability to use and incorporate emotions with thought (Salovey and Mayer 1990: 185-211; Avolio et al. 1991: 9-16).

1.1.3. Leadership

Leadership is the ability to influence the team towards the completion of organizational goals. The leader promotes vision, creativity and change in the organization. Definitions of a leader differ in terms of the emphasis on the leader abilities, personality, cognitive and emotional orientation, individual and group orientation, appeal to self and collective interests and ability to influence relationships (Bass 1990: 19-31). Leadership is defined as a reciprocal process (Cartwright and Zander, 1998) where the leader, group and/or setting can influence or be influenced by every other variable in the system. “Leadership is defined as transactional (Burns 1978) where leaders and group members trade their time and energy for monetary and social rewards”. Bass et al (1987) defined “leadership as a transformational process where the role of the leader is to enhance motivation, confidence and satisfaction of group members by influencing their beliefs, values and needs’.

The goal of leadership should be to develop people, motivate them to work independently and help them align their own goals with the goals of the organization and pursue them with dedication. For this to happen, it is important for leaders to increase the frequency and quality of relationship with their people. Business can find significant advantage by focusing on relationships with its customers, employees or leaders. Gupta (1999) stated that leadership has substantial impact on organizational performance and outcome. According to Bourgeois (1985) the economic performance of the organization depends on the ability of the leaders to perceive the organization environment. Leaders can affect the organizational performance by external actions such as exerting pressures on government to change the taxation rules and also by internal actions such as influencing the operating costs or product quality. Rewards/recognition and punishments (both interpersonal and material) that is controlled by the leader, often shape employee performance and behaviour, which can lead to organizational gain. Leadership can also affect the organization negatively,
according to Richard Leider, a life coach, the prime reason for people leaving a job is the bad relation between them and the leadership of the organization. Leaders who are abusive are harmful in any organization as they damage the organization’s growth when they become instrumental in competent people leaving the organization as they cannot tolerate such abusive behaviour (Murari and Gupta 2009).

The role of Emotional Intelligence in predicting effective leaders is an area of research that is gaining popularity in Industrial/Organizational psychology (Goleman 1995, 1998a, b, 2000; George 2000; Barling et al. 2000; Watkin 2000; Palmer et al. 2001; Antonakis et al. 2009). Cognitive Intelligence (IQ) and Emotional Intelligence (EI) abilities are necessary for successful leader performance at all levels. Leaders today are not only judged by how smart they are but also on how well they handle the team and themselves. So, in order for the leader to be successful, they must constantly improve the way they manage themselves and others in the organization, which is directly linked to emotional intelligence (Salovey and Mayer 1990: 185-211). Emotionally intelligent leaders are more committed to the organization, perform better in the work place, use the benefit of positive emotions to improve their organizational functioning, and use emotions to develop their decision making capability (Abraham 2000: 169-184; Watkin 2000: 89-92; George 2000: 1027-1055). According to George (2000) the leadership effectiveness is influenced by the leader’s skill to comprehend and manage mood and emotions in one self and in others. Also emotional intelligence boosts the leader’s ability to solve the individual, team and organization’s problem. Leaders who are able to use emotions to guide decision making can also consider multiple points of view and hence can motivate the team by engaging in activities motivated by emotions along with motivating open minded generation of ideas, decision making and planning (Caruso et al. 2002: 55-73; Gardner 2002: 68-78). Also Thomson (2005) shows that stress and its impact on both cognitive and emotional abilities will result in Leadership Failure (LF). Research on leadership, stress and EI over the last twenty five years show that when a leader’s stress level is elevated, whether in a manufacturing process, in an emergency room, the boardroom, or in the battlefield, his or her ability effectively use EI to make timely and effective decisions is highly impaired. This impairment often leads to disastrous results.
Different organizations use different leadership styles to achieve the goal of organizational effectiveness. Some of the commonly used leadership styles are transformational leadership style, transactional leadership style, autocratic leadership style, participative leadership style and Laissez-fair leadership style. Among these, transformation leadership is a rare and most effective leadership style that assures greater organizational effectiveness (Lowe, Kroeck & Sivasubramaniam 1996: 385-425).

**Transformational Leadership**

Bass (1985) and Bass et al. (1987) elaborate leadership as a transformational process. According to Bass (1985) “a transformational leader is the one who arouses awareness and interest in the group or organization, increases the confidence of individuals or groups, and attempts to move the concerns of subordinates to achievement and growth rather than existence”. The transformational leader enhances the team members’ motivation, fulfillment and confidence by bonding members and altering their beliefs, needs and values; creates a mindfulness of the mission and vision of the organization; and improves the followers’ ability and potential to higher levels. Transformational Leadership can inspire performance and innovation in a rapidly fluctuating marketplace. According to Bass and Avolio (1994) “transformational leadership style is the one where the leader stimulates the interest among colleagues and followers to view their work from a new perspective”. These leaders pursue new ways of working, new opportunities and prefer effectiveness to efficiency (Lowe, Kroeck & and Sivasubramaniam 1996: 385-425). Transformational Leadership style can change the atmosphere of the organization by motivating the employees and can have positive impact on job satisfaction, stress commitment and productivity (Bass & Avolio 1994; Avolio & Yammarino 2002; Dionne, Yammarino, Atwater & Spangler 2004: 177-193). Transformational leaders orient their subordinates to perform in such a manner to achieve the goal of organizational effectiveness. Also they emphasize empowerment rather than dependence (Yammarino & Dubinsky 1994: 787-811). The researchers (Bass, 1985, 1990; Bennis and Nanus 1985; Bass & Avolio 1989; Podsakoff et al. 1996: 259-298) identified the characteristics of “transformational leadership as (a) idealized influence where the leader is seen as a role model, (b) inspirational motivation where
the leader inspires motivation and team spirit, (c) intellectual stimulation where the leader stimulates creativity and innovation and (d) individualized consideration where the leader mentors and supports each follower”.

Transformation leadership is the process where leaders and followers engage in a mutual process of raising one another up to higher levels of morality and motivation (Burns 1978). Transformational leaders attract the subordinates by their charismatic behaviour and acts. The core of this charisma demonstrated by leaders is their high emotional intelligence. Emotional recognition, positive affectivity and friendliness were positively linked to TL behaviour (Rubin et al. 2005: 845-858). The behaviours such as, empathy, motivation, self-awareness and self-confidence shown by the transformational leaders are the sub components of emotional intelligence (Goleman 1995). Empathetic response was found to be the most reliable antecedent of transformational leadership behaviours’. Emotionally intelligent leaders use empathy to relate to the emotions of the people they lead. When there are serious issues, emotionally intelligent leaders use empathy to connect to the people they lead. These leaders not only empathize, but also express the emotions that the individual or group is experiencing. The leader thus leaves his people and team feeling understood and cared for. Leaders concerned with encouraging harmony and friendly interactions in the team focus on the team’s emotional needs and empathy. The effective usage of emotion to communicate their vision to subordinates is one of the main advantages of transformational leaders (Conger and Kanungo 1987, 1998; Kanungo and Mendonca 1996). Such leaders arouse strong emotions and inspire the team through their positive thoughts and clear vision. An effective leader creates vision for the team and communicate where they are going, but do not convey how to get there. They give people the freedom to innovate, investigate and take calculated risks. Empathy, inspiration and transparency, which are by-products of ‘Emotional Intelligence’, most strongly support visionary approach. Cooper (1997) proposed, “trust is an important characteristic of emotional intelligence. With an emotionally intelligent leader, people feel comfortable to share ideas, learn from one another, and get things done collaboratively. Motivation, which is another component of Emotional Intelligence, is used by the transformational leader to communicate high expectations to their employees (Bass 1990: 19-31). Effective leaders kindle passion
and inspire the best in their teams. Often the leader’s effectiveness is associated only to powerful strategy, vision, or sound ideas, which is only half the truth. “In reality, effective leaders work through emotions”, (Goleman et al. 2002). Emotionally intelligent Leaders energise the emotions of those they lead in the right direction. Effective leaders resonate with their people’s feelings and influence them in a positive direction. This resonance comes instinctively to emotionally intelligent leaders (Goleman, Boyatzis and McKee 2002) and boosts performance.

From the above description, it is seen that the ability to empathize, manage one’s emotions and the emotions of others, is the best predictor of Transformational Leadership behaviours.

1.2. Need for the study

The basis of the need came in from the researcher’s own individual reflective search to understand the interdependency among the three skills which is emotional intelligence, transformational leadership and empowerment. From the literature survey it is found that the large number of studies on emotional intelligence, transformational leadership and empowerment have been carried out individually and/or relating few parameters of each other. However there are no holistic studies done taking Emotional Intelligence, Transformational Leadership and Empowerment all together.

There are more studies relating emotional intelligence and transformational leadership; transformational leadership and empowerment but very few studies relating emotional intelligence and empowerment. Rapid Globalization and varied cultural dimensions, which are evident at workplaces today, make emotional intelligence, transformational leadership and empowerment crucial and necessary.

Focus of empowerment has also shifted from managerial interventions that empower employees to psychological processes employees go through which makes emotional intelligence and transformational leadership significant. Therefore there is a need to carry out a holistic study by developing a holistic framework and a measurement tool, to study the impact of emotional intelligence on transformational leadership and empowerment.
1.3. Research Enquiry

The present business environment of globalization, unstable economy and constant change places intense pressures on leaders and organization. There is need for leaders to look for new tools and processes such as Emotional Intelligence, Transformational Leadership and Empowerment to boost the performance and creativity of their employees. So, we put following research questions:

- Would Emotional Intelligence (EI), Transformational Leadership (TL) & Empowerment (Emp) help leaders better manage the workplace challenges of today?
- Does high emotional intelligence influence a leader to use a transformational leadership style?
- Does high emotional Intelligence influence a leader to feel empowered and create an empowering environment in their teams?
- Would the nature of industry, gender, age, education and experience affect Emotional Intelligence, Leadership style and Empowerment?

1.4. Research Objectives

The following research objectives were included in the present study:

- To develop a conceptual framework relating emotional intelligence with transformational leadership and empowerment.
- To develop a measuring tool based on the conceptual framework.
- To explore the interrelationships among the parameters of emotional intelligence, transformational leadership and empowerment.
- To study the impact of emotional intelligence on transformational leadership, and empowerment.
- To analyse and compare the results across demographic and industrial data.

1.5. Hypothesis

From the literature survey and the gaps identified in the literature following null hypothesis are tested in the research.
• Ho1-Emotional intelligence does not influence a transformational leadership style
• Ho2-Emotional intelligence does not influence leaders to empower self and their team members
• Ho3- Demographic data does not affect the perception levels of Emotional intelligence.
• Ho4- Demographic data does not affect the perception levels of Transformational Leadership
• Ho5- Demographic data does not affect the perception levels of Empowerment.

1.6. Operational definitions of various variables used in the research

EI Variables

• Identifying Emotions: It refers to the ability to recognize and label an emotion as it happens. The complete expression of emotions is seen as a primary human motive (Izard & Buechler 1980: 165-188; Plutchik 1980) and it is reasonable to consider it from a practical functional viewpoint.

• Understanding Others Emotions: It refers to the ability to understand ones and others emotions. Ability to perceive emotional responses that is likely to be expressed in a variety of situations. It’s a kind of social intelligence that involves the ability to monitor one’s own and other’s feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions (Salovey & Mayer 1990: 185-211).

• Managing Emotions: It refers to the ability to control and express emotions to others appropriately in a variety of situations. Managing emotions intelligently helps people adapt and motivate them by focusing their thoughts in ways that are beneficial. Almost every modern theory on emotions describes that emotions are data about the environment around and it is wise to learn to use that data in interactions (Freedman 2007).

• Internal Motivation: Ability to achieve goals by gaining energy from personal values, commitments and purpose. Ability to persevere when going gets tough
by finding inner reasons and purpose. This skill helps the person to persist despite obstacles or challenges along the way. Sosik and Mergerian (1999) stated that Emotional Intelligence has an influence on Internal Motivation.

- **Empathy**: Refers to the ability to recognize and appropriately respond to others emotions. The ability to be sensitive to the feelings and concerns of other social members. Empathy is both one of the most powerful leadership competencies and also one of the most challenging (Freedman 2007).

**TL Variables**

- **Inspiring To Go Beyond**: Ability to encourage people to look beyond their own interests and established standards, towards the interests that will benefit the larger group/organization.

- **Demonstrating Integrity**: Refers to honest, ethical behaviour in all interactions. Ability to treat people fairly and be a good role model. In the absence of moral integrity, Transformational Leadership might result in less than desirable social ends (Bass 1997).

- **Creating A Shared Vision**: Ability to communicate the organization’s vision to the team and develop strategies and priorities to help achieve that vision.

- **Building Effective Relationships**: Ability to develop a network of meaningful relationships by treating people with respect and dignity. Instils a sense of enthusiasm, excitement, trust and co-operation in other employees through interpersonal relationships (George 2000: 1027-1055).

**Empowering variables**

- **Autonomy**: Concerns with allowing people to take initiative and make decisions within their scope of work. Ability to trust people enough so as to let go. Gives people the freedom to do their job well and exercise autonomy effectively. Giving employees autonomy and opportunities to participate in decision-making (Burke 1986: 51-77).

- **Opportunities For Learning Application**: Refers to the process of providing opportunities and encouragement for continuous learning and application of the learning.
• **Open Communication**: Refers to creating an environment where people openly share their views. An environment where constructive feedback is accepted and given in a timely manner.

• **Support For Innovation**: This category includes encouraging creativity and sharing of ideas to challenge the status quo and go beyond the expected ways of working. It’s a process of sharing power and providing an enabling environment (by removing hurdles) in order to encourage people to initiatives and decisions (Gupta 1999).

1.7. **Chapterization**

**Chapter 1** introduces the topic and provides the background of the study, need for study, research enquiry, hypothesis and operational definitions.

**Chapter 2** analyses the literature, the in-depth literature review of the studies already conducted in Emotional Intelligence, Transformational Leadership and Empowerment and the interaction between the factors. The research gap is identified that clearly identifies the significance of this study from the context of available literature.

**Chapter 3** provides the conceptual framework for the study. It also describes in detail the variables that pertain to Emotional Intelligence, Transformational Leadership and Empowerment and the basis on which it was selected.

**Chapter 4** describes the research methodology. This chapter contains the topics such as, hypothesis formulation, research for hypothesis, sampling, ‘sources of data ‘which is needed to test hypothesis, method of data collection, description of instruments and analysis.

**Chapter 5** analyses the vast data collected from secondary sources as well as primary data collected through questionnaires. The perception of respondents who were in some leadership role in their organization has been collected. Their perception on leadership, management of emotions, empowerment practices in general and its effect on the team and on the organization has been presented.
This study also throws light on the demographic details of the respondents and how these details influence their behaviour, which in turn affect organisational outcome. Statistical analysis of the data was conducted using SPSS v21 and the results were presented in the form of tables and charts for the ease of understanding.

Chapter 6 discusses the findings from the current study in the context of existing literature on the same.

Chapter 7 concludes by analysing the objectives of the thesis raised in Chapter 1. It provides recommendations to improve the leadership quality. The managerial implication of the study is also highlighted in detail. Limitation of the study and future research of the study is also provided.