Literature Review:

**Gardner H (2007)**

A more “philosophical” evolution of Gardner’s theory is actually in his last work where he outlines the specific cognitive abilities that should be sought and cultivated by leaders in the years ahead. They include: the “Disciplinary Mind” (the mastery of major schools of thought, including science, mathematics, and history, and of at least one professional craft), the “Synthesizing Mind” (the ability to integrate ideas from different disciplines or spheres into a coherent whole and to communicate that integration to others), the “Creating Mind” (the capacity to uncover and clarify new problems, questions and phenomena), the “Respectful Mind” (awareness of and appreciation for differences among human beings and human groups), and the “Ethical Mind” (fulfilment of one’s responsibilities as a worker and as a citizen).

**Murnane & Levy (1996)**

In any case, the so-called “new basic skills” have taken a much higher profile in recent decades, especially since emotional intelligence has been shown to be a key indicator for identifying top performers: from teamwork to team-building, leadership, risk-management, intercultural awareness, problem and conflict-solving, but also ability to adapt to new workplaces and working environments, capability to diversify and to re-qualify in order to handle new tasks and new responsibilities. Unlike hard skills, which tend to be specific to a certain type of task or activity, soft skills are broadly applicable. It is often said that hard skills provide a job but then soft skills are necessary to keep it.

**Taylor & Woelfer (2009).**

The author says that Emotional intelligence is an ability to carry out accurate reasoning about emotions and the ability to use emotions and emotional knowledge to enhance thought. One part of emotional intelligence is to exercise self control which is an ability to “maintain control over emotions and avoid negative actions under stress”
Andreas Blom and Hiroshi Saeki, (2011)
The number of students admitted every year in higher education system of education comprising 600 universities and 30,000 colleges in formal mode and 200 odd open and distance learning (ODL) institutions is around 20 million (MHRD, Government of India statistics, 2011). That is, in India, the output of graduates in Liberal Arts, Science and Engineering is very high. However, the overall employability of graduates, especially Engineering graduates in the country stood abysmally at a low level of 20-30% only. The left out graduates are unemployable or underemployed for want of desired employable skills. An employer is willing to recruit the graduates and job-seekers provided they possess the required skills and ability to match the job profile of emerging and changing global economy.

Adult learning principles, and advances in technology collectively point to blended learning as in increasingly finest method for workplace learning. There have been numerous studies suggesting that blended learning do better than instructor-led programs

For the organization and educational institutions, BL can also extend the reach of the program, optimize development costs and time and accelerate the dissemination of knowledge to vital channels (Singh and Reed, 2001) and reach the mass population. It has the potential to help any country or institution to democratize education to all citizens. Its flexibility nature is its strongest alternative to promote lifelong learning anywhere, and anytime. Blended learning can deliver workplace learning to organization and learner in a highly flexible and customized manner

Weinberger (2011).
However, found out that the growth of employment is concentrated mainly in jobs requiring combination of both cognitive and soft competencies, whereas an employment in jobs requiring either cognitive or soft competencies was relatively stable from 1977 to 2010.
**Blanchard and Hersey (1998)**

The authors describe two fundamental concepts: that of leadership style, as well as the development level of the person being led. The fundamentals of which the situational leadership theory is based on is that there is no single "best" style of leadership whereas successful leadership is task-relevant and leadership style must be adapted to the maturity ("the capacity to set high but attainable goals, willingness and ability to take responsibility for the task, and relevant education and/or experience of an individual or a group for the task") of the individual or group they are leading. That effective leadership varies, not only with the person or group that is being influenced, but it will also depend on the task, job or function that needs to be done. The Hersey-Blanchard Situational Leadership Model rests on two fundamental concepts; leadership style and the individual or group's maturity level.

**Hatch, White, & Faigenbaum (2005).**

Teacher leaders help direct the entire school toward higher standards of achievement and recognition of individual responsibility for school reform. Teacher leaders do not wait to be appointed to a formal role before they offer their expertise and influence to others in order to impact the educational experience of all students.

**Childs-Bowen, Moller, and Scrivner’s (2000)**

The authors conception of teacher leadership stated “We believe teachers are leaders when they function in professional learning communities to affect student learning; contribute to school improvement; inspire excellence in practice; and empower stakeholders to participate in educational improvement

**Anderson (2004)**

The author discussed the importance of “leadership reciprocity” that occurs when there is a mutual and interactive influence of teacher leadership on principals as well as a reciprocal influence of principal leadership on teachers.
Eisakhani, (2008). According to Wall, a successful organization is one which could adapt itself to environmental changes during a long-term, create a purposeful management structure, and develop key competencies.

Porkiani, et al. (2010). In the modern, globally-competitive environment, the need for substantial changes is always felt by organizations. However, human resources departments should not only solve specific problems, but also must ensure the success of the organizations in facing potential challenges of the future. One of these challenges is the demand for qualified and talented staff.

Hartmann, et al. (2010). The term ‘‘talent management’’ became prominent around ten years ago, when the management consulting firm McKinsey reported that employers face a ‘‘war for talents’’ and find it hard to recruit talented employees due to tight labor markets. Since then, the topic of talent management has increased in importance and has gained attention in both the literature and in business practices. It has been claimed to be ‘‘more critical than ever to organizational strategic success’’ and a ‘‘fast gaining top priority for organizations across countries’’

Blass, (2007). Talent management is the process of attracting, transferring, developing, and strategies that are related to those activities in an organization, and it is a process and opportunity to help management provide for individuals in the organization as individuals with talent.

Gebelein, (2006) Talent is the primary driver of any successful company. “It’s become increasingly obvious to most business owners and executive teams that, rather than being constrained by capital, companies are typically most constrained by talent. “Corporations have learned that, depending on what your business strategy is and what challenges you may
face, at any given time you need the right talent to execute that strategy or deal with that challenge,"

**Schneider, (2002).**

Leaders must encourage employee skills and increase creativity, as the competitive sustainability of a company depends on human and social capital management, where leadership has a prominent role

**Schultz & Galbraith, (1993)**

Results make it be stated that leadership skills could be achieved by experience and training, and not merely by age. In community leadership, training and not age was essential to acquire a leader role.

**Popper, et al., (2004).**

Most influential leaders exhibit an orientation toward the future, in their words, decisions and behaviours and findings show differences between leaders and non-leaders in optimism, considered as a proactive attitude and self-confidence (internal locus of control, low trait anxiety, and self-efficacy.

**Bono & Llles, (2006).**

Leaders have an optimistic vision of the future. The concept of optimism bases on attribution theory, who defines optimists as those who have stable, global and internal attributions about positive events, and unstable, external attributions about adverse events.

**Robbins & Coulter, (2009).**

Leader is a person who has the abilities to influence others and the leadership is what leaders do to influence group to achieve some designated goal. Leadership is one of the management functions which require that every manager should be a leader. As per the leadership is concerned, contemporary theories of leadership provide different approaches to leadership i.e., (i) transactional; (ii) transformational; (iii) charismatic; and, (iv) team leadership
Palmer et al., (2001)
The author found that emotional intelligence has a positive influence on leadership and says that emotionally intelligent leaders have high level of organization commitment and use emotions to enhance their decision making.

The relationship between leadership behavior and decision making originate from contingency theories of leadership. As the leader participation model relates leadership behaviour and participation on decision making.

Driver and Brousseau (1990)
The authors argue that people have different decision making styles and these decision making styles differ with respect to number of alternatives used, amount of information and the extent they coordinate different resources of input.

George, (2000)
Researchers found that an emotionally intelligent are more committed towards organization high success rate and use positive emotions to improve their decision making and embedded a sense of trust and co-operation among employees through interpersonal relationships.

Salovey and Mayer (1990)
The authors define emotional intelligence that it involves the ability to perceive accurately, appraise, and express emotion; the ability to access and /or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth.

Gardner and Stough, (2001)
“Emotional intelligence enhances leaders’ ability to solve problems and to address issues and opportunities facing them and their organization. Leaders within this
conceptualization are able to improve decision making via their knowledge and management of emotions, and those who are able to accurately recognize emotions are more able to determine whether the emotion is linked to opportunities or problems and thus use those emotions in the process of decision making”

**Bass (1998)**
Unlike transactional leadership, which was based on the exchange between leader and subordinate, transformational leadership goes one step further, turning that profitable exchange into one with a strong emotional connotation. Special attention is paid to the subordinates' emotional attachment to the organization, to their identification with their leaders, to increasing motivational resources, to sharing the vision of the leader and the organization as a whole. Emotional involvement is the key factor in choosing this type of leadership in order to build the model of "management" of the work team, but not the only one.

**Brown et al., (2008)**
The author argues that the four skills will determine the success of the new leadership:
- □ The new leader to understand and implement the power of appreciation
- □ New leadership always reminds employees what is important
- □ The new leader generate and maintain trust
- □ The new leader and those led by him are close.

**Gardner, (1993)**
The author believes that understanding the context in which the leader is his most important attribute or "core leadership. Effective leaders not only motivates those who are, but they build confidence and inspire them to become leaders themselves.