

Talent Transformation For Leadership Roles: Emotional Intelligence As Moderator

M.Y Kamal^a, Z.M Lukman^b

^a Principal Researcher, Minds Intellectual Resources, Kuala Lumpur, Malaysia.

^b Professor of Applied Social Sciences, Universiti Sultan Zainal Abidin, Kuala Nerus, Terengganu, Malaysia

Abstract

Talent management proven as a powerful tool in human resource management that aids employees to develop their leadership skills in the organisation. Talent management practices include attracting, developing and retaining talent has ensured the employees are being acknowledged and appreciated based on their knowledge, effort and skills. These talent management practices of talents are preparing them for the leadership roles with highly skills in managerial and technical. Further, this research is intended to introduce the element of emotional intelligence in the talent management practices that aids the balance of leader's development in mentally and physically. Prior research shown that these two elements; emotional intelligence and talent management are often researched separately in developing leadership talent that brings the gap of this research. Therefore, as conceptual paper, these variables will be tested quantitatively and qualitatively by emphasizing simple random sampling in the determining the sample. This research will be conducted in automotive industries in Malaysia. In future, the framework developed in this paper will be used as foundation in planning and developing talent in the organization either for private or government sector.

Keywords: Emotional Intelligence, Talent Management, Leadership, Talent, Malaysia

1. Introduction

Presently, the discovery of talent management has emerged since 1998. Since then, the evolvement of talent management has brought the organisation towards success by acknowledging and appreciating the talent. Conclusively, talent management is the practise of human resource management that emphasis attracting, develop and retain high-value employees (Pandita & Ray, 2018). These practises are proven to improve employee productivity in which assists the organisation's performance to the top notch. Besides improving employee quality of work and productivity, talent management is also able to enhance employee leadership in which is part of the continuity of talent management development in the organisation (Kamal & Lukman, 2017). Leadership development is often being research as a process in expanding employee capability in leadership roles such as managing, decision-making, and supervising within the organisation (Martinelli & Erzikova, 2017). As a leader, you enable the execution of an organisation's plan by creating alignment, securing mindshare, and developing the talents of people around you. Leadership roles may be

formal, with the appropriate decision-making powers and responsibility or informal with minimum official authority (e.g., a team member influencing team involvement, purpose, and direction; a side peer who must listen and compromise by influence) (Mousa & Ayoubi, 2019). As mentioned by Tafti, Mahmoudsalehi, & Amiri, (2017), every organisation can produce a good relationship between talent management and leadership if the company is able to execute a healthy working lifestyle, good environment, and culture, appreciate and acknowledge employee achievement with the presence of competence leader. With these recipes, it helps the organisation and the employee to manoeuvre the organisation to be competitive in the market with a good image and brands.

Apart from successful talent management practises that can produce a good leader that has been researched previously, the element of emotional intelligence is seeming missing in making a greater leader for the future. This is because of the COVID-19 pandemic; people are now entering a new phase of life in which the trends in developing employees are changing within the organisation. As the meaning of emotional intelligence to understand, use, and manage emotions in positive ways, helps to build a stronger relationship at work in achieving career and organisation goals (Masri & Suliman, 2019). According to Caruso et al. (2011), emotional intelligence leads to the ability to identify the significance of feelings and their connections, as well as to reason and solve problems based on these abilities (Fiori & Vesely-maillefer, 2018). It includes the limit of perceiving sensations and osmoses feeling associated emotions grasp and manage the facts of such feelings. According to Issah, (2018), emotional intelligence is an important leadership approach and should be recognised as one of the components of effective leadership. Leaders with strong emotional intelligence, he says, will be better at establishing an organisational vision and goal. Furthermore, Claude, Rudolf, & Sabie, (2018) conducted a combination study that revealed a person's basic underlying competence to identify and use emotion. The majority of people are completely capable of detecting and expressing emotion. Some persons appear to be able to exhibit brilliance in this area, resulting in high levels of work performance (Majeed, Ramayah, Mustamil, Nazri, & Jamshed, 2017). Individual and societal attitudes are described by emotional competence.

These three elements; talent management, emotional intelligence, and leadership are often researching in determining the success of the organisation in the world. Therefore, this study attempts to seek the gap, highlighting that emotional intelligence has been addressed in relatively few studies. There is also minimal empirical study that studied emotional intelligence as a moderator. This paper provides a conceptual framework for emotional intelligence that moderates talent management and leadership in Malaysia

2.Literature Review

2.1 Talent Management

The War for Talent, published in 1998 by McKinsey Consultants, was a major work in developing the talent management idea. The War of Talent is another theory in talent management, the McKinsey group conducted research that included a contextual analysis, and 20 of the 77 organisations were evaluated to be talented (Wobodo, Konya, & Nwaeke, 2020). It is worth overcoming outstanding talent since it is tough for enterprises to attract and keep

amazing people, particularly when demand for extraordinary talent develops. As the authors have said, winning a talent fight is not an overwhelming challenge. Businesses, on the other hand, have to focus and take into account talent management. Researchers recommended greater research into the relationship between talent administration and organisation success, claiming a shortage of empirical information that could be explained by the lack of talent management theory (McDonnell, Collings, Mellahi, & Schuler, 2017). Scarcity and ambiguity in the specific concept of "talent management" may be linked to the ambiguity in the definition of talent that has different significance for different persons in different disciplines of study. Individuals with excellent know-how in at least one area of human activity, so far as they are among the top ten percent of their peers who are reported to be involved in the same sector, are deemed to have outstanding talent (Johennesse & Chou, 2017).

If it applies to talent, it is described as the ability to create creative works instead of only the ability to perform a task properly; it is also defined as perseverance and talent development. The authors contend in the book *The War for Talent* that the ability of an employee to combine their innate skills and skills, as well as their knowledge and intelligence, experience, personality, and behaviour can be defined by talent. This confirms that the concept of talent includes an individual's ability to learn and develop as well. (Johennesse & Chou, 2017). Talent management is recognised as a significant component in terms of human resources management and requires the implementation of integrated strategies to improve and sustain corporate performance through the recruitment, development, and retention of top talent. Individuals with the skill and aptitude required to fulfil current and future business goals will be attracted, maintained, developed, and benefited by improving the procedures (Carpenter, 2017). Talent management can be viewed by each firm differently. In one business, it can be a focus on long-term sustainability, while in another one, it can mean that individuals with enormous potential are identified. In talent management, onboarding, identification, analysis and/or development of the internal talent of the organisation are all instances of what is being done. A significant number of articles or papers on talent management are being generated and published in the talent management literature, reflecting the interest of authors and practitioners in the topic of talent management; even if it is still deemed to be uncommon, scholarly curiosity has grown during the past five years (Glaister, Karacay, Demirbag, & Tatoglu, 2018). In talent management literature, there is generally a lack of data and empirical study; however, the focus is the United States, followed by the United Kingdom, Ireland, the Netherlands and Australia (overall, publications were from 35 different countries) (Carpenter, 2017).

In addition to the United States, data were obtained from nations including India, China and Belgium, but just a few research were undertaken in the Middle East. Due to the severe growing importance of the urgent need for talented persons and the challenge of companies in discovering the right talent, the interest in studying talent management has grown in recent years. Many studies have indicated that, according to the World Economic Forum, the Boston Consulting Group and the Manpower Group, the lack of talent is a global problem affecting a broad array of professions in different industries and regions (Thunnissen & Buttiens, 2017). A research report entitled *Strategic Talent Management*, produced by Heidrick & Struggles, is available online. "The cumulative impact, paired with the ongoing economic uncertainty and

the severe scarcity of skills, of global demographic upheavals is a huge talent that triples the face of business." For example, forward-looking firms, in particular leadership talent, place people at the top of their priority lists and place a senior talent officer in charge of harmonising business requirements with personnel demands. There is a new discipline called Strategic Talent Management under the direction of a talent leader or a comparable designation. Authors and researchers did not define the phrase 'talent management' in a comprehensive way in the literature. Consequently, today's scholars in academia have few formal definitions, theoretical frameworks, and empirical research for the conceptualisation of talent management. Tetik (2017) describes talent management as "a process consisting of an extensive and connected organisational set of procedures; for example, to find, select, develop, and sustain great individuals and seek to improve their skills and potential for vital strategic roles," enabling employees to make efficient and efficient use of their goods to produce growth.

Maurya & Agarwal (2018) noted that talent management is described as a systematic technique to attract, screen and choose the right personnel, along with attracting, developing, leading and retaining brilliant and high-performing workers, ensuring consistent provision of talent to contribute to productivity." The definition of talent management states that "systematic identification of essential jobs, establishment of a talent pool of highly skilled and high-level incumbents and the construction of a differentiated architecture of human resources" are all steps in this process. Talent management is "the means by which people anticipate their human resources needs and meet them," according to Keller and Cappelli. The best approach is to have the right people in the right place with the right talents at the right time." If a job is available, talent management ensures that the success of the organisation is maintained with essential information and strategies for continuous improvement (Saraih et al., 2018). It also assists companies in identifying the most talented people as possible future leaders. Talent management must also start by focusing on outstanding workers in a sustainable way, but also guarantee that development and growth plans correspond with the goal and vision of the business, leading to profitability and sustainability over time (Hughes & Murray, 2018). Most scholars who have studied the consequences of talent management have found that it significantly impacts the long-term sustainability of the performance of an organisation (Gardas, Kumar, Raut, & Narkhede, 2019; Johnnesse & Chou, 2017; Collings, 2014). These studies demonstrated a beneficial correlation between talent management and organisational success, as well as the fact that talent management enhances the efficiency and productivity of employees. Talent management techniques also contribute to competitive long-term benefits, while technology, new goods and services are easy to imitate and result in competitive advantages only in the short term (Glaister et al., 2018). Talent management strategies which lead to long-term competitive advantages were studied to attract, develop, sustain, motivate, and enhance great personnel. "Talent retention," "learning and development" and "career management" are all components of talent management designed to address the company's strategic needs.

2.2. Leadership Development

An almost constant stream of hypotheses on leaders and leadership has arisen over the course of the last several decades. Following this evolution, the term "leadership" is today used to

refer to a capability, process, or movement that, far from being established once and for all, needs to be developed for organisations to successfully address the myriad difficulties they are confronted with daily (Mccauley & Palus, 2020; Hondeghem & Dochy, 2019). The definition of leadership is a little difficult to pin down. An enormous amount of research has been conducted about leadership, with approaches ranging from the historical to the theoretical to the practical. Leaders are one of the most frequently written about topics, according to Aina (2020), and this has been the case from the time of Classical Greece and Plato's Republic, in which the traits of the ruler of the State were addressed. Leaders are one of the most frequently written about topics, according to Aina (2020), and this has been the case from the time of Classical Greece and Plato's Republic, in which the traits of the ruler of the State were addressed (Dimitra, 2018). After the mid - twentieth century, researchers began to change their attention from listing the attributes of leaders to examining the behaviours associated with leadership.

As a result, scholars began investigating whether a leader's style and the organisational context in which he or she operates are compatible with one another. Its development coincided with the emergence of situational theory and contingency theory, which contend that a leader can only be effective in a range of situations by being adaptable enough to modify his or her leadership style to each one (Prommer, Tiberius, & Kraus, 2020). The 1970s have seen growth of various leadership theories, including servant leadership, team leadership, and, more recently, transactional, and transformational leadership theories, all of which have become increasingly popular (Brees, 2020; Graham, 1991). With this short historical perspective, we can see how leadership has gone beyond views that previously classified leaders as having outstanding intrinsic characteristics like Winston Churchill or Martin Luther King or as having specific motives like the desire to dominate others (Gumus, Bellibas, & Esen, 2016). Nowadays, leadership is regarded as a talent or capability that can be developed, in the same way that physical strength can be improved (Güldenbergl, 2019). As a form of capital that can be cultivated, leadership is today seen to be something that anybody, regardless of their position in an organisation, may and should be encouraged to assume the role of a leader. Leadership may be viewed as a skill that assists others in achieving their objectives.

2.3 Emotional Intelligence

The concept of emotional intelligence is one of the primary hypotheses that has caught the curiosity of scientists and academics alike, and it is becoming increasingly popular (Serrat, 2017; Salovey & Mayer, 1990). Many different definitions and models of emotional intelligence have been proposed by academics and scientists since the field's inception. There are more areas of agreement than there are discrepancies between these definitions and models; however, some definitions have placed a greater emphasis on a set of talents, whereas others have placed a greater emphasis on personality traits, social and emotional skills, and other characteristics (Prentice et al., 2019). "Social intelligence," according to Edward Thorndike, who argued that humans possess several types of intelligence, one of which he labelled "social intelligence" Psychologist Carl Jung, who defined empathy as "the ability to understand and interpret one's own and others' emotions and behaviour in order to function effectively in human relationships," provided the foundation for this idea in 1920 (Asrar-ul-haq, Anwar, &

Hassan, 2017; Salovey & Mayer, 1990). Later, in his book *Multiple Intelligences* (1983), Howard Gardner (1983) developed the theory of multiple intelligence, which consists of two types of personal intelligence: Interpersonal (social) and intrapersonal (emotional) intelligence are both crucial to the normal intelligent person, and both are equally significant to the typical intelligent person (Sandu, 2017; Hatch & Howard, 1989). Notably, among the pioneers was a group of researchers who were the first to introduce the phrase "Emotional Intelligence" to describe emotional attributes; this was the first time this term was used, and it eventually spread among other academics who were interested in the topic. (Salovey & Mayer, 1990). "Originally defined by the Harvard Business Review, "social intelligence is the ability to monitor one's own and others' thoughts and feelings, to distinguish between them, and to use this information to direct one's own and others' thinking and behaviours" (Salovey & Mayer, 1990).

Mayer and Salovey agree that emotional information is abundant in every activity in life and that this information must be processed to have an impact on our cognition and actions. According to (Salovey & Mayer, 1990), emotional intelligence consists of four abilities: perceiving emotion, integrating emotion, comprehending emotions, and managing emotions. Perceiving emotion is one of the four capacities (Salovey & Mayer, 1990). It has been defined as a set of talents and abilities that enable a person to perceive his or her own feelings as well as the sentiments of others, and it is essential for successful interpersonal interactions and professional communication, according to Miao, Humphrey, and Qian, (2017). In contrast, Zaid aet al. (2020) defines Emotional/Social Intelligence as a cross section of connected emotional and social capacities, skills, and facilitators, which influence our successful understanding and expression, our understanding, our communication with others and our handling of daily pressures (Zaid aet al., 2020). The Bar-On model includes both psychological and social skills, emotional intelligence is called Emotional Social Intelligence (ESI). "The ability to feel by thinking, understanding emotional information, and structuring emotions in such a way that the individual can influence the feelings of others" (Drigas & Papoutsis, 2018). In recent years, many definitions have addressed emotional intelligence; these definitions all agreed on one or more of the following: 1. The ability to understand, harmonise and communicate one's feelings and sentiments. 2. The ability to perceive, interpret and communicate with others' experiences and emotions. 3. The use of these talents can help people to manage and reduce stress, resolve interpersonal and intrapersonal challenges, and make the best possible judgements. In compared to other persons, an emotionally intelligent person is more able to cope with environmental changes and better equipped to succeed in personal contacts and to develop a social support network (Maccann, Jiang, Brown, Double, & Bucich, 2020; Mayer, Salovey, Peter, & David, 2001).

2.4. Proposed Conceptual Framework

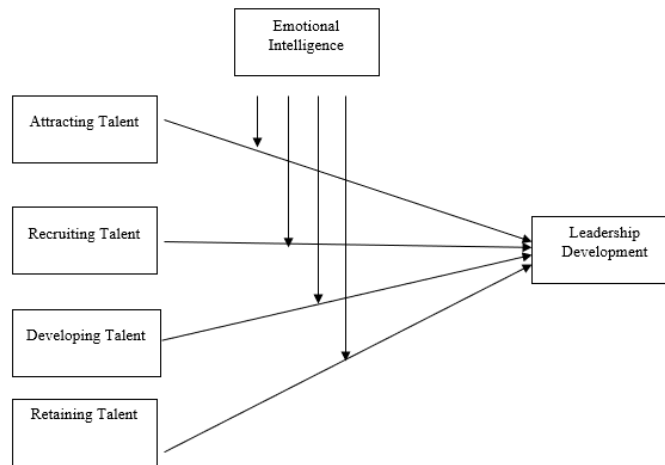


Figure 1: Conceptual Framework

3. Methodology

3.1 Quantitative Research

In this section, the researcher intends to conduct quantitative and qualitative research. As quantitative research, adopting and adapting survey questionnaires from past works of literature will assist the researcher throughout this study. Therefore, research instrumentation has been adopted and adapted from a previous study conducted by Shao et al., (2019) and Yuen et al., (2010). The justification of these instrumentations' selection is due to several reasons such as

- i. The questionnaire constructed is depicted the definite idea that has been discovered previously.
- ii. The questionnaire constructed is fitted with the objective of this research.
- iii. The questionnaire constructed can be used generally that has not been developed by focusing on specific organisations.

Talent Management

Adopted and adapted Talent Management 360⁰-degree feedback

| No | Item | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|----|---|-------------------|----------|---------|-------|----------------|
| 1 | Recalls the importance of maintaining highly qualified employees to team members. | 1 | 2 | 3 | 4 | 5 |
| 2 | Highlights concerns related to employee development. | 1 | 2 | 3 | 4 | 5 |

| | | | | | | |
|----|---|---|---|---|---|---|
| 3 | Recounts the value of recognising great performance by team members. | 1 | 2 | 3 | 4 | 5 |
| 4 | Make sure all team members understand the personal and familial requirements of others. | 1 | 2 | 3 | 4 | 5 |
| 5 | Prioritize time to interview possible candidates when a vacancy occurs. | 1 | 2 | 3 | 4 | 5 |
| 6 | Shows reasonably solid comprehension of processes and policies of HR recruitment. | 1 | 2 | 3 | 4 | 5 |
| 7 | Appoints high-quality personnel consistently. | 1 | 2 | 3 | 4 | 5 |
| 8 | Dedicates time and resources to help fill a position. | 1 | 2 | 3 | 4 | 5 |
| 9 | Make sure openings are not open for a lengthy time. | 1 | 2 | 3 | 4 | 5 |
| 10 | Recognizes the quality at which members of the team perform. | 1 | 2 | 3 | 4 | 5 |
| 11 | Makes use of the company's evaluation tools (OPQ, MBTI, Assessment Centres, etc.). | 1 | 2 | 3 | 4 | 5 |
| 12 | Promotes talented staff to further their careers. | 1 | 2 | 3 | 4 | 5 |
| 13 | Handles performance issues promptly - does not allow poor performance to linger. | 1 | 2 | 3 | 4 | 5 |
| 14 | Targets the degree of performance of employees frankly during the evaluation process. | 1 | 2 | 3 | 4 | 5 |
| 15 | Adapt management choices and actions to suit employees' overall performance. | 1 | 2 | 3 | 4 | 5 |
| 16 | Possesses genuine interest in promoting people's learning and growth. | 1 | 2 | 3 | 4 | 5 |
| 17 | Performs an objective evaluation of the development requirements of individuals. | 1 | 2 | 3 | 4 | 5 |
| 18 | Coaches staff one-on-one. | 1 | 2 | 3 | 4 | 5 |
| 19 | Provides honest comments for growth development | 1 | 2 | 3 | 4 | 5 |

Emotional Intelligence

Adoption of Nicola et al., (1997)

| No | Item | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|----|--|-------------------|----------|---------|-------|----------------|
| 1 | I know when to talk to others about my concerns | 1 | 2 | 3 | 4 | 5 |
| 2 | When I face barriers, I remember moments when I have encountered and overcome comparable obstacles | 1 | 2 | 3 | 4 | 5 |
| 3 | I anticipate to do most of the things I try well | 1 | 2 | 3 | 4 | 5 |
| 4 | It's easy for others to trust me | 1 | 2 | 3 | 4 | 5 |
| 5 | I find it difficult to interpret other people's non-verbal messages* | 1 | 2 | 3 | 4 | 5 |

Talent Transformation For Leadership Roles: Emotional Intelligence As Moderator

| | | | | | | |
|----|--|---|---|---|---|---|
| 6 | Some of my life's big incidents have prompted me to reassess what is important and not important. | 1 | 2 | 3 | 4 | 5 |
| 7 | I notice new opportunities as my mood fluctuates | 1 | 2 | 3 | 4 | 5 |
| 8 | Emotions are one of the things that make my life worth living | 1 | 2 | 3 | 4 | 5 |
| 9 | I know my feelings while I experience them. | 1 | 2 | 3 | 4 | 5 |
| 10 | I look forward to excellent things. | 1 | 2 | 3 | 4 | 5 |
| 11 | I like to share with people my sentiments | 1 | 2 | 3 | 4 | 5 |
| 12 | I know how to make it last when I am in a positive mood. | 1 | 2 | 3 | 4 | 5 |
| 13 | I organise activities that other people love. | 1 | 2 | 3 | 4 | 5 |
| 14 | I go out of my way to participate in activities that make me happy. | 1 | 2 | 3 | 4 | 5 |
| 15 | I'm conscious of the nonverbal signals I send to others. | 1 | 2 | 3 | 4 | 5 |
| 16 | I exhibit myself in a manner that makes others think well of me. | 1 | 2 | 3 | 4 | 5 |
| 17 | It's convenient for me to solve problems when I'm in a good mood. | 1 | 2 | 3 | 4 | 5 |
| 18 | I can tell what emotions others are feeling just by looking at their faces. | 1 | 2 | 3 | 4 | 5 |
| 19 | I understand why my emotions fluctuate. | 1 | 2 | 3 | 4 | 5 |
| 20 | I can come up with new ideas while I'm in a good mood. | 1 | 2 | 3 | 4 | 5 |
| 21 | My emotions are under my control. | 1 | 2 | 3 | 4 | 5 |
| 22 | As I am experiencing my emotions, I am able to quickly recognise them. | 1 | 2 | 3 | 4 | 5 |
| 23 | I keep myself motivated by visualising a positive outcome from the chores I undertake. | 1 | 2 | 3 | 4 | 5 |
| 24 | When I see someone who has done something well, I give them a compliment. | 1 | 2 | 3 | 4 | 5 |
| 25 | I'm aware of the nonverbal signals that others send. | 1 | 2 | 3 | 4 | 5 |
| 26 | When someone tells me about a significant event in their life, I nearly feel as if I have personally experienced it. | 1 | 2 | 3 | 4 | 5 |
| 27 | When my emotions shift, I tend to innovate. | 1 | 2 | 3 | 4 | 5 |
| 28 | I give up when confronted with a problem because I fear I will fail*. | 1 | 2 | 3 | 4 | 5 |
| 29 | Just by glancing at them, I can tell how they're feeling. | 1 | 2 | 3 | 4 | 5 |
| 30 | When other people are down, I try to make them feel better. | 1 | 2 | 3 | 4 | 5 |
| 31 | I utilise positive emotions to motivate myself to persevere in the face of adversity. | 1 | 2 | 3 | 4 | 5 |
| 32 | By listening to the tone of someone's voice, I can tell how they're feeling. | 1 | 2 | 3 | 4 | 5 |
| 33 | I find it difficult to comprehend why people feel the way they do. | 1 | 2 | 3 | 4 | 5 |

Leadership Development

Source: Leadership Behavior Description Questionnaire (LBDQ – form XII 1962).

| No | Item | Never | Seldom | Occasional | Often | Always |
|----|---|-------|--------|------------|-------|--------|
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | Issue warnings of changes in advance | | | | | |
| 2 | Makes their attitudes toward the group is obvious | | | | | |

| | | | | | | |
|----|---|--|--|--|--|--|
| 3 | Makes small gestures to make being a member of the group more enjoyable. | | | | | |
| 4 | Attempts to test fresh ideas with the group. | | | | | |
| 5 | Contains to himself/herself | | | | | |
| 6 | Watch out for the well-being of individuals in the group. | | | | | |
| 7 | Appoints specific responsibilities to members of the group. | | | | | |
| 8 | Make a schedule for the task to be done. | | | | | |
| 9 | Consists of a set of performance criteria. | | | | | |
| 10 | Declines to explain his or her actions | | | | | |
| 11 | Without discussing the matter, act. | | | | | |
| 12 | Consider all members of the group as equals | | | | | |
| 13 | Motivates the usage of standard operating procedures. | | | | | |
| 14 | Is open to making modifications | | | | | |
| 15 | Assures that everyone in the organisation understands his or her role. | | | | | |
| 16 | Is courteous and polite | | | | | |
| 17 | Requests that all members of the group adhere to the same set of rules and regulations. | | | | | |
| 18 | Make sure that everyone in the group understands what is expected of them. | | | | | |
| 19 | Place the group's recommendations into action. | | | | | |
| 20 | Make decisions on what should be done and how it should be done. | | | | | |

3.2 Qualitative Research

As for qualitative approach, the researcher will conduct a semi structured interview with Human Resource Manager based on the sampling chosen. There will be 10 respondents will be interview in looking for their perspective on how the element of emotional intelligence will be moderated the talent management exercise in developing a leader for future. The information that will be obtained from the interview will be transcribed accordingly based on the theme and subtheme that has been identified earlier. Hence, the result of the qualitative approach will triangulate with the findings obtained in quantitative approach.

As this research will be conducted further, the selection of sampling and population is crucial in meeting the objectives. This research will be conducted in Malaysia and UAE by implementing non-probability sampling. Furthermore, the selection of purposive sampling will be able to extract valuable information from the respondents that can help this research on how emotional intelligence can moderate talent management and leadership development. All the information obtained from the respondents will be analysed by using IBM Statistical Package for Social Science version 25 and PLS Structural Equation Model (SEM) and NViVo. Apart from meeting the objective of this

study, the researcher also found that additional information will be obtained in regards to the comparison of demographics between these two countries

4. Conclusion

In a conclusion, this conceptual paper brought a new dimension to the academic and practical world with the finding gaps filled in the current scenario. The connection between talent management and leadership development has been strengthened with the presence of emotional intelligence as a moderator. As being mentioned, talent management practises in the organisation help the organisation to grow with the high quality of work produce by the employee. The talent management practises have also proven as a powerful tool to increase organisational performance and yet able to develop a good leader in leading the organisation towards success. Being a leader, the balance between physical and emotional must be present while leading the employee in the organisation. Hence, as the gap found, many of the research conducted has very limited empirical and conceptual studies that discussed in detail the emotional intelligence with talent management and leadership development. As this scope of research focuses on leadership development, the element of emotional intelligence is also important to help leaders understand themselves better before guiding and leading employees in the organisation. Therefore, this study is proposed to develop a framework model relating to the influence of emotional intelligence on talent management in developing good leadership in the organisation. On the other part, the limitation of this research focuses on the Malaysia and UAE population only. It might lead to different results if this study and framework are tested in different populations and sampling. Moreover, the proposed framework in this study is not statistically tested empirically. The issues of collinearity problems can be obtained among the latent variables. On the recommendation part, the researcher would suggest that this research can be performed in a different region since this study was conducted in the Middle East and Southeast Asia. Hence, the different regions, demographics, and people can give different perspectives on the proposed framework in this study.

References

1. Aina, R. Al. (2020). *The Impact of Implementing Talent Management Practices on Sustainable Organizational Performance*. 1–21.
2. Asrar-ul-haq, M., Anwar, S., & Hassan, M. (2017). Impact of emotional intelligence on teachers ' s performance in higher education institutions of Pakistan. *Future Business Journal*, 3(2), 87–97. <https://doi.org/10.1016/j.fbj.2017.05.003>
3. Brees, J. (2020). *Cultures of Servant Leadership and Their Impact*. 13(1).
4. Carpenter, H. L. (2017). Talent management. In *The Nonprofit Human Resource Management Handbook: From Theory to Practice*. <https://doi.org/10.4324/9781315181585>
5. Claude, H. M., Rudolf, O., & Sabie, S. (2018). *Emotional intelligence in South African women leaders in higher education*. 1–12.
6. Dimitra, I. (2018). *IordanogFuture Trends in Leadership Development Practices and the Crucial Leadership Skills.louD_15_2.pdf*.
7. Drigas, A. S., & Papoutsis, C. (2018). *A New Layered Model on Emotional Intelligence*. 1–17. <https://doi.org/10.3390/bs8050045>
8. Fiori, M., & Vesely-maillefer, A. K. (2018). Emotional Intelligence as an Ability : Theory, Challenges, and New Directions. *Emotional Intelligence in Education (Pp. 23-47)*. Springer, Cham., 23–47. <https://doi.org/10.1007/978-3-319-90633-1>
9. Gardas, B. B., Kumar, S., Raut, R. D., & Narkhede, B. (2019). Green talent management to unlock

- sustainability in the oil and gas sector. *Journal of Cleaner Production*, 229, 850–862. <https://doi.org/10.1016/j.jclepro.2019.05.018>
10. Glaister, A. J., Karacay, G., Demirbag, M., & Tatoglu, E. (2018). HRM and performance—The role of talent management as a transmission mechanism in an emerging market context. *Human Resource Management Journal*. <https://doi.org/10.1111/1748-8583.12170>
 11. Güldenber, S. (2019). *Servant Leadership : A systematic literature review — toward a model of antecedents and outcomes*. <https://doi.org/10.1177/2397002219869903>
 12. Gumus, S., Bellibas, M. S., & Esen, M. (2016). *A systematic review of studies on leadership models in educational research from 1980 to 2014*. <https://doi.org/10.1177/1741143216659296>
 13. Hondeghem, A., & Dochy, F. (2019). A review on leadership and leadership development in educational settings. *Educational Research Review*, 27, 110-125, (XXXX).
 14. Hughes, J. C., & Murray, W. C. (2018). Evolving conceptions of talent management: A roadmap for hospitality and tourism. In *Handbook of Human Resource Management in the Tourism and Hospitality Industries*. <https://doi.org/10.4337/9781786431370.00015>
 15. Issah, M. (2018). *Change Leadership : The Role of Emotional Intelligence*. <https://doi.org/10.1177/2158244018800910>
 16. Johannessen, L.-A., & Chou, T.-K. (2017). Employee Perceptions of Talent Management Effectiveness on Retention. *Global Business and Management Research: An International Journal*.
 17. Kamal, M. Y., & Lukman, Z. M. (2017). Challenges in talent management in selected public universities. *Imperial Journal of Interdisciplinary Research*.
 18. Maccann, C., Jiang, Y., Brown, L. E. R., Double, K. S., & Bucich, M. (2020). *Emotional Intelligence Predicts Academic Performance : A Meta-Analysis*. 146(2), 150–186.
 19. Majeed, N., Ramayah, T., Mustamil, N., Nazri, M., & Jamshed, S. (2017). Transformational leadership and organizational citizenship behavior: Modeling emotional intelligence as mediator. *Management & Marketing*, 12(4), 571-590., 12(4), 571–590. <https://doi.org/10.1515/mmcks-2017-0034>.Introduction
 20. Martinelli, D., & Erzikova, E. (2017). Public relations leadership development cycle: A cross-cultural perspective. *Public Relations Review*, 43(5), 1062–1072. <https://doi.org/10.1016/j.pubrev.2017.09.002>
 21. Masri, N. El, & Suliman, A. (2019). Talent Management, Employee Recognition, and Performance in the Research Institutions. *Studies in Business and Economics*. <https://doi.org/10.2478/sbe-2019-0010>
 22. Maurya, K. K., & Agarwal, M. (2018). Organizational talent management and perceived employer branding. *International Journal of Organizational Analysis*. <https://doi.org/10.1108/IJOA-04-2017-1147>
 23. McDonnell, A., Collings, D. G., Mellahi, K., & Schuler, R. (2017). Talent management: A systematic review and prospects. *European Journal of International Management*. <https://doi.org/10.1504/EJIM.2017.081253>
 24. Miao, C., Humphrey, R. H., & Qian, S. (2017). A meta-analysis of emotional intelligence and work attitudes. *Journal of Occupational and Organizational Psychology*, 90(2), 177-202.
 25. Mousa, M., & Ayoubi, R. M. (2019). Talent management practices: perceptions of academics in Egyptian public business schools. *Journal of Management Development*. <https://doi.org/10.1108/JMD-01-2019-0030>
 26. Nicola, S., John, M., Lena, H., Donald, H., Joan, C., Charles, G., ... Liane, D. (1997). Development and Validation of a Measure of Emotional Intelligence Related papers. *Personality and Individual Differences*, 25(2), 167-177. [https://doi.org/10.1016/S0191-8869\(98\)00001-4](https://doi.org/10.1016/S0191-8869(98)00001-4)
 27. Pandita, D., & Ray, S. (2018). Talent management and employee engagement – a meta-analysis of their impact on talent retention. *Industrial and Commercial Training*. <https://doi.org/10.1108/ICT-09-2017-0073>
 28. Prentice, C., Lopes, S. D., Wang, X., Prentice, C., Lopes, S. D., Wang, X., ... Lopes, S. D. (2019). Emotional intelligence or artificial intelligence – an employee perspective. *Journal of Hospitality Marketing & Management*, 0(00), 1–27. <https://doi.org/10.1080/19368623.2019.1647124>
 29. Prommer, L., Tiberius, V., & Kraus, S. (2020). Journal of Business Venturing Insights Exploring the future of startup leadership development. *Journal of Business Venturing Insights*, 14(September), e00200. <https://doi.org/10.1016/j.jbvi.2020.e00200>
 30. Salovey, P., & Mayer, J. D. (1990). Emotional Intelligence and Its Relationship to Other Intelligence. *Emotional Intelligence. Imagination, Cognition and Personality*, 9(3), 185-211.
 31. Sandu, A. (2017). *Some Considerations on the Social Construction of Multiple Intelligence*. 8(2), 22–39.
 32. Saraih, U. N., Zin Aris, A. Z., Abdul Mutalib, S., Tunku Ahmad, T. S., Abdullah, S., & Harith Amlus, M.

- (2018). The Influence of Self-Efficacy on Entrepreneurial Intention among Engineering Students. *MATEC Web of Conferences*. <https://doi.org/10.1051/mateconf/201815005051>
33. Serrat, O. (2017). *Understanding and Developing Emotional Intelligence*. <https://doi.org/10.1007/978-981-10-0983-9>
34. Shao, Z., Zhang, L., Li, X., & Guo, Y. (2019). Antecedents of trust and continuance intention in mobile payment platforms: The moderating effect of gender. *Electronic Commerce Research and Applications*. <https://doi.org/10.1016/j.elerap.2018.100823>
35. Tafti, M. M., Mahmoudsalehi, M., & Amiri, M. (2017). Critical success factors, challenges, and obstacles in talent management. *Industrial and Commercial Training*. <https://doi.org/10.1108/ICT-05-2016-0036>
36. TETIK, S. (2017). Talent Management: A Review of Theoretical Perspectives and a Guideline for Practitioners. *Nile Journal of Business and Economics*. <https://doi.org/10.20321/nilejbe.v2i4.77>
37. Thunnissen, M., & Buttiens, D. (2017). Talent Management in Public Sector Organizations: A Study on the Impact of Contextual Factors on the TM Approach in Flemish and Dutch Public Sector Organizations. *Public Personnel Management*. <https://doi.org/10.1177/0091026017721570>
38. Wobodo, C. C., Konya, K., & Nwaeke, L. I. (2020). Talent management and succession planning: A conceptual assessment of Rivers State-owned tertiary institutions in Port Harcourt. *London Journal of Research in Management and Business*, 19(1).
39. Yuen, Y. Y., Yeow, P. H. P., Lim, N., & Saylani, N. (2010). Internet banking adoption: Comparing developed and developing countries. *Journal of Computer Information Systems*. <https://doi.org/10.1080/08874417.2010.11645449>
40. Zaid, M., Mustafa, B., Nordin, M. Bin, Rasid, A., Abdul, B., & Ibrahim, B. (2020). *Vocational College Teachers In Malaysia : Emotional Intelligence*. 17(9), 5099–5106.