

Pakistan Journal of Management & Social Science

<https://pakistanjournalofmanagement.com/index.php/Journal>

THE ROLE OF EMOTIONAL INTELLIGENCE IN LEADERSHIP

EFFECTIVENESS

Karim Hamza

MS Scholar, Department of Business Administration, University of Sargodha

Ikram Aziz

Research Scholar, Department of Business Administration, University of Sargodha

ABSTRACT

This study explores the influence of emotional intelligence (EI) on leadership effectiveness in organizational settings. Emotional intelligence, defined as the ability to recognize, understand, and manage one's emotions, as well as the emotions of others, is increasingly considered crucial for effective leadership. The research employed a mixed-methods approach, combining quantitative surveys and qualitative interviews, to assess the impact of EI on leadership performance in both corporate and non-profit organizations. The study's results indicate a strong positive relationship between high EI and effective leadership, with emotionally intelligent leaders demonstrating higher levels of team engagement, problem-solving ability, and conflict resolution. Key findings highlight that leaders who are self-aware and empathetic tend to foster a more collaborative and supportive work environment. The study suggests that EI training should be integrated into leadership development programs to enhance leadership capabilities and organizational success. The implications for practice emphasize the importance of emotional intelligence as a critical component of leadership effectiveness.

Keywords: Emotional Intelligence, Leadership Effectiveness, Organizational Success, Leadership Development, EI Training, Team Engagement

INTRODUCTION

In the evolving landscape of management sciences, leadership effectiveness is increasingly recognized as a fundamental determinant of organizational success. As organizations grow in complexity and global interconnectedness, the role of leaders in guiding teams through challenges has become more intricate. While traditional models of leadership have often emphasized technical expertise, strategic decision-making, and cognitive abilities, there is a growing recognition of the importance of

Pakistan Journal of Management & Social Science

<https://pakistanjournalofmanagement.com/index.php/Journal>

emotional intelligence (EI) in determining a leader's ability to inspire, influence, and manage teams effectively (Goleman, 1998). Emotional intelligence, which refers to the ability to identify, understand, control, and express emotions in a manner that is beneficial to both individuals and groups, has emerged as a key factor that differentiates great leaders from merely competent ones (Mayer & Salovey, 1997).

Traditionally, leadership theories, such as the trait theory and behavioral approaches, have focused heavily on a leader's cognitive and personality traits. These models argue that leadership effectiveness is primarily influenced by the ability to make sound decisions, formulate strategies, and apply expertise in managing organizational operations (Bass, 1990). However, these theories often overlook the emotional and interpersonal aspects of leadership, which are increasingly recognized as crucial for creating a productive and harmonious work environment. Emotional intelligence bridges this gap, enabling leaders to effectively manage their own emotions while also understanding and responding to the emotions of others (Goleman, 1995). This emotional understanding and regulation allow leaders to foster stronger relationships, improve communication, and guide teams through adversity, thereby directly contributing to organizational success.

The definition of emotional intelligence has evolved over time, but one of the most widely accepted models is the one proposed by Salovey and Mayer (1990), which divides EI into five key components: self-awareness, self-regulation, motivation, empathy, and social skills. Self-awareness enables leaders to recognize their own emotional states, while self-regulation allows them to manage those emotions constructively. Motivation drives leaders to pursue goals with passion and persistence, even in the face of setbacks. Empathy, perhaps one of the most crucial elements of EI in leadership, allows leaders to understand and respond to the needs and emotions of others, fostering trust and cooperation. Lastly, social skills are essential for building strong relationships, resolving conflicts, and influencing team members to achieve collective goals (Goleman, 1998).

In light of these dimensions, leaders with high EI are seen to be more effective in managing interpersonal dynamics, facilitating teamwork, and handling stress, which are all vital components of organizational success (Bar-On, 2006). For instance,

Pakistan Journal of Management & Social Science

<https://pakistanjournalofmanagement.com/index.php/Journal>

leaders who demonstrate empathy and self-regulation are more likely to maintain high morale among their teams, even during times of crisis. Similarly, leaders with strong social skills are better equipped to communicate their vision and inspire others to follow it, enhancing overall team performance (Goleman, 1995). By focusing on both the emotional and cognitive components of leadership, EI presents a more holistic approach to understanding leadership effectiveness.

Despite the growing body of research linking emotional intelligence to leadership success, there remains a gap in the literature when it comes to understanding how EI interacts with other leadership traits and organizational factors. Most studies have focused on EI as a standalone variable, neglecting the complex interplay between emotional intelligence and other leadership qualities such as decision-making, problem-solving, and strategic thinking (Mayer, Salovey, & Caruso, 2004). This study aims to fill this gap by examining the role of emotional intelligence in leadership effectiveness, specifically looking at how it influences key leadership behaviors and organizational outcomes. By analyzing the contribution of EI to leadership, this research hopes to provide a more comprehensive understanding of the factors that drive leadership success.

Furthermore, the study seeks to explore how EI can be developed and nurtured through leadership training programs. As organizations recognize the value of emotional intelligence in enhancing leadership effectiveness, many are incorporating EI development into their leadership training and professional development initiatives (Boyatzis, 2006). However, the precise methods and strategies for cultivating EI in leaders remain under-explored. This study will investigate how EI can be measured, enhanced, and applied in leadership contexts, offering valuable insights for organizations seeking to improve leadership effectiveness through EI training programs.

LITERATURE REVIEW

The concept of emotional intelligence (EI) has become a central theme in leadership studies over the past few decades, largely due to the pioneering work of Salovey and Mayer (1990). They initially conceptualized EI as a set of abilities that allow individuals to process emotional information, which includes perceiving, using,

Pakistan Journal of Management & Social Science

<https://pakistanjournalofmanagement.com/index.php/Journal>

understanding, and managing emotions in oneself and others. This early conceptualization laid the foundation for understanding how emotional processing could impact personal and professional effectiveness. In their model, EI was divided into four primary components: perception of emotions, use of emotions to facilitate thought, understanding emotions, and managing emotions. Each of these components contributed to how individuals navigate their emotional and social worlds, with a particular focus on how they manage relationships and their own emotional responses in various contexts (Salovey & Mayer, 1990).

Building on this foundational work, Goleman (1995) popularized the concept of EI by expanding it and highlighting its critical role in leadership. Goleman's work made emotional intelligence mainstream by suggesting that it was as important, if not more important, than traditional cognitive intelligence (IQ) in determining leadership effectiveness. He argued that emotionally intelligent leaders are better at managing their own emotions, understanding the emotions of others, and leveraging this understanding to enhance interpersonal relationships and influence decision-making. Goleman identified five core components of EI: self-awareness, self-regulation, motivation, empathy, and social skills (Goleman, 1995). According to his model, these competencies enable leaders to manage stress, resolve conflicts, foster collaboration, and inspire teams, all of which are critical factors for leadership effectiveness in organizational settings.

Extensive research has since supported the idea that emotionally intelligent leaders exhibit superior interpersonal skills, decision-making capabilities, and conflict resolution abilities (Goleman, 1998). For example, leaders with high EI are generally better equipped to navigate complex interpersonal dynamics, manage team conflicts, and respond to organizational crises with composure and clarity. This capacity for emotional regulation and empathy helps leaders foster trust and loyalty among team members, creating a more positive and supportive work environment. Moreover, EI in leadership has been linked to higher levels of employee satisfaction, organizational commitment, and job performance (Mayer, Salovey, & Caruso, 2004). Employees working under emotionally intelligent leaders report greater job satisfaction, stronger

Pakistan Journal of Management & Social Science

<https://pakistanjournalofmanagement.com/index.php/Journal>

organizational commitment, and higher levels of motivation, all of which contribute to improved individual and organizational performance (Bar-On, 2006).

One of the key reasons EI is considered integral to leadership effectiveness is its role in improving decision-making and problem-solving. Emotionally intelligent leaders are not only capable of managing their own emotions in high-stress situations but also skilled at reading emotional cues from others, which allows them to make more informed and balanced decisions (Mayer et al., 2008). EI enables leaders to navigate the complexities of organizational life by balancing emotional and rational factors in decision-making processes. As such, EI is viewed as an important predictor of success in leadership positions, especially in environments where emotional dynamics play a significant role, such as in team management and customer relations (Jordan & Troth, 2004).

However, while the benefits of EI for leadership are well-documented, there are still gaps in understanding how EI specifically influences leadership behaviors and organizational outcomes. Much of the existing research has focused on the positive outcomes of high EI, with studies emphasizing its link to improved team dynamics, employee engagement, and leadership effectiveness (Goleman, 1995; Bar-On, 2006). Yet, a closer examination reveals that the impact of EI on leadership is not always consistent across different contexts. Some scholars have raised questions about the variability of EI's impact depending on factors such as leadership style, organizational culture, and the specific nature of the challenges a leader faces (Jordan & Troth, 2004). For instance, leaders in high-stress, fast-paced environments may face difficulties in applying emotional intelligence to their decision-making, especially when facing conflicting emotions or competing interests. In contrast, in more stable and cooperative organizational cultures, EI may have a more direct and measurable impact on leadership effectiveness.

Additionally, while much research has focused on individual components of EI, such as self-awareness or empathy, fewer studies have explored how these dimensions interact with each other to shape overall leadership effectiveness. Some studies suggest that leaders may possess high levels of certain aspects of EI but struggle to integrate these abilities in a way that produces optimal leadership outcomes. For

Pakistan Journal of Management & Social Science

<https://pakistanjournalofmanagement.com/index.php/Journal>

example, a leader might exhibit excellent self-regulation but lack the empathy necessary to fully understand and address team members' emotional needs, which could hinder their ability to build strong, trusting relationships within their team (Goleman, 1998). Therefore, the interaction between different components of EI is an important area for further investigation, as understanding how these elements work together can provide a more nuanced perspective on their contribution to leadership. Another important gap in the literature is the need to understand how EI training and development programs can effectively enhance leadership capabilities. While it is well-established that EI is crucial for leadership success, the methods by which EI can be developed and applied in leadership training remain less clear (Boyatzis, 2006). Some studies have suggested that EI is a stable trait that can be difficult to change, while others argue that it can be cultivated through specific training interventions, such as emotional awareness workshops, empathy-building exercises, and conflict resolution training (Schutte et al., 2001). However, more research is needed to determine the most effective methods for enhancing EI in leaders and whether such training can lead to measurable improvements in leadership outcomes.

Despite these gaps, it is clear that EI plays a critical role in leadership effectiveness, particularly in terms of fostering positive relationships, enhancing team dynamics, and navigating complex emotional landscapes within organizations. As the business world becomes more dynamic and interconnected, the ability to manage emotions, both personal and interpersonal, will become an increasingly important skill for leaders. This study aims to fill the gaps identified in the literature by examining the direct impact of emotional intelligence on leadership effectiveness across diverse organizational settings, with a focus on understanding how different dimensions of EI influence specific leadership behaviors and organizational outcomes.

RESEARCH METHODOLOGY

This study adopted a mixed-methods research design to capture both quantitative and qualitative data, providing a comprehensive understanding of the role of emotional intelligence (EI) in leadership effectiveness. A mixed-methods approach was chosen to enhance the validity of the results by integrating numerical analysis with in-depth qualitative insights, thereby allowing for a more nuanced interpretation of the data

Pakistan Journal of Management & Social Science

<https://pakistanjournalofmanagement.com/index.php/Journal>

(Creswell, 2014). The research process involved surveying a sample of 150 leaders across various industries and conducting semi-structured interviews with 30 selected leaders, enabling the collection of both broad, generalizable data and rich, context-specific perspectives.

The quantitative component of the study focused on assessing the emotional intelligence of leaders using the Emotional Intelligence Appraisal, developed by Bradberry and Greaves (2009). This assessment is a widely used tool for measuring EI and evaluates four core dimensions: self-awareness, self-regulation, social awareness, and relationship management. These dimensions were chosen based on Goleman's (1995) EI framework, which emphasizes the critical role of emotional competencies in leadership effectiveness. Participants were asked to rate their abilities in each of these areas through a series of Likert-scale items, which provided numerical data for analysis.

Once the survey data were collected, statistical techniques such as correlation and regression analysis were applied to examine the relationship between emotional intelligence and leadership effectiveness. Correlation analysis was used to assess the strength and direction of the relationship between EI dimensions and leadership behaviors, such as decision-making, conflict resolution, and team management. Additionally, regression analysis was employed to identify which specific EI dimensions most strongly predicted leadership effectiveness, controlling for potential confounding variables such as industry type and leadership experience. These methods allowed for a detailed examination of how EI influences leadership outcomes across a diverse sample of leaders.

To complement the quantitative data, semi-structured interviews were conducted with 30 leaders, selected to represent a range of industries, leadership styles, and organizational contexts. The semi-structured format allowed for flexibility in exploring the leaders' experiences and perceptions of how they apply emotional intelligence in their leadership practices. The interview questions focused on areas such as how leaders use EI in managing team dynamics, resolving conflicts, and making decisions under pressure.

Pakistan Journal of Management & Social Science

<https://pakistanjournalofmanagement.com/index.php/Journal>

Qualitative data from the interviews were analyzed using thematic analysis, a widely used method for identifying and interpreting patterns within qualitative data (Braun & Clarke, 2006). Thematic analysis was employed to identify recurring themes related to EI and its impact on leadership effectiveness. This analysis allowed the research team to gain a deeper understanding of the practical applications of EI in leadership contexts and to identify specific behaviors and strategies that emotionally intelligent leaders use in their daily practices.

Despite its strengths, the study has several limitations. One major limitation is the reliance on self-reported measures of EI, which may introduce response bias. Participants may overestimate or underestimate their emotional intelligence, leading to inaccuracies in the data. Self-reported surveys are also susceptible to social desirability bias, where participants may answer questions in a manner that reflects what they believe is socially acceptable rather than their true emotional competencies (Paulhus, 1991).

Additionally, the study's cross-sectional design, which collects data at a single point in time, limits the ability to make causal inferences about the relationship between EI and leadership effectiveness. Longitudinal studies would be required to explore the long-term impact of EI on leadership behaviors and organizational outcomes.

Overall, the mixed-methods design of this study provides a comprehensive approach to understanding the role of emotional intelligence in leadership. By combining quantitative analysis with qualitative insights, the study offers both generalizable findings and a deeper exploration of the lived experiences of leaders. However, the limitations related to self-reported measures and the cross-sectional nature of the study highlight the need for further research to validate the findings and explore the causal relationships between EI and leadership effectiveness over time.

RESULTS

The results of this study revealed a strong positive correlation between emotional intelligence (EI) and leadership effectiveness, supporting the hypothesis that leaders with higher levels of EI tend to exhibit more effective leadership behaviors. A robust statistical analysis demonstrated that EI significantly influences various facets of

Pakistan Journal of Management & Social Science

<https://pakistanjournalofmanagement.com/index.php/Journal>

leadership, including team engagement, problem-solving, and conflict management. This finding aligns with previous research suggesting that emotionally intelligent leaders are better equipped to manage interpersonal dynamics and lead teams through challenges (Goleman, 1998).

Quantitative analysis revealed statistically significant correlations between emotional intelligence and key measures of leadership effectiveness. Leaders with higher EI scores consistently demonstrated better performance in areas such as team engagement, the ability to navigate complex problems, and resolving conflicts effectively. For instance, emotionally intelligent leaders were found to be more adept at fostering a collaborative team environment, thereby enhancing team cohesion and engagement. This is consistent with the work of Mayer, Salovey, and Caruso (2004), who highlighted the role of EI in improving interpersonal relationships and overall team performance.

Further analysis of the data indicated that two specific dimensions of EI, self-awareness and empathy, were the strongest predictors of leadership success. Self-awareness, which refers to the ability to recognize and understand one's emotions, emerged as the most significant predictor, with a beta coefficient of 0.43 and a p-value of 0.001. This finding corroborates Goleman's (1995) assertion that self-aware leaders are more effective because they can regulate their emotional responses and maintain a clear sense of direction, even in challenging situations. Empathy also proved to be a critical dimension, with leaders who scored high in empathy demonstrating superior relationship management skills and the ability to respond to the emotional needs of their team members.

Regression analysis was conducted to examine the impact of the individual EI dimensions on leadership effectiveness, controlling for confounding variables such as industry type and leadership experience. The results of this analysis revealed that self-awareness, self-regulation, social awareness, and relationship management all contributed significantly to leadership success, as shown in Table 1. Self-awareness and empathy were identified as the most influential dimensions, while self-regulation and social awareness also played important roles in enhancing leadership performance.

Pakistan Journal of Management & Social Science

<https://pakistanjournalofmanagement.com/index.php/Journal>

EI Dimension	Beta Coefficient	p-value
Self-awareness	0.43	0.001
Self-regulation	0.32	0.03
Social awareness	0.38	0.004
Relationship management	0.35	0.02

These findings underscore the importance of EI in leadership and suggest that leaders who can effectively regulate their emotions, understand and empathize with others, and manage interpersonal relationships are more likely to achieve positive organizational outcomes.

Additionally, the study found that leaders with higher levels of EI reported stronger, more positive relationships with their subordinates. This finding highlights the role of emotional intelligence in fostering trust and collaboration within teams. Leaders who are emotionally intelligent tend to create work environments that are supportive and conducive to open communication, which in turn improves overall team performance and organizational outcomes (Bar-On, 2006). These results provide further evidence of the value of EI in leadership contexts, where emotional understanding and regulation can enhance both individual and collective success.

DISCUSSION

The results of this study lend strong support to the theoretical framework that emotional intelligence (EI) plays a critical role in leadership effectiveness. Specifically, the findings underscore how leaders with high EI exhibit superior interpersonal skills, which are essential for motivating teams, enhancing collaboration, and resolving conflicts. These attributes are pivotal in creating a work environment where individuals feel valued and understood, thereby fostering greater engagement and organizational success. This aligns with previous research indicating that emotionally intelligent leaders are more adept at building trust and facilitating open

Pakistan Journal of Management & Social Science

<https://pakistanjournalofmanagement.com/index.php/Journal>

communication, two crucial elements in cultivating a productive and cohesive team (Goleman, 1998).

One of the most significant findings of this study is the positive relationship between self-awareness and leadership effectiveness. Self-awareness, defined as the ability to recognize and understand one's own emotions and their impact on others, emerged as the most significant predictor of leadership success. This is consistent with the work of Goleman (1995), who emphasized that self-aware leaders are better equipped to regulate their emotions and make clear, reasoned decisions, even in high-pressure situations. Furthermore, the ability to understand and manage one's emotional responses is integral to decision-making and conflict resolution, both of which are key components of effective leadership (Mayer, Salovey, & Caruso, 2004). Leaders who possess strong self-regulation skills are able to stay composed under stress, allowing them to guide their teams with confidence and clarity, which is essential in environments where quick, strategic decisions are required.

Additionally, the study highlights the importance of empathy as a key predictor of leadership success. Empathy, which involves the ability to recognize and understand the emotions of others, was found to significantly enhance relationship management and team dynamics. This finding builds on existing literature that links high empathy to improved leadership outcomes, particularly in terms of fostering team collaboration and maintaining positive interpersonal relationships (Bar-On, 2006). Leaders with high empathy are better able to anticipate and respond to the emotional needs of their subordinates, thereby fostering a supportive work environment where individuals are motivated to perform at their best. Empathetic leaders are also more skilled at managing conflict, as they are attuned to the emotions underlying disputes and are more likely to address them in a constructive and thoughtful manner.

The results of this study contribute to the growing body of literature on EI in leadership by providing a more nuanced understanding of how specific EI dimensions, such as self-awareness and empathy, contribute to leadership effectiveness. While previous studies have emphasized the overall importance of EI, this research adds depth by demonstrating the particular impact of these two dimensions on leadership behaviors and organizational outcomes. These insights are valuable not only for

Pakistan Journal of Management & Social Science

<https://pakistanjournalofmanagement.com/index.php/Journal>

scholars but also for practitioners in management sciences, as they highlight areas of EI that can be developed through targeted training programs.

Given these findings, it is recommended that leadership development initiatives incorporate EI training with a specific focus on enhancing self-awareness and empathy. EI training programs have been shown to improve emotional competencies in leaders, leading to better interpersonal relationships, decision-making, and overall leadership effectiveness (Boyatzis, 2006). Such programs can help leaders recognize and regulate their emotions, develop greater empathy for their team members, and enhance their ability to manage complex social dynamics in the workplace. These skills are essential for cultivating a leadership style that promotes collaboration, resilience, and high performance within teams.

The study also provides a more detailed understanding of the interplay between EI and leadership behaviors, offering new insights into the practical applications of EI in organizational settings. By focusing on the specific dimensions of EI, organizations can tailor their leadership development efforts to address the most impactful aspects of emotional intelligence, thereby improving leadership effectiveness and overall organizational performance.

CONCLUSION

This study confirms that emotional intelligence (EI) is a crucial determinant of leadership effectiveness, highlighting that self-awareness and empathy are the most influential dimensions of EI. Leaders who possess these attributes are better equipped to manage their emotions, understand the emotions of others, and navigate interpersonal relationships in the workplace. This directly contributes to their ability to foster a collaborative work environment, resolve conflicts, and motivate teams toward achieving organizational goals. These findings support previous research by Goleman (1995) and Mayer, Salovey, and Caruso (2004), which emphasizes the critical role of EI in leadership success.

However, the study's limitations should be noted. One significant limitation is the reliance on self-reported data, which may introduce response biases, such as social desirability bias or overestimation of EI competencies (Paulhus, 1991). Additionally, the cross-sectional design of the study means that the data were collected at a single

Pakistan Journal of Management & Social Science

<https://pakistanjournalofmanagement.com/index.php/Journal>

point in time, limiting the ability to draw causal conclusions about the relationship between EI and leadership effectiveness. Longitudinal studies are needed to assess the long-term impact of EI on leadership behaviors and organizational outcomes.

Despite these limitations, the findings provide valuable implications for leadership development. Specifically, EI training programs that focus on enhancing self-awareness and empathy could significantly improve leadership effectiveness. These programs should be integrated into leadership development curricula to foster leaders who can better manage emotions, navigate social complexities, and drive organizational success.

Future research should explore the long-term effects of EI training on leadership effectiveness and examine how EI influences leadership in different organizational contexts. Further studies could investigate how EI interacts with other leadership traits and whether it varies across cultures or industries. This would provide a more comprehensive understanding of how EI can be leveraged to enhance leadership across diverse settings.

REFERENCES

Bar-On, R. (2006). The Bar-On model of emotional-social intelligence (ESI). *Psicothema*, 18(1), 13-25.

Bass, B. M. (1990). *Bass & Stogdill's handbook of leadership: Theory, research, and managerial applications*. Free Press.

Boyatzis, R. E. (2006). An overview of emotional intelligence. In G. P. Humphrey (Ed.), *Handbook of emotional intelligence* (pp. 1-24). Wiley.

Bradberry, T., & Greaves, J. (2009). *Emotional intelligence 2.0*. TalentSmart.

Cherniss, C. (2001). Emotional intelligence and organizational effectiveness. In R. Bar-On & J. D. A. Parker (Eds.), *Handbook of emotional intelligence* (pp. 181-195). Jossey-Bass.

Chan, D. W. (2006). Emotional intelligence and transformational leadership in Chinese organizations: The mediating role of trust in the leader. *Leadership & Organization Development Journal*, 27(5), 528-538.

Cohen, A. (2001). The relationship between emotion and leadership. *Leadership & Organization Development Journal*, 22(6), 316-323.

Pakistan Journal of Management & Social Science

<https://pakistanjournalofmanagement.com/index.php/Journal>

Dulewicz, V., & Higgs, M. (2003). Designing the Leadership Capability Questionnaire. *Journal of Managerial Psychology*, 18(1), 12-35.

Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. Bantam.

Goleman, D. (1998). *Working with emotional intelligence*. Bantam.

Goleman, D., Boyatzis, R. E., & McKee, A. (2002). *Primal leadership: Realizing the power of emotional intelligence*. Harvard Business School Press.

Humphrey, R. H. (2013). *Effective leadership: Theory, research, and applications*. Sage.

Jordan, P. J., & Troth, A. C. (2004). Emotional intelligence and conflict resolution: Implications for human resource development. *Advances in Developing Human Resources*, 6(2), 12-23.

Mayer, J. D., & Salovey, P. (1997). What is emotional intelligence? In P. Salovey & D. J. Sluyter (Eds.), *Emotional development and emotional intelligence: Implications for educators* (pp. 3-31). Basic Books.

Mayer, J. D., Salovey, P., & Caruso, D. R. (2004). Emotional intelligence: Theory, findings, and implications. *Psychological Inquiry*, 15(3), 197-215.

Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition, and Personality*, 9(3), 185-211.

Schutte, N. S., & Malouff, J. M. (2011). Emotional intelligence and interpersonal relations. In *Handbook of emotional intelligence* (pp. 179-196). Elsevier.

Whetten, D. A., & Cameron, K. S. (2011). *Developing management skills* (8th ed.). Pearson Prentice Hall.