



LODJ
26,5

388

Received February 2004
Revised September 2004
Accepted February 2005

Emotional intelligence and its relationship to workplace performance outcomes of leadership effectiveness

David Rosete and Joseph Ciarrochi

Department of Psychology, University of Wollongong, Wollongong, Australia

Abstract

Purpose – This study seeks to investigate the relationship between emotional intelligence (EI), personality, cognitive intelligence and leadership effectiveness.

Design/methodology/approach – Senior executives ($n = 41$) completed an ability measure of EI (MSCEIT), a measure of personality (16PF5) and a measure of cognitive ability (the Wechsler abbreviated scale of intelligence (WASI)). Leadership effectiveness was assessed using an objective measure of performance and a 360° assessment involving each leader's subordinates and direct manager ($n = 149$).

Findings – Correlational and regression analyses revealed that higher EI was associated with higher leadership effectiveness, and that EI explained variance not explained by either personality or IQ.

Originality/value – This paper establishes a link between EI and workplace measures of leadership effectiveness.

Keywords Individual psychology, Leadership, Performance measures, Personality

Paper type Research paper

Introduction

Despite a substantial amount of research on leadership, there is still much uncertainty about what is required to be an effective leader (Kets de Vries, 1993; Higgs and Rowland, 2000; Higgs, 2003). Questions still remain around why intelligent and experienced leaders are not always successful in dealing with environmental demands and life in general. Perhaps what leaders need is emotional intelligence (EI), rather than cognitive intelligence or specific personality traits?

Surprisingly, there has been little research investigating this possibility. The few studies that have been published have tended to focus on leadership effectiveness from the view point of Bass and Avolio's (1990, 1994) transformational/transactional leadership model (Barling *et al.*, 2000; Palmer *et al.*, 2001; Gardner and Stough, 2002). This research has been valuable in understanding the link between EI and leadership, but it has yet to examine objective indices of leadership performance. Thus, we can not be certain if EI is related to actual leadership performance rather than perceived performance.



Emotional intelligence

Popular definitions of EI refer to various things, including motivation, empathy, sociability, warmth, and optimism (Mayer *et al.*, 2001). EI approaches can be classified into two broad categories:

- (1) ability models (Mayer and Salovey, 1997); and
- (2) mixed models.

Ability models conceptualise EI in a similar way to cognitive intelligence (i.e. intelligent quotient (IQ)). EI is assumed to develop over time, be correlated with measures of IQ, and be measurable with a test based on performance (Ciarrochi *et al.*, 2000). In contrast, mixed models of EI incorporate both non-cognitive models (Bar-On, 1997) and competency-based models (Goleman, 1995). These mixed models tend to overlap or “mix” with traditional models of personality and tend to utilise self-reports as their primary mode of assessment. Both models measure EI in different ways.

There is now substantial evidence to suggest that self-report measures of EI correlate with personality (Ciarrochi *et al.*, 2000, 2001; MacCann *et al.*, 2004). Such overlap may make interpretation difficult. One can always question whether a result involving self-reported EI is really just a replication of a previous result using a similar personality measure. For example, research has clearly demonstrated a link between self-esteem and mental health (Ciarrochi *et al.*, 2003). Thus if an EI measure correlates substantially with self-esteem and mental health, is the EI test measuring something new, or is it replicating previous self-esteem effects?

While self-report measures have received considerable criticism, they have also shown utility, and there is evidence that some of them can be distinguished from other personality constructs (Van Rooy and Viswesvaran, 2004). However, an important point is that interpretation can sometimes be difficult, due to self-report measure overlap with personality.

Another potential limitation of self-reports is that they are subject to reporting bias, especially in organizational contexts where people might be motivated to fake good. Presumably, ability measures are more difficult to fake good, given that people do not know the “correct” answers ahead of time (Ciarrochi *et al.*, 2000; MacCann *et al.*, 2004; Dawda and Hart, 2000).

In contrast to self-report measures, EI ability measures correlate only slightly with personality. They also tend to correlate modestly with intelligence, as would be expected from Mayer and Salovey’s (1997) theorizing. For this study the ability model of EI as defined by Mayer and Salovey (1997) will be used:

... an ability to recognize the meanings of emotions and their relationships, and to reason and problem-solve on the basis of them. EI is involved in the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions, and manage them (p. 267).

Emotional intelligence and leadership effectiveness

Past researchers suggest that EI will be linked to transformational leadership style (Barling *et al.*, 2000; Palmer *et al.*, 2001; Gardner and Stough, 2002). Transformational leaders are seen as those executives that are able to create a vision, communicate this vision, build commitment amongst subordinates to the vision and model the vision

within the workplace. Transactional leaders are viewed more as managers that maintain the status quo. Their focus is on linking job performance to rewards and ensuring subordinates have the necessary resources to undertake their roles. It is felt that as transformational leaders are able to deal with strategic matters more efficiently and in turn are able to build commitment in employees, these leaders are more likely to take an organization forward. Thus the assumption is that transformational leaders are more effective than transactional leaders, at least in some instances (Bass and Avolio, 1994; McShane and Von Glinow, 2000).

Palmer *et al.* (2001) administered a self-report EI measure to 43 managers in order to evaluate the link between EI and leadership style. They found significant correlations with several components of the transformational leadership model. Specially, the inspirational, motivation and individualized consideration components of transformational leadership correlated with the ability to monitor emotions and the ability to manage emotions.

Similarly, Barling *et al.* (2000) conducted an exploratory study on the relationship between EI and transformational leadership. Their results suggest that EI is associated with three aspects of transformational leadership, namely, idealized influence, inspirational motivation and individualized consideration. The leaders who report exhibiting these behaviours were assumed to be more effective in the workplace.

Gardner and Stough (2002) and later Palmer *et al.* (2003) also examined the relationship between a self-report measure of EI (using the Swinburne University Emotional Intelligence Test (SUEIT) (Palmer and Stough, 2001), personality, and effective leadership as measured by the multifactor leadership questionnaire (MLQ) (Bass and Avolio, 1990). Their results indicated that EI, specifically the ability to perceive and understand emotions in others, accounted for the majority of the variance in transformational leadership when compared to other personality measures.

Dulewicz and Higgs (1999) examined the link between self-reported EI and job competence, and unlike many previous studies, did not focus on the transformational-transactional model. These researchers looked at leadership effectiveness from the perspective of progression within the hierarchy of an organization amongst 58 managers from the UK and Ireland. Using a self-report measure of EI, which they derived from a job competency survey, they found that EI was able to explain a greater proportion of an individuals' advancement than either cognitive intelligence (also derived from elements of the job competency survey) or personality traits (using the 16 personality factor and organizational personality questionnaire).

In summary, the available research supports the hypothesis that EI is linked to indices of leadership style and effectiveness. This research has focused on self-reports of EI and of leadership style. Research is needed to evaluate whether an ability-based test of EI is related to relatively objective (or non-self-report) measures of leadership effectiveness.

Leader effectiveness has always been difficult to measure as objective criteria are often absent (Murensky, 2000). Some have argued that emphasize must be made on shareholders return on investment (Bass and Avolio, 1990), while others have advocated for a more balanced approach which also incorporates non-financial measures (Kaplan and Norton, 1996).

Within the Australian Public Service, two measures of leader effectiveness are often used (the performance management system and 360 measures of leadership behaviours espoused within the workplace). They are measures that are intended to assist one's understanding of whether a leader has managed to attain organization goals in such a manner that the organizational is also able to grow. The purpose of the performance management system is to evaluate an employee's performance in achieving agreed business outputs (e.g. increased product turnover) in the previous financial year (known as the "what", i.e. what has been achieved?) and to evaluate how the employees demonstrate the expected leadership behaviours in achieving those outputs (known as the "how", i.e. how has it been achieved? Did the executive model the core values of the organization?). The "what" and "how" evaluations highlight two separate but related aspects of an individual performance (Management Advisory Committee, 2001).

The performance management system is seen as a good indicator of an individual's leadership effectiveness (Management Advisory Committee, 2001). That is, does an individual meet business outcomes in such a manner that they not only achieve results but also build effective working relationships? This leads us to our first hypothesis, which is the core focus of this study.

- H1.* An ability-based model of EI is positively associated with effective leadership as measured via a performance management system.

Ability-based measure of EI – relationship with personality and intelligence

A new ability-based measure of EI was used in this study, the Mayer-Salovey-Caruso Emotional Intelligence Test, Version 2.0 (MSCEIT V2.0; Mayer *et al.*, 2002). The MSCEIT is intended to measure the four dimensions of EI as postulated by Mayer and Salovey (1997):

- (1) perceiving emotion accurately;
- (2) using emotion to facilitate thought;
- (3) understanding emotion; and
- (4) managing emotion.

The MSCEIT is based on the premise that EI involves problem solving with and about emotions (Mayer *et al.*, 2003). This concept is quite different to the many self-report measures of EI in that it does not correlate highly with personality, and tends instead to correlate modestly with IQ (Ciarrochi *et al.*, 2000; MacCann *et al.*, 2004; Dawda and Hart, 2000).

In a recent study by Mayer *et al.* (2003), the MSCEIT was found to show reasonable reliability and support for the dimensional structure postulated by Mayer and Salovey (1997) of EI. In another study, Brackett and Mayer (2003) found the MSCEIT to be distinguishable from well-studied measures of personality and well-being and predict important life criteria such as drug use, alcohol use and academic achievement. Other studies have found dimensions of the MSCEIT to predict high performance on a cognitive decision-making task (Day and Carroll, 2004), low levels of social deviance

(Brackett *et al.*, 2004) and higher levels of intelligence (MacCann *et al.*, 2004). These results suggest that the MSCEIT is reliable and valid in measuring something other than personality and well-being, and relates to important outcomes. This draws us to a second and third hypothesis.

H2. An ability-based measure of EI is distinct from the Big Five personality factors.

H3. An ability-based measure of EI is related to IQ but distinguishable from it. EI will relate to variance in performance that can not be explained by IQ.

Method

Participants

The sample consisted of 41 (*N* for the entire study) executives from a large Australian Public Service organization with 24 (57.14 per cent) respondents being male, and 18 (42.86 per cent) female. Participants' ages ranged from 27 to 57, and the average age was 42.24 (*SD* = 8.31). Seventy-five per cent of participants had been with the organization for 10 years or more (*M* = 15.56, *SD* = 8.20).

Procedure

We sought volunteers within an Australian Public Service organization to participate in a career development centre (CDC). As part of the CDC, the administrations of a battery of psychological tests (i.e. 16PF, MSCEIT and WASI) was given to all participants. All participants were provided with information regarding the instruments, consent forms, a copy the 16PF, and either a paper and pencil version of the MSCEIT or computer access codes for completing the MSCEIT online. Participants were also scheduled in to complete the WASI. In exchange for their participation, individuals were provided with a confidential feedback report on their results for each of the instruments.

Materials

Measurement of EI. The MSCEIT V2.0 (Mayer *et al.*, 2002) was used to assess EI. The MSCEIT is an ability measure of EI as it has participants complete a set of tasks associated with either perceiving emotion, using emotion, understanding emotional information or managing emotions. It contains 141 items, which are broken down into eight tasks, which are further divided into four branches of abilities including:

- (1) perceiving emotion;
- (2) using emotion to facilitate thought;
- (3) understanding emotion; and
- (4) managing emotions.

Mayer *et al.* (2002) reported reliabilities of $\alpha = 0.91$ for the full scale, $\alpha = 0.81$ for emotional management, $\alpha = 0.77$ for emotional understanding, $\alpha = 0.76$ for emotional facilitation, and $\alpha = 0.90$ for emotional perception.

Measurement of personality. Participants completed the well-validated 16 personality factor questionnaire (16PF) (Con and Rieke, 1998). The 16PF was chosen as it is widely used and recognised personality test within the Australian Public Service sector with the availability of Australian norms. The total scale contains 185 items and each subscale contains 10-15 items.

Measurement of cognitive ability. WASI (WASI – Psychological Corporation, 1999) was used to measure cognitive ability. The WASI consists of four subtests: vocabulary, block design, similarities, and matrix reasoning. These subtests measure an individual's expressive vocabulary, verbal knowledge, visual-motor coordination, abstract conceptualisation, verbal reasoning ability, and nonverbal fluid reasoning. The WASI is seen as a good measure of IQ, yielding the traditional measures of verbal, performance and full scale IQ in a relatively convenient fashion.

Leadership effectiveness. For the performance management system, both the “what” and “how” are rated on a five point scale (1-5) by the participants' direct manager. Individuals are not rated for their innate abilities, knowledge or skills, but rather on how well they achieved business outputs over the financial year. The meaning of the each rating are: (5) Exceptional – Performance well beyond expectations, breaking new ground, producing outcomes of considerable value to the organization, often quite unanticipated; (4) Superior – Achievement has been consistently high on the range of indicators, behaviours, capabilities and any leadership role throughout the financial year; (3) Fully Effective – Good and meritorious achievement. Has achieved standard detailed in performance agreement for both business outputs and behaviours; (2) Borderline performance – has slipped below standard detailed in performance agreement for either business outputs and or behaviours; and (1) Unsatisfactory – Continued failure to achieve expected standard.

The performance management system is seen as a good indicator of an individual's leadership effectiveness (Management Advisory Committee, 2001). It assesses not only whether a person achieve results (the “what” of performance), but also whether in achieving results they build effective working relationships (the “how” of performance).

With regards to the multi-rater (360°) assessment, all participants were asked to complete an online multi-rater (360°) instrument (perspectives on executive leadership capabilities (PELC)). It comprises 40 behavioural statements that relate to the Australian Public Service Commission (APSC) leadership capability framework. Those core leadership capabilities included: shapes strategic thinking (i.e. someone who inspires a sense of purpose and direction, focuses strategically, can harnesses information and opportunities, shows judgment, intelligence and commonsense); achieves results (i.e. someone who builds organizational capability and responsiveness, can marshal professional expertise, ensures closure and delivers on intended results and steers and implements changes and deals with uncertainty); cultivates productive working relationships (i.e. someone who can nurtures internal and external relationships, values individual differences and diversity, guides, mentors and develops people and facilitates co-operation and partnerships); communicates with influence (i.e. someone who can communicates clearly, listens, understands and adapts to an audience and negotiates persuasively); and exemplifies personal drive and integrity (i.e. someone who engages with risk and shows personal courage, commits to

action, displays resilience and can demonstrates self-awareness and a commitment to personal development).

The PELC involves an individual rating his or her own leadership effectiveness, while direct staff and the individual direct manager rate the person on the same criteria. That is, it involves a manager and at least three subordinates ($M = 3.6$ subordinates per participating executive). No data on age or gender were collected to maintain the anonymity of direct managers and their participants' subordinates. While we would expect a positive correlation between individual's performance ratings and their results obtained on the multi-rater questionnaire, the multi-rater offers us further insight into leadership behaviours espoused by an individual as it includes views from staff and the manager. The PELC's scale reliability coefficient was 0.93.

Results

We conducted preliminary analyses on the relationship between EI and leadership effectiveness. Following these analyses, the study focused on the predictive and incremental validity of the MSCEIT (relative to personality and cognitive intelligence).

Emotional intelligence and leadership effectiveness

For this group, the mean total EI score was 100.1 ($SD = 15.17$), experiencing EI score was 104.9 ($SD = 19.54$) and strategic EI score was 97.1 ($SD = 13.57$).

Pearson correlation coefficients were used to examine any relationships that may exist between EI and leadership effectiveness as measured through the performance management ratings. Table I showed that a relationship between the total EI score ($M = 100.1$) and performance rating on the "how" scale ($M = 3.61$) existed ($r(40) = 0.384$, $p < 0.05$). These results support the notion that EI is related to a leader's effectiveness in being able to achieve organizational goals through the obtainment of higher performance ratings thus supporting our *H1*.

Pearson correlation coefficients were used to examine any relationships that may exist between EI and multi-rater leadership feedback ratings. Table II showed significant correlations amongst various branches of the EI construct and the multi-rater leadership instrument. These results indicate that a leader's ability to perceive emotion and understand emotion impact three or more core leadership behaviours as measured in the multi-rater instrument.

Stepwise regression analyses were also calculated using the performance management measures of leadership effectiveness as the dependent variables and the four branch scores of EI, cognitive intelligence and any significant personality

Table I.
Correlation coefficients
between the MSCEIT
total, area and branch
scores with performance
management ratings

	Performance "what" rating	Performance "how" rating
Total EI score	0.021	0.384*
Experiential EI score	0.123	0.342*
Strategic EI score	0.174	0.313*
Perceiving emotion	0.239	0.424**
Facilitating thought	-0.032	0.226
Understanding emotion	0.233	0.367*
Managing emotions	0.008	0.164

Notes: * $p < 0.05$; ** $p < 0.01$

factors as the predictors. Perceiving emotion emerged as the strongest predictor of the “how” measure of leadership effectiveness ($\beta = 0.424$, $p < 0.01$) which accounted for 18 per cent of the variance in the “how” score. This was followed by the personality factor of privateness ($\beta = -0.319$, $p < 0.05$) which explained an additional 10 per cent of the variance of the “how” score. The personality factor dominance emerged as the strongest predictor of the “what” measure of leadership effectiveness ($\beta = 0.439$, $p < 0.01$) which accounted for 19 per cent of the variance in the score.

To further explore the incremental value of perceiving emotions, hierarchical regression was conducted, with the Big Five personality factors and intelligence forced into the first step, and perceiving emotions entered in the second step. Perceiving emotions predicted “how” scores, over and above the other variables, R^2 change = 0.10, $\beta = 0.36$, $p < 0.05$. None of the other variables predicted significant variance (we perhaps did not expect to focus specifically on perceiving emotions).

Emotional intelligence and personality

No significant correlations were found between total EI score and any of the 16 personality factors, $p > 0.05$. At the four branch level small correlations were found between warmth ($r = 0.37$), vigilance ($r = -0.33$) and privateness ($r = -0.38$) and understanding emotion at $p < 0.05$. Similarly, warmth ($r = 0.32$, $p < 0.05$), social boldness ($r = 0.31$, $p < 0.05$) and privateness ($r = -0.44$, $p < 0.01$) correlated with managing emotion. Only vigilance ($r = -0.33$, $p < 0.05$) correlated significantly with perceiving emotion. These results support previous research, which showed that MSCEIT scores are distinguishable from personality scores (Brackett and Mayer, 2003; Brackett *et al.*, 2004) and generally support the *H2*.

Emotional intelligence and cognitive intelligence

The mean verbal IQ for this group was 117.2 (SD = 12.31), performance IQ 114.9 (SD = 10.67) and full scale IQ 118.3 (SD = 10.43).

Pearson correlation coefficients were used to examine any relationships that may exist between EI and cognitive intelligences. Table III shows that the relationship between the total EI score ($M = 100.1$) and verbal IQ ($M = 117.17$), performance IQ ($M = 114.85$), full scale IQ ($M = 118.26$) was significant, $r(40) = 0.336$, $p < 0.05$, $r(40) = 0.402$, $p < 0.05$, and $r(40) = 0.430$, $p < 0.01$, respectively. These findings suggest that the

	SST	CPWR	EPDI	CI	AR
Total EI score	0.200	0.341*	0.367*	0.155	0.218
Experiential EI score	0.076	0.238	0.318	-0.014	0.204
Strategic EI score	0.351*	0.373*	0.283	0.370*	0.122
Perceiving emotion	0.176	0.331	0.385*	0.114	0.312
Facilitating thought	0.010	0.147	0.194	-0.060	0.083
Understanding emotion	0.348*	0.365*	0.268	0.379*	0.161
Managing emotions	0.308	0.316	0.209	0.294	0.036

Notes: SST = Shapes strategic thinking; CPWR = Cultivates productive working relationships; EPDI = Exemplifies personal drive and integrity; CI = communicates with influence; AR = Achieve results; * $p < 0.05$

Table II.
Correlation coefficients
between the MSCEIT
total, area and branch
scores with multi-rater
leadership feedback
ratings

MSCEIT in fact does correlate with cognitive intelligence, indicating that the construct constitutes a cognitive ability (Mayer *et al.*, 2000) thus support our *H3*.

Discussion

The findings suggest that executives higher on EI are more likely to achieve business outcomes and be considered as effective leaders by their subordinates and direct manager. Regression analysis revealed that EI, specifically the capacity to perceive emotions, was able to predict effective leadership. These result may have important implications on how we performance manage, select and develop executives. However, caution must be given in making to wide a generalization of these findings, as the sample size is small.

In terms of performance management, it is important for an executive to be able to not only deliver outputs (“what” performance), but also to deal effectively with colleagues and staff (the “how” of performance – MAC, 2001). It may be common for executives to have “what” but not “how” skills. For example, a technical specialist may perform complex tasks tenaciously and manage to produce business outputs, but may be ineffective at managing his or her subordinates, leading to staff turnover and underperforming. The results of this study show that EI may be useful in identifying who is and is not likely to deal effectively with colleagues and staff.

A central theme of the ability-based MSCEIT is that it has incremental value over both personality and cognitive intelligence (Mayer *et al.*, 2002). The overall EI score did not correlate with any of the 16 personality factors. Some of the subscales of the MSCEIT correlated modestly with warmth, vigilance, privateness, and social boldness. These results support previous research, which showed that MSCEIT scores are distinguishable from personality (Brackett and Mayer, 2003; Brackett *et al.*, 2004).

Concerning cognitive intelligence, correlations were found between the total EI score and verbal IQ, performance IQ and full scale IQ, supporting our final hypothesis. Worth noting is that the executives in this study had significantly higher IQs than the average adult population. This pattern of findings suggests that an executive may need a high IQ to get to the management or executive levels, but once there, IQ does not discriminate between better or worse performing managers. It may be useful to evaluate whether the MSCEIT can be used to help select the best performing managers.

Table III.
 Correlation coefficients
 between the MSCEIT
 total, area and branch
 scores with cognitive
 intelligence

	Verbal IQ	Performance IQ	Full scale IQ
Total EI score	0.336*	0.402*	0.430**
Experiential EI score	0.338*	0.40*	0.417**
Strategic EI score	0.165	0.248	0.259
Perceiving emotion	0.300	0.345*	0.365*
Facilitating thought	0.382*	0.416**	0.481**
Understanding emotion	0.201	0.280	0.299
Managing emotions	0.052	0.129	0.113
Notes: * <i>p</i> < 0.05; ** <i>p</i> < 0.01			

The correlations between EI and performance measures of leadership effectiveness were modest ($r_s < 0.45$). However, this level of correlation is the same or higher in magnitude as many other correlations observed in the personal selection context (Cook, 2004). For example, assessment centres show correlations with performance that often vary between 0.33 and 0.43. Indeed, many of the most important relationships observed in psychology occur at the $r = 0.35$ and below range (Mayer *et al.*, 2001), and correlations of this magnitude can lead to substantial increases in selection success rate (e.g. in picking high quality managers (Rosenthal and Rubin, 1982)).

The research had some limitations that will need to be addressed in future research. It will be interesting to evaluate the link between EI and leadership in larger samples, and across different industries. It will also be important for research to evaluate the ability of EI to predict future performance. We hypothesize that EI leads to better executive performance. However, it is possible that good executive performance leads to higher EI. One way to resolve this problem is to conduct a longitudinal study that involves measuring EI before newly hired executives start the job. This would allow one to establish if EI skills were likely to be antecedents to managerial success. In conclusion, EI shows much promise in the organizational domain and is worthy of further investigation.

References

- Barling, J., Slater, F. and Kelloway, E.K. (2000), "Transformational leadership and emotional intelligence: an exploratory study", *Leadership & Organization Development Journal*, Vol. 21 No. 3, pp. 157-61.
- Bar-On, R. (1997), *Bar-On Emotional Quotient Inventory: User's Manual*, Multi-Health Systems, New York, NY.
- Bass, B.M. and Avolio, B.J. (1990), *Transformational Leadership Development: Manual for the Multifactor Leadership Questionnaire*, Consulting Psychologist Press, Palo Alto, CA.
- Bass, B.M. and Avolio, B.J. (1994), *Improving Organizational Effectiveness through Transformational Leadership*, Sage, Thousand Oaks, CA.
- Brackett, M.A. and Mayer, J.D. (2003), "Convergent, discriminate, and incremental validity of competing measures of emotional intelligence", *Personality and Social Psychology Bulletin*, Vol. 29.
- Brackett, M.A., Mayer, J.D. and Warner, R.M. (2004), "Emotional intelligence and its relation to everyday behaviour", *Personality and Individual Differences*, Vol. 36, pp. 1387-402.
- Ciarrochi, J.V., Chan, A.Y.C. and Caputi, P. (2000), "A critical evaluation of the emotional intelligence construct", *Personality and Individual Differences*, Vol. 28, pp. 539-61.
- Ciarrochi, J.V., Chan, A.Y.C., Caputi, P. and Roberts, R. (2001), "Measuring emotional intelligence", in Ciarrochi, J., Forgas, J. and Mayer, J. (Eds), *Emotional Intelligence in Everyday Life: A Scientific Inquiry*, Psychology Press, Philadelphia, PA.
- Ciarrochi, J., Scott, G., Deane, F.P. and Heaven, C.L. (2003), "Relations between social and emotional competence and mental health: a construct validation study", *Personality and Individual Differences*, Vol. 35, pp. 1947-63.
- Con, S.R. and Rieke, M.L. (1998), *The 16PF, Technical Manual*, 5th ed., Institute for Personality and Ability Testing, Champaign, IL.
- Cook (2004), *Personal Selection: Adding Value through People*, Wiley, New York, NY.

- Dawda, D. and Hart, S.D. (2000), "Assessing emotional intelligence: reliability and validity of the Bar-On Emotional Quotient Inventory (EQ-i) in university students", *Personality and Individual Differences*, Vol. 28, pp. 797-812.
- Day, A.L. and Carroll, S.A. (2004), "Using an ability-based measure of emotional intelligence to predict individual performance, group performance, and group citizenship behaviours", *Personality and Individual Differences*, Vol. 36 No. 6, pp. 1443-58.
- Dulewicz, V. and Higgs, M. (1999), "Can emotional intelligence be measured and developed?", *Leadership & Organization Development Journal*, Vol. 20 No. 5, pp. 242-52.
- Gardner, L. and Stough, C. (2002), "Examining the relationship between leadership and emotional intelligence in senior level managers", *Leadership & Organization Development Journal*, Vol. 23 No. 2, pp. 68-78.
- Goleman, D. (1995), *Emotional Intelligence: Why It Can Matter More than IQ*, Bloomsbury Publishing, London.
- Higgs, M. (2003), "How can we make sense of leadership in the 21st century?", *Leadership & Organization Development Journal*, Vol. 24 No. 5, pp. 273-84.
- Higgs, M. and Rowland, D. (2000), "Building change leadership capability: the quest for change competence", *Journal of Change Management*, Vol. 1 No. 2, pp. 116-31.
- Kaplan, R.S. and Norton, D.P. (1996), *The Balanced Scorecard*, Harvard Business School Press, Boston, MA.
- Kets de Vries, M.R. (1993), *Leaders, Fools, Imposters*, Jossey-Bass, San Francisco, CA.
- MacCann, C., Roberts, R.D., Mathews, G. and Zeidner, M. (2004), "Consensus scoring and empirical option weighting of performance-based emotional intelligence tests", *Personality and Individual Differences*, Vol. 36 No. 3, pp. 645-62.
- McShane, S.L. and Von Glinow, M.A. (2000), *Organizational Behavior*, McGraw-Hill, New York, NY.
- Management Advisory Committee (2001), *Performance Management in the Australian Public Service: A Strategic Framework*, Australian Public Service Commission, Commonwealth of Australia, Canberra.
- Mayer, J.D. and Salovey, P. (1997), "What is emotional intelligence?", in Salovey, P. and Sluyter, D.J. (Eds), *Emotional Development and Emotional Intelligence: Implications for Educators*, Basic Books, New York, NY.
- Mayer, J.D., Caruso, D.R. and Salovey, P. (2000), "Emotional intelligence meets traditional standards for an intelligence", *Intelligence*, Vol. 27 No. 4, pp. 267-98.
- Mayer, G.J., Finn, S.E., Eyde, L.D., Kay, G.G., Moreland, K.L., Dies, R.R., Eisman, E.J., Kubiszyn, T.W. and Read, G.M. (2001), "Psychological testing and psychological assessment: a review of evidence and issues", *American Psychologist*, Vol. 56 No. 2, pp. 128-65.
- Mayer, J.D., Salovey, P. and Caruso, D.R. (2002), *Mayer-Salovey-Caruso Emotional Intelligence Test*, Multi-Health Systems, Toronto.
- Mayer, J.D., Salovey, P., Caruso, D.R. and Sitarenios, G. (2003), "Measuring emotional intelligence with the MSCEIT V2.0", *Emotion*, Vol. 3 No. 1, pp. 97-105.
- Murenky, C.L. (2000), "The relationship between emotional intelligence, personality, critical thinking and organizational leadership performance at upper levels of management", unpublished doctoral dissertation, Department of Psychology, George Mason University, Fairfax, VA.
- Palmer, B. and Stough, C. (2001), *Workplace SUEIT: Swinburne University Emotional Intelligence Test – Manual*, Organizational psychology Research Unit, Swinburne University, Swinburne.

-
- Palmer, B.R., Gardner, L. and Stough, C. (2003), "The relationship between emotional intelligence, personality and effective leadership", paper presented at 5th Australian Industrial and Organizational Psychology Conference, Melbourne.
- Palmer, B., Walls, M., Burgess, Z. and Stough, C. (2001), "Emotional intelligence and effective leadership", *Leadership & Organization Development Journal*, Vol. 22 No. 1, pp. 5-10.
- Rosenthal, R. and Rubin, D. (1982), "A simple, general purpose display of magnitude of experimental effect", *Journal of Educational Psychology*, Vol. 74 No. 2, pp. 166-9.
- Van Rooy, D.L. and Viswesvaran, C. (2004), "Emotional intelligence: a meta-analytic investigation of predictive validity and nomological net", *Journal of Vocational Behavior*, Vol. 65 No. 1, pp. 71-95.
- Wechsler Abbreviated Scale of Intelligence* (1999), *Manual*, The Psychological Corporation, San Antonio, TX.

This article has been cited by:

1. Judith A. Hall, Marianne Schmid Mast, Ioana-Maria Latu. 2015. The Vertical Dimension of Social Relations and Accurate Interpersonal Perception: A Meta-Analysis. *Journal of Nonverbal Behavior* **39**, 131-163. [[CrossRef](#)]
2. Dominique Rene Parrish. 2015. The relevance of emotional intelligence for leadership in a higher education context. *Studies in Higher Education* **40**, 821-837. [[CrossRef](#)]
3. Celeste P. M. Wilderom, YoungHee Hur, Uco J. Wiersma, Peter T. Van den Berg, Jaehoon Lee. 2015. From manager's emotional intelligence to objective store performance: Through store cohesiveness and sales-directed employee behavior. *Journal of Organizational Behavior* n/a-n/a. [[CrossRef](#)]
4. Tassilo Momm, Gerhard Blickle, Yongmei Liu, Andreas Wihler, Mareike Kholin, Jochen I. Menges. 2015. It pays to have an eye for emotions: Emotion recognition ability indirectly predicts annual income. *Journal of Organizational Behavior* **36**:10.1002/job.v36.1, 147-163. [[CrossRef](#)]
5. Jana Mesterova, Jakub Prochazka, Martin Vaculik, Petr Smutny. 2015. Relationship between Self-Efficacy, Transformational Leadership and Leader Effectiveness. *Journal of Advanced Management Science* 109-122. [[CrossRef](#)]
6. Christopher TH. Miners, Ivona Hideg Emotional Intelligence and Competencies 445-451. [[CrossRef](#)]
7. Janine Bowen. 2014. Emotion in the Classroom: An Update. *To Improve the Academy* **33**:10.1002/tia2.2014.33.issue-2, 196-219. [[CrossRef](#)]
8. Sang-Gyu Kim, Man-Sik Choi. 2014. An Exploration of the Causal Relationship among Transactional Leadership, Coaches' Emotional Intelligence, and Athlete Satisfaction in Soccer Teams. *The Journal of the Korea Contents Association* **14**, 450-462. [[CrossRef](#)]
9. Nicola S. Schutte, Natasha M. Loi. 2014. Connections between emotional intelligence and workplace flourishing. *Personality and Individual Differences* **66**, 134-139. [[CrossRef](#)]
10. Dejun Tony Kong. 2014. Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT/MEIS) and overall, verbal, and nonverbal intelligence: Meta-analytic evidence and critical contingencies. *Personality and Individual Differences* **66**, 171-175. [[CrossRef](#)]
11. Tuan Luu. 2014. Paths from leadership to upward influence. *World Journal of Entrepreneurship, Management and Sustainable Development* **10**:3, 243-259. [[Abstract](#)] [[Full Text](#)] [[PDF](#)]
12. Janaki Gooty, Mark B. Gavin, Neal M. Ashkanasy, Jane S. Thomas. 2014. The wisdom of letting go and performance: The moderating role of emotional intelligence and discrete emotions. *Journal of Occupational and Organizational Psychology* **87**:10.1111/joop.2014.87.issue-2, 392-413. [[CrossRef](#)]
13. Colm Foster, Frank Roche. 2014. Integrating trait and ability EI in predicting transformational leadership. *Leadership & Organization Development Journal* **35**:4, 316-334. [[Abstract](#)] [[Full Text](#)] [[PDF](#)]
14. Andrea M. Butler, Catherine T. Kwantes, Cheryl A. Boglarsky. 2014. The effects of self-awareness on perceptions of leadership effectiveness in the hospitality industry: A cross cultural investigation. *International Journal of Intercultural Relations* **40**, 87-98. [[CrossRef](#)]
15. Prajya R. Vidyarthi, Smriti Anand, Robert C. Liden. 2014. Do emotionally perceptive leaders motivate higher employee performance? The moderating role of task interdependence and power distance. *The Leadership Quarterly* **25**, 232-244. [[CrossRef](#)]
16. Jim McCleskey. 2014. Emotional intelligence and leadership. *International Journal of Organizational Analysis* **22**:1, 76-93. [[Abstract](#)] [[Full Text](#)] [[PDF](#)]

17. M. Fournier Susan, M. Ineson Elizabeth. 2014. Age, gender and work experience as predictors of success. *Education + Training* **56**:1, 59-77. [[Abstract](#)] [[Full Text](#)] [[PDF](#)]
18. Richard A. L. Caldarola. 2014. The Intersection of Emotional Intelligence and Corporate Financial Decision Making. *Journal of Corporate Accounting & Finance* **25**:10.1002/jcaf.v25.2, 67-72. [[CrossRef](#)]
19. Frank Walter, Susanne Scheibe. 2013. A literature review and emotion-based model of age and leadership: New directions for the trait approach. *The Leadership Quarterly* **24**, 882-901. [[CrossRef](#)]
20. Maria Pilar Berrios Martos, Esther Lopez-Zafra, Manuel Pulido-Martos, José María Augusto. 2013. Are emotional intelligent workers also more empathic?. *Scandinavian Journal of Psychology* **54**:10.1111/sjop.2013.54.issue-5, 407-414. [[CrossRef](#)]
21. Hallvard Føllesdal, Knut Hagtvet. 2013. Does emotional intelligence as ability predict transformational leadership? A multilevel approach. *The Leadership Quarterly* **24**, 747-762. [[CrossRef](#)]
22. Christina Bodin Danielsson, Cornelia Wulff, Hugo Westerlund. 2013. Is perception of leadership influenced by office environment?. *Journal of Corporate Real Estate* **15**:3/4, 194-212. [[Abstract](#)] [[Full Text](#)] [[PDF](#)]
23. Seunghyun Hwang, Deborah L. Feltz, Jeong-Dae Lee. 2013. Emotional intelligence in coaching: Mediation effect of coaching efficacy on the relationship between emotional intelligence and leadership style. *International Journal of Sport and Exercise Psychology* **11**, 292-306. [[CrossRef](#)]
24. Jongsoo Kang. 2013. Relationship among Leader-member exchange(LMX), Burnout and Career Turnover Intention in Social Workers using SEM. *Journal of the Korea Academia-Industrial cooperation Society* **14**, 3739-3747. [[CrossRef](#)]
25. Feng Zhang, Jian Zuo, George Zillante. 2013. Identification and evaluation of the key social competencies for Chinese construction project managers. *International Journal of Project Management* **31**, 748-759. [[CrossRef](#)]
26. Veronika Koubova, Aaron A. Buchko. 2013. Life-work balance. *Management Research Review* **36**:7, 700-719. [[Abstract](#)] [[Full Text](#)] [[PDF](#)]
27. Jennifer Walinga, Wendy Rowe. 2013. Transforming stress in complex work environments. *International Journal of Workplace Health Management* **6**:1, 66-88. [[Abstract](#)] [[Full Text](#)] [[PDF](#)]
28. Robert M. Leicht, Gretchen A. Macht, David R. Riley, John I. Messner. 2013. Emotional intelligence provides indicators for team performance in an engineering course. *Engineering Project Organization Journal* **3**, 2-12. [[CrossRef](#)]
29. Myriam N. Bechtoldt, Bianca Beersma, Sonja Rohrmann, Jeffrey Sanchez-Burks. 2013. A gift that takes its toll: Emotion recognition and conflict appraisal. *European Journal of Work and Organizational Psychology* **22**, 56-66. [[CrossRef](#)]
30. Estelle Codier, Beth Freitas, Lynn Muneno. 2013. Developing Emotional Intelligence Ability in Oncology Nurses: A Clinical Rounds Approach. *Oncology Nursing Forum* **40**, 22-29. [[CrossRef](#)]
31. Anne Foltin, Ronald Keller. 2012. Leading change with emotional intelligence. *Nursing Management (Springhouse)* **43**, 20-25. [[CrossRef](#)]
32. Denise Jackson, Elaine Chapman. 2012. Non-technical competencies in undergraduate business degree programs: Australian and UK perspectives. *Studies in Higher Education* **37**, 541-567. [[CrossRef](#)]
33. Konstantinos Kafetsios, John B. Nezlek, Thanai Vassilakou. 2012. Relationships Between Leaders' and Subordinates' Emotion Regulation and Satisfaction and Affect at Work. *The Journal of Social Psychology* **152**, 436-457. [[CrossRef](#)]

34. Dianne E. Allen, Jenny Ploeg, Sharon Kaasalainen. 2012. The Relationship Between Emotional Intelligence and Clinical Teaching Effectiveness in Nursing Faculty. *Journal of Professional Nursing* **28**, 231-240. [[CrossRef](#)]
35. Denise Jackson, Elaine Chapman. 2012. Empirically derived competency profiles for Australian business graduates and their implications for industry and business schools. *The International Journal of Management Education* **10**, 112-128. [[CrossRef](#)]
36. Rajashi Ghosh, Brad Shuck, Joseph Petrosko. 2012. Emotional intelligence and organizational learning in work teams. *Journal of Management Development* **31**:6, 603-619. [[Abstract](#)] [[Full Text](#)] [[PDF](#)]
37. DAVID L. TURNIPSEED, ELIZABETH A. VANDEWAA. 2012. RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND ORGANIZATIONAL CITIZENSHIP BEHAVIOR 1. *Psychological Reports* **110**, 899-914. [[CrossRef](#)]
38. PAULA C. PETER, DAVID BRINBERG. 2012. Learning Emotional Intelligence: An Exploratory Study in the Domain of Health. *Journal of Applied Social Psychology* **42**:10.1111/jasp.2012.42.issue-6, 1394-1414. [[CrossRef](#)]
39. Lorraine Dacre Pool, Pamela Qualter. 2012. Improving emotional intelligence and emotional self-efficacy through a teaching intervention for university students. *Learning and Individual Differences* **22**, 306-312. [[CrossRef](#)]
40. Nicky Dries, Roland Pepermans. 2012. How to identify leadership potential: Development and testing of a consensus model. *Human Resource Management* **51**:10.1002/hrm.v51.3, 361-385. [[CrossRef](#)]
41. Hui-Hua ZHANG, Hui WANG. 2012. A Meta-Analysis of the Relationship Between Individual Emotional Intelligence and Workplace Performance. *Acta Psychologica Sinica* **43**, 188-202. [[CrossRef](#)]
42. Cheok San Lam, Eleanor R.E. O'Higgins. 2012. Enhancing employee outcomes. *Leadership & Organization Development Journal* **33**:2, 149-174. [[Abstract](#)] [[Full Text](#)] [[PDF](#)]
43. Moira Mikolajczak, Nathalie Balon, Martine Ruosi, Ilios Kotsou. 2012. Sensitive but not sentimental: Emotionally intelligent people can put their emotions aside when necessary. *Personality and Individual Differences* **52**, 537-540. [[CrossRef](#)]
44. Mohammad Ahmad Moham Al-Omari, Daisy Kee Mui Hung. 2012. Transformational Leadership and Organizational Innovation: The Moderating Effect of Emotional Intelligence. *International Business Management* **6**, 308-316. [[CrossRef](#)]
45. Glenda M. Fisk, Jared P. Friesen. 2012. Perceptions of leader emotion regulation and LMX as predictors of followers' job satisfaction and organizational citizenship behaviors. *The Leadership Quarterly* **23**, 1-12. [[CrossRef](#)]
46. Shane Nicholls, Matt Wegener, Darlene Bay, Gail Lynn Cook. 2012. Emotional Intelligence Tests: Potential Impacts on the Hiring Process for Accounting Students. *Accounting Education* **21**, 75-95. [[CrossRef](#)]
47. David L. Turnipseed, Elizabeth VandeWaaChapter 1 The Relationship between the Four Branch Model of Emotional Intelligence and Discretionary Behavior of University Educators 3-29. [[Abstract](#)] [[Full Text](#)] [[PDF](#)] [[PDF](#)]
48. Ronit Yitshaki. 2012. How Do Entrepreneurs' Emotional Intelligence and Transformational Leadership Orientation Impact New Ventures' Growth?*. *Journal of Small Business & Entrepreneurship* **25**, 357-374. [[CrossRef](#)]
49. Rashimah Rajah, Zhaoli Song, Richard D. Arvey. 2011. Emotionality and leadership: Taking stock of the past decade of research. *The Leadership Quarterly* **22**, 1107-1119. [[CrossRef](#)]

50. Rachel Gabel-Shemueli, Simon Dolan. 2011. Do emotions matter?. *Management Research: Journal of the Iberoamerican Academy of Management* 9:3, 207-229. [[Abstract](#)] [[Full Text](#)] [[PDF](#)]
51. YoungHee Hur, Peter T. van den Berg, Celeste P.M. Wilderom. 2011. Transformational leadership as a mediator between emotional intelligence and team outcomes. *The Leadership Quarterly* 22, 591-603. [[CrossRef](#)]
52. Ernest H. O'Boyle, Ronald H. Humphrey, Jeffrey M. Pollack, Thomas H. Hawver, Paul A. Story. 2011. The relation between emotional intelligence and job performance: A meta-analysis. *Journal of Organizational Behavior* 32:10.1002/job.v32.5, 788-818. [[CrossRef](#)]
53. Bo-Hye Lee, Man-Kyu Choi, Sang-Sik Moon, Min-Soo Jung, Jin-Hee Kim. 2011. The relationship between emotional intelligence in leadership and organizational performance of nurses in general hospitals. *Korean Journal of Health Policy and Administration* 21, 309-328. [[CrossRef](#)]
54. Ying Hong, Victor M. Catano, Hui Liao. 2011. Leader emergence: the role of emotional intelligence and motivation to lead. *Leadership & Organization Development Journal* 32:4, 320-343. [[Abstract](#)] [[Full Text](#)] [[PDF](#)]
55. Peter J. Jordan, Ashlea Troth. 2011. Emotional intelligence and leader member exchange. *Leadership & Organization Development Journal* 32:3, 260-280. [[Abstract](#)] [[Full Text](#)] [[PDF](#)]
56. Estelle Codier, Lynn Muneno, Elizabeth Freitas. 2011. Emotional Intelligence Abilities in Oncology and Palliative Care. *Journal of Hospice & Palliative Nursing* 13, 183-188. [[CrossRef](#)]
57. KONSTANTINOS KAFETSIOS, JOHN B. NEZLEK, AIKATERINI VASSIOU. 2011. A Multilevel Analysis of Relationships Between Leaders' and Subordinates' Emotional Intelligence and Emotional Outcomes. *Journal of Applied Social Psychology* 41:10.1111/jasp.2011.41.issue-5, 1121-1144. [[CrossRef](#)]
58. Gail Lynn Cook, Darlene Bay, Beth Visser, Jean E Myburgh, Joyce Njoroge. 2011. Emotional Intelligence: The Role of Accounting Education and Work Experience. *Issues in Accounting Education* 26, 267-286. [[CrossRef](#)]
59. Qijie Cai. 2011. Can principals' emotional intelligence matter to school turnarounds?. *International Journal of Leadership in Education* 14, 151-179. [[CrossRef](#)]
60. NATHAN S. HARTMAN, W. LEE GRUBB. 2011. DELIBERATE FAKING ON PERSONALITY AND EMOTIONAL INTELLIGENCE MEASURES 1. *Psychological Reports* 108, 120-138. [[CrossRef](#)]
61. Nicholas Clarke, Nomahaza MahadiChapter 9 Emotional Intelligence as a Moderator of the Quality of Leader-Member Exchange and Work-Related Outcomes 227-254. [[Abstract](#)] [[Full Text](#)] [[PDF](#)] [[PDF](#)]
62. Marc A. Brackett, Susan E. Rivers, Peter Salovey. 2011. Emotional Intelligence: Implications for Personal, Social, Academic, and Workplace Success. *Social and Personality Psychology Compass* 5:10.1111/spco.2010.5.issue-1, 88-103. [[CrossRef](#)]
63. Beverley A. Kirk, Nicola S. Schutte, Donald W. Hine. 2011. The Effect of an Expressive-Writing Intervention for Employees on Emotional Self-Efficacy, Emotional Intelligence, Affect, and Workplace Incivility. *Journal of Applied Social Psychology* 41:10.1111/jasp.2011.41.issue-1, 179-195. [[CrossRef](#)]
64. Aelita Skaržauskienė. 2010. Managing complexity: systems thinking as a catalyst of the organization performance. *Measuring Business Excellence* 14:4, 49-64. [[Abstract](#)] [[Full Text](#)] [[PDF](#)]
65. Tomas Palaima, Aelita Skaržauskienė. 2010. Systems thinking as a platform for leadership performance in a complex world. *Baltic Journal of Management* 5:3, 330-355. [[Abstract](#)] [[Full Text](#)] [[PDF](#)]
66. CARY CHERNISS. 2010. Emotional Intelligence: Toward Clarification of a Concept. *Industrial and Organizational Psychology* 3:10.1111/iops.2010.3.issue-2, 110-126. [[CrossRef](#)]

67. Stéphane Côté, Paulo N. Lopes, Peter Salovey, Christopher T.H. Miners. 2010. Emotional intelligence and leadership emergence in small groups. *The Leadership Quarterly* **21**, 496-508. [[CrossRef](#)]
68. Cary Cherniss, Laurence G. Grimm, Jim P. Liautaud. 2010. Process-designed training. *Journal of Management Development* **29**:5, 413-431. [[Abstract](#)] [[Full Text](#)] [[PDF](#)]
69. Panagiotis Piperopoulos. 2010. Tacit knowledge and emotional intelligence: the 'intangible' values of SMEs. *Strategic Change* **19**:10.1002/jsc.v19:3/4, 125-139. [[CrossRef](#)]
70. Nicholas Clarke. 2010. Emotional intelligence and learning in teams. *Journal of Workplace Learning* **22**:3, 125-145. [[Abstract](#)] [[Full Text](#)] [[PDF](#)]
71. Mina Beigi, Melika Shirmohammadi. 2010. Training employees of a public Iranian bank on emotional intelligence competencies. *Journal of European Industrial Training* **34**:3, 211-225. [[Abstract](#)] [[Full Text](#)] [[PDF](#)]
72. Nicholas Clarke. 2010. Emotional intelligence and its relationship to transformational leadership and key project manager competences. *Project Management Journal* **41**:10.1002/pm.v41:2, 5-20. [[CrossRef](#)]
73. Bianca Perez, Aaron Liberman. 2010. Sexuality in the Workplace. *The Health Care Manager* **29**, 98-116. [[CrossRef](#)]
74. Elizabeth J. Rozell, Wesley A. Scroggins. 2010. How much is too much?. *Team Performance Management: An International Journal* **16**:1/2, 33-49. [[Abstract](#)] [[Full Text](#)] [[PDF](#)]
75. Matthew J. Del Giudice. 2010. What Might This Be? Rediscovering the Rorschach as a Tool for Personnel Selection in Organizations. *Journal of Personality Assessment* **92**, 78-89. [[CrossRef](#)]
76. Róisín Corcoran, Roland Tormey. 2010. Teacher education, emotional competencies and development education. *Procedia - Social and Behavioral Sciences* **2**, 2448-2457. [[CrossRef](#)]
77. Noriah Mohd. Ishak, I. Piet Iskandar, Ridzaudidin Ramli. 2010. Emotional intelligence of Malaysian teachers: a comparative study on teachers in daily and residential schools. *Procedia - Social and Behavioral Sciences* **9**, 604-612. [[CrossRef](#)]
78. Ling Deng, Paul Gibson. 2009. Mapping and modeling the capacities that underlie effective cross-cultural leadership. *Cross Cultural Management: An International Journal* **16**:4, 347-366. [[Abstract](#)] [[Full Text](#)] [[PDF](#)]
79. Estelle Codier, Cindy Kamikawa, Barbara M. Kooker, Jan Shoultz. 2009. Emotional Intelligence, Performance, and Retention in Clinical Staff Nurses. *Nursing Administration Quarterly* **33**, 310-316. [[CrossRef](#)]
80. Ian Fletcher, Peter Leadbetter, Andrew Curran, Helen O'Sullivan. 2009. A pilot study assessing emotional intelligence training and communication skills with 3rd year medical students. *Patient Education and Counseling* **76**, 376-379. [[CrossRef](#)]
81. Julie Fowlie, Matthew Wood. 2009. The emotional impact of leaders' behaviours. *Journal of European Industrial Training* **33**:6, 559-572. [[Abstract](#)] [[Full Text](#)] [[PDF](#)]
82. Hallvard Føllesdal, Knut A. Hagtvet. 2009. Emotional intelligence: The MSCEIT from the perspective of generalizability theory. *Intelligence* **37**, 94-105. [[CrossRef](#)]
83. VICTORIA LUCAS, HEATHER K. SPENCE LASCHINGER, CAROL A. WONG. 2008. The impact of emotional intelligent leadership on staff nurse empowerment: the moderating effect of span of control. *Journal of Nursing Management* **16**:10.1111/jnm.2008.16.issue-8, 964-973. [[CrossRef](#)]
84. James Thomas Kunnanatt. 2008. Emotional intelligence: theory and description. *Career Development International* **13**:7, 614-629. [[Abstract](#)] [[Full Text](#)] [[PDF](#)]

85. Susan Cartwright, Constantin Pappas. 2008. Emotional intelligence, its measurement and implications for the workplace. *International Journal of Management Reviews* **10**, 149-171. [[CrossRef](#)]
86. Luke A. Downey, Jessica Mountstephen, Jenny Lloyd, Karen Hansen, Con Stough. 2008. Emotional intelligence and scholastic achievement in Australian adolescents. *Australian Journal of Psychology* **60**, 10-17. [[CrossRef](#)]
87. D. Jamali, Y. Sidani, D. Abu-Zaki. 2008. Emotional intelligence and management development implications. *Journal of Management Development* **27**:3, 348-360. [[Abstract](#)] [[Full Text](#)] [[PDF](#)]
88. Kenneth S. Law, Chi-Sum Wong, Guo-Hua Huang, Xiaoxuan Li. 2008. The effects of emotional intelligence on job performance and life satisfaction for the research and development scientists in China. *Asia Pacific Journal of Management* **25**, 51-69. [[CrossRef](#)]
89. Roni Reiter-Palmon, Richard L. Wiener, Gregory Ashley, Ryan J. Winter, Ronda M. Smith, Erin M. Richter, Amy Voss-Humke Chapter 13 The effects of empathy on judgments of sexual harassment complaints 285-310. [[Abstract](#)] [[Full Text](#)] [[PDF](#)] [[PDF](#)]
90. John D. Mayer, Richard D. Roberts, Sigal G. Barsade. 2008. Human Abilities: Emotional Intelligence. *Annual Review of Psychology* **59**, 507-536. [[CrossRef](#)]
91. Ronald E. Riggio, Joanne Lee. 2007. Emotional and interpersonal competencies and leader development. *Human Resource Management Review* **17**, 418-426. [[CrossRef](#)]
92. Nicky Dries, Roland Pepermans. 2007. Using emotional intelligence to identify high potential: a metacompetency perspective. *Leadership & Organization Development Journal* **28**:8, 749-770. [[Abstract](#)] [[Full Text](#)] [[PDF](#)]
93. José J. Villanueva, José C. Sánchez. 2007. Trait Emotional Intelligence and Leadership Self-Efficacy: Their Relationship with Collective Efficacy. *The Spanish journal of psychology* **10**, 349-357. [[CrossRef](#)]
94. Samuel T. Hunter, Katrina E. Bedell-Avers, Michael D. Mumford. 2007. The typical leadership study: Assumptions, implications, and potential remedies. *The Leadership Quarterly* **18**, 435-446. [[CrossRef](#)]
95. Arménio Rego, Filipa Sousa, Miguel Pina e Cunha, Anabela Correia, Irina Saur-Amaral. 2007. Leader Self-Reported Emotional Intelligence and Perceived Employee Creativity: An Exploratory Study. *Creativity and Innovation Management* **16**:10.1111/caim.2007.16.issue-3, 250-264. [[CrossRef](#)]
96. Zoe S. Dimitriades. 2007. Managing emotionally intelligent service workers. *Journal of European Industrial Training* **31**:3, 223-240. [[Abstract](#)] [[Full Text](#)] [[PDF](#)]
97. Abubakr M. Suliman, Fuad N. Al-Shaikh. 2007. Emotional intelligence at work: links to conflict and innovation. *Employee Relations* **29**:2, 208-220. [[Abstract](#)] [[Full Text](#)] [[PDF](#)]
98. Cary Cherniss, Melissa Extein, Daniel Goleman, Roger P. Weissberg. 2006. Emotional Intelligence: What Does the Research Really Indicate?. *Educational Psychologist* **41**, 239-245. [[CrossRef](#)]
99. Lynn Waterhouse. 2006. Inadequate Evidence for Multiple Intelligences, Mozart Effect, and Emotional Intelligence Theories. *Educational Psychologist* **41**, 247-255. [[CrossRef](#)]
100. Wendelin Küpers, Jürgen Weibler. 2006. How emotional is transformational leadership really?. *Leadership & Organization Development Journal* **27**:5, 368-383. [[Abstract](#)] [[Full Text](#)] [[PDF](#)]
101. Robert Kerr, John Garvin, Norma Heaton, Emily Boyle. 2006. Emotional intelligence and leadership effectiveness. *Leadership & Organization Development Journal* **27**:4, 265-279. [[Abstract](#)] [[Full Text](#)] [[PDF](#)]