Emotional Intelligence and Leadership: A literature review

Mina Dadehbeigi¹ (Corresponding author)
Management and Accounting Faculty, Allameh Tabatabaee University, Tehran, Iran
Email: mina.beigi@gmail.com

Melika Shirmohammadi,
Management Faculty, University of Tehran, Tehran, Iran

Shiva Ershadi
ECO College of Insurance, Allameh Tabatabaee University, Tehran, Iran

Keywords: Emotional intelligence, leadership style, effective leadership, performance.

Abstract
The concept of emotional intelligence (EI) has emerged as an influential research stream in leadership field. EI is considered to be a prerequisite for many key leadership issues including leadership emergence, leadership effectiveness, effective leader outcomes, and transformational leadership. In this article studies -both theoretical and empirical- exploring the relationship between EI and leadership are reviewed and classified. The main question that we seek to address is: in what ways does EI effect leadership. Three major themes are identified in the existing literature which addresses this question. Implications and suggestions for further research are also provided.

¹Tel.: 0098 912 133 2685; Fax: 0098 21 2230 7512
Introduction

The advancements of information technology and the emergence of modern organizations has not decreased the role of leadership in work settings but also has made this role more critical. It could be claimed that the emergence of EI concept has freshened leadership trait approach which goes back to 1930s (Robbins 2001), but this time with a considerable difference; opposite to many of the traits included in different trait theory (especially IQ), EI has the potential to be developed.

Emotional intelligence refers to "the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships" (Goleman 1998a, 317). There exist three main models of emotional intelligence. The first model introduced by Mayer and Salovey (1997) was a cognitive ability model which considered EI as a form of pure intelligence. In the second model Goleman (1998a) argued that EI is a critical factor for workplace success. His model considers EI as a set of competencies that can be learned and developed. Bar-On’s (1997) mixed model regards EI as a mixed intelligence consisting of both ability and personality aspects.

Goleman (1995) popularized the concept of EI by publication of his bestseller book "Emotional Intelligence". Researchers started paying attention to this new concept. Over the years various measurement tools were designed and many models of EI were developed. Many organizations from public to private in various industries applied EI training programs to foster organizational outcomes.

Different research efforts were devoted to studying the relationship between EI and different organizational issues. Several scholars have tried to explore the organizational benefits of having emotionally intelligent managers and employees; EI is shown to leverage human resource practices (O’Leary et al. 2002; Rynes, Colbert, and Brown 2002; Teng Fatt 2002; Voola, Carlson, and West 2004) and especially human resource development (Brooks and Nafukho 2006). Another strand of research confirms the idea that improving emotional intelligence enhances individual performance (Abraham 2004; Kunnanatt 2004; Lopes, Salovey, and Straus 2003; Sy and Côté 2004; Sy, Tram, and O’Hara 2006; Tischler, Biberman, and McKeage 2002), group performance and also team performance (Jordan et al. 2002; Kelly and Barsade 2001; Welch 2003).

Since Goleman (1998b) argued that emotional intelligence is critical for successful leadership, many researchers have focused on the relationship between EI and leadership. The early studies exploring this relationship were mainly theoretical. George (2000) explains that moods and emotions play a central role in the leadership process, and EI contributes to effective leadership in organizations; Prati et al. (2003a) discuss that EI presents a critically important competency for effective leadership and team performance in organizations today; Dulewicz and Higgs (2003) agree with Goleman’s hypothesis that the higher one advances, the more important EI becomes.

At the same time some researchers developed empirical research designs to test these theoretical notions. Barling, Slater, and Kelloway (2000) were among the first to conduct an empirical study, examining the relationship between EI and transformational leadership. Consistently Palmer et al. (2001) studying the relationship between EI and effective leadership found that EI is significantly related to transformational leadership. Higgs and Aitken (2003) provide evidence that general EI is associated with leadership, and it may be a
predictor of leadership potential. Rosete and Ciarrochi (2005) claimed that EI specifically the capacity to perceive emotions is able to predict effective leadership. Feyerherm and Rice (2002) mentioned that understanding and managing emotions is positively related to team performance.

Reviewing the available literature we identified three major themes including EI and leadership style, EI and leadership effectiveness, and EI of leaders and followers’ performance.

**EI and Leadership Style**

Leadership is critical for suffering and prospering in the dynamic world of competitiveness. The twenty-first-century organization requires competent leaders to climb up the ladder of success. There are as many definitions available for leadership as there are researchers who study leadership. Typically according to Robbins (2001) leadership is “the ability to influence a group toward the achievement of goals”.

The available literature provides various theories for studying leadership. Trait theorists have tried to identify personality, social, physical or intellectual traits of leaders. Behavioral theorists have focused on specific behaviors of leaders. Contingent theorists bring into account the role of situation in effective leadership. There exists another recent stream of research which seeks to distinguish between transactional and transformational leadership (Robbins 2001). In recent years much attention is given to transformational leadership theory. Within the large literature on leadership transformational leadership has probably attracted more empirical scrutiny than any other current theory, focusing either on its nature or effects (Baling, Slater, and Kelloway 2000). The concept of transformational leadership, first named by Burns in 1978 and championed by Bass has widely enjoyed theoretical and practical acceptance (McColl-Kennedy and Anderson 2002). Transformational leadership comprises idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Bass defined the transformational leader as one who arouses awareness and interest in the group or organization, increases the confidence of individuals or groups, and attempts to move the concerns of subordinates to achievement and growth rather than existence. Transactional leader is described by Bass as one who prefers a leader-member exchange relationship, whereby the leader fulfills the needs of the followers in exchange for their performance meeting basic expectations. There is a third component to Bass’s model of transformational/transactional leadership known as nontransactional or laissez-faire leadership (Gardner and Stough 2002). Transformational leadership is proved to be more effective than transactional style in organizations.

“Because of positive organizational outcomes associated with transformational leadership, researchers are exploring factors that predict transformational leadership behaviors. Such factors will contribute to the theoretical elaboration of transformational leadership theory and have potential for improving leader training and selection. One of the variables showing much promise is emotional intelligence” (Sivanathan and Fekken 2002).

Gardner and Stough (2002) argue that the limited theoretical and empirical studies of leadership and EI have utilized one of the models of emotional intelligence (namely Mayer and Salovey’s ability model, Bar-On’s non-cognitive model, Goleman’s competency-based model) and have generally measured leadership based on the transformational/transactional model of Bass and Avolio (1995).
Ashkanasy and Tse (2000) were among early researchers who argued about emotional factors underpinning transformational leadership. Their empirical findings show that there are relationships between EI and transformational leadership. Barling, Slater, and Kelloway (2000) were the first to empirically examine the relationship between EI and transformational leadership using self-report data. They selected a small sample of 49 managers to explore whether individuals high in emotional intelligence would be more likely to exhibit transformational behaviors. Their research findings showed that EI is associated with three aspects of transformational leadership (namely idealized influence, inspirational motivation, and individualized consideration), and contingent reward. In contrast, active and passive management by expectation, and laissez-faire management were not associated with EI. In a similar study Gardner and Stough (2002) sampled 250 of top managers. Based on self-report data they admitted the existence of a strong relationship between transformational leadership and overall emotional intelligence. A negative relationship was also found between laissez-faire leadership style and emotional intelligence.

Palmer et al. (2001) identified effective leaders as those having transformational leadership style. According to the research findings EI was correlated with two aspects of transformational leadership (inspirational motivation and individualized consideration).

Sivanathan and Fekken (2002) followed the same stream of research but with a difference in their method. Similar to previous works of Barling, Slater, and Kelloway (2000), Palmer et al. (2001), and Gardner and Stough (2002) they evaluated the EI level of 58 managers using a self-report questionnaire. Unlike previous studies they were the first to use subordinate ratings for determining the leadership style. They asked 232 employees to evaluate their supervisors according to Bass and Avolio’s transformational/transactional leadership model.

Later studies have provided empirical evidence of the existence of such link between EI and transformational leadership (e.g. Barbuto and Burbach 2006; Downey, Papaigeorgiou, and Stough 2006; Duckett and McFarlane 2003; Gardner and Stough 2002; Hoffman and Frost 2006; Leban and Zulauf 2004; Mandell and Phewani 2003; Sivanathan and Fekken 2002). A concise summary of the findings and contributions of these works is showed in Table 1.

Unlike most of the studies which proved the link between EI and transformational leadership the result of Weinberger’s (2002) study, using Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) and Bass and Avolio’s Multifactor Leadership Questionnaire within a sample of 138 managers showed no significant relationship between EI and transformational leadership. Similarly, Brown, Bryant, and Reilly’s (2006) research showed no significant relationship between EI and transformational leadership. Using a sample of 2’411 manufacturing workers, engineers, and professional staff the researchers investigated the impact of EI as measured by Bar-On’s Emotional Quotient Inventory on organizational outcomes; the well documented ability of transformational leadership to predict those outcomes, and the relationship between EI and transformational leadership.

**EI and Leadership effectiveness**

The concern to predict leadership behavior accounts for the main task of leaders. Leaders are expected to achieve organizational outcomes such as effectiveness, performance, and satisfaction.
Effectiveness being critical from organization perspective has received much attention from researchers. Theoretical background supports this notion that emotionally intelligent leaders promote organizational effectiveness at all levels of the organization. Goleman, Boyatzis, and McKee (2002) in their influential book “The new leaders: Transforming the art of leadership into the science of results” proposed that EI is essential for leadership effectiveness.

In a theoretical review George (2000) proposes that since leadership is an emotion-laden process -both from leader and follower perspective- it is relevant to emotional intelligence domain. He explains that EI has the potential to contribute to leadership effectiveness in various ways. In George’s opinion EI contributes to effective leadership by focusing on five essential elements of leader effectiveness: development of collective goals and objectives; instilling in others an appreciation of the importance of work activities; generating and maintaining enthusiasm, confidence, optimism, cooperation, and trust; encouraging flexibility in decision making and change; and establishing and maintaining a meaningful identity for an organization.

Prati et al. (2003a) discuss that since EI is the ability to read and understand others in social contexts, to detect the nuances of emotional reactions and to utilize such knowledge to influence others through emotional regulation and control; it represents a critically important competency for effective leadership and team performance. Antonakis (2003) in a critical article questions the importance of EI for effective leadership. He argues EI is not needed for leadership effectiveness. Prati et al. (2003b) answer his reservations in another article.

As mentioned above “The recent evidence makes a strong case for concluding that EI is an essential element in leadership effectiveness. As such, it should probably be added to the list of traits associated with leadership” (Robbins 2001, 333). However Brown, Bryant, and Reilly (2006) note that the idea of strong EI being associated with leadership performance has attracted considerable, albeit empirically unsupported, attention.

In recent years researchers have conducted empirical studies to explore these theoretical propositions. Afzalur Rahim and Psenicka (2005) collected questionnaire data on EI from 1’184 employed MBA students, and data on effectiveness of leader role from their colleagues. Out of four countries, data from three countries revealed that empathy was a mediator of the relationship between social skills (an EI component) and effectiveness of leader role.

In another empirical study Rosete and Ciarrochi (2005) established a link between EI and workplace measures of leadership effectiveness, using an objective measure of performance and a 360° assessment tool. Research result showed that executives higher on EI are more likely to achieve organizational outcomes and be considered as effective leaders by their subordinates and direct manager.

Kerr et al. (2006) investigated the relationship between leaders’ level of EI and leadership effectiveness from subordinates perspective. 38 supervisors of a large manufacturing organization completed a self-report EI test. 1’258 subordinates rated their supervisors on an attitude survey detailing questions relating to supervisor performance. Unlike previous studies Kerr et al. had not used a student sample; they utilized subordinate ratings to determine supervisory leadership effectiveness. Table1 summarizes the result of major works in this research stream.
EI of leaders and followers’ performance

As mentioned in the previous section theoretical and empirical evidence reveal that emotional intelligence of leaders is related to effectiveness. There is also evidence that the supportive behavior of leaders has a positive effect on performance of followers. Prati et al. (2003a) argued that EI presents a critically important competency for team performance in organizations today. Wong and Law (2002) showed that the EI of leaders is positively related to the job satisfaction and extra-role behavior of followers. However, no relationship between the EI of leaders and the job performance of their followers has been found in their research.

Originally it is believed that the relationship between a leader and a follower is an emotional one. George (2000) claims that since the link between leader and follower is emotional-laden, emotional intelligence of leaders plays an important role in enhancing job performance and effectiveness at all levels of organization.

Center for Creative Leadership (2003) reports that higher levels of EI is associated with better performance in following areas: participative management, putting people at ease, self awareness, balance between personal life and work, straightforwardness and composure, building and mending relations, doing whatever it takes, decisiveness, confronting problem employees, change management, etc. Sosik and Megerian (1999) found correlations between emotional intelligence aspects, leader behavior, and performance varied as a function of self-awareness of managers.

Reviewing the literature shows that despite the long history of studies on emotions and leadership, little empirical evidence supports the relationship between leaders’ EI and actual followers’ performance. This strand of research calls for more investigations.

Only recently in an empirical research Johnson (2008) reported that emotional contagion is one way by which leader affect effects follower affect. Leader’s positive and negative affect at work related to follower’s positive affect at work via emotional contagion. Follower’s positive and negative affect at work related to perceptions of charismatic leadership and organizational citizenship behavior.

It is said that a key leadership function is to manage the emotions of group members. Feelings related to frustration and optimism are two of the most important emotions for leaders to manage (Humphrey 2002).

Koman and Wolff (2008) examined the relationship between team leader’s EI, team’s level of EI and team performance. In consistence with previous research, the research result showed that team leader’s EI fosters team’s level of EI. Furthermore, group EI promotes performance, and positively influences group effectiveness through development of Emotional Competence Group Norms (ECGNs).

Research Method

This literature review tends to review particularly the relevant studies which had focused on the relationship between emotional intelligence and leadership. We searched electronic databases including "Emerald", “Business Source Premier” and “Science Direct” and viewed relevant websites such as eiconsortium.org. We accessed about 80 related articles. At first we went through the abstracts of the major articles and sorted them based on their subjects of study. 41 of these articles met our criterion for selection. We were especially
Discussion

This literature review supports the recognition of disciplines emotional intelligence, leadership, and specifically the relationship between EI and leadership. Reviewing the literature, we tried to track the existing gaps that need further research.

Theoretical discussions emphasized on the predictive value of emotional intelligence for leadership behavior and application of transformational leadership style (Higgs and Aitken 2003). Consistently empirical studies tempted to assume that EI leads to applying higher levels of transformational leadership, but the possibility that transformational leadership might increase the level of emotional intelligence cannot be excluded (Barling, Slater, and Kelloway 2000). In other words the literature -both theoretical and empirical-supports a causal link between EI and leadership (emotionally intelligent leader is more likely to use a transformational rather than transactional or laissez-faire style). However, in an empirical study Downey, Papageorgiou, and Stough (2006) showed that female managers displaying transformational leadership behaviors were more likely to display higher levels of EI than female managers displaying less transformational leadership behaviors. Similar further research exploring the EI level of leaders is needed.

Published studies have tended to examine leadership based on Bass and Avolio’s (1995) transformational/transactional leadership model. Yet new research is needed to be designed using other leadership models. Among reviewed articles we noted that most empirical works specially exploring the link between EI and transformational leadership have utilized Multifactor Leadership Questionnaire. Furthermore early studies which indicated the existence of such relationship were conducted among small samples. To better understand the link between EI and leadership, qualitative research methods would be valuable. Examining objective aspects of leadership behavior and performance will add a great contribution to the available literature.

The use of self-report measurement tools suggests another limitation in previous studies. The need for 360° measurement tools is essential for further researchers. In some studies leader’s level of EI was evaluated using a self-report questionnaire, and subordinates were asked to determine their supervisor’s leadership style according to their perceptions. In other words the literature reflects the relationship between self-reported EI and perceived leadership. Little effort has been devoted to studying actual leadership performance.

The effects of cultural differences on research findings cannot be left out. Cross-cultural and comparative studies must be further developed to explore such effects. Organizational climate and working conditions are other interfering elements that cannot be disregarded. Perhaps in a different nation or organization, using other models to assess both EI and leadership, would reveal different results.

As George (2000) proposes, emotionally intelligent leader increases organizational effectiveness. The reviewed literature indicates that EI is related to transformational leadership, effective leadership, leadership performance outcomes and better performance of followers. On the other hand, emotional intelligence literature reports strong evidence that EI has the potential to be developed (e.g. Groves, Mcenrue, and Shen 2008). Human resource
functions can benefit from this result. EI could be regarded as criterion for selection. Organizations can take great advantage of including EI skills in their leadership training and development programs. As Goleman (2001, 43-44) notes:

“Organizations need to hire for emotional intelligence along with whatever other technical skills or business expertise they are seeking. When it comes to promotions and succession planning, EI should be a major criterion, particularly to the extent that a position requires leadership. When those with high potential are being selected and groomed, EI should be central. And in training and development, EI should again be a major focus”

It is necessary to remind that the classification we have asserted in this review is not exact. The three streams of research we identified actually overlap: researchers focusing on the relationship between EI and transformational leadership have been simultaneously concerned with effectiveness. Those studying leadership effectiveness have also discussed about performance outcomes of emotionally intelligent leadership.
<table>
<thead>
<tr>
<th>Research streams</th>
<th>Year</th>
<th>Researcher</th>
<th>Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>EI and leadership style</td>
<td>1990</td>
<td>Bass</td>
<td>Transformational leaders must possess multiple intelligences. Other than cognitive intelligence, Social and emotional intelligences are important because they help the leader to inspire and build relationships.</td>
</tr>
<tr>
<td></td>
<td>1999</td>
<td>Sosik &amp; Megerian</td>
<td>Leader’s self-awareness moderates the relationship between aspects of EI and transformational leadership behavior.</td>
</tr>
<tr>
<td></td>
<td>2000</td>
<td>Ashkanasy &amp; Tse</td>
<td>Emotional factors underpin transformational leadership. Empirical findings show that there are relationships between EI and transformational leadership.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Barling et al.</td>
<td>EI is associated with three aspects of transformational leadership (idealized influence, inspirational motivation, and individualized consideration).</td>
</tr>
<tr>
<td></td>
<td>2001</td>
<td>Palmer et al.</td>
<td>Effective leaders were identified as those who displayed a transformational leadership rather than transactional leadership style. EI is related to transformational leadership style.</td>
</tr>
<tr>
<td></td>
<td>2002</td>
<td>Gardner &amp; Stough</td>
<td>There is a strong relationship between transformational leadership and overall EI. There is a negative relationship between laissez-faire leadership and EI.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sivanathan &amp; Fekken</td>
<td>Leaders who have higher levels of EI are perceived by their followers as higher in transformational leadership and more effective.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wienberger</td>
<td>No significant correlations were found between EI and transformational leadership.</td>
</tr>
<tr>
<td></td>
<td>2003</td>
<td>Mandell &amp; Pherwani</td>
<td>Transformational leadership style of managers could be predicted from their EI scores. Gender does not interfere in EI predicting transformational leadership style.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dulewics &amp; Higgs</td>
<td>Existence of a relationship between EI and leadership ability is likely. A possible relationship between EI and transformational leadership is proposed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Duckett &amp; McFarlane</td>
<td>There are strong relationships between retail managers’ level of EI and transformational leadership.</td>
</tr>
<tr>
<td></td>
<td>2004</td>
<td>Mussig</td>
<td>For leaders to exercise value-driven leadership, they need to work on EQ, SQ, and behavioral competencies.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Leban &amp; Zulauf</td>
<td>EI ability contributes to transformational project manager leader behavior and actual project performance.</td>
</tr>
<tr>
<td>2006</td>
<td>Brown et al.</td>
<td>There is no significant relationship between EI and transformational leadership</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>--------------</td>
<td>--------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Downey et al.</td>
<td>Female managers displaying transformational leadership behaviors were more likely to display higher levels of EI and intuition than female managers displaying less transformational leadership behaviors.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hoffman &amp; Frost</td>
<td>EI is positively related to subordinate ratings of their individualized consideration (a Transformational Leadership component).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Barbuto &amp; Burbach</td>
<td>EI of leaders shared significant variance with self-perceptions and rater-perceptions of transformational leadership. The present results also somewhat support the predictive value of EI in antecedent leadership field research.</td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>Researcher</td>
<td>Contribution</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td>1998</td>
<td>Goleman</td>
<td>Effective leaders have a common trait; they all have high level of EI. EI is the sine qua non of leadership.</td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td>George</td>
<td>EI contributes to effective leadership by development of collective goals and objectives; instilling in others an appreciation of the importance of work activities; generating and maintaining enthusiasm, confidence, optimism, cooperation, and trust; encouraging flexibility in decision making and change; and establishing and maintaining a meaningful identity for an organization.</td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td>Palmer et al.</td>
<td>EI may be an important component of effective leadership.</td>
<td></td>
</tr>
<tr>
<td>2002</td>
<td>Goleman et al.</td>
<td>EI is essential for leadership effectiveness.</td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td>Prati et al.</td>
<td>EI presents a critically important competency for effective and team outcomes leadership.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Antonakis</td>
<td>A commentary on Prati et al. article, questioning whether EI is needed for leadership effectiveness. This discussion concludes with a cautionary note about premature excitement over the use of EI in the workplace.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Higgs &amp; Aitken</td>
<td>EI may be a predictor of leadership potential</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prati et al.</td>
<td>Prati et al. attempt to answer Antonakis’s reservations.</td>
<td></td>
</tr>
<tr>
<td>2004</td>
<td>Antonakis</td>
<td>Underline contradictions and inconsistencies which may cast doubt on the necessity of EI for understanding and predicting leadership effectiveness.</td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td>Rosete &amp; Ciarrochi</td>
<td>Executives higher on EI are more likely to achieve organizational outcomes &amp; be considered as effective leaders by their subordinates and direct manager. EL, specifically the capacity to perceive emotions, was able to predict effective leadership.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Afzalur Rahim &amp; Psenicka</td>
<td>Empathy (EI component) is a mediator of the relationship between social skills and effectiveness of leader role.</td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>Kerr et al.</td>
<td>Half of the MSCEIT scores may act as a strong predictor of leadership effectiveness, particularly the branches within the experienced EI domain.</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>Hopkins et al.</td>
<td>EI is a critical factor for effective school boards. A set of six core competencies are universal across the six board practice domains.</td>
<td></td>
</tr>
</tbody>
</table>

**EI of leaders and follower**

<table>
<thead>
<tr>
<th>Year</th>
<th>Researcher</th>
<th>Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>Sosik &amp; Megerian</td>
<td>Correlations between emotional intelligence aspects, leader behavior, and performance varied as a function of self-awareness of managers.</td>
</tr>
<tr>
<td>Performance</td>
<td>Author(s)</td>
<td>Notes</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Empathy is an important trait that predicts well to leadership emergence Management of group members' emotions is an important part of the leadership process. Emotional displays have large effects on our perceptions of leaders</td>
<td>Humphrey</td>
<td></td>
</tr>
<tr>
<td>Understanding and managing emotions is positively related to team performance.</td>
<td>Feyerherm &amp; Rice</td>
<td></td>
</tr>
<tr>
<td>Emotions common in the workplace, frustration and optimism, may be viewed as a consequence of transformational leadership style and as antecedents of subordinate performance.</td>
<td>McColl-Kennedy &amp; Anderson</td>
<td></td>
</tr>
<tr>
<td>EI of followers affects job performance and job satisfaction, while the EI of leaders affects their satisfaction and extra-role behavior. For followers, the proposed interaction effects between EI and emotional labor on job performance, organizational commitment, and turnover intention are also supported.</td>
<td>Wong &amp; Law</td>
<td></td>
</tr>
<tr>
<td>EI presents a critically important competency for team performance in organizations today.</td>
<td>Prati et al.</td>
<td>Higher levels of EI is associated with better performance in following areas: participative management, putting people at ease, self awareness, balance between personal life and work, straightforwardness &amp; composure, building &amp; mending relations, doing whatever it takes, decisiveness, confronting problem employees, change management, etc.</td>
</tr>
<tr>
<td>Leader emotional expressivity was strongly related to visionary leadership. Leader emotional expressivity moderated the relationship between visionary leadership and organizational change magnitude. Visionary leaders with high emotion expressivity facilitated greatest changes in their organizations.</td>
<td>Groves</td>
<td></td>
</tr>
<tr>
<td>Leader positive and negative affect at work related to follower positive affect at work via emotional contagion. Follower positive and negative affect at work related to perceptions of charismatic leadership and organizational citizenship behavior. Follower perceptions of charismatic leadership related to organizational citizenship behavior.</td>
<td>Johnson</td>
<td></td>
</tr>
<tr>
<td>Team leaders EI fosters team level of EI. Group EI promotes performance, and positively influences group effectiveness through development of Emotional Competence Group Norms (ECGNs).</td>
<td>Koman &amp; Wolff</td>
<td></td>
</tr>
</tbody>
</table>
References


