AMERICAN UNIVERSITY OF BEIRUT

EMOTIONAL INTELLIGENCE AND AUTHENTIC LEADERSHIP

by
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A project
submitted in partial fulfillment of the requirements
for the degree of Master of Business Administration
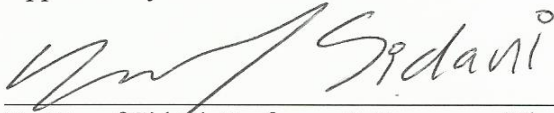to the Olayan School of Business
at the American University of Beirut

Beirut, Lebanon
February 2015

AMERICAN UNIVERSITY OF BEIRUT

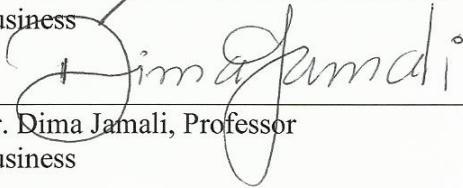# EMOTIONAL INTELLIGENCE AND AUTHENTIC LEADERSHIP

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ACKNOWLEDGMENTS

AN ABSTRACT OF THE PROJECT OF

Taghrid Mahmoud Yaghi   for   Master of Business Administration
                                  Major: Business Administration

Title: Emotional Intelligence and Authentic Leadership

Emotional intelligence has been identified as a crucial element for leadership. The relationship between these two concepts have been widely investigated in the literature. Among the types of leadership explored is authentic leadership. This paper examines this relationship between emotional intelligence and authentic leadership in the Lebanese workplace through a questionnaire administered to 120 Lebanese managers. The findings suggest that the self-awareness component of authentic leadership is explained by the self-emotional appraisal component and the use of emotions component of emotional intelligence. While the balanced processing component of authentic leadership is explained by other's emotional appraisal component of emotional intelligence.

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CHAPTER I

INTRODUCTION

A. Background

Emotional Intelligence has been identified as "abilities such as being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one's moods and keep distress from swamping the ability to think; to empathize and to hope" (Goleman, 1995, p. 34). Since the time this concept was popularized, research was conducted to identify whether there exists a relationship between emotional intelligence and different leadership styles.

Among the types of leadership being investigated is authentic leadership. Bill George (2003) defines authentic leaders as those who "genuinely desire to serve others through their leadership. They are more interested in empowering the people they lead to make a difference than they are in power, money, or prestige for themselves. They are as guided by qualities of the heart, by passion and compassion, as they are by qualities of the mind […] they lead with purpose, meaning, and values." He presents five dimensions of an authentic leader: Purpose, Values, Relationship, Self-Discipline, and Heart (George, 2003, p. 18). But are these two concepts related and is emotional intelligence needed to create authentic leaders?

Goleman claims that "the most effective leaders are alike in one crucial way; they all have a high degree of what has come to be known as emotional intelligence" (Goleman, 1998). Emotional intelligence has been increasingly becoming a measure for effective leadership and studies were conducted to rate the leadership effectiveness and

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how it relates to managerial emotional intelligence (Kerr, Garvin, Heaton, & Boyle, 2006; Lam & O'Higgins, 2012).

B. Research Objectives

This research aims at examining the role of Emotional Intelligence in the workplace, particularly at the leadership level. It also examines the relationship between Emotional Intelligence and Authentic Leadership. In this setting, the research tries to:

- Provide an overview of the literature on emotional intelligence, authentic leadership, and the relationship between the two concepts
- Identify authentic leadership prevalence among a sample of Lebanese managers
- Identify emotional intelligence levels among a sample of Lebanese managers
- Identify the relationship, if any, between emotional intelligence and authentic leadership
- Identify the relationship, if any, between emotional intelligence and leaders' willingness to exert extra effort.

C. Research Significance

There has been many research in the literature on the topic of emotional intelligence and authentic leadership, however no official studies have been conducted on the subject in Lebanon. This research aims to supply information on this relationship, if any, in the Lebanese workplace, as well as explore the level of emotional intelligence and the level of authentic leadership among Lebanese managers.

D. Research Organization

   The paper is organized into seven chapters. Chapter II reviews the literature on Emotional Intelligence. Chapter III reviews the literature on Authentic Leadership. Chapter IV reviews the literature on the relationship between emotional intelligence and leadership. Chapter V describes the research methodology, the sampling procedures, the results of the analysis, and summarizes the conclusion of the study.

CHAPTER II

EMOTIONAL INTELLIGENCE

A. Emotional Intelligence: Term and Definition

Non-intellective abilities have been discussed for many years in the early works of many authors. In 1943, David Wechsler argued that non-intellective factors played an important role in determining our intelligent behavior (Wechsler, 1943, p. 103). Prior to that, in 1920, Robert Thorndicke wrote about "Social Intelligence" which he defined as "the ability to understand and manage men and women, boys and girls – to act wisely in human relations." (Thorndicke, 1920).

Emotions have always played a role in our every day's life and every author that has ever written about Emotional Intelligence has provided his own definition of the concept. Glossop and Mitchell defined it as "the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth." (Glossop & Mitchell, 2005). Mayer & Salovey defined it as "the ability to perceive emotions, to access and generate emotions to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions to promote emotional and intellectual growth" (Mayer & Salovey, 1997). Emotional Intelligence gained its wide popularity with Daniel Goleman that defined it as "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, 1995).

B. Emotional Intelligence throughout the Years

The term "Emotional Intelligence" was first mentioned in Beldoch's 1964 article "Sensitivity to expression of emotional meaning in three modes of communication". The term later appeared in a German article entitled "Emotionale intelligenz und emanzipation" (Emotional Intelligence and Emancipation) by B. Leuner in 1966. Leuner described a group of adult women unable to adjust to their social rules, a rejection he attributed to their low emotional intelligence.

1. Howard Gardner and the Theory of Multiple Intelligences

The prevailing definition of intelligence in earlier research was restricted to mathematical and linguistic capabilities. The Intelligence Quotient, known as IQ, was used to measure one's intelligence through a series of standardized tests. Then came Howard Gardner, a researcher and professor at Harvard University, who challenged this definition of intelligence and introduced the "Theory of Multiple Intelligences" in his book Frames of Mind. Gardner felt that there was "a need for a better classification of human intellectual competences". He defined intelligence as "the ability to solve problems, or to create products, that are valued within one or more cultural settings". He claimed that there are seven intelligences through which people attain and apply knowledge (Gardner, 1983).

These seven intelligences are:

- Logical-Mathematical Intelligence: consists of logical thinking, scientific analysis, and pattern recognition.

- Linguistic Intelligence: consists of skillful use of language as a form of expression whether in written or spoken form.

- Spatial Intelligence: consists of solving problems by creating and manipulating mental images.

- Musical Intelligence: consists of reading, composing, and performing musical tones and patterns.

- Bodily-Kinesthetic Intelligence: consists of using mental capabilities to control bodily movements.

- Interpersonal Intelligence: consists of understanding other people's emotions and intentions.

- Intrapersonal Intelligence: consists of understanding one's own emotions and intentions.

(Gardner, 1983)

The term "Emotional Intelligence" then appeared in 1985 in Wayne Payne's doctoral dissertation "A Study of Emotion: Developing Emotional Intelligence". Payne argued that emotional intelligence is about how one can relate to feelings of fear, pain and desire. He also mentioned that emotional intelligence can be developed in self and, through means of education, in others (Payne, 1985).

In his 1987's article "The Emotional Quotient", Keith Beasley argued that while IQ is "one's ability to think", EQ will be "one's ability to feel". It can also be referred to as sensitivity which is the essential factor to rely on when judging another person. Beasley claims that people with high EQ are sensitive to other people's emotions, easily moved, and have no trouble openly expressing their feelings to others.

People with low EQ tend to see those with high EQ as soppy and believe that the signs of affection they display make them appear as foolishly sentimental. To measure EQ, two aspects of it need to be taken into consideration. The first is "sensitivity" which Beasley defines as "the type and level of stimuli that moves a person". The second aspect is "expressability" which is "the degree to which emotions are expressed" (Beasley, 1987).

Following Beasley, Reuven Bar-On investigated the psychological well-being in his 1988 doctoral thesis. He concluded that there are several components that play a role in one's psychological well-being, the most clearly defined ones being (Bar-On, 1988):

- Self-Regard: the ability to appreciate oneself and have self-respect and self-confidence

- Independence: the level of self-control and self-reliance in the decision-making process one can exert

- Problem-Solving: the ability to recognize when a problem occurs, formulate possible solutions, choose and implement the most relevant one, and evaluate its efficacy

- Assertiveness: the ability to express thoughts and beliefs confidently without being aggressive towards others

- Stress Tolerance: the ability to handle stressful situations by choosing the appropriate course of action and knowing when to ask for assistance

- Self-Actualization: the ability to continuously grow and develops one's abilities and capacities

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- Happiness: The ability to enjoy life

Although the term "emotional intelligence" was never mentioned, these components were later proved to be highly present among people with high emotional intelligence.

In 1989, Greenspan introduced an EI Model. He argued that developing emotional intelligence required three levels of learning: a physical learning level which shapes the process of learning, learning by understanding results and consequences, and "representational-structural learning" (Greenspan, 1989).

2. Salovey & Mayer and the Ability Model

A huge part of literature on emotional intelligence is attributed to the works of John Mayer from the University of New Hampshire and Peter Salovey from Yale University.

Traditions have always described emotions as disruptive interruptions of the mental activity that need to be controlled. However, others have viewed emotions as forces that allows us to focus and direct our activities. According to Salovey & Mayer, emotions rise as a result of an internal or external event with an attractive or aversive meaning. As for intelligence it was defined as "the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment" (Wechsler, 1958).

One type of intelligence that has been widely discussed was social intelligence or "the ability to understand and manage emotions" (Thorndike & Stein, 1937, p. 275). Salovey & Mayer defined emotional intelligence as "the subset of social intelligence

that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (Salovey & Mayer, 1990).

Gardner also discussed social intelligence and mentioned both inter- and intra-personal intelligences as the ability to understand the self and others. Intrapersonal intelligence was defined as not the only the ability to understand one's feelings but also the ability to employ emotions as a guide to one's actions and demeanor. Interpersonal intelligence, on the other hand, was defined as the ability to observe and understand other people's emotions as a means of understanding their behaviors. Following this line of thought, emotional intelligence focused on recognizing and understanding one's own and others' emotions and their effects on behavior.

Salovey & Mayer (1990) conceptualized emotional intelligence into three related mental processes:

- Appraisal and Expression of Emotion

- Regulation of Emotion

- Utilization of Emotion

a. Appraisal and Expression of Emotion

One can appraise and express his or her own emotions through verbal and non-verbal communication. While verbal communication can be expressed by language which serves as a medium to clearly speak about and convey emotions, non-verbal communication is a bit more unclear to perceive. Non-verbal communication can be expressed by facial expressions and this is where individual differences stems in the

"clarity of perception of these signals." Hence, and according to Salovey & Mayer, emotionally intelligent people are able to clearly understand their own emotions, better react to them and express them to others.

Understanding other people's emotions can be expressed through non-verbal perception such as reading facial expressions and through empathy. Empathy relates to not only understanding others' feelings but also being able to re-experience them. According to Salovey & Mayer, this skill constitutes a key component in emotional intelligence allowing people who possess it to "gauge the affective responses in others and to choose socially adaptive behaviors in response" causing them to "be perceived as genuine and warm".

b.Regulation of Emotion

Regulating emotions also happen in the self and in others. When discussing the self, Salovey & Mayor mentions the "meta-experiences of mood" which are the different experiences we have about our own moods and that are the results of "a regulatory system that monitors, evaluates, and sometimes acts to change mood." As for regulating emotion of others, there is both a positive and a negative side to emotionally intelligent people that are able to elicit certain reactions from other individuals. People with this skill can positively influence others' moods and manage their emotions by positively motivating them. On the other hand, this skill can be applied in a negative context in cases of manipulation for specific end reasons.

c. Utilization of Emotion

       People able to control their emotions can utilize them in flexible planning and creative thinking. Emotions can also be used when there is a need to redirect attention and focus, and as a means of motivation in face of challenges. Hence emotionally intelligent people can use emotions to their advantages resulting in a behavior "that is considerate and respectful of the internal experience of themselves and others."

Figure 2.1. Conceptualization of Emotional Intelligence (Salovey & Mayer, 1990)

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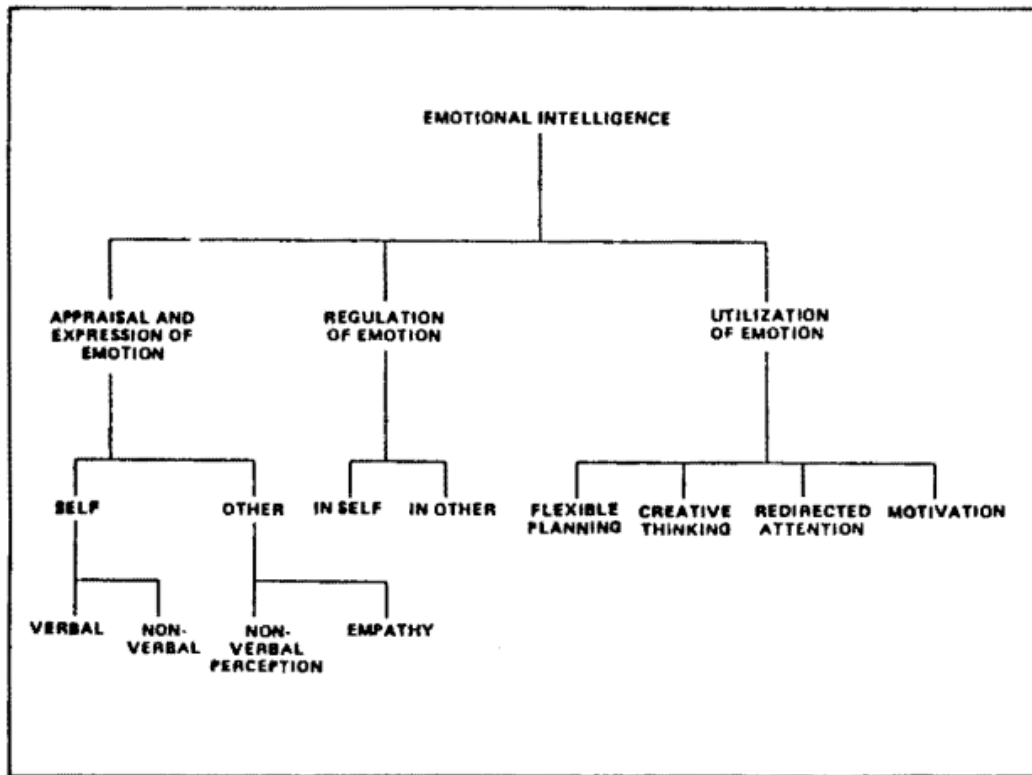
3. Daniel Goleman and the Mixed Model

However, it wasn't until the year 1995 that the term "Emotional Intelligence" gained its wide popularity with Daniel Goleman's 1995 book "Emotional Intelligence: why it matters more than IQ". Goleman focused on two of the seven intelligences previously presented by Garner which are intrapersonal and interpersonal intelligences. He argued that emotions play an integral part in our decision-making process. The emotional areas in our brain are connected to the neocortex, also referred to as the "thinking brain". Hence emotions have a strong influence on the way we think and conduct our life decisions.

Emotions such as anger and fear or any similar emotions can create neural static disrupting the prefrontal lobe's main responsibility which is maintaining working memory, "the capacity of attention that holds in mind the facts essential for completing a given task or problem" (Goleman, 1995). This explains why people have a difficulty in thinking clearly when they are emotionally upset. In this sense, Goleman differentiates between two different kinds of intelligence: rational and emotional.

Emotional Intelligence consists of a set of abilities such as motivating oneself and handling difficult situations, controlling impulses, regulating moods, and empathizing with others.

Goleman differentiated between the Intellectual Quotient (IQ) and the Emotional Quotient (EQ) as shown in Figure 2.2 (Goleman, Boyatzis & Mckee, 2002).

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Figure 2.2. Difference between IQ and EQ (Goleman, Boyatzis & Mckee, 2002)

Intellectual Quotient (IQ)	Emotional Quotient (EQ)
Ability to learn	Ability to perceive, use, understand, and manage emotions
Fixed at birth; Inflexible	Flexible
Stable across time; Cannot be developed	Can be nurtured, developed, and augmented
Measure of brain power	Responsible for self-esteem, self-awareness, social sensitivity, and social adaptability

C. Components of Emotional Intelligence

There have been many models of emotional intelligence, each comprised of different components but all sharing the same major ones. These components are related to understanding and managing one's emotions as well as understanding and managing others' emotions. The main component or the keystone of emotional intelligence was said to be Self-Awareness or to understand and monitor one's own emotions. Weisinger identified six components: high self-awareness, emotional management, self-motivation, effective communication, interpersonal expertise, and emotional mentoring (Weisinger, 1998). On the other hand, Goleman developed a framework of five components: Self-Awareness, Self-Regulation, Motivation, Empathy, and Social Skills. This early framework was then refined to a model comprised of four components, two of them related to the self also referred to as the personal competencies, which are: Self-Awareness and Self-Management, and the other two related to others and referred to as the social competencies, which are: Social Awareness and Relationship Management (Goleman, McKee, and Boyatzis, 2013).

1. *Self-Awareness*

- **Emotional Self-Awareness**: Understanding the impact one's emotions can have on one's decision making process. People with this competence are able to identify their feelings and understand how these feelings can affect their performance and their choices.

- **Accurate Self-Assessment**: Having knowledge of one's strengths and limitations. People with this competence are able to identify their strengths and weaknesses and are open to learn from experience.

- **Self-Confidence**: Accurate evaluation of one's worth and abilities. People with this competence are self-assured and decisive regardless of any pressure or uncertainties they could be facing.

2. *Self-Management*

- **Emotional Self-Control**: Regulating emotions and impulsive urges. People with this competence are able to keep their composure and think clearly even in stressful situations.

- **Transparency**: Having an honest and respectable demeanor portraying one's credibility. People with this competence are trustworthy and honest. They are known for their reliability and ethics which they maintain in all situations.

- **Adaptability**: Being able to overcome difficulties and adapt to changing conditions. People with this competence are flexible and can handle changing circumstances and shifting priorities.

- **Achievement**: Aspiring to continually improve one's performance to reach one's own "standards of excellence". People with this competence set challenging goals for themselves, are result-oriented and always try to improve their performance to meet their objectives.

- **Initiative**: Being ready to act and take charge in any set of circumstances. People with this competence always seize opportunities and do whatever is necessary to get the job done.

- **Optimism**: An inclination to always anticipate the best outcomes. People with this competence are persistent and get their drive from the hope for success rather than the fear of failure.

3. Social Awareness

- **Empathy**: Being aware of other people's emotions and showing active concern towards their interests. People with this competence pay attention to others and are sensitive and understanding.

- **Organizational Awareness**: Understanding directions and executive policies at the organizational level. People with this competence takes into consideration the larger organization goal while making decisions.

- **Service**: Being concerned about the wishes and needs of followers or clients. People with this competence are always ready for assistance and pursue ways that will increase the satisfaction and fit the needs of others.

4. Relationship Management

- **Inspirational Leadership**: Ability to guide and motivate others using a decisive vision. People with this competence have a clear vision in mind towards which they guide others and often lead with example.

- **Influence**: Ability to persuade others through different tactics. People with this competence have different strategies which they employ to indirectly build consensus and make their point.

- **Developing Others**: Provide feedback and guidance to help others improve. People with this competence are mentors who challenge others to further build their strengths and empower them.

- **Change Catalyst**: Influence others and mobilizing them towards a new direction. People with this competence challenge the status-quo and recognize when a need for change arises.

- **Building Bonds**: Ability to nurture and maintain relationships. People with this competence cultivate a network and always try to build rapport with others.

- **Conflict Management**: Ability to resolve disagreements that arises among people. People with this competence can handle difficult situations that lead to conflicts and are able to have open discussion pushing people to sort disagreements among each other.

- **Teamwork and Collaboration**: Instilling attitudes that push members of a same group to work and cooperate together. People with this competence

encourage a friendly environment and help people commit towards shared

goals that benefit the whole group.

CHAPTER III

AUTHENTIC LEADERSHIP

A. Authentic Leadership: Definition

Authentic Leadership can be viewed from three different perspectives:
Intrapersonal, interpersonal, and developmental.

The intrapersonal perspective has the leader as its sole focus and revolves
around his self-knowledge, self-regulation, and self-concept. This approach defines four
characteristics for authentic leaders: they are originals, they lead from belief, they
display genuine leadership, and they base actions on values (Shamir & Eilam, 2005).
These values, referred to as self-transcendent, were associated with principles of
benevolence and universalism. Values under benevolence comprise of honesty,
responsibility, and loyalty, while values under universalism comprise of equality, social
justice, and broadmindedness or acceptance of different thoughts (Schwartz, 1994).
From this perspective, the leader's experiences, and his interpretation of these
experiences, are believed to be critical to the development of his leadership style
(Northouse, 2013).

The interpersonal perspective, on the other hand, views authentic leadership as
one that is created by both leaders and followers (Eagly, 2005); it is dependent on the
leaders' efforts as well as the followers' responses, and from the interactions between
the two emerges the authenticity (Northouse, 2013). However, in order for this
leadership to be effective, "authentic leaders need to obtain buy in from their followers.
Intended outcomes are achieved only when followers identify with or accept as

appropriate the values advocated by the leader. Leaders create change when they adapt their message to the beliefs and values of their followers" (Northouse, 2010).

Finally, the developmental perspective argues that authentic leadership is not a fixed trait but rather can be developed and nurtured in a leader (Avolio & Gardner, 2005; Gardner, Avolio, & Walumbwa, 2005; Walumbwa, Avolio, Gardner, Wernsing, & Peterson, 2008). Gardner, Avolio, Luthans, May, and Walumbwa (2005) argued that authentic leadership develops from a leader's "positive psychological qualities and strong ethics." They identified four components of authentic leadership: self-awareness, internalized moral perspective, balanced processing, and relational transparency (Walumbwa et al., 2008).

B. Authentic Leadership Approaches

1. Practical Approaches

a. Robert Terry's Approach

Terry's approach revolves around the actions of the leader. The moral principle is that a leader should always strive to do the right thing. According to him, in any given situation, two questions must be correctly answered, the first is "what is really going on?" and the second is "what are we going to do about it?" Authentic leaders need to understand the situation in order for their actions to be correct and need to be able to differentiate between authentic and non-authentic actions while staying true to themselves and to the organization (Terry, 1993; Northouse, 2013).

Figure 3.1. Authentic Action Wheel (Northouse, 2013)
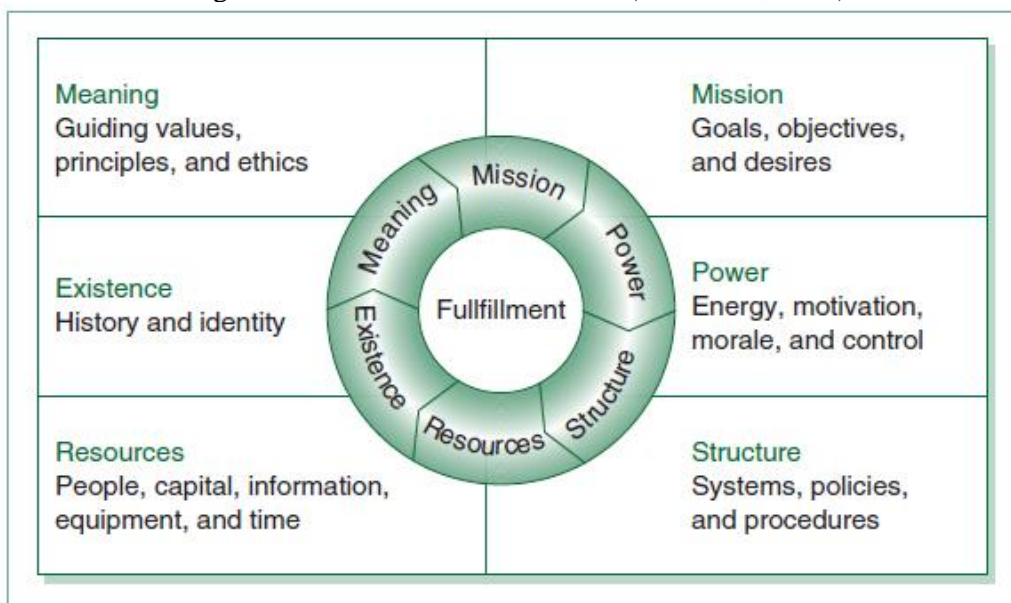
SOURCE: Adapted from *Authentic Leadership: Courage in Action*, by Robert W. Terry, 1993, p. 84, and Action Wheel Publishing.

To help identify and deal with primary problems in organizations, Terry came up with the Authentic Action Wheel (Figure 3.1). The wheel consists of six components: Meaning, Mission, Power, Structure, Resources, and Existence. At the center of the wheel is Fulfillment which represents the last step that completes the process. Answering the two questions asked earlier require two steps. The first is locating the problem on the wheel. This can be accomplished by assessing the employees and their "organizational concerns". These concerns are then categorized into six major areas as presented by the structure presented on the wheel. The second step is strategically selecting the appropriate response to the situation. In this step, the wheel is used to provide a recommendation on the next course of action. From the

various recommendations presented, the wheel is used to select the most appropriate one to solve the issue at hand (Terry, 1993; Northouse, 2013).

The Authentic Action Wheel is then a "visual diagnostic tool to help leaders frame problems" (Northouse, 2013). This approach pushes individuals to see things in a clearer and in a different manner. Leaders are urged to remain faithful and genuine to themselves and assess the situation properly before taking any actions.

b.<u>Bill George's Approach</u>

Bill George (2003) recognized the need for authentic leaders. In his book entitled *Authentic Leadership – Rediscovering the Secrets to Creating Lasting Value*, he states that "we need authentic leaders, people of the highest integrity, committed to building enduring organizations. We need leaders who have a deep sense of purpose and are true to their core values. We need leaders who have the courage to build their companies to meet the needs of all their stakeholders, and who recognize the importance of their service to society" (p. 5). He claims that the leadership styles described and suggested by the literature are the opposite of authenticity (p. 11).

His approach revolves around the characteristics of authentic leaders. According to him, authentic leaders have five characteristics: understanding their purpose, possessing strong values, building trusting relationships, demonstrating self-discipline and basing actions on values, and being passionate about their mission (George, 2003). It follows that authentic leadership is defined by five dimensions: Purpose, Values, Relationships, Self-Discipline, and Heart (Figure 3.2).

Figure 3.2. The Authentic Leader's Characteristics (Northouse, 2013)
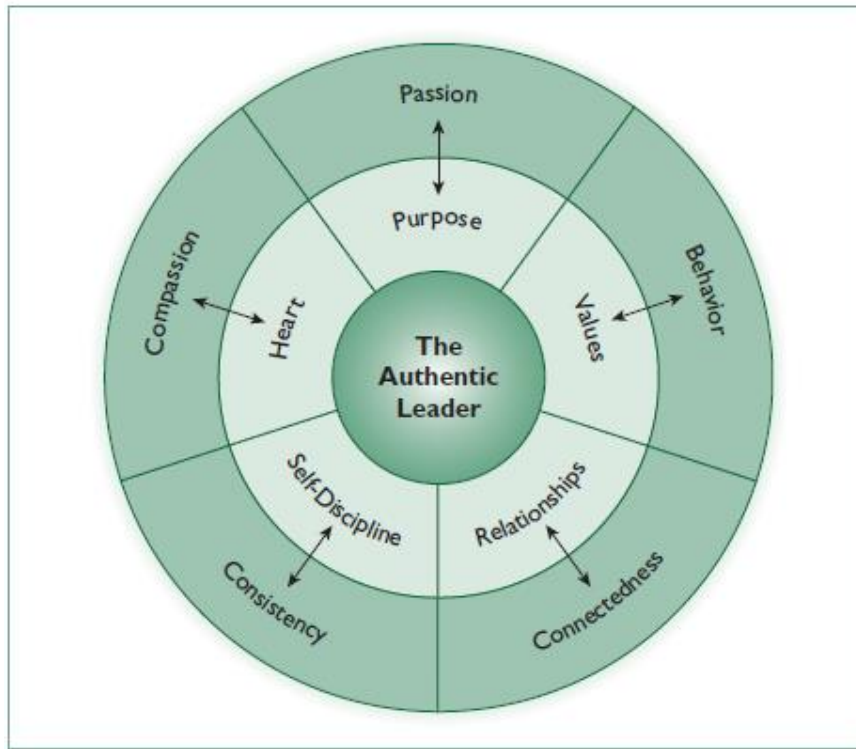
- Purpose: Authentic leaders have a sense of purpose, they have a clear understanding of the situation around them and are inspired and motivated to reach their goals. They are passionate and care about their work (Northouse, 2013).

- Values: Authentic leaders understand their own values and base their actions on these values. "Such leaders know the "true north" of their compass, the deep sense of the right thing to do" (George, 2003, p. 20). "When tested in difficult situations, authentic leaders do not compromise their values, but rather use those situations to strengthen their values" (Northouse, 2013).

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- Relationships: Authentic leaders strive to build connections with others. They highly value these relationships and are always willing to share their experiences with others. This transparency let followers trust, respect, and feel close to their leaders (George, 2003; Northouse, 2013).

- Self-Discipline: This quality keeps leaders focused and aids them in reaching their goals. In challenging or stressful situations, self-disciplined leaders are able to think clearly and act accordingly. This calm and consistency in their actions gives a sense of security to their followers (George, 2003; Northouse, 2013).

- Heart: Authentic leaders can develop compassion by listening to and getting involved with others. Being sensitive, open, and willing to share with others are ways through which the leader can truly learn to be authentic (George, 2003; Northouse, 2013).

2. Theoretical Approach

Walumbwa et al. (2008) defined authentic leadership as "a pattern of leader behavior that draws upon and promotes both positive psychological capacities and a positive ethical climate, to foster greater self-awareness, an internalized moral perspective, balanced processing of information, and relational transparency on the part of leaders working with followers, fostering positive self-development" (p. 94).

a. Components of Authentic Leadership

Walumbwa et al. (2008) identified four components of authentic leadership: Self-Awareness, Internalized Moral Perspective, Balanced Processing, and Relational Transparency.

i. Self-Awareness

Self-Awareness is about understanding your own strengths and weaknesses. It is a process through which one can reflect on his own values and feelings and become aware of his true identity at the deepest level (Kernis, 2003). Leaders with a clear understanding of themselves and their values have a solid cornerstone for their actions and choices (Gardner et al., 2005).

ii. Internalized Moral Perspective

Internalized moral perspective is a self-regulatory process through which one's actions are based values and internal moral standards. Individuals with this characteristic are not easily influenced and do not easily succumb to outside pressure but rather stick to their principles and morals to monitor their behavior.

iii. Balanced Processing

Balanced processing is a self-regulatory process through which one makes a decision only after objectively analyzing available information and taking into consideration other people's opinions even those points of view that might oppose his own.

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<u>iv. Relational Transparency</u>

Relational transparency is about being honest and open with others. It entails that one would be willing to openly communicate and share his feelings and reasons with others.

<u>b.Factors Influencing Authentic Leadership</u>

There exists many factors which can influence authentic leadership. These factors include: positive psychological capacities, moral reasoning, and critical life events (Luthans & Avolio, 2003).

Positive psychological capacities such as confidence, hope, optimism, and resilience can impact the leader's authenticity. Confident leaders believe in themselves and believe that they are capable to overcome obstacles to reach their goals (Bandura, 1997; Luthans & Avolio, 2003). Hope keeps them motivated to achieve these goals and inspire their followers. Optimism make them positive about their abilities to achieve the best outcomes. "They approach life with a sense of abundance rather than scarcity" (Covey, 1990). And finally, resilience helps them face difficult situations and adapt to adversity. As a result, they are able to quickly bounce after a setback and are left stronger (Sutcliffe & Vogus, 2003).

Moral reasoning is the ability to make judgments about right and wrong, and the ability to take the right ethical decision in any given situation. These judgments are selfless ones that benefit the whole group or community.

Finally, critical life events can be a motive for change. Leaders can learn from these life experiences and gain more clarity about their role which in turn can make them become more authentic (Northouse, 2013).

CHAPTER IV

EMOTIONAL INTELLIGENCE
AND LEADERSHIP

A. Emotional Intelligence and Leadership

The relationship between emotional intelligence and leadership has been widely investigated in the literature. Goleman (1998) found that emotional intelligence is crucial for successful leadership. In fact, the higher the rank, the more emotional intelligence becomes essential. In a workplace where the rules are changing, employees are being judged not only based on their intellect, technical abilities, and experience, but also on their ability to handle themselves and others in the workplace. Emotional competence is mostly important at the top executive levels. Leaders are expected to have cognitive skills but what differentiates them and what makes them shine is their emotional competence. Goleman (1998) sums this up by stating that "for star performance in all jobs, in every field, emotional competence is twice as important as purely cognitive abilities. For success at the highest levels, in leadership positions, emotional competence accounts for virtually the entire advantage" (Goleman, 1998).

Barling, Slater, and Kelloway (2000) also examined the relationship between emotional intelligence and transformational leadership. The results showed that emotional intelligence is related to three characteristics of transformational leadership. First, self-aware leaders, who can exercise self-control, act as role models to their followers. Consequently, followers will be more willing to put their trust in their leaders and this will in turn enhance the respect they have for these leaders. This is consistent

with the aspect of idealized influence of transformational leadership. Second, emotionally intelligent leaders are able to perceive and understand other people's emotions (mainly their followers). This allows them to understand the magnitude of their followers' expectations and raise these expectations accordingly. This is the essence of another aspect of transformational leadership which is inspirational motivation. Third, empathy and relationship management allow leaders to better understand the needs of their followers and act accordingly, which is a main factor of the third aspect of transformational leadership, individualized consideration (Barling et al., 2000).

In 2002, Goleman revisited the notion of emotional intelligence and leadership effectiveness stating that "great leadership works through the emotions." (Goleman, Boyatzis, & McKee, 2002). Goleman et al. (2002) believed that the manner in which leaders manage their emotions has a great effect on their followers. Negatively driven emotions create conflicts and prevent people from reaching their full potentials. Positively driven emotions, on the other hand, tend to bring the best out of everyone. Hence, "intellect alone won't make a leader." A leader must execute his vision by guiding, inspiring, motivating, listening, and creating resonance. Resonant leaders are aware of their followers' feelings and have the ability to positively drive these emotions. An emotionally intelligent leader creates an atmosphere where people feel understood. This, in turn, permits them to freely share their thoughts and connect with others, which in turn allows things to get done in the best manner (Goleman et al., 2002).

There exists 18 competencies within the four domains of emotional intelligence which serve as the means to "primal leadership." According to Goleman et al. (2002), "even the most outstanding leader will not have all competencies. Effective leaders, though, exhibit at least one competency from each of the domains".

Goleman et al. (2002) further claimed that emotionally intelligent leaders can be developed. This can be achieved through self-directed learning which involves five discoveries:

- Discovering one's ideal self by answering the question "Who do I want to be?"

- Discovering ones' real self by answering the questions "Who am I?" and "What are my strengths and gaps?"

- Discovering one's learning agenda by answering the question "How can I build on my strengths while reducing my gaps?"

- Experimenting and Practicing: Discovering new behavior and thoughts and building them through to mastery

- Developing relationships built on trust to support each step of the learning process.

Completing these discoveries allows one to make appropriate changes in order to become an emotionally intelligent leader (Goleman et al., 2002).

Similarly, George (2000) had argued that emotional intelligence has an important role in contributing to the effectiveness of leaders. Emotionally intelligent leaders direct their positive emotions into building their vision. They are capable of assessing their followers' feelings and influence them to align them with the objectives

of the organizations and guarantee their support. George (2000) listed four aspects of emotionally intelligent leaders. First, leaders able to accurately evaluate their own and other people's emotions are capable of building and maintaining loyal relationships. Second, leaders with knowledge about emotions are able to predict reactions in different situations. This allows them to regulate and manage their team members. Third, leaders able to manage and regulate their emotions positively affect their job performance. Their use of emotions and their display of positive emotions provide an environment of positive and innovative thinking. Finally, emotionally intelligent leaders, through managing their emotions, can create more effective teams (George, 2000).

Along the same line, Caruso, Mayor, and Salovey (2001) have also hypothesized relationships between emotional intelligence and effective leadership. They built on the previous work of Mayor and Salovey whose model of emotional intelligence consisted of identifying, using, understanding, and managing emotions. First, Caruso et al. (2001) argued that leaders aware of their emotions and those of others can influence work performance enabling them to identify the difference between positive and negative emotions. Second, leaders in charge of their emotions can utilize them in their decision-making process and can also employ them to motivate others and encourage them to engage in activities and provide an open-minded environment where multiple points of view are welcomed. Third, leaders who understand emotions can understand the point of view of others even those opposing them. Last, leaders able to manage their emotions can deal with the job frustrations and stress and can handle themselves in the most appropriate manner (Caruso et al., 2001).

Sosik and Megerian (1999) also found that "managers who maintain self-awareness (self-other rating agreement) possess more aspects of emotional intelligence and are rated as more effective by both superiors and subordinates than those who are not self-aware" (Sosik & Megerian, 1999, p. 386).

Likewise, Lisa Garner and Con Stough (2002) conducted a study involving senior level managers and concluded that emotional intelligence is highly correlated with transformational leadership. Understanding and managing emotions were presented as the top predictors of leadership style.

B. Emotional Intelligence and Authentic Leadership

The characteristics of emotional intelligence and those of authentic leadership can be linked together. "Self-confidence, accurate self-assessment, and emotional awareness are competencies based on self-awareness. Trustworthiness, conscientiousness, adaptability, self-control, and innovation are related to self-regulation. Achievement, drive, commitment, initiative, and optimism are core competencies based on motivation. Understanding others, developing others, service orientation, leveraging diversity, and political awareness are derived from empathy. And influence, communication, conflict management, leadership, being a change agent, and collaboration are examples of social skills" (Triola, 2007). Hence, being an emotionally intelligent leader is associated with being authentic. Trustworthiness, for example, is an underlying characteristic of authenticity. Being true to oneself and basing actions on values allow leaders to build long-lasting relationships with their followers, giving them a sense of credibility (Shankman & Allen, 2009).

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CHAPTER V

DISCUSSION AND IMPLICATIONS

A. Research Methodology

1. Research Design

Both primary and secondary data was used in the research. Primary data was derived from a questionnaire which collected data on the emotional intelligence levels and authentic leadership levels of respondents. Secondary data, on the other hand, was obtained from the literature on emotional intelligence and authentic leadership, and helped in designing the questions used to collect the primary data.

2. Research Question

The aim of this study is to investigate the relationship, if any, between emotional intelligence and authentic leadership. The research question is the following:

- Do authentic leaders have a high degree of emotional intelligence? In other words, is emotional intelligence necessary to develop authentic leaders?

3. Research Instrument

The research used a questionnaire (Appendix I) consisting of 36 questions of scale type. The following scale was used to interpret the responses: 1 = Strongly Agree, 2 = Agree, 3 = Neutral, 4 = Disagree, and 5 = Strongly Disagree. The questionnaire was divided into two main sections.

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The first section, consisting of 16 questions, was used to determine the level of emotional intelligence of the respondents. The questions selected were extracted from a questionnaire developed by Wong and Law (2002) to measure emotional intelligence. Questions 1 to 4 measured Self-Emotion Appraisal (SEA), 5 to 8 measured Others' Emotion Appraisal (OEA), 9 to 12 measured Use of Emotion (UOE), and 13 to 16 measured Regulation of Emotion (ROE).

The second section, consisting of 20 questions, was used to determine the level of authentic leadership of the respondents. The most popular Authentic Leadership Questionnaire (ALQ) was one developed by Walumbwa et al. (2008). This ALQ is prepared for web usage by Mind Garden (www.mindgarden.com). Purchase and permission are needed to use the copyright material in thesis research. "This provides permission for up to five sample items to show the characteristics of the instrument. Mind Garden will only provide permission for up to five sample items. Even if permission is given for up to five sample items for reproduction, they should not represent a whole scale." To measure the level of authentic leadership in the current research, a new questionnaire was developed. Questions were created based on the sample questions by Walumbwa et al. (2008) as they appeared in Northouse's leadership book (2010). Wording was slightly modified in an attempt to simplify the questions and make them clearer to respondents. New questions were added as well to gain further insight on the characteristics of the respondents. These added questions were derived from the literature previously presented on the characteristics of authentic leaders. A similar scale was used as the one presented by Walumbwa et al. (2008) representing the four components of authentic leadership. Questions 1 to 5 measured

Self-Awareness, 6 to 10 measured Internalized Moral Perspective, 11 to 15 measured Balanced Processing, and 16 to 20 measured Relational Transparency.

This scoring criteria was not revealed to the respondents, and questions were shuffled to avoid any bias.

4. Participants and Procedure

Prior to distribution, the questionnaire was sent to the Social & Behavioral Sciences Institutional Review Board (IRB) for approval on the study which was granted by October 2014. Questions were then entered into an online survey tool called LimeSurvey, AUB's official online survey management tool. A link to the questionnaire was then distributed to a collection of Lebanese managers. The sample used consisted of 120 Lebanese managers operating in companies in the Lebanese workplace. The questionnaire was sent by mail to managers operating in Zawya – Thomson Reuters, which is the company I am currently employed at. It was also shared across different social media platforms to reach a wider audience. Respondents were presented with a consent form prior to participating in the study confirming the confidentiality of the answers and the lack of risks involved. The questionnaire was optional, all respondents had the ability to quit at any time without any penalties. Data was collected between the months of November and December of 2014.

B. General Data Overview

A total of 107 out of 120 questionnaires were completed and used to gather information. Table 5.1 presents the demographic summary of the population. The age

distribution was spread over the different segments with 93.46% of the participants

between 26 and 40 years. The gender distribution shows that the number of female

participants was almost equal to that of male participants. The level of education was

divided between two categories with 30.84% of the sample having a university level

and 68.22% having completed their graduate studies. The management position

population showed that 65.42% of the sample fell into first level (supervisory)

management.

Table 5.1. Demographic Summary of Population

Characteristic	Frequency	Percentage
Age		
Below 25 years	1	0.93%
26-40 years	100	93.46%
41-55 years	4	3.74%
Above 55 years	1	0.93%
No answer	1	0.93%
Gender		
Female	55	51.40%
Male	52	48.60%
Highest Level of Education Completed		
University Level	33	30.84%
Graduate Studies	73	68.22%
No answer	1	0.93%
Level of Management		
Top Management	11	10.28%
Middle Management	26	24.30%
First Level (Supervisory) Management	70	65.42%

C. Data Analysis

1. Preliminary Correlation

A preliminary correlation was conducted between the different components of Emotional Intelligence and those of Authentic Leadership as measured by the questionnaire. The results of this correlation are found in Table 5.2. Looking at the first component of authentic leadership shows that a significant correlation exists between self-awareness and the self-emotional appraisal component of emotional intelligence. The relationship between these two components is not surprising given the fact that being able to understand and express emotions is part of being a self-aware leader. A significant correlation was also found between self-awareness and the use of emotion indicating that since self-aware leaders have a clear understanding of their emotions, they are able to make use of these emotions in planning and thinking. No significant correlation was found between either others' emotional appraisal or regulation of emotion and self-awareness, specifying that being aware of one's emotions does not necessarily indicate that one is in control of these emotions or has an understanding of others' emotions.

A similar result was found for the internalized moral perspective component of authentic leadership where this component was found to be positively correlated with the self-emotional appraisal and the use of emotion components. This indicates that the ethical foundation of a leader is related to his ability of understanding his emotions and being able to employ them in the needed situations.

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Relational transparency was also found to be positively correlated with both self-emotional appraisal and the use of emotions, indicating that understanding and using one's emotions allows one to be open and transparent with those around him.

As for the balanced processing component, no significant correlation was found between this component and any of the emotional intelligence components. Others' emotional appraisal and the regulation of emotion components also had no significant correlation with any component of authentic leadership.

Table 5.2. Preliminary Correlation

Correlations		Self-Awareness	Internalized Moral Perspective	Balanced Processing	Relational Transparency
Self-Emotion Appraisal	Pearson Correlation	.370**	.286**	-.022	.682**
	Sig. (2-tailed)	.000	.004	.828	.000
	N	105	102	104	106
Others' Emotion Appraisal	Pearson Correlation	.251**	-.027	.071	.098
	Sig. (2-tailed)	.010	.789	.471	.319
	N	105	102	104	105
Use of Emotion	Pearson Correlation	.315**	.503**	-.131	.583**
	Sig. (2-tailed)	.001	.000	.183	.000
	N	106	103	105	106
Regulation of Emotion	Pearson Correlation	.246*	-.017	.129	.262**
	Sig. (2-tailed)	.011	.868	.188	.007
	N	106	103	105	106

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

2. Factor Analysis

To gain further insights on the collected data, a factor analysis was conducted for the Emotional Intelligence scale, and another one for the Authentic Leadership scale.

Emotional Intelligence Factor Analysis

A factor analysis was first conducted for the emotional intelligence scale. The Rotated Component Matrix in Table 5.3 shows the factor loadings for each variable. The results showed that the first 4 questions loaded strongly on one factor of emotional intelligence which is the Regulation of Emotion. Questions 5 through 8 loaded strongly on another factor which is the Use of Emotion. Questions 9 through 12 loaded strongly on the factor which is the Self-Emotion Appraisal. And the last 4 questions loaded strongly on the factor which is the Others' Emotion Appraisal. Furthermore, the four factors explained 73% of the total variance.

Table 5.3. Emotional Intelligence Factor Analysis – Rotated Component Matrix[a]

	Component			
	1	2	3	4
I can always calm down quickly when I am very angry	.886			
I have good control of my own emotions	.863			
I am quite capable of controlling my own emotions	.863			
I am able to control my temper and handle difficulties rationally	.854			
I would always encourage myself to try my best		.854		
I am a self-motivated person		.818		
I always set goals for myself and then try my best to achieve them		.818		
I always tell myself I am a competent person		.742		
I really understand what I feel			.844	
I have a good sense of why I have certain feelings most of the time			.784	
I always know whether or not I am happy		.	.782	
I have good understanding of my own emotions			.696	
I am a good observer of others' emotions				.887
I always know my friends' emotions from their behavior				.791
I have good understanding of the emotions of people around me				.761

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	Component				
I am sensitive to the feelings and emotions of others					.627

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 5 iterations.

Based on these results, it is clear that the construct of Emotional Intelligence and its sub-components registered well with the respondents and the questions were correctly understood. Hence, it can be concluded that emotional intelligence is a psychological construct that cuts across cultures.

b. <u>Authentic Leadership Factor Analysis</u>

A factor analysis was then carried out for the authentic leadership scale. First, an exploratory factor analysis was conducted without restricting the number of factors as shown in Table 5.4. Based on this analysis, five factors were extracted. However, even though the results showed that the derived components explained 61% of the total variance, the questions did not converge the way they were supposed to converge as per the authentic leadership theory. Questions related to different components seemed to load on the same factor although unrelated to one another, variables also had loadings of 0.40 or higher for more than one component resulting in a complex structure.

Table 5.4. Authentic Leadership Factor Analysis 1 - Rotated Component Matrix[a]

	Component				
	1	2	3	4	5
I am true to myself, I say what I mean and mean what I say	.814				
I can list my strengths and weaknesses	.790				
I act based on my own moral compass	.708				

	1	2	3	4	5
I support people and encourage them to pursue their dreams	.670	.377			
I lead others based on my moral guide	.644				-.359
I have trouble expressing my feelings to others	-.572				.359
I encourage people to share their opinions even if they are in conflict with mine	.543	.514			
My decisions in life are based on my core values and beliefs	.540		.393		
Before making any decisions, I listen carefully to other people's points of view		.831			
I seek feedback from others and act on it to improve		.753			
I admit when I have made a mistake	.400	.302	.636		
I am accepting of the feelings I have about myself	.449		.599		
I don't stress my point of view at the expense of others		.469	.578		
I believe that the end justifies the means		-.456	-.540		.344
I am aware of how other people see me	.349		.486		
I influence people to share my ethical opinions		.310		.751	
Other people's opinions of me do not matter as long as they do their jobs		-.389		.712	
I believe that not all people are entitled to my time and attention		-.385		.581	
I am sometimes influenced by others to change my moral standpoint					.745
I always do what is best for me		-.385			.636

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 8 iterations.

Another factor analysis was then conducted, this time forcing a 4-factor solution as shown in Table 5.5. The factors explained 56% of the total variance however the questions still did not converge as they were supposed to do according to the authentic leadership theory.

Table 5.5. Authentic Leadership Factor Analysis 2 - Rotated Component Matrix[a]

	Component			
	1	2	3	4
I can list my strengths and weaknesses	.788			
I am true to myself, I say what I mean and mean what I say	.785			
I act based on my own moral compass	.751			-.311
I am accepting of the feelings I have about myself	.655			
I admit when I have made a mistake	.654	.416		
My decisions in life are based on my core values and beliefs	.647			
I support people and encourage them to pursue their dreams	.625	.324	-.323	
I am aware of how other people see me	.526			
I lead others based on my moral guide	.520		-.485	
I encourage people to share their opinions even if they are in conflict with mine	.492	.449		
Before making any decisions, I listen carefully to other people's points of view		.819		
I seek feedback from others and act on it to improve		.742		
I believe that the end justifies the means		-.656		
I don't stress my point of view at the expense of others		.642		
I am sometimes influenced by others to change my moral standpoint			.695	
I always do what is best for me		-.381	.631	
I have trouble expressing my feelings to others	-.462		.464	
I influence people to share my ethical opinions				.785
Other people's opinions of me do not matter as long as they do their jobs		-.428		.675
I believe that not all people are entitled to my time and attention		-.386	.355	.537

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 6 iterations.

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Working with the data at hand and after removing the problematic variables, two factors were found to be empirically and conceptually useful. Based on the factors loadings presented, the data showed the following:

- The questions below loaded strongly on Factor 1 which I will call Self-Awareness:

    - I can list my strengths and weaknesses

    - I am true to myself, I say what I mean and mean what I say

    - I act based on my own moral compass

    - I am accepting of the feelings I have about myself

    - My decisions in life are based on my core values and beliefs

- As for the following questions, they loaded strongly on Factor 2 which I will call Balanced Processing:

    - Before making any decisions, I listen carefully to other people's points of view

    - I seek feedback from others and act on it to improve

    - I don't stress my point of view at the expense of others

Combining the variables loading on each component allowed to create 2 new variables for authentic leadership: Self-Awareness and Balanced Processing.

3. Regression Analysis

With 6 variables at hand now, a new correlation was conducted, shown in Table 5.6. Based on the data presented, self-awareness seems to be positively correlated with Self-Emotion Appraisal and Use of Emotion. It is not surprising that these

components, related to the self and which indicate the ability to both understand and use

emotions, are strongly associated with the self-awareness component. A leader aware of

his emotions, his strengths, and his weaknesses is able to understand his emotions and

employ them when needed such as cases where focus needs to be directed in a certain

way. Looking at the correlations of balance processing, it shows that this component is

positively correlated with Others' Emotion Appraisal. Leaders aware and able to

understand other people's emotions and views are capable of respecting these views and

taking them into consideration when making any decisions, even those views opposing

their own.

Table 5.6. Six Variables Correlation

Correlations

		Self_Awareness	Balanced_Processing	Self_Emotion	Other_Emotions	Use_of_Emotions	Emotion_Regulation
Self_Awareness		1	0.13	.654**	0.08	.730**	.248*
			0.187	0	0.417	0	0.01
	N	107	105	106	106	107	107
Balanced_Processing		0.13	1	0.119	.447**	0.086	.231*
		0.187		0.229	0	0.385	0.018
	N	105	105	104	104	105	105
Self_Emotion		.654**	0.119	1	.248*	.449**	.554**
		0	0.229		0.011	0	0
	N	106	104	106	105	106	106
Other_Emotions		0.08	.447**	.248*	1	0.065	.207*
		0.417	0	0.011		0.508	0.033
	N	106	104	105	106	106	106
Use_of_Emotions		.730**	0.086	.449**	0.065	1	.220*
		0	0.385	0	0.508		0.023
	N	107	105	106	106	107	107
Emotion_Regulation		.248*	.231*	.554**	.207*	.220*	1
		0.01	0.018	0	0.033	0.023	
	N	107	105	106	106	107	107

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Following the correlations, a regression analysis was conducted for each

component of authentic leadership.

a. <u>Self-Awareness Regression Analysis</u>

A first regression analysis was conducted with self-awareness as the dependent variable and the different emotional components variables as the independent variables. The Anova model shown in Table 5.7 proved to be significant as a whole with a high F-statistic which allows to conclude that at least one of the predictors is related to self-awareness.

Due to the high tolerance values shown in the coefficients analysis in Table 5.8, it is clear there is no multicollinearity problem. Furthermore, the results show that Self-Awareness is explained by Self-Emotion Appraisal, and Use of Emotion. This was an expected result given that both emotional intelligence and authentic leadership share the self-awareness component. The result only further proves that a self-aware leader is one who has a clear understanding of his emotions and can utilize them in any given situation as needed.

Table 5.7. Self-Awareness Regression Analysis - ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	20.171	4	5.043	53.884	.000[b]
	Residual	9.359	100	.094		
	Total	29.530	104			

a. Dependent Variable: Self_Awareness
b. Predictors: (Constant), Emotion_Regulation, Other_Emotions, Use_of_Emotions, Self_Emotion

Table 5.8. Self-Awareness Regression Analysis - Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
	B	Std. Error	Beta	t	Sig.	Tolerance	VIF

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1 (Constant)	.430	.124		3.480	.001		
Self_Emotion	.363	.056	.488	6.490	.000	.560	1.785
Other_Emotions	-.032	.039	-.048	-.821	.414	.929	1.077
Use_of_Emotions	.443	.052	.544	8.566	.000	.786	1.271
Emotion_Regulation	-.067	.036	-.127	-1.870	.064	.688	1.454

a. Dependent Variable: Self_Awareness

b.Balanced Processing Regression Analysis

A second regression analysis was conducted with balanced processing as the dependent variable and the different emotional components variables as the independent variables. The Anova model in Table 5.9 also proved to be significant with a high F-statistic which allows to conclude that at least one of the predictors is related to balanced processing.

Due to the high tolerance values shown in the coefficients analysis in Table 5.10, it is clear there is no multicollinearity problem in this model either. Furthermore, the results show that Balanced Processing is explained by Others' Emotion Appraisal. This indicates that in order for a leader to be able to respect others' opinions and views and take them into consideration when making a decision, he should be able to perceive and understand their emotions.

Table 5.9. Balanced Processing Regression Analysis - ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12.288	4	3.072	7.393	.000[b]
	Residual	40.718	98	.415		
	Total	53.005	102			

a. Dependent Variable: Balanced_Processing
b. Predictors: (Constant), Emotion_Regulation, Other_Emotions, Use_of_Emotions, Self_Emotion

Table 5.10. Balanced Processing Regression Analysis - Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	1.079	.264		4.087	.000		
Self_Emotion	-.117	.120	-.115	-.974	.332	.565	1.770
Other_Emotions	.392	.083	.433	4.740	.000	.939	1.065
Use_of_Emotions	.057	.110	.053	.524	.601	.779	1.283
Emotion_Regulation	.152	.077	.207	1.964	.052	.703	1.423

a. Dependent Variable: Balanced_Processing

4. Comparing Against Walumbwa et al. Original Questionnaire

Comparing the results of the analysis with the results obtained from evaluating authentic leadership as measured by Walumbwa et al.'s (2008) original authentic leadership questionnaire (ALQ) yielded the below results. The used authentic leadership questionnaire was compared item-by-item to the original ALQ developed by Walumbwa et al. The same analysis was done but using fewer items for the factor analysis and the subsequent analyses.

The questions that corresponded to the original Walumbwa ALQ consisted of eleven items which were the following: Questions 1, 2, 3, 4, 6, 8, 11, 12, 16, 17, and 18.

a. Factor Analysis

Based on the factor analysis shown in Table 5.11, two factors emerged. Questions 1, 3, 4, 6, 8, and 17 seemed to load strongly on the Self-Awareness factor. While questions 2, 11, and 12 loaded strongly on the Balanced Processing factor. Two

questions (16 and 18) were dropped due to double loading. Furthermore, the factors

explained 52% of the total variance.

Table 5.11. Walumbwa Factor Analysis – Rotated Component Matrix[a]

	Component	
	1	2
I can list my strengths and weaknesses	**.806**	
I am true to myself, I say what I mean and mean what I say	**.769**	
I am accepting of the feelings I have about myself	**.680**	
My decisions in life are based on my core values and beliefs	**.662**	
I lead others based on my moral guide	**.660**	
I admit when I have made a mistake	.556	.468
I encourage people to share their opinions even if they are in conflict with mine	.516	.457
I am aware of how other people see me	**.513**	
Before making any decisions, I listen carefully to other people's points of view		**.837**
I seek feedback from others and act on it to improve		**.805**
I don't stress my point of view at the expense of others		**.707**

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 3 iterations.

b.Reliabilities

A measure of scale reliability was conducted to determine whether the scale

consistently reflects the construct it is measuring using Cronbach's alpha. The results

shown in Tables 5.12 and 5.13 both show an alpha above 0.7 indicating the acceptable

reliability of the scale. Both factors appear to be strong factors.

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Table 5.12. Factor 1 - Reliability
Statistics

Cronbach's Alpha	N of Items
.770	6

Table 5.13. Factor 2 - Reliability
Statistics

Cronbach's Alpha	N of Items
.717	3

c.Correlations

Correlation between the six variables showed a positive significant correlation between the first new factor (self-awareness) and both self-emotion appraisal and use of emotions. This is consistent with previous findings showing that leaders able to have a clear understanding of emotions and who know when to use them are self-aware leaders. Similar to previous findings as well, a positive significant correlation was found between the second new factor (balanced processing) and others' emotional appraisal. This further indicates that when leaders are able to perceive and understand others' emotions, they can then understand others' points of view and take them into consideration in the process of decision making.

Table 5.14. Walumbwa ALQ - Correlations

Correlations

		Self_Emotion	Other_Emotions	Use_of_Emotions	Emotion_Regulation	new_factor1	new_factor2
Self_Emotion	Pearson Correlation	1	.248*	.449**	.554**	.661**	0.119
	Sig. (2-tailed)		0.011	0	0	0	0.229
	N	106	105	106	106	103	104
Other_Emotions	Pearson Correlation	.248*	1	0.065	.207*	0.184	.447**
	Sig. (2-tailed)	0.011		0.508	0.033	0.063	0
	N	105	106	106	106	103	104
Use_of_Emotions	Pearson Correlation	.449**	0.065	1	.220*	.728**	0.086
	Sig. (2-tailed)	0	0.508		0.023	0	0.385
	N	106	106	107	107	104	105
Emotion_Regulation	Pearson Correlation	.554**	.207*	.220*	1	.244*	.231*
	Sig. (2-tailed)	0	0.033	0.023		0.013	0.018
	N	106	106	107	107	104	105
new_factor1	Pearson Correlation	.661**	0.184	.728**	.244*	1	0.138
	Sig. (2-tailed)	0	0.063	0	0.013		0.166
	N	103	103	104	104	104	102
new_factor2	Pearson Correlation	0.119	.447**	0.086	.231*	0.138	1
	Sig. (2-tailed)	0.229	0	0.385	0.018	0.166	
	N	104	104	105	105	102	105

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

d. Regression Analysis

A first regression analysis was conducted using the first factor, which is self-awareness, as the dependent variable. The high adjusted r square shown in Table 5.15 indicates that the model fits the data. The model is significant as per Table 5.16 with a high F-statistic indicating that at least one of the predictors is related to self-awareness.

Similar to previous findings, the coefficients analysis in Table 5.17 showed an expected result indicating that Self-Awareness factor is explained by both Self-Emotion Appraisal and Use of Emotion.

Table 5.15. Walumbwa Factor 1 – Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the	Change Statistics				
					R Square	F Change	df1	df2	Sig. F Change

				Estimate	Change				
1	.822[a]	.675	.661	.30277	.675	50.342	4	97	.000

a. Predictors: (Constant), Emotion_Regulation, Use_of_Emotions, Other_Emotions, Self_Emotion

Table 5.16. Walumbwa Factor 1 – ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	18.460	4	4.615	50.342	.000[b]
	Residual	8.892	97	.092		
	Total	27.352	101			

a. Dependent Variable: new_factor1
b. Predictors: (Constant), Emotion_Regulation, Use_of_Emotions, Other_Emotions, Self_Emotion

Table 5.17. Walumbwa Factor 1 – Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	.508	.123		4.124	.000		
	Self_Emotion	.347	.057	.484	6.132	.000	.538	1.860
	Other_Emotions	.026	.039	.041	.675	.501	.928	1.077
	Use_of_Emotions	.427	.054	.521	7.902	.000	.771	1.297
	Emotion_Regulation	-.069	.037	-.132	-1.880	.063	.675	1.481

a. Dependent Variable: new_factor1

A second regression analysis was also conducted using the second factor, balanced processing, as the dependent variable. The model proved to be significant as shown in Table 5.19. Similar to previous findings, the coefficients results in Table 5.20

showed that the second factor of authentic leadership, which is balanced processing, is

explained by others' emotion appraisal component of emotional intelligence.

Table 5.18. Walumbwa Factor 2 – Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.481[a]	.232	.200	.64458	.232	7.393	4	98	.000

a. Predictors: (Constant), Emotion_Regulation, Other_Emotions, Use_of_Emotions, Self_Emotion

Table 5.19. Walumbwa Factor 2 – ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12.288	4	3.072	7.393	.000[b]
	Residual	40.718	98	.415		
	Total	53.005	102			

a. Dependent Variable: new_factor2
b. Predictors: (Constant), Emotion_Regulation, Other_Emotions, Use_of_Emotions, Self_Emotion

Table 5.20. Walumbwa Factor 2 – Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	1.079	.264		4.087	.000		
Self_Emotion	-.117	.120	-.115	-.974	.332	.565	1.770
Other_Emotions	.392	.083	.433	4.740	.000	.939	1.065
Use_of_Emotions	.057	.110	.053	.524	.601	.779	1.283
Emotion_Regulation	.152	.077	.207	1.964	.052	.703	1.423

a. Dependent Variable: new_factor2

D. Discussion

An increasing number of scholars have investigated the relationship between emotional intelligence and leadership in general. Different types of leadership were investigated, among them authentic leadership. Triola (2007) argued that features of emotional intelligence can be linked to those of authentic leadership. Self-confidence, accurate self-assessment, and emotional awareness are components of self-awareness and these are the same characteristics found in self-aware leaders.

The findings of this study were consistent with what was mentioned in the literature. The results showed that emotional intelligence components related to the self, such as the self-emotion appraisal and the use of emotions, are present in self-aware leaders who have a clear understanding of their own emotions. Given the fact that self-awareness is both present in the emotional intelligence components and authentic leadership components, it follows that such a result was expected.

The findings yielded an interesting result when evaluating the balanced processing component. This component was explained by other's emotion appraisal showing that leaders able to perceive and understand other people's emotions are willing to listen to their followers and take into consideration their followers' opinions even those opposing their own. Avolio et al. (2004) claimed that emotions are important for authentic leaders since it provides them with information about other people which can help them in leading effective negotiations when it comes to organizational challenges. Hence, being able to understand emotions of those around them allows authentic leaders to demonstrate this approach of confirming information with others prior to making any decision.

The lack of relationship between the regulation of emotion and any component of authentic leadership implies that while leaders are able to use their emotions, they still lack the ability to control them. This might be related to the overall environment that Lebanese people live in. The country is in constant struggle and managers, and employees in general, are being continuously subjected to all these pressures ranging from long working hours and never-ending traffic to the overall worsening situation and the general lack of peace of mind. This definitely presents a challenge and make it harder for people in general, not just managers in the workplace, to be in continuous control of their emotions.

The factor analysis conducted on the authentic leadership scale showed that the questions presented did not converge as expected. This can be attributed to cross-cultural differences. Internalized moral perspective is globally defined by Walumbwa et al. (2008) as being the process of basing one's actions on one's values and not being easily influenced to change moral stands. According to the data collected from the respondents, it seems that questions related to this component were understood as part of being a self-aware person. A self-aware person is seen not only as someone who is aware of his own emotions, but also as someone who is confident enough to have a strong moral standpoint on which his actions are based. The double loading of factors also signifies that the difference between the components of authentic leadership is not clear enough in the mind of the respondents. A cross-cultural examination conducted by Owusu-Bempah (2013) showed that the difference in cultures can affect the list of characteristics which people attribute to authentic leaders. The findings of the current study highlight two characteristics of authentic leaders which are being self-aware,

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objective, and willing to take others' opinions when making a decision. However, these two components were derived based on specified questions already looking to measure predefined components. A broader examination on authentic leaders' characteristics in Lebanon can yield further insights and might extend on attributes already defined in the literature.

E. Implications

The implications for practice that can be derived from this study are that emotional intelligence is important especially at the leadership level. Organizations can benefit from having authentic leaders with high emotional intelligence. A leader possessing these traits is aware of his strengths and weaknesses and hence knows exactly where and how to use his strengths at best and work on his shortcomings. This leader is also able to positively utilize his emotions in the workplace as means of motivating his subordinates or even directing their focus towards a clear vision. The balanced processing characteristic of this leader and his ability to perceive his followers' emotions and respect their points of view create a positive environment that can increase work effectiveness.

As such, organizations can benefit from recruiting people that demonstrate high levels of emotional intelligence. Furthermore, training can be conducted to help existing managers increase their level of emotional intelligence and rewards can be given for gaining this new competence. Emotionally intelligent leaders can better handle the stressful working environment and by having the organization further assert the importance of authenticity, these individuals can create a working environment

where followers are able to express their opinions and emotions which might lead to higher performance and in turn can reduce the likelihood of conflicts in the workplace.

Further research can be conducted on the regional level and based on results, characteristics of leaders can be further developed to reach higher level of both authenticity and emotional intelligence in an attempt to further create a positive and open environment at the workplace.

F. Limitations & Further Research

The paper aims at exploring the relationship between emotional intelligence and authentic leadership in the Lebanese workplace and even though this aim was reached, there was still some unavoidable limitations.

First, a questionnaire was developed to evaluate the authentic leadership of respondents instead of relying on predefined tests and measure instruments. Second, given the time limit, the study was conducted on a small number of participants making it difficult to draw many generalizations. The third limitation is a general limitation related to self-report questionnaire which can result in inaccurate self-reporting due to many biases ranging from errors in perceiving oneself to the social desirability bias.

Further research can be done by conducting another study using predefined authentic leadership tests, and outcome can be compared against conclusions made in this study which can be useful to reach more accurate depictions of the Lebanese workplace. Furthermore, data drawn from the descriptive statistics can be used in further research to investigate the relationship if any between these variables and emotional intelligence. Finally, given the findings on authentic leadership, further

research can be done to identify the characteristics that define an authentic leader in the Lebanese society. New components discovered, if any, can then be used to measure authentic leadership levels and results can be compared to findings of this study.

APPENDIX I

QUESTIONNAIRE

1. Age

    - Below 25 years

    - 26-40 years

    - 41-55 years

    - Above 55 years

2. Gender

    - Male

    - Female

3. Highest Level of Education Completed

    - High School Level

    - University Level

    - Graduate Studies

    - Other, Specify

4. Level of Management

    - Top Management

    - Middle Management

    - First Level (Supervisory) Management

Please choose the number from the scale below which you feel most accurately characterizes your response to each statement.
Key: **1** = Strongly Agree - **2** = Agree - **3** = Neutral - **4** = Disagree - **5** = Strongly Disagree

Emotional Intelligence

		1	2	3	4	5
1	I have a good sense of why I have certain feelings most of the time					
2	I have good understanding of my own emotions					
3	I really understand what I feel					
4	I always know whether or not I am happy					
5	I always know my friends' emotions from their behavior					
6	I am a good observer of others' emotions					
7	I am sensitive to the feelings and emotions of others					
8	I have good understanding of the emotions of people around me					
9	I always set goals for myself and then try my best to achieve them					
10	I always tell myself I am a competent person					
11	I am a self-motivated person					
12	I would always encourage myself to try my best					
13	I am able to control my temper and handle difficulties rationally					
14	I am quite capable of controlling my own emotions					
15	I can always calm down quickly when I am very angry					
16	I have good control of my own emotions					

Authentic Leadership

		1	2	3	4	5
1	I can list my strengths and weaknesses					
2	I seek feedback from others and act on it to improve					
3	I am accepting of the feelings I have about myself					
4	I am aware of how other people see me					
5	I have trouble expressing my feelings to others					
6	My decisions in life are based on my core values and beliefs					
7	I am sometimes influenced by others to change my moral standpoint					
8	I lead others based on my moral guide					

9	I act based on my own moral compass					
10	I believe that the end justifies the means					
11	Before making any decisions, I listen carefully to other people's points of view					
12	I don't stress my point of view at the expense of others					
13	I influence people to share my ethical opinions					
14	I believe that not all people are entitled to my time and attention					
15	I always do what is best for me					
16	I encourage people to share their opinions even if they are in conflict with mine					
17	I am true to myself, I say what I mean and mean what I say					
18	I admit when I have made a mistake					
19	Other people's opinions of me do not matter as long as they do their jobs					
20	I support people and encourage them to pursue their dreams					

Scoring

Emotional Intelligence
- Questions 1 to 4 measure Self-Emotion Appraisal (SEA)
- Questions 5 to 8 measure Others' Emotion Appraisal (OEA)
- Questions 9 to 12 measure Use of Emotion (UOE)
- Questions 13 to 16 measure Regulation of Emotion (ROE)

Authentic Leadership
- Questions 1 to 5 measure Self-Awareness
- Questions 6 to 10 measure Internalized Moral Perspective
- Questions 11 to 15 measure Balanced Processing
- Questions 16 to 20 measure Relational Transparency

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