The Role of CQ, EQ and SQ in Shaping Leadership Competence in Context to Transformational Leadership

Aditi Sharma Dogra*, Varsha Dixit**

Abstract

Change is happening at an unprecedented pace across the world. It is truly significant to understand the role of leadership in identifying and understanding the complexities of the multicultural environment for the sustainability and the success of any organization. Leadership plays a critical role in operating on offshore assignments. The integration of these three intelligences, i.e., Cultural Intelligence (CQ), Emotional Intelligence (EQ), Social Intelligence (SQ) can showcase that how some of the individuals are better able to take advantage of a broader array of intelligences further building the same into leadership competence imbibed by leaders operating globally. The aim of this paper is to build an integrative perspective of the various intelligences that can be a quintessential ingredient for managers or transformational leaders to steer any organization successfully. Further, this paper builds a framework to showcase the relationship between CQ, EQ, SQ and transformational leadership in order to educate managers of tomorrow.

Keywords: Cultural Quotient, Emotional Quotient, Social Quotient, Transformational Leadership

Introduction

Organizations of 21st century are becoming increasingly agile, so are the individuals consisting of leaders as well as the teams associated with them. In the context of a competitive globalized organization, we need to understand the importance of leaders high in cultural intelligence that would enable the organizations not only to sustain, but also to be agile. Leaders with higher intelligence, i.e., cultural, emotional and social, would unlock the potential of transformational leaders to identify and explore the changing trends and distilling them for the success of the organization. The business environment is volatile in nature and brings out multiple challenges such as agility of the organization, rise in cross-workplaces, employees without borders and the high pace of innovation.

Leadership Competence is missing a cultural component, whereas understanding and adjusting accordingly in a multicultural environment for business activities is indispensable (Box, B. James, 2012). The purpose of this paper is to study the relationship between Cultural Intelligence and Transformational Leadership, Emotional Intelligence and Social Intelligence as moderators. Leadership of today calls for an awareness organizational, societal and cultural aspects as well as the responsibility towards interaction with diversified individuals including offshore partners, employees, customers and consumers.

Cultural Intelligence has been compared with both Emotional and Social Intelligences (Crown, 2009; Engle & Nehrt, 2011; Rahim & Marvel, 2011). Conceptual work has been done to showcase the relationship between Leader CQ and Team Performance (Dogra & Dixit, 2017). There has been an integrative study of the three intelligences by Elenkov and Pimentel (2008), which states that socially and emotionally intelligent leaders are able to interpret only some aspects of behaviour; whereas from a practical standpoint, a culturally intelligent leader is aware of countless behaviour rooted in a culture. Some of the researchers quote that EQ cannot be taken in isolation, to ensure leadership effectiveness. Transformational Leadership has also been compared with emotional

---

* Research Scholar, Gautam Buddha University, Greater Noida, Uttar Pradesh, India. Email: adysharma.sharma@gmail.com
** Assistant Professor, Gautam Buddha University, Greater Noida,Uttar Pradesh, India. Email: varsha@gbu.ac.in

intelligence (Duckett & Macfarlane, 2003; Yukl, 2006). The studies based on the connection between cultural intelligence and transformational leadership are still very scant.

Literature Review

The process of the development of leadership competence and skills along with intelligence leads to a vast amount of conceptual and empirical work undertaken by various researchers and scholars. The blend of Intelligences with Transformational skills could act a catalyst for the success of the organizations working across globe.

Cultural Intelligence

According to Earley and Ang (2003), cultural intelligence is defined as an individual's potential and ability to manage and function in a cross-cultural environment. There are four abstracts of cultural intelligence, i.e., meta cognitive, cognitive, motivational and behavioural (Ang et al., 2007; Ang & Van Dyne, 2008; Groves & Feyerherm, 2011). Meta cognitive is an individual's state of mind which prepares him to be conscious towards cultural differences and design a strategy accordingly. Cognitive is defined as an individual's knowledge about the cultural differences through education and experience. Motivational is defined as an individual's ability to direct energy and drive attention towards cultural differences. Behavioural is defined as the exhibition of appropriate verbal and non-verbal behaviour while interacting with people of different cultural background. Leaders are required to function effectively in cross-border situations as well as in domestic context. Cultural Intelligence enables a leader to adopt multicultural perspective and work with multiple cultures accordingly. Multicultural or Global leaders encourage diverse people to contribute their knowledge so as to enhance organizational performance.

Many renowned scholars and researchers have made contributions to define the concept of Cultural Intelligence also known as CQ. A study done by Ang et al. (2007) on a sample of executives suggests that the sub constructs of CQ, i.e., motivational and behavioural are connected to general adjustment. They also found out that the cognitive and meta cognitive help improvise decision-making of individuals in culturally diverse setting.

Some scholars like Ang, Van Dyne and Koh (2006) tried to study the relationship between Big Five (Costa, 1988) and CQ and found that Big Five was significantly connected to all four sub constructs of CQ. A study was undertaken to observe a manager's behaviour on the basis of task and relationship. The findings suggested that the managers are able to better handle cultural differences if they are relationship centred. Some scholars suggested that the Leaders tend to greatly impact the outcomes of a team (Ang & Inkpen, 2008). The leaders having high CQ have the ability to create working environment based on transparency, strong communication and a strong feeling of trust towards each other when working as a team. Differences can lead to conflicts but if a leader is culturally intelligent then he/she can transform the negative side into positive aspect from the same. The Leaders with high CQ help the work teams to be more sensitive and understanding towards the cultural differences and together achieve the organizational goals (Groves & Feyerhem, 2011; Dogra & Dixit, 2017). There have been various theoretical as well as empirical studies which have tried to analyse the relation between cultural diversity on performance (Anne, Knippenberg & Dierendonck, 2013; Rosini, 2015).

Some of the researchers have stated that Culturally Intelligent leaders contain emotions (Westby, 2007), which highlights that EQ impacts CQ to an extent.

Emotional Intelligence

Salovey and Mayer (1990) are known to have initially conceptualized the concept of emotional intelligence. According to Goleman (1998), emotional intelligence is defined as the capacity of an individual for recognising his/her own feelings and those of others, for motivating ourselves, and for managing emotions in ourselves and in our relationships. He has further given five critical components of EI, i.e., self-awareness, self-regulation, motivation, empathy and social skills. The model given by him is known as competency-based model of emotional intelligence. Findings from various research have showcased that through training, an individual can improvise emotional quotient. Thus, EI and SI enable a leader to build his/her core strengths in communication with multicultural teams and work in the world beyond the workplace. There have been numerous workplace models which have attempted to study the relationship between emotions and leadership (Ashforth & Humphrey,

1995). Bar-On's (1997) have tried to define emotional intelligence as an array of non-cognitive skills and competencies and further have attempted to operationalize their model comprising of five specific dimensions of emotional as well as social intelligences. As posited by George (2000), prior studies of leadership what leaders are and how they make decisions but majority of research has yet to identify the effects of leaders' emotions on their teams and performance, and in general the role emotions play in leadership. Barling et al. (2000) have examined leadership styles and emotional intelligence of managers and concluded that EI is positively related to three components of transformational leadership. A second study done on the relationship between emotional intelligence and effective leadership undertaken by Palmer et al. (2001) predicated that transformational leadership is considered to be more emotion based than transactional leadership. Thus, there should be a stronger relationship between emotional intelligence and transformational leadership than with transactional leadership. Crowne (2013) and Moon (2010) state that an individual who is aware of his/her emotions will be conscious towards understanding of the multicultural differences thus denoting that there is a relationship between EQ and CQ. Several authors like Bar-On and Parker (2000), Goleman (1995), Mayer and Salovey (1995), and Megerian (1999) believe that EQ is crucial for leadership effectiveness and organizational performance. They further state that a leader who is aware of his strengths and weaknesses is able to increase the level of motivation in his team through open communication and optimizing their competencies.

Social Intelligence

Social Intelligence is said to be a novice area and is attracting the attention of many researchers and scholars. It is defined as intrapersonal and interpersonal skills that enable an individual to establish relationships with others, understand and decode the nonverbal signs, and provide a unique ability to sympathize with others. Social Intelligence enables a leader to be a better communicator and a decision maker. There are four components of the same that are social skills, social information processing, social awareness and social desirability (Ebrahimpoor et al., 2013). Social skills help in knowing one's strengths and weaknesses by looking at the feedback on their performance. Processing social information assists in the regulation of negative emotions like stress and anxiety.

It further helps in managing such situations. Social awareness is the awareness towards other's feelings, which helps a leader to take better decisions and high-value ethical judgements (Golemen, 2006). Social desirability component guides an individual to separate and control their feelings so as to have better interactions with others. It is linked to Emotional Intelligence but there are notable differences between the two. EI is about one-person psychology that too within a person, whereas SI deals with two-person psychology, i.e., focuses on interpersonal relations and interactions. SI would assist a leader to effectively deal with social relationships, create positive environment of co-operation and collaboration with others (Gkonou & Mercer, 2017). Empirical work of Crowne (2013) has tried to establish a link between CQ and SQ. His research proves that CQ is not a subset of SQ and CQ is a dynamic concept requiring continuous building up of a database related to the knowledge of cultural differences (Jyoti & Kour, 2017). Thomas et al. (2008) states that SQ involves being extra sensitive towards social situations whereas CQ also entails being conscious in culturally different situations. According to Brislin et al. (2006), SQ is all about being appropriate in actions during social interactions whereas the behavioural construct of CQ also states the same but with an element of cultural difference. Several authors believe that a socially intelligent individual has the ability to enhance leadership skills and competency because these individuals have the ability to understand, manipulate and motivate others to achieve shared goals (Kosmitzki & John, 1993; Elenkov & Pimentel, 2008). The authors suggest that a leader with a high social intelligence demonstrates a complex knowledge related to people and situations and understands the appropriateness of the responses provided.

Transformational Leadership

According to Burns (1978), Transformational Leaders are those who are aware and recognize the significance of change in organization. They are able to create a vision for change and provide the required support needed for change through processes. He was the one who had developed a multifactor leadership questionnaire (MLQ) to measure leadership styles. Transformational Leaders are able to guide and inspire the followers to be more committed towards organizational goals. Thus, for the good of the organizations, the individuals should be able to transcend their own self-interest. Transformational

Leaders are said to be authentic leaders who are having certain characteristics like risk taking, sensitive towards team needs and a communicator who is able to articulate a shared vision amongst team members. Transformational Leaders are always open to experience and are in the continuous process of learning. This paper will highlight the significance of relationship between Cultural Intelligence and Transformational Leadership to inspire the inter-cultural workplaces and to further showcase the changes needed to transform workplaces into global workplaces. My research specifically develops a conceptual model explaining how other intelligences, i.e., emotional intelligence and social intelligence, moderate the relation between Leader CQ and Transformational Leadership. Further, it also attempts to explain a mediating role of Transformational Leadership between CQ and Team Performance.

Research Gap & Proposition Development

There has been a theoretical model discussing the interrelationship between different intelligences, i.e., CQ, EQ and SQ by Crowne (2009). He further empirically tested the model which reveals that CQ and EQ are not subsets of SQ. Findings of his study showcase that CQ is superior to EQ and SQ, which allows an individual to transcend place-specific knowledge and behaviours. Thomas et al. (2008) states that SQ involves being extra sensitive towards social situations whereas CQ also entails being conscious in culturally different situations. According to Brislin et al. (2006), SQ is all about being appropriate in actions during social interactions whereas the behavioural construct of CQ also states the same but with an element of cultural difference. Crowne (2013) and Moon (2010) state that an individual who is aware of his/her emotions will be conscious towards understanding of the multicultural differences thus denoting that there is a relationship between EQ and CQ.

Therefore, the present work will try to explore the relationship between three intelligences, i.e., CQ, EQ and SQ together. Further, we have tried to study the influence of the same on Transformational Leadership.

Proposition 1: Emotional Intelligence & Social Intelligence will moderate the relationship between Cultural Intelligence and Transformational Leadership.

CQ and Transformational Leadership will be stronger in leaders with greater EI & SI.

George (2000) has stated that emotional intelligence enhances a leaders' ability to solve problems and, at the same time, enables him/her to address issues and opportunities facing them and their organization. Leaders high on emotional intelligence will be able to use their positive emotions to introduce major improvements so that the organization functions properly. A leader will be able to influence the emotions of his team thereby making them more receptive and supportive towards innovation and change.

Proposition 2: Emotional Intelligence will positively influence CQ and Transformational Leadership.

Social Intelligence is imperative for leaders and their teams. High SI is conducive for creating positive significant relationship between a leader and his/her team. It helps in creating an environment of trust and rapport, sharing of ideas, and personal and professional wellbeing (Gkonou & Mercer, 2017).

Proposition 3: Social Intelligence will positively influence CQ and Transformational Leadership.

Managers working in a contemporary, multicultural environment must be able to develop a global mindset so as to be able to guide the diverse teams towards success (Rhinesmith, 1992). Transformational Leaders equipped with the knowledge of other culture will be able to perform better offshore. Rhinesmith posited that the global mindsets create a unique understanding and knowledge of the differences existing in other cultures thereby enabling a team to outperform in a global arena.

Proposition 4: Transformational Leadership will mediate between Cultural Intelligence and Team Performance.

Conceptual Framework

A conceptual model has been developed based on the work of Earley and Ang (2003), Ang and Van Dyne (2008), Schutte et al. (1998), Lane et al. (2009), Jyoti and Kour (2017), Silvera et al. (2001), Gini (2006), Avolio & Bass (2004), James (2012), further trying to integrate various constructs so as to study the relationship between three intelligences, transformational leadership and team

performance. Though these variables have been studied by relating them to some other variables, a study of this kind is novice and yet to be explored. This model attempts to interlink the three intelligences, i.e., CQ, EQ and SQ and the role of the same in shaping leadership competence in context to Transformational Leadership which plays a prime role in enhancing team performance (Fig. 1).
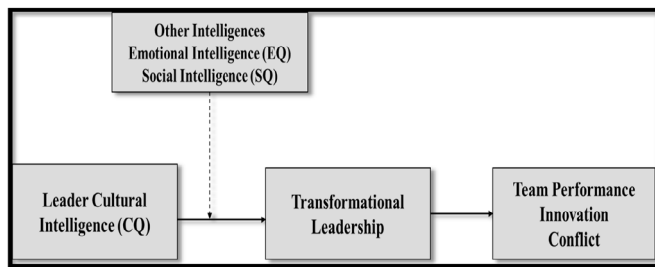

Fig. 1: A Conceptual Framework of CQ, EQ and SQ Shaping Transformational Leadership Resulting into Team Performance

The constructs of the model (Fig. 1) are as follows:

Leader Cultural Intelligence (CQ)- According to Earley and Ang (2003), CQ is conceptualized to comprise four dimensions:

- *Meta cognitive-* It is said to be a mental state of an individual in which he/she is able to attain and understand knowledge related to cultural differences without having prior experience and education about the same.

- *Cognitive-* It is defined as knowledge or a database of an individual built through education and experience about the cultural differences. A person gets an idea about the differences through the knowledge of various rules and norms.

- *Motivational-* It is explained to be a kind of stimulation which further helps him/her to streamline the knowledge of cultural differences into right action.

- *Behavioural-* It refers to actions of an individual and in cross-cultural situations. It encompasses various elements of verbal and nonverbal.

Emotional Intelligence- It can be measured with the help of Schutte et al.'s (1998, cited in Lane et al., 2009) 19-item scale comprising of four sub-constructs (Jyoti & Kour, 2017).

- *Appraisal of other's emotions-* It is stated as a kind of competency which allows an individual to be socially conscious and be able to understand other people's needs and emotions and be able to meet the same.

- *Self-appraisal-* It refers to understanding of one's own values, emotions, strengths and weaknesses.

- *Self-management-* It refers to goal setting by an individual. It involves building skills and strategies so that an individual's actions could be turned towards achievements.

- *Utilization of emotions-* It refers to an ability of an individual to modulate or control the emotions in oneself as well as in others.

Social Intelligence- It can be measured with the help of a 21-item scale given by Silvera et al. (2001), cited in Gini (2006), comprising three dimensions (Jyoti & Kour, 2017).

- *Social information processing-* It refers to the potential and ability of an individual to understand and forecast other people emotions and behaviour.

- *Social skills-* It is based on the behavioural aspect of an individual in which he/she is able to enter and adapt in a novice social situation.

- *Social awareness-* It is defined as the potential or ability of an individual to be conscious towards the different events occurring in social situation.

Transformational Leadership

- *Transformational leadership intellectual stimulation-* This aspect of transformational leadership encourages creativity and innovation by questioning the existing or old methods, norms and values. It focuses on new way of thinking (Avolio & Bass, 2004; James, 2012).

- *Transformational leadership idealized influence-* It refers to the manner in which the leader sets a benchmark of high-performance expectations and encouraging as well as supporting the members to achieve the same (Avolio & Bass, 2004; James, 2012). A leader becomes a role model for his/her team.

- *Transformational leadership inspiration motivation-* It is a way in which an individual is able to communicate and share goals in a lucid way and further provide a vision for a promising and better future (Avolio & Bass, 2004; James, 2012).

- *Transformational leadership individual consideration*- It is stated as the way in which a leader understands the need of each individual separately or on individual basis by considering the fact that each individual is unique in terms of need to develop, grow or achieve (Avolio & Brass, 2004; James, 2012).

Team Performance - Performance has been defined as a method in which team members are concerned about accomplishing the expected goals and turn out the desired outcomes (Salas, Cooke, & Rosen 2008). Team Performance can be measured in terms of conflicts and innovation.

- Innovation
- Conflicts

This model (Fig. 1) depicts a relationship between CQ, EQ, SQ, Transformational Leadership and Team Performance. CQ has a direct impact on Transformational Leadership and Team Performance, which has been depicted by an arrow. The second crucial relation, which has been put under lens, is that of the role of EQ and SQ as moderators which can actually influence the relationship between CQ and Transformational Leadership. The model suggests that CQ plays a critical role in making leaders "more competent" in context to Transformational Leadership thereby enhancing and improvising the performance of a team especially multicultural in nature. The third relation depicts a relation between Transformational Leadership and Team Performance and suggests that Transformational Leadership can mediate the relationship between CQ and Team Performance. If an organization has a high Leader CQ and Transformational Leadership along with EQ and SQ, it will enable the organization to capitalize on the same further having a positive influence on the team performance.

Conclusion

Intelligences or competences are key factors of all human behaviour. However, there has been little research on how these competences function in actual world and how best they can be fostered. Fostering these intelligences or competencies, i.e., Cultural Intelligence, Emotional Intelligence and Social Intelligence can result into better intercultural understanding, increase self-awareness and an awareness and appreciation of other cultures, and make people open to others. It would lead to the building of intercultural competence which would become a critical ingredient for transformational leaders to work with teams of diverse cultural background and to be able to deal with the major challenges and conflicts related to globosity. From existent research, we believe that these competencies can be developed which can give a boost to the team as well as organizational performance. Though the research can be complex and conflicting, findings of the same can make a difference in designing various training programmes for the future leaders. This aim of this paper is to understand, create and promote quality interpersonal relationship as well as to build a global leader who is able to master group dynamics in a multicultural environment.

Contribution to Academia and Industry

Cultural Intelligence has been identified and recognized as a major contributor in shaping Leaders' competence and transforming the skills and intelligence required to work in a multicultural environment with cross-cultural teams. This paper is extremely useful for today's managers/Leaders as well as the teams working in an international arena or MNCs. Organizations need to work towards the latest developments in order to have a cutting edge and thus an attempt through this paper has been made to make the Transformational Leaders more culturally intelligent and competent. Many organizations are composed of heterogeneous workforce; thus, it is one of the imperative factors which requires to be polished. The limitations are that today also, the scenario is that the organizations give importance to performance in numbers and thus require Leaders to work for the same. Though the organizations are working with various offshore partners, less importance is being given towards the training of the teams that can bridge the gap of cultural differences in the projects. Very few people are found to be working on foreign assignments for a long duration of time which needs to be addressed.

Future Scope

Today, the organizations are undergoing a dramatic transition due to diverse workforce, changing trends, role of technology and decreasing shelf life of the goods and services. Organizations are becoming increasingly

dependent on leaders and team that are able to adjust and adapt accordingly to the turbulent environment. There are various descriptive and empirical papers on cultural intelligence but research needs to be done on the relationship between CQ, Transformational Leadership and Team Performance. To respond to the growing complexity, diversity in terms of age, gender, education, experience and nationality, and dynamism of the external environment an organization needs to build cultural intelligence within its leaders and teams and should be able to develop new capabilities protecting the existing strengths. There is a need to empirically examine the relationship which is considered to be dynamic and ongoing process, between Cultural Intelligence and Transformational Leadership. Future study needs to be done on how CQ, EQ & SQ along with Transformational Leadership can increase the performance of the teams and organization.

References

Ang, S., & Inkpen, A. C. (2008). Cultural intelligence and offshore outsourcing success: A framework of firm-level intercultural capability. *Decision Sciences, 39*(3), 337–359.

Ang, S., & Van Dyne, L. (2008). *Handbook on cultural intelligence: Theory, measurement and Applications*. Armonk, NY: M.E. Sharpe.

Ang, S., Van Dyne, L., & Koh, C. (2006, February). Personality correlates of the four factor model of cultural intelligence. *Groups & Organizational Management, 31*(1), 100-124.

Ang, S., Van Dyne, L., Koh, C., Yee Ng, K., Templer, K. J., Tay, C., & Chandrasekar, A. N. (2007). Cultural intelligence: Its measurement and effects on cultural judgment and decision making cultural adaptation and task performance. *Management and Organization Review, 3*(3), 335–371.

Pieterse, A. N., Knippenberg, D. V., & Dierendonck, D. V. (2013). Cultural diversity and team performance: The role of team member goal orientation. *Academy of Management Journal*.

Ashforth, B. E., & Humphrey, R. H. (1995). Emotion in the workplace: A reappraisal. *Human Relations, 48*, 97-124.

Avolio, B. J., & Bass, B. M. (2004). *Multifactor leadership questionnaire: Manual and sampler set* (3rd ed.). University of Nebraska. Lincoln, NE: Mind Garden.

Barling, J., Slater, F., & Kelloway, K. (2000). Transformational leadership and emotional intelligence: An exploratory study. *Leadership & Organization Development Journal, 21*, 157-61.

Bar-On, R (2000). Emotional and social intelligence: Insights from the Emotional Quotient Inventory (EQ-i)', in Bar-On, R and Parker, JDA (eds) *Handbook of Emotional Intelligence*. San Francisco: Jossey-Bass, 363–388.

Bar-On, R. (1997). *Bar-on emotional quotient inventory: User's S*. New York, NY.

Box, J. B. (2012). The Relationship between Cultural Intelligence and Transformational Leadership Among Managers. SSRN (Social Sciences Research Network).

Brislin, R., Worthley, R., & Macnab, B. (2006). Cultural Intelligence: Understanding behaviors that serve people's goals. *Group and Organization Management, 31*, 40-55.

Costa Jr., P. T., & McCrae, R. R. (1988). From catalog to classification: Murray's needs and the five-factor model. *Journal of Personality and Social Psychology, 55*(2), 258-265.

Crowne, K. A. (2009). The relationships among social intelligence, emotional intelligence and cultural intelligence. *Organisation and Management Journal, 6*(3), 148-163.

Crowne, K. A. (2013). An empirical analysis of three intelligences. *Canadian Journal of Behavioural Science, 45*(2), 105-114.

Dogra, A. S., & Dixit, V. (2016) Cultural Intelligence: Exploring the relationship between leader cultural Intelligence, Team Diversity and Team Performance. *ELK Asia Pacific Journal of Human Resource Management and Organisational Behaviour, 3*(1).

Duckett, H., & Macfarlane, E. (2003). Emotional intelligence and transformational leadership in retailing. *Leadership & Organizational Development Journal, 24*(5/6), 309-317.

Earley, C. P., & Ang, S. (2003). *Cultural intelligence: Individual interactions across cultures*. Palo Alto, CA: Stanford University Press.

Elenkov, S. D., & Pimentel, R. C., Joana. (2008). *Handbook on cultural intelligence: Theory, measurement and Applications*. Armonk, NY: M.E. Sharpe.

Engle, R. L., & Nehrt, C. (2011). Conceptual ability: Emotional intelligence and relationship management: A multinational study. *Journal of Management Policy and Practice, 12*(4), 58-72.

George, J. M. (2000). Emotions and leadership: The role of emotional intelligence. *Human Relations, 53*, 1027-41.

Gini, G. (2006). Brief report: Adaptation of the Italian version of the Tromsøiocial Intelligence scale to the adolescent population. *Journal of Adolescence, 29*(2), 307-312.

Goleman, D. (1995). *Emotional Intelligence: Why it can matter more than IQ*. New York: Bantam Books.

Goleman, D. (1998). *Working with emotional intelligence*. New York: Bantam Books.

Goleman, D. (2006). *Social intelligence: The new science of human relationships*. London: Arrow Books.

Groves, K. S., & Feyerherm, A. E. (2011). Leader Cultural Intelligence in Context: Testing the Moderating Effects of Team Cultural Diversity on Leader and Team Performance. SAGE. doi. org/10.1177/1059601111415664

Ebrahimpoor, H., Zahed, A., & Elyasi, A. (2013). The study of relationship between social intelligence and organizational performance (case study: ardabil regional water company's managers). *International Journal of Organizational Leadership, 2*(1), 1-10.

Kosmitzki, C., & John, O. P. (1993). The implicit use of explicit conceptions of social intelligence. *Personality and Individual Differences, 15,* 11-23.

Lane, A. M., Meyer, B. B., Development, T. J., Kevin, A. D., Thelwell, R., Gill, G. S., Diehl, C. D. P., Wilson, M., & Weston, N. (2009a). Validity of the emotional intelligence scale for use in sport. *Journal of Sports Science & Medicine, 8*(4), 289-295.

Mayer, J. D., & Salovey, P. (1997). What is emotional intelligence? in Salovey, P and Sluyter, DJ (eds) *Emotional development and emotional intelligence: Educational Implications*. New York: Basic Books, 3–31.

Mayer, J. D., Salovey, P., & Caruso, D. R. (2008). Emotional intelligence: New Ability or Eclectic Traits? *American Psychologist, 63*(6), 503–517.

Moon, T. (2010). Organizational cultural intelligence: Dynamic capability perspective. *Group and Organization Management, 35*(4), 456–493.

Palmer, B., & Stough, C. (2001). Workplace SUEIT: Swinburne University Emotional Intelligence Test ± Descriptive Report, Organisational Psychology Research Unit, Swinburne University, AU.

Palmer, B., Walls, M., Burgess, Z., & Stough, C. (2001). Emotional intelligence and effective leadership. *Leadership & Organization Development Journal, 22*, 1-7.

Rahim, M. A., & Marvel, M. R. (2011, September). The role of emotional intelligence in environmental scanning behavior: A cross-cultural study. *Academy of Strategic Management Journal, 10*(2), 83-103.

Rhinesmith, S. H. (1992). Global mindsets foe global managers. *Training & Development, 46*(10), 63-69.

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

Shutte, N. S., Malouff, J. M., Hall, L. E., Haggerty, D. J., Cooper, J. T., Golden, C. J., & Dornheim, L. (1998). Development and validation of a measure of emotional intelligence. *Personality and Individual Differences, 25*, 167- 177.

Silvera, D. H., Martinussen, M., & Dahl, T. I. (2001). The Tromso social intelligence scale, a self report measure of social intelligence. *Scandinavian Journal of Psychology*, *42*(2), 313-319.

Sosick, J., & Megerian, J. (1999). Understanding leader emotional intelligence and performance. *Group and Organization Management, 24*, 367-91.

Thomas, D. A., & Fitzsimmons, S. R. (2008). Cross-cultural skills and abilities: From communication to cultural intelligence, in the *handbook of cross-cultural management research*, P.B. Smith, M.F. Peterson, and D.C. Thomas (Eds.), Thousand Oaks, CA: Sage, pp. 201-215.

Gkonou, C., & Mercer, S. (2017). Understanding emotional and social intelligence among English language teachers. British Council.

Zhou, W., & Rosini, E. (2015). Entrepreneurial team diversity and performance: Toward an integrated model. *Entrepreneurship Research Journal, 5*(1), 31–60. DOI: 10.1515/erj-2014-0005.

Westby, C. (2007). Being smart in a diverse world. *Communication Disorders Quarterly, 29*(1), 7–13.

Yukl, G. (2006). *Leadership in organization*. Englewood, NJ: Prentice Hall.