

What We Know and What We Want to Know about Emotional Intelligence: A Systematic Literature Review

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Abstract

The study aims to provide a comprehensive review of the literature on emotional intelligence (EI) in order to maximise human potential. After identifying the main themes proposed to date, potential future research directions are outlined. To meet the study's objectives, a systematic review of the literature was conducted to answer the research questions. The results showed that EI is an evolving area of research that continues to produce interesting lines of examination, mainly covering six areas: Interpersonal relations, ethics, performance, work environment, leadership and well-being. In addition, some gaps have been identified for future research, highlighting the need for further research, particularly in small and medium-sized enterprises. The review facilitates the complexity of the main research on EI aimed at maximising human potential and provides recommendations for further exploration based on the results of a thematic analysis.

Keywords: emotional intelligence, EI, leadership, human potential, systematic literature review

1. Introduction

Human capital (HC) is becoming increasingly important in all organisations and there is a wealth of literature in this regard, studying it from different perspectives (Braunerhjelm & Lappi, 2023; Costa et al., 2023; Ferretti et al., 2020; Higgs & Dulewicz, 2014; Shela et al., 2023). HC has a positive impact on the growth and competitive advantage of organisations (Cisi et al., 2020; Nyberg et al., 2014), so there is a growing interest in improving it, which has given rise to several strands of research. One specific strand focuses on emotional intelligence to optimise human potential (Brooks & Nafukho, 2006; Drigas et al., 2023; Greenidge et al., 2014), a topic that has gained considerable prominence in the last two decades (Ashkanasy, 2004). Although the definition of EI is a matter of debate (Pekaar et al., 2017), the prevailing literature, according to Salovey and Mayer (1990), defines it as "a type of social intelligence that enables individuals to monitor the movements of others and their emotional status, to discriminate among these motions, and to use this information to guide thought and action".

The concept of emotional intelligence is broadly divided into four components (Salovey & Mayer, 1990), although some researchers refer to five (Bar-On, 1997). The four main accepted dimensions are perception of emotions, integration and assimilation of emotions, knowledge of emotions and management of emotions (George, 2000; Mayer et al., 1999; Van Rooy & Viswesvaran, 2004).

As noted by Chowdhury (2017), EI gained much more interest after Goleman's book (1995); the evolution of publications on 'EI' shows an exponential growth in the last 25 years, reaching 261 documents in Scopus only in 2023 in 'Business, Management and Accounting'. However, the subject covers several fields, and only in 2023 more than 1,500 documents were published on social sciences, psychology and engineering, among others.

The aim of this paper is to understand the role of EI in maximising human potential through a systematic and critical review of scientific papers published up to January 2023. The following research questions (RQs) have been defined to achieve this objective:

RQ1. How has research on EI developed in the corporate economic context?

RQ2. Which are the main topics debated in literature?

RQ3. Have differences emerged between large and small businesses?

RQ4. Which are the possible future research directions?

To answer the above questions, a systematic literature review (SLR) methodology (Paoloni et al., 2025; Kraus et al., 2020; Paoloni et al., 2020; Tranfield et al., 2003) was applied, which identified the following main areas, defined on the basis of the macro themes analysed in the literature Interpersonal relations (A1), Ethics (A2), Performance (A3), Workplace (A4), Leadership (A5), Well-being (A6).

The results show that the topic covers several aspects of management, although some further analysis is needed to better explore, for example, the peculiarities of small businesses and developing countries. The implications of the study may be of interest to both managers and academics. Indeed, given the centrality of people and emotions in the aftermath of Covid-19, practitioners may also benefit from this literature review.

The paper is organised as follows. After the introduction, section 2 describes the research methodology; section 3 presents the main findings; section 4 proposes a discussion of the findings, focusing on each of the identified strands; and finally, section 5 concludes with the main conclusions, including an agenda for future lines of research and limitations of the study.

2. Methodology

To answer the RQs, the authors conducted a SLR, which allows to identify, critically evaluate, and synthesize literature on a given phenomenon (Kraus et al., 2020). Indeed, the SLR ensures that all relevant data on the topic under investigation are considered. To conduct the analysis, the authors used the three-step review process proposed by Tranfield et al. (2003) and verified by numerous scholars (Paoloni et al., 2025; Mcquade et al., 2021). This approach is one of the most comprehensive and rigorous, as it builds on what is known and enables the basis for advancing knowledge (Mian et al., 2016). The SLR was conducted using the review process shown in Figure 1.

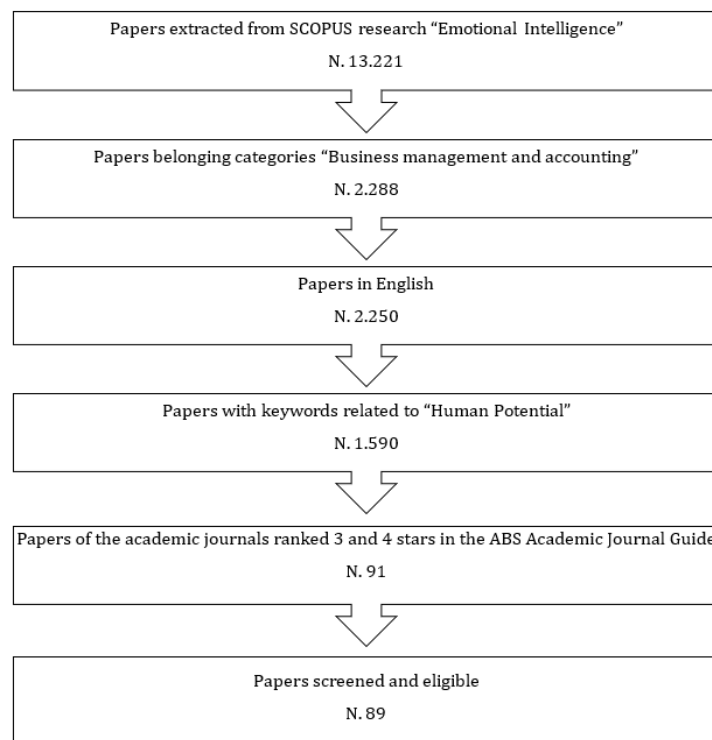


Figure 1. Papers selection process

Note. The figure presents the article selection process used by the authors.

Step one: Plan the review. To be scientifically valid, the SLR must be easily replicable, and therefore emphasis must be placed on establishing a precise framework for the analysis. The planning followed the recommendations of Natalicchio et al. (2014), which included identifying the keywords needed to delimit the search area, defining the inclusion and exclusion criteria of the articles, and defining the most scientifically relevant topics and subtopics.

Step two: Conducting the review. The authors conducted a keyword search in Scopus, a widely used database in the literature, on January 2023 (Alkhudary et al., 2020). The keyword search was performed by limiting the analysis to "title, abstract, keywords" equal to "emotional intelligence". The choice of this word was driven by the authors' idea of not limiting the search by using more specific keywords, thus allowing a greater number of publications to be found.

The keyword search was subsequently refined by considering the academic field of reference of the studies: Business management and accounting (Massaro et al., 2016). Next, all papers not written in English were excluded to overcome the problem of translating the articles (Savio et al., 2023). From the 2,250 documents, a new filter was implemented in order to include only research focused on "human potential". Then, only articles published in academic journals ranked three and four stars in the Chartered Association of Business Schools 2015 Academic Journal Guide were selected, in line with what was carried out by Koburtay et al. (2019). Finally, after reading the documents, those (2) that were not relevant to answering the RQs were eliminated.

This search strategy improves the review process and its results (El Baz et al., 2021), as the collection of documents follows a clearly defined procedure, which is transparent and replicable (De Goey et al., 2019; Tranfield et al., 2003). A final sample of 89 documents was collected.

Step three: Report writing and dissemination. To respond to the RQs, the authors, who worked independently and manually, established strict guidelines to reduce subjectivity in classifying studies and highlighting the most recurrent study themes.

An analytical framework was then established to identify the most recurrent macro themes in the studies, as defined in Table 1.

Table 1. The analytical framework

A	Focus of the article	B	Geographical area
A1	Interpersonal relationships	B1	North America
A2	Ethics	B2	South America
A3	Performance	B3	Europe
A4	Workplace	B4	Asia
A5	Leadership	B5	Oceania
A6	Well-being	B6	Africa
		B7	Mix
		B8	None
C	Authors affiliation	D	Research method
C1	North America	D1	Qualitative
C2	South America	D2	Quantitative
C3	Europe	D3	Mix
C4	Asia	D4	Theoretical
C5	Oceania	D5	Other
C6	Africa		
C7	Mix		

Note. The table presents the framework used by the authors to analyze the articles that compose the sample.

In addition, the authors spotted the period in which the documents in the sample were published and in which journals as well as which authors and journals received the most citations.

To classify the articles, the authors used inter-coder reliability, a technique to ensure the reliability of the classification procedure, which considers a classification to be valid only if it is the same for different coders (Weber, 1990). The sample was randomly divided into three groups, each assigned to two authors who made an independent classification. When the two authors did not provide the same classification, the final allocation was

on the third author (Milne & Adler, 1999).

3. Results

To answer RQ1, this chapter provides a descriptive analysis of the database and includes the focuses of the literature, the geographic distribution of articles and authors, methodological approaches applied, number of publications, citations received by the articles, and journals in which publications appeared.

3.1 Focuses

In analyzing the role played by emotional intelligence in maximizing human potential, the sample studies used different focuses as highlighted in Table 2. In particular, the most recurrent themes included the role of emotional intelligence in the workplace (34%) and its contribution to leadership (22%).

Table 2. Focus of the articles

Focus of the article	n.	%
Interpersonal relationships (A1)	10	11%
Ethics(A2)	10	11%
Performance(A3)	15	17%
Workplace(A4)	30	34%
Leadership(A5)	20	22%
Well-being (A6)	4	4%
Total	89	100%

Note. The table highlights the areas in which the sampled items were focused.

3.2 Geographical Areas

Most documents did not focus on a specific country (42%); the studies that did it refer to specific nations, however, mostly analysed the United States (17%) and China (10%). Only 11 articles (12%) made a comparison between several countries. As shown in Figure 2, EI in business studies is a topic limited to developed countries, leaving a gap in research in developing countries.

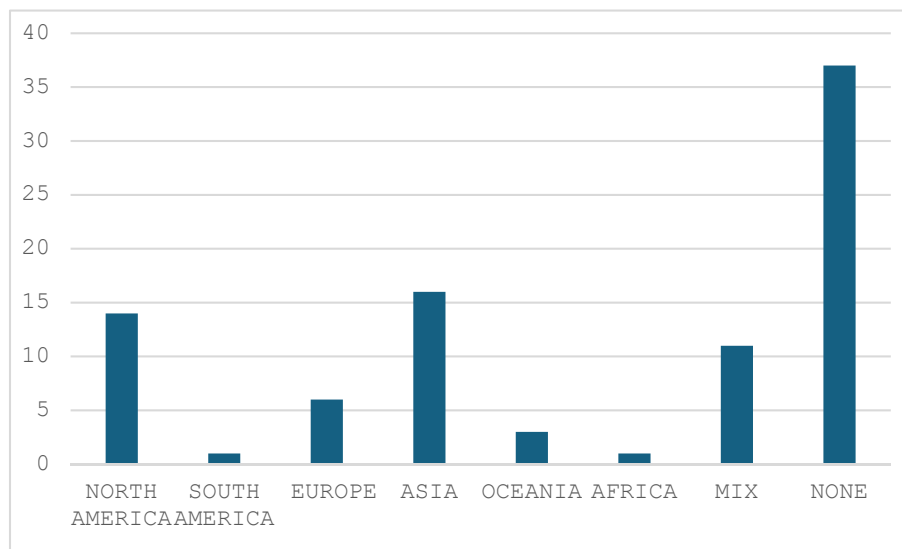


Figure 2. Documents per geographical area

Note. The figure highlights the geographic areas that were studied by the sampled articles.

3.3 Authors' affiliations

A total of 246 authors studied the topic. Most authors are affiliated in the United States (44%). The second largest

concentration is in the United Kingdom with 9% of the authors. In 36% of cases authors from different nations collaborated, and in 18% of cases the research was carried out by a single author. The nations of the authors' affiliations are shown in Figure 3.

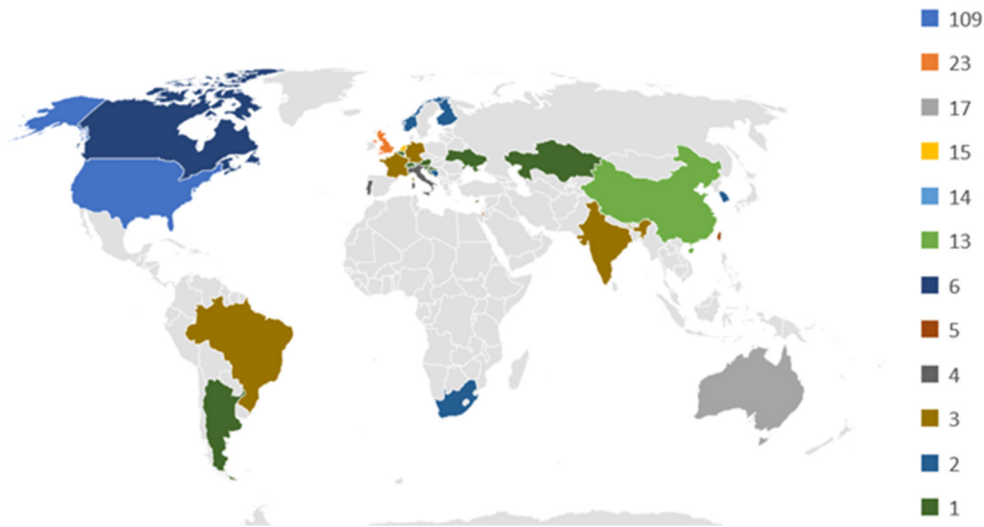


Figure 3. Authors' affiliations

Note. The figure highlights the affiliations of the authors who authored the sampled articles.

3.4 Research Methods

Most of the research (40%) used quantitative methods, 25% was qualitative, 16% used a mixed method approach and 20% used a theoretical approach. Researchers examined the phenomena based on different methodologies to view the topics from multiple perspectives. For each of the macro-themes identified by the authors, there was a good distribution of the study methods used, as shown in Table 3.

Table 3. Research methods

Method	Interpersonal relationships (A1)	Ethics (A2)	Performance (A3)	Workplace (A4)	Leadership (A5)	Well-being (A6)	Total by method
Theoretical	1	2	1	5	7	1	17
Quantitative	3	4	8	15	5	1	36
Qualitative	3	3	4	6	6	-	22
Mix	3	1	2	4	2	2	14
Total by cluster	10	10	15	30	20	4	

Note. The table illustrates the methods of investigation used in the articles selected through the literature review.

3.5 Distribution over Time and Number of Publications

The first articles in the selected sample have been published in 1998. 2022 was one of the years with a peak in research, confirming that this is an area of research that continues to be relevant, as shown in Figure 5.

Most of the papers were published in the Journal of Managerial Psychology, which is not surprising given the topic under analysis. Table 4 lists the journals in which the articles in the sample were published.

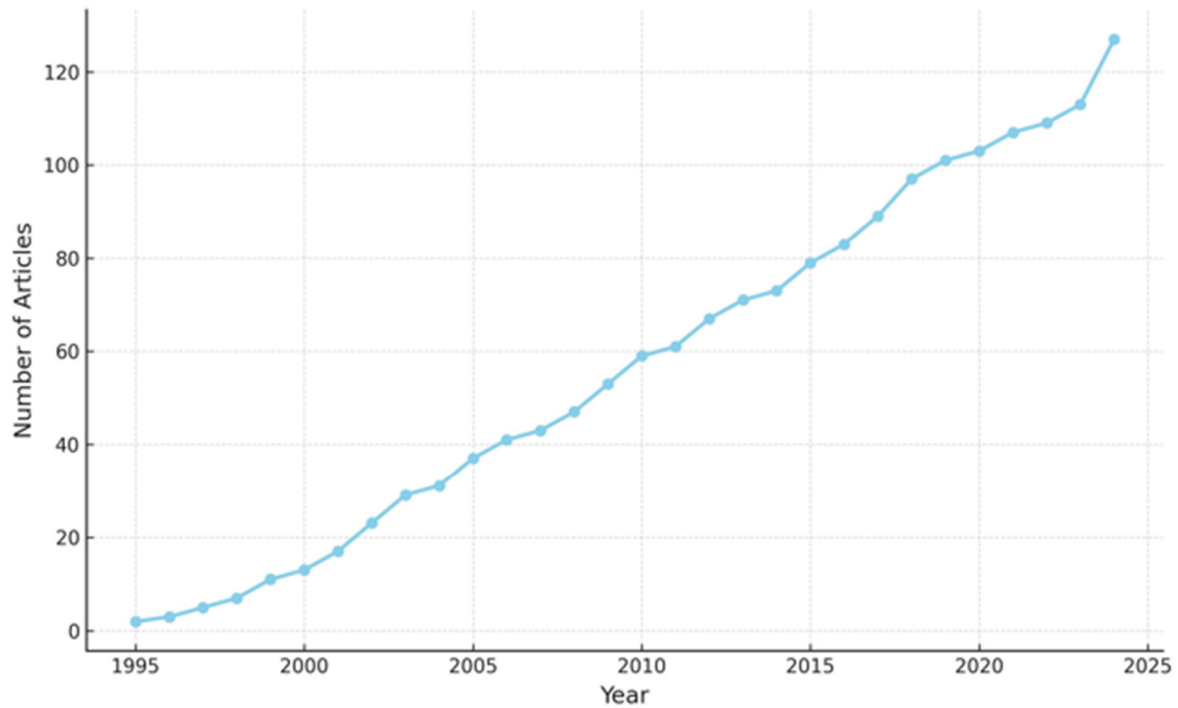


Figure 4. Sample distribution over time

Note. The figure shows the number of publications in the selected sample along the time frame 1997-2024.

Table 4. Citations of the sample

Journal	Citations	Papers
Journal of Managerial Psychology	1.783	20
Leadership Quarterly	1.212	10
Human Relations	1.133	3
Harvard business review	1.111	5
Journal of Vocational Behavior	1.107	7
Journal of Organizational Behavior	625	4
Journal of Business Ethics	425	12
Asia Pacific Journal of Management	318	6
Human Resource Management Review	261	4
Journal of World Business	213	3
Journal of Service Research	208	3
Journal of Business Research	154	5
Journal of Management Inquiry	85	4
Journal of International Management	64	3
Total	8.699	89

Note. The table shows the distribution of the reviewed articles in the journals and the number of total citations of the aggregated articles.

3.6 Citations

The articles vary widely in terms of the number of citations, ranging from 0 for the most recent articles to 961.

The most cited article is that of George (2000). Figure 5 shows a comparison between the number of citations (expressed in hundreds) and the number of papers published in each journal.

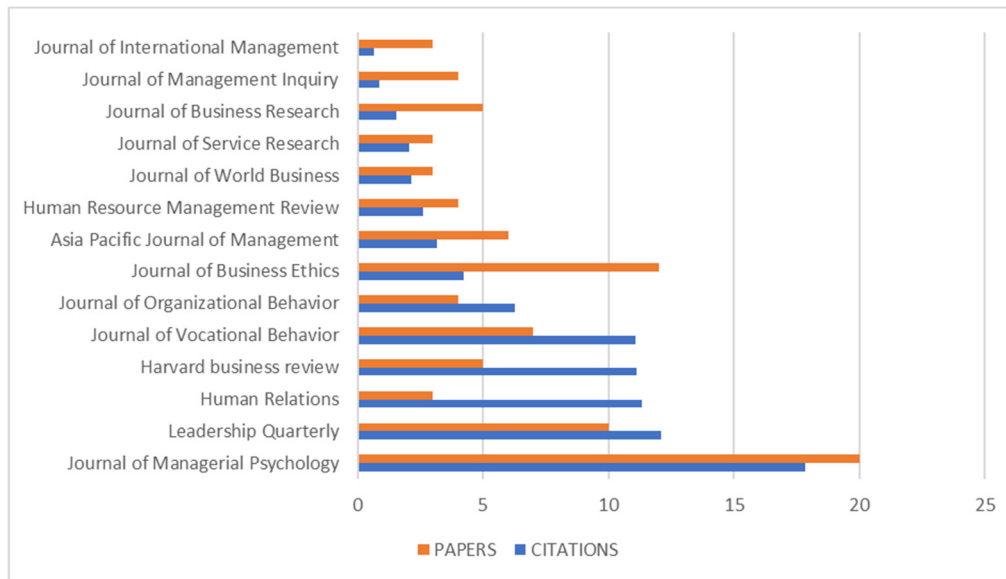


Figure 5. Citations

Note. The figure compares the number of articles per journal with the number of citations obtained overall by articles belonging to the same journal.

4. Discussion

The purpose of this section is to respond to RQ2 and RQ3. As mentioned above, six main strands of research emerged from the SLR to be discussed.

In relation to cluster A1, the research strands have paid attention to conflict (Gunkel et al., 2016) and how EI affects interpersonal relationships (Gaspar et al., 2022). Interestingly, as noted by Gaspar et al. (2022), despite the benefits of being and interacting with people with high EI, people with high EI could also be most likely to be deceived. Nevertheless, the literature shows that EI plays a positive role in conflict management (Gunkel et al., 2016; Jordan & Troth, 2004; Schlaerth et al., 2013). Moreover, it has been noted in this regard that the influence of EI on team performance is particularly relevant for researchers and practitioners, as teamwork is increasingly prevalent in organisations (Jordan & Troth, 2004).

About cluster A2, most articles focused on ethical behaviour (Deshpande, 2009; Deshpande & Joseph, 2009; Fu, 2014; Joseph et al., 2009) and the relationship between EI and consumer choices (Chowdhury, 2017; Kadic-Maglajlic et al., 2019).

Joseph et al (2009) found that only some dimensions of EI are significant for perceptions of ethical behaviour of peers. Similarly, Fu (2014) showed that not all facets of EI have a significant impact on ethical behaviour. While emotion regulation has a significant impact on ethical behaviour, emotion use, self-emotional awareness, and others' emotional awareness had no significant impact. In this regard, Caldwell (2009) highlights the need to research and explore methods of training individual employees and organisational leaders in self-deception, self-awareness and the application of these concepts in an organisational context. However, Segon and Booth (2015), after analysing the most popular EI frameworks, found a lack of direct appeal to ethics and moral practice. Being emotionally intelligent or competent does not guarantee ethical behaviour (Segon & Booth, 2015).

Finally, in terms of ethics, it is interesting to note the historical perspective proposed by Karnes (2009). Examining the employer-employee relationship, the author points to a significant shift, highlighting that current employee rights are not provided by employer ethics, but by government regulation and court precedent. Indeed, organisations should invest more in the EI of managers: employers who are willing to give employees what they need are far more likely to succeed (Karnes, 2009). In line with this, Fernández-Araóz (1999) pointed to the importance of EI in top executives, citing the example of a US telecommunications company that hired a well-

trained record CEO but without intercultural social skills, forcing the company to fire him in less than a year. It is therefore interesting to analyse the cluster related to "performance".

With regard to Cluster A3, a previous meta-analysis (Van Rooy & Viswesvaran, 2004) shows that studies using EI as a predictor of performance typically report one of three types of possible correlations: (1) the correlation between a total EI score and performance; (2) the correlation between EI sub-scores and performance; and (3) the correlation between the total EI score and performance as well as the correlations of the EI sub-scores and performance. According to these authors, the overall predictive validity of EI appears to be fairly constant across performance domains.

Based on this review, different strands of research can be identified: one significant strand relates to job performance (Agnihotri et al., 2014; Carmeli, 2003; Law et al., 2008; O'Boyle Jr. et al., 2011; Sy et al., 2006; Young & Dulewicz, 2007) and another to team performance (Davai et al., 20-22; Vidyarthi et al., 2014; Jordan & Troth, 2004). Based on the findings of Vidyarthi et al. (2014), managers should be aware that superior emotional perception skills may be particularly important in teamwork. Similarly, Davai et al. (2022) found that team members' cultural intelligence and EI reduced the occurrence of intergroup conflict. In addition, there are a number of papers in this cluster that focus on failure: Boss and Sims (2008) suggest that emotion regulation can complement self-leadership to enhance the process of recovery from failure, providing insights for employees and managers who encounter failure along the way. Gabbott et al (2011) examine the role of EI in shaping customer reactions to a service failure and show that levels of EI predict consumer reactions to a service failure.

Finally, this cluster includes studies (Bommer et al., 2011; Miao et al., 2018) that focus on the relationship between EI and other factors such as general mental ability, conscientiousness, gender and uncertainty avoidance, noting that EI is not uniformly valuable and seems to benefit some groups more than others. Indeed, a number of studies have found that EI has different effects on job performance depending on the contact workers have with people outside the company (Pekaar et al., 2017).

With regard to Cluster A4, a predominant strand relates to contributions demonstrating that higher levels of EI among managers and employees correspond to various benefits for the business organisation, which needs to invest in relevant selection and training practices (Brotheridge & Lee, 2008; Wilderom et al, 2015; Wong et al., 2004) to promote alignment between employee and manager goals (De Clercq et al., 2014; Gao et al., 2023; Jelinek & Ahearne, 2010; Minbashian et al., 2018; Schaufeli et al., 2002; Witt, 1998). Another strand of research concerns the position that the exercise of EI skills reduces conflict in work groups (Pekaar et al., 2018), curbs the so-called 'shadow group' (Hede, 2007), builds a solid foundation of trust (Chen et al., 2012), and generates high performance (Druskat & Wolff, 2001). According to Quebbeman and Rozell (2002), individuals with higher EI and high positive affect are more likely to respond to perceived injustice with adaptive/constructive behaviour. Research supports the idea that EI can be learned and trained in the five components of self-awareness, self-regulation, motivation, empathy, and social skills (Goleman, 1998, p. 199; Mattingly & Kraiger, 2019).

High levels of EI allow employees to develop a better predictive ability for their career and a greater adaptability to the reference context (Coetzee & Harry, 2014; Dust et al., 2018; Koveshnikov et al., 2014; Santos et al., 2018), so as to also influence the growth of financial rewards (Rode et al., 2017), personal creativity (Altinay et al., 2021) and customer satisfaction (Gabriel et al., 2016). Other studies (Byron, 2008; Eagly & Karau, 2002) suggest that investments should focus on developing EI with androgynous traits, as they are considered to be better.

However, cluster A4 also includes studies that move in the opposite direction. According to Zhang et al. (2022), the effects of emotional and dispositional variables are not fixed, mainly because the measurement of emotions clashes with subjective feelings and the resulting behaviours that are difficult to express and classify, as noted by Dulewicz et al. (2003) and Fineman (2004).

The assessment of emotions has a qualitative character that needs to take into account the specific political and social moment. Furthermore, there is often a commodification of emotions in the sole interest of the organisation, which leads to alienation of emotionally less capable individuals (Vincent, 2011), while individuals with high EI respond by not conforming to the system (Lindebaum, 2012). Nevertheless, some believe that individuals with high EI tend to focus on their careers rather than the growth of the organisation (Cheng et al., 2012).

With regard to cluster A5, most contributions point out that a leader with high levels of EI ensures better performance (Goleman, 1998; Ozelik et al., 2008). In particular, Hur et al. (2011) show how emotionally intelligent team leaders engage employees and create a positive work climate. In fact, a leader's high level of empathy can support cognitive processes related to assigned tasks (Kellett et al., 2006), although some authors (Holt & Marques, 2012) believe the opposite. According to Côté et al. (2010), leadership emerges in groups beyond cognitive intelligence, personality traits and gender, especially in the minds of the most extroverted individuals

(Walter et al., 2012).

According to various authors (Antonakis et al., 2009; George, 2000; Riggio & Lee, 2007; Vivian Tang et al., 2010), EI contributes to effective leadership because it focuses on the essential elements of a leader's effectiveness, that varies according to the leader's cultural background and, according to Miao et al. (2018), is influenced by the intercultural effects of employees.

In contrast to the above, Dasborough et al. (2022) emphasise that human capabilities that influence leadership are diverse and it is not possible to place EI at the top of them; other authors believe that there is no full correlation between EI and transformational leadership (Cavazotte et al., 2012; Føllesdal & Hagtvet, 2013).

Furthermore, according to Humphrey et al. (2008), EI has personal costs for leaders, especially when they have to distinguish between genuine emotions, superficial actions and deep actions (Gardner et al., 2009). Finally, according to Stein (2013), EI in narcissistic individuals can be detrimental to companies in times of crisis.

With regard to cluster A6, some contributions (Dulewicz & Higgs, 2000; Wong et al., 2004) aim to highlight the relationship between an individual's well-being in all domains and EI. Some studies show that EI is a construct with significant potential to explain variations in life success (Goleman, 1998) and that it can be a valuable tool for resolving family conflicts and improving satisfaction, performance and general well-being (Bochantin & Cowan, 2016).

5. Conclusions

The study systematized existing research on EI and human potential maximization, effectively addressing the research questions through a detailed examination of key focus areas. In response to RQ1, it was observed that studies on EI are on an upward trend over time, confirming that it has been a topic of considerable importance for years (Ashkanasy, 2004); Covid-19 emergency and its impact on people's emotions has reshaped corporate priorities by placing people and emotions at the centre of processes.

In response to RQ2, six main clusters were identified into which the various studies should be grouped.

Regarding the impact of EI on interpersonal relationship management (A1), some authors focused on conflict and how EI affects conflict management (Gunkel et al., 2016). The relationship between EI and the adoption of ethical behaviours by consumers (A2) has also been explored (Chowdhury, 2017; Kadic-Maglajlic et al., 2019), pointing out that only certain traits of EI are significant for the development of behaviours (Fu, 2014) such as emotion regulation. Other authors (Angelidis & Ibrahim, 2011) pointed out that it is not possible to state the existence of a correlation between EI and ethical behaviour: EI is a necessary but not a sufficient condition.

Some strands of literature included in cluster 3 (Van Rooy & Viswesvaran, 2004) examined EI as a reliable predictor of performance in different domains: from job performance (Agnihotri et al., 2014) to team performance (Davaii et al., 2022). Others have focused their analyses on the role of EI in the processes of recovery from failure, pointing to the usefulness of courses for employees and managers (Boss & Sims, 2008). On this point, a dominant strand focused on the benefits of having managers with high levels of EI in organisations (Vivian Tang et al., 2010; Wong et al., 2004) and showed how the exercise of EI skills (Pekaar et al., 2018) reduces conflict in work groups and helps to build a solid shared foundation of trust (Chen et al., 2012). However, cluster A4 also includes studies with conflicting evidence. According to Zhang et al. (2022), the effects of emotional variables cannot be considered constant and fixed, as the measurement of emotions is difficult to express and even more difficult to classify (Dulewicz et al., 2003). In addition, there is the commodification of emotions in the sole interest of the organisation, which contributes to the creation of alienation in individuals with lower levels of EI.

Cluster 5 includes contributions that delve into the impact of EI on leadership, from which it emerged that a leader with high levels of EI is able not only to deliver better performance (Goleman, 1998; Ozelik et al., 2008) but also to proactively engage employees, creating a positive climate. This positive impact can extend to different aspects of the social life of the people involved; in fact, studies in cluster 6 showed that EI offers significant potential in all areas of life and, among others, can also be a valuable tool in managing family conflicts (Bochantin & Cowan, 2016).

Concerning RQ3, no contribution dwelt on the correlation between EI and small businesses nor on the differences between them and large companies in terms of EI. It follows that the first objective of future research, in response to RQ4, is to focus on these differences. Furthermore, most studies analyzed the positive effects of EI on organizations and life in general, but not enough space was given to the difficulties of measuring the effects of EI especially when considering the subjective elements that influence human emotions (Fineman, 2004) or opportunistic and deceptive behavior (Lindebaum, 2012).

In answering the research questions, this study provides contributions to both the literature and managers. From an academic perspective, the paper provides an overview of the state of the art, identifies gaps and develops possible future lines of research. As such, the review provides a solid foundation for further analysis.

From a practitioner's point of view, one of the benefits of the study is to raise awareness of the importance of emotional intelligence.

These elements also have obvious implications on an ethical level, for which it was noted that further studies are also needed in relation to leadership positions (Eisenbeiß & Giessner, 2012). Future research could also move in this direction by extending the investigations to developing countries, which are not covered at all in the papers analysed.

Finally, despite an increasing number of contributions on the topic between 2020 and 2022, no specific insights on the relationship between Covid-19 and EI emerge from the literature review. Further research could focus on the impact that the recent pandemic has had on the conception of EI from a digital perspective, considering the new virtual dimension that characterises many interactions within organisations.

Despite the numerous contributions made by the present work, this study suffers from some limitations. One is the manual clustering, which implies a degree of subjectivity that affects the results, and another is the use of only one database: although Scopus is one of the most relevant databases for scientific literature, other databases could have been included to broaden the research. In addition, the field of EI is very broad, and this review focused on the most important contributions without including all the available literature. Disseminating the literature on EI has allowed gaps in research to be identified and recommendations for future research to be made.

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The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Data sharing statement

No additional data are available.

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Appendix

List of articles analyzed

Authors & Year	Title	Journal
Humphrey et al., 2008	Leading with emotional labor	Journal of Managerial Psychology
Agnihotri et al., 2014	Examining the Drivers and Performance Implications of Boundary Spanner Creativity	Journal of Service Research
Deshpande & Joseph, 2009	Impact of emotional intelligence, ethical climate, and behavior of peers on ethical behavior of nurses	Journal of Business Ethics
Dust et al., 2018	Managing the self-esteem, employment gaps, and employment quality process: The role of facilitation- and understanding-based emotional intelligence	Journal of Organizational Behavior
Davaei et al., 2022	The influence of cultural intelligence and emotional intelligence on conflict occurrence and performance in global virtual teams	Journal of International Management
Coetzee & Harry, 2014	Emotional intelligence as a predictor of employees' career adaptability	Journal of Vocational Behavior
Hede, 2007	The shadow group: Towards an explanation of interpersonal conflict in work groups	Journal of Managerial Psychology
Zhang et al., 2022	Exploring the longitudinal effects of emotional intelligence and cultural intelligence on knowledge management processes	Asia Pacific Journal of Management
Rode et al., 2017	A time-lagged study of emotional intelligence and salary	Journal of Vocational Behavior
George, 2000	Emotions and leadership: The role of emotional intelligence	Human Relations
Minbashian et al., 2018	Emotional intelligence and individual differences in affective processes underlying task-contingent conscientiousness	Journal of Organizational Behavior
Lindebaum, 2012	I Rebel-Therefore We Exist: Emotional	Journal of Management Inquiry

Authors & Year	Title	Journal
Chowdhury, 2017	Standardization in Organizations and the Emotionally Intelligent Individual Emotional Intelligence and Consumer Ethics: The Mediating Role of Personal Moral Philosophies	Journal of Business Ethics
O'Boyle et al., 2011	The relation between emotional intelligence and job performance: A meta-analysis	Journal of Organizational Behavior
Young & Dulewicz, 2007	Relationships between emotional and congruent self-awareness and performance in the British Royal Navy	Journal of Managerial Psychology
Dulewicz & Higgs, 2000	Emotional intelligence – A review and evaluation study	Journal of Managerial Psychology
Bochantin & Cowan, 2016	Focusing on Emotion and Work–Family Conflict Research: An Exploration Through the Paradigms	Journal of Management Inquiry
Gabriel et al., 2016	Enhancing emotional performance and customer service through human resources practices: A systems perspective	Human Resource Management Review
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