

EMOTIONALLY INTELLIGENT LEADERSHIP: AN INTEGRATIVE FRAMEWORK FOR DEVELOPING RELATIONSHIPS AND CONTINGENT DECISION-MAKING FOR YOUNG LEADERS

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Abstract: Emotional intelligence (EI) is a vital component of effective leadership, particularly for young leaders who face complex organizational challenges and dynamic environments. This paper presents an integrative framework for emotionally intelligent leadership, focusing on two critical dimensions: developing meaningful relationships and enabling contingent decision-making. By leveraging key EI competencies—self-awareness, empathy, self-regulation, social skills, and intrinsic motivation—young leaders can enhance their ability to build trust, manage conflicts, and foster team collaboration. The framework connects emotional intelligence with adaptive leadership theories, emphasizing the importance of flexibility, cultural sensitivity, and contextual awareness in decision-making. It underscores the role of emotional intelligence in navigating uncertainty and addressing diverse stakeholder expectations while maintaining authenticity and ethical integrity. Key strategies for cultivating emotionally intelligent leadership include reflective practices, active listening, feedback mechanisms, and experiential learning. The paper draws on case studies and empirical research to demonstrate how emotionally intelligent leaders inspire teams, drive innovation, and create a positive organizational culture. This framework advocates embedding emotional intelligence training into leadership development programs, preparing young leaders to balance emotional resonance with strategic acumen. The proposed approach underscores the transformative potential of emotionally intelligent leadership in shaping resilient and high-performing organizations.

Keywords: Emotional intelligence, leadership development, relationship building, contingent decision-making, self-awareness.

1. Introduction

Emotionally Intelligent Leadership can be understood as an integrated approach that combines the principles of emotional intelligence with leadership practices to create meaningful behavioral and practical advantages over traditional leadership styles. Rather than relying on hierarchy, structure, or performance outcomes alone, it emphasizes personal behavior, self-awareness, interpersonal relationships, and ethical conduct. This approach fosters collaboration and contributes to the overall growth, perception, and development of both leaders and their followers.

A key distinction of this model lies in its focus on individual choices and relationships, which helps in building strong moral character among leaders. It highlights the importance of experiential learning, especially for emerging leaders, enabling them to gain insights that go beyond theoretical knowledge. As noted by Daniel Goleman (2019), Emotionally Intelligent Leadership centers on character development, which in turn supports the growth of followers, enhances satisfaction, and leads to sustainable, long-term outcomes. This perspective forms the foundation for ongoing research in emotional intelligence and leadership.

I. UNDERSTANDING EMOTIONAL INTELLIGENCE AS WELL AS LEADERSHIP

Even though Salovey and Mayer (1990) introduced the idea of Emotional Intelligence, it was the book written by Daniel Goleman (1995) which made this concept a mainstream idea. Building on the concepts of the initial introduction to the concept of EI, Goleman, in his book, defined EI as *“a person's ability to manage [their] feelings so that those feelings are expressed appropriately and effectively.”* Over time, the findings of these authors, as well as other psychologists, cleared our understanding that Emotional Intelligence is the largest predictor of a highly productive and successful workforce.

Growing bodies of researchers across the domains of study have started taking EI and Emotional Quotient (EQ) seriously. A recent search on the Web of Science Portal provided that the term “emotional intelligence; since 1990” yielded 55,399 results. Changing this year from 1990 to 2010 still yielded a whopping 40,843 results.

This can be seen in real-life examples, as stated by Ackley (2016), which states that business leaders have continually, for as long as they have known, looked for other substantial methods that could more precisely define the parameters of the individual as well as organizational success other than the financials and the analytical returns. This worry is pretty evident in the discussions of psychology of the understanding of leaders and leadership development. Global leaders have tried to holistically explain the types and models of leadership that could accurately evaluate a successful leader. The concepts of Transformational Leadership (Downton, 1973; Burns, 1978), Charismatic Leadership (Weber, 1922; Weber and Eisenstadt, 1968), Servant Leadership (Greenleaf, 1970), Authentic Leadership (George, 2003), etc. have tried to acclimate the self-development and understanding of your followers to become a more comprehensively effective leader.

But as Pathak et al. (2018) explained, even though leaders are actively trying to understand the intricacies of EI and Leadership, very few leaders have understood the concepts themselves, and even fewer can effectively implement them in their organizations. This can also be seen in the daily lives of people, as almost everyone who has worked in an organization can vouch for knowing at least one individual who is intellectually evolved as well as skillful at their job, but when promoted to a position of leadership, have failed, and failed miserably. They would also be able to provide at least one example of someone who wasn't as technically or skillfully sound but thrived in the leadership positions (Goleman, 2019).

At the time when the initial model of EI was being developed, several other schools of thought in the concept started emerging in the literature, with the criticisms of Goleman's model being less “scientifically rigorous”. This, in turn, has started two-decade-long discussions between the researchers in the area of EI, which involves Mayer, Salovey, and Caruso (2003), Goleman (1995), Bar-On (1997), and Wolff (2005), among others, addressing what sufficiently constitutes the understanding of Emotional Intelligence. Some important concerns have been to effectively explain the core concepts of EI and Leadership, as well as EIL, in a way that is understandable, readable, and reproducible by the business personnel. This is why the work of Goleman, even though considered as lacking “scientific rigor”, is pa, paramount in building the personnel and psychological understanding in the scientific and business community.

II. CONCEPTUALIZATIONS AND MEASUREMENTS OF EIL

Understanding Emotionally Intelligent Leadership (EIL) requires a clear distinction between Emotional Intelligence and Leadership (EI&L) and EIL itself. In EI&L research, Emotional Intelligence and Leadership are treated as two separate constructs. When a strong correlation exists between such constructs, it may suggest that they do not function independently. For instance, early five-factor models of emotional intelligence were later refined into four-factor models. Scholars such as Bar-On (2006) and Mayer, Salovey, and Caruso (2002) differentiated their revised frameworks by separating interpersonal aspects from self-related components. These evolving perspectives have created some contradictions in recent research, making it essential to clearly distinguish between EI&L and EIL.

Organizations today seek leaders who not only possess high emotional intelligence but also actively apply it in their leadership approach. Significant investments are made in training and developing leaders to enhance emotional intelligence competencies and strengthen their leadership capabilities. Researchers and psychologists have also adapted these models for application across various organizational levels. Studies by Day (2004) and Goleman (2019) highlight the key drivers of leadership performance. Research across multiple organizations indicates that high-performing leaders demonstrate a combination of cognitive ability, technical skills, and emotional intelligence; however, the impact of Emotionally Intelligent Leadership has been found to be significantly greater than these factors combined. Furthermore, as individuals move to higher organizational roles, the importance of EIL becomes increasingly critical, reaching very high levels in senior leadership positions.

III. TRANSFORMING ORGANIZATIONS BY LEARNING EIL

Before looking at the concepts of transforming an organization, it is important to understand whether EI and more importantly, EIL, can be taught and learned. For ages, business leaders, academicians, and practitioners have debated on the reproducibility of the concepts of EI amongst the leaders of tomorrow. Are leaders born or made? Can EI be taught to leaders or not? The answer is both. The scientific inquiries of Mayer, Salovey, and Caruso, both in their individual as well as combined capacities, have focused on Trait Emotional Intelligence. They primarily believe that EI is heavily dependent on the personality and the cognitive elements of a leader, which can be taught in the behaviors of those leaders. In a similar domain, the inquiries like Goleman, Bar-On, and Wolff believe that the competencies of EIL are a set of skills that can be chosen to be learned and taught to anyone willing to develop these competencies.

One thing that has been crystal clear in recent studies is that EQ does not work as its IQ counterpart. In the findings of Barrett's (2017a) book, she argued that emotions created in an individual are heavily dominated by environmental factors. She then goes on to provide a pivotal theory, known as the "theory of constructed emotions" (Barrett, 2017b), which provides the compartmentalization of emotions according to the circumstances that drive a person's response to an emotional stimulus. This mirrors the findings of Shankar and Tewari (2021a), Day et al. (2004), and Goleman (2019) who say that the environmental and experiential development of a leader would increase with the incrementation in their job experience, emotional maturity, and life experience with age.

The learnings of EIL in the business contexts have radical impacts on the organization's performances and success. Organizations are essentially open-system networks that are continually interacting with internal and external environments, and adapting and changing according to them. They are rarely in stasis, and the changes in organizations are often gradual, perpetual, and incremental. Many times, businesses learn from being purposeful and continuous feedback and transformation mechanisms. If these organizations do not change and adapt as the environment changes, they open the doors to their peril (Thurrow, 1999).

In a similar domain to a leader's rise and fall, the organization's rise and fall are usually uncertain and swift. This is the reason why business leaders try to incorporate a culture in which leaders can evolve and develop alongside their peers and subordinates. Every organizational domain is facing stiff challenges from these dynamic environments and their impact. Educational institutes, profit, not-for-profit organizations, and even defense services face steady, steadfast, and combative features of the environment. The evidence, scientific inquiries, and corporate responses are consistent and compelling in their findings that an effective leadership style coupled with behavioral effectiveness is paramount in transforming organizations.

Organizations facing these threats have to transform themselves with leaders that are not only competent but decisive and transformative. The development of a leader with cognitive ability is necessitated by voluntarily exposing them to the emotional triggers and stimuli that are going to generate an emotional response. As they repeat these exercises in their jobs and training, with time, they are going to develop a better and more comprehensive understanding of EI and emotionally intelligent leadership. The forces that impede this EIL development in leaders are being rigid in their approaches, autocratic decision-making styles, bureaucratic structures, or restrictive and non-transparent approaches to building relationships with the followers and leading them. Therefore, to build long-lasting relationships and decision-making strategies, the primary mechanism that must be used is building a strong Emotionally Intelligent Leadership. This competency would allow for a more nuanced understanding of the environments in which a leader functions, and build the repertoire of empathy and enhanced social skills.

It is worth diving into the roles that the elements of EI play in the development of EIL. Leaders looking to develop their competencies like empathy are usually those who are deficient in their EQ. Most of these leaders are considered tough to work with, give out an intimidating vibe, or are downright unaware of the empathetic emotions of their team members. When confronted with these facts, these leaders usually are found to be angry, frustrated, and even remorseful. These issues almost always bleed into their personal and social lives, as they end up with very few friends if any, and people avoid having conversations with them and loathe giving them the bad news. As a psychologist or a behavior analyst, it becomes important to impart the components of EI into them and create a more empathetic and emotionally intelligent individual out of them.

Practice and Feedback: These are amongst the most important tools in developing EIL in business leaders. The leaders must be exposed to tough emotional situations and must be asked to provide solutions to these problems. At the same time, their mentors, coaches, and superiors must create a critique-driven development of their characters. On-the-job interactions must be encouraged, with special emphasis on listening to the interactions amongst the leader and other employees. Over time, the leader would be able to create a nuanced understanding of the context in which the emotions are being expressed or presented, and they would be able to more effectively acknowledge, understand and express the appropriate emotions and/or responses to the emotional stimulus. Applying this process amongst every leader would be a catalyst to a more emotionally intelligent leadership in an organization.

Developing EIL complexity builds the leaders' capacity to differentiate between the kinds of emotions felt by themselves and others, and this, in turn, provides choice-oriented decision-making for the problem presented to them. A good example would be: Supposedly there is an employee who has been consistently sad during their work hours. If the leader is not adept with the tools of EIL, they might conclude that the employee is sad because of some job-related issue. This might lead to some inappropriate decisions or responses to an already suffering employee. But if they are strengthened with the tools of EIL, they might have interactions with the employee and find out the roots of the issue causing sadness to them. As the context gets added to these interactions, Barrett (2017a) explains that the leader would be able to make a better and more informed decision which would ultimately help the employee, and create a reputation of an understanding leader amongst their peers.

Armed with the tools of EIL, a leader becomes a more nuanced, informed, and complex being. This leadership style works on the limitations of leadership styles that are dependent on the responses of the employees to a policy or decision made by the leader, and the leader's response to those responses. EIL, in turn, creates a proactive leader who is usually ahead in the game by creating an environment of high interaction and skillful

discourse, which drive the decision-making of the leader. An emotionally intelligent leader does not wait for an appropriate resolution to present itself based on the environmental or behavioral displays by the employees, rather it works on creating a system where high empathy and trust allows for employees and followers to come up with creative, innovative, and comprehensive solutions to the problems that need to be dealt with. If a leader is not affluent in this pedagogy, sooner or later, the team flounders and the leader fails in delivering the desired outcomes. This is probably one of the only solutions to finding solutions especially if the leader is stuck. If the leader is not emotionally intelligent, people will not only hesitate in coming forth for solutions, rather would actively avoid providing one.

IV. COMPONENTS OF EIL

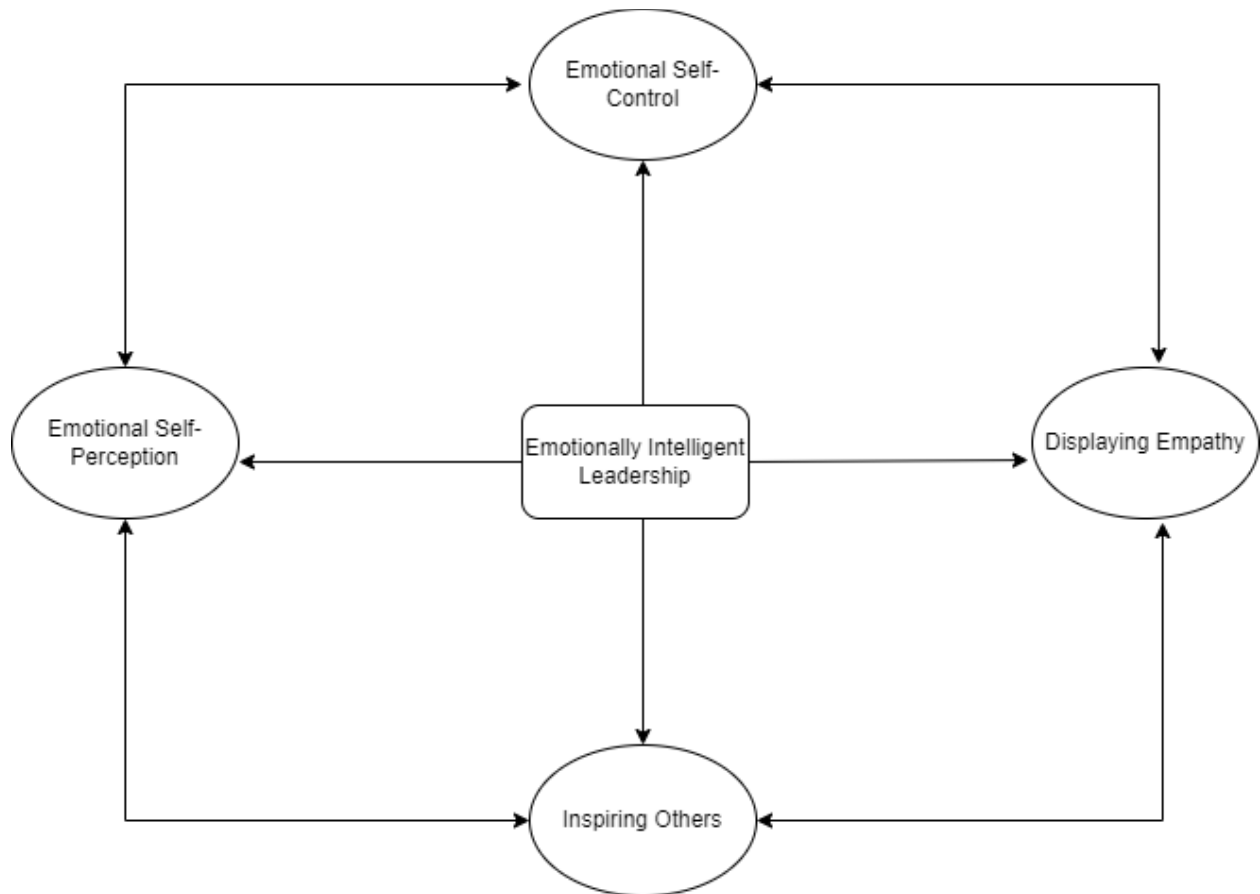
Over the last 30+ years, there have been four important models of EI:

- Salovey and Mayer's (1990) Model of EI, which is used as a catalyst for their MSCEIT Test (2002). This model is a four-factor model, with its competencies being: (1) perception/expression of emotion, (2) use of emotion to facilitate thinking, (3) understanding of emotion, and (4) management of emotion in oneself and others.
- Goleman's (1995) Model of EI, which has been the most popularized five-factor model of EI, with its components being: (1) Self-awareness, (2) Self-regulation, (3) Motivation, (4) Empathy, and (5) Social skills. They have since then, updated their model to the Four-Quadrant Model: (1) Self-Awareness, (2) Self-Management, (3) Social Awareness, and (5) Relationship Management (Goleman et al., 2002).
- Bar-On's (1997) EQ-I Model of EI, which consists of five-major constructs that are sub-divided into 15 interpersonal and emotional competencies: (1) Intrapersonal, (2) Interpersonal, (3) Adaptability, (4) Stress Management, and (5) General Mood.
- Wolff (2005) Inventory (ECI or Emotional Competence Inventory), which consists of four-factor competence: (1) Self-Awareness, (2) Self-Management, (3) Social Awareness, and (4) Relationship Management.

These are very popular EI models which focus on providing a holistic understanding of how emotional intelligence works for individuals, and how they can use it to build their EQ. Most of these models take into account the need for developing skill sets that are going to help the people develop better relationships with their counterparts, and these models are also used as a threshold by the psychologists, coaches, and industry leaders to develop their or their followers' and other leaders' emotional intelligence.

But it must be remembered that these are prominent EI models. These models, even though very effective, sometimes discount the element of Leadership and Leadership Development of these individuals. And as stated in Shankar and Tewari (2021a), a leader should not be content with only developing individual emotional intelligence, but must focus on developing team emotional intelligence. Therefore, a more fitting model has been discussed in Skankman et al.'s (2015) model of Emotionally Intelligent Leadership.

A. *Figure 1: Emotionally Intelligent Leadership Model (Source: Skankman et al., 2015)*



This model of EIL has four constructs, i.e.

- (1) Emotional Self-Perception: This competency is used to identify, describe, understand, and categorize the emotions of the leader. It also encompasses the higher understanding that emotionally intelligent leaders have of the impact and influence that emotions play in interactions and decision-making with and for others.
- (2) Emotional Self-Control: The above competency is used to identify and categorize the emotions felt, and this competency is used to effectively moderate those emotions to reach a better and positively desired result. An emotionally intelligent leader would not be only able to acknowledge the emotions but appropriately express them.
- (3) Displaying Empathy: This competency allows a leader to be an empathetic leader. It allows an emotionally intelligent leader to accurately perceive, address and respond to the emotional triggers and cues that are being presented to them in their interactions with others.
- (4) Inspiring Others: This competency allows for the leaders to foster an environment that is not only motivated but also productive. An emotionally intelligent leader would be able to read a situation and

create, adapt or change the working environment that is not only effective and efficient but also positively inspiring.

These four constructs have been derived from three broad facets of Emotional Intelligence and Leadership (Allen et al. (, 2016). The three facets are:

- (1) **Consciousness of Self:** This facet demonstrates that an emotionally intelligent leader must be able to accurately identify, perceive, access, understand, and express the appropriate emotion at all times. This is highly dependent on the willingness of the leader to develop their acumen to be reflective and introspective in their awareness of the self continuously (Shankar et al., 2017).
- (2) **Consciousness of Others:** This facet focuses on the emotionally intelligent leaders' understanding and awareness of the emotions felt and expressed by others, by appropriately acknowledging and perceiving the emotions displayed. When applied effectively, this facet brings about a radical shift in the interpersonal interactions and long-term relationships developed by the leaders and their followers (Lee et al., 2021).
- (3) **Consciousness of Context:** This facet builds upon the understanding that an emotionally intelligent leader would not only be influenced by the awareness and consciousness of themselves and others but would also be cognizant of the situations and circumstances in which these emotions are being displayed and expressed. These contexts are usually what are driving the dynamics and performances of the groups and the projects that these groups work on (Skankman, 2015).

Table 1: Facets and Capacities of Emotionally Intelligent Leadership (Source: Allen et al., 2016)

Consciousness of Self
Emotional self-perception: Identifying emotions and their impact on behavior
Emotional self-control: Consciously moderating emotions
Authenticity: Being transparent and trustworthy
Healthy self-esteem: Having a balanced sense of self
Flexibility: Being open and adaptive to change
Optimism: Having a positive outlook
Initiative: Taking action
Achievement: Striving for excellence
Consciousness of Others
Displaying empathy: Being emotionally in tune with others
Inspiring others: Energizing individuals and groups

Coaching others: Enhancing the skills and abilities of others
Capitalizing on difference: Benefiting from multiple perspectives
Developing relationships: Building a network of trusting relationships
Building teams: Working with others to accomplish a shared purpose
Demonstrating citizenship: Fulfilling responsibilities to the group
Managing conflict: Identifying and resolving conflict
Facilitating change: Working toward new directions
Consciousness of Context
Analyzing the group: Interpreting group dynamics
Assessing the environment: Interpreting external forces and trends
<i>Source: Developing Emotionally Intelligent Leadership: The Need for Deliberate Practice and Collaboration Across Disciplines, Allen et al., 2016</i>

V. EXAMINING THE MODEL OF EMOTIONALLY INTELLIGENT LEADERSHIP

The understanding of Emotional Intelligence, Leadership styles, and even Emotionally Intelligent Leadership has been derived with continuous evaluations of their models through various univariate and multivariate analysis techniques. These techniques have ranged from Systematic Literature Reviews and Meta-Analyses to Observations and Interviews and Empirical, Anecdotal, and Experimental Analyses. Standardized scales such as MSCEIT (Mayer et al., 2002), to EQ-i (Bar-On, 1997); to a more recent EMOTICOM Battery (Bland et al., 2016) and EI Model (Shankar and Tewari, 2021b) have all identified that the model is either five-factored or four-factored. Recent developments in the areas of EI&L and EIL have reaffirmed that emotionally intelligent leadership can be explained through a four-factor model (Goleman, 1998; Davies et al., 1998; Wong and Law, 2002; Allen et al., 2016). By clarifying the constructs of EIL, we can now concentrate on guiding our efforts in promoting and developing these competencies amongst the leaders of the organizations and creating strategies around it that would facilitate more holistic leadership development.

An important element that is necessary to be discussed in the EIL model, which is marginally discussed in the three facets of EIL, is a more elaborated involvement of the Theory of Constructed Emotion by Lisa Feldman Barrett (2017b). Although it is apparent from Table 1 that Consciousness of Context is an important element of the EIL model, it only encompasses the interpretation of group dynamics and the external forces. By involving Barrett's theory, this consciousness of context can be updated and modified by including the physiological response to the emotional stimuli, cultural impacts, and lived experiences of the leader. Therefore, if a leader is developing their awareness of the contexts, they would also be expected to be adept in situational, cultural, and experiential dynamics of the interactions.

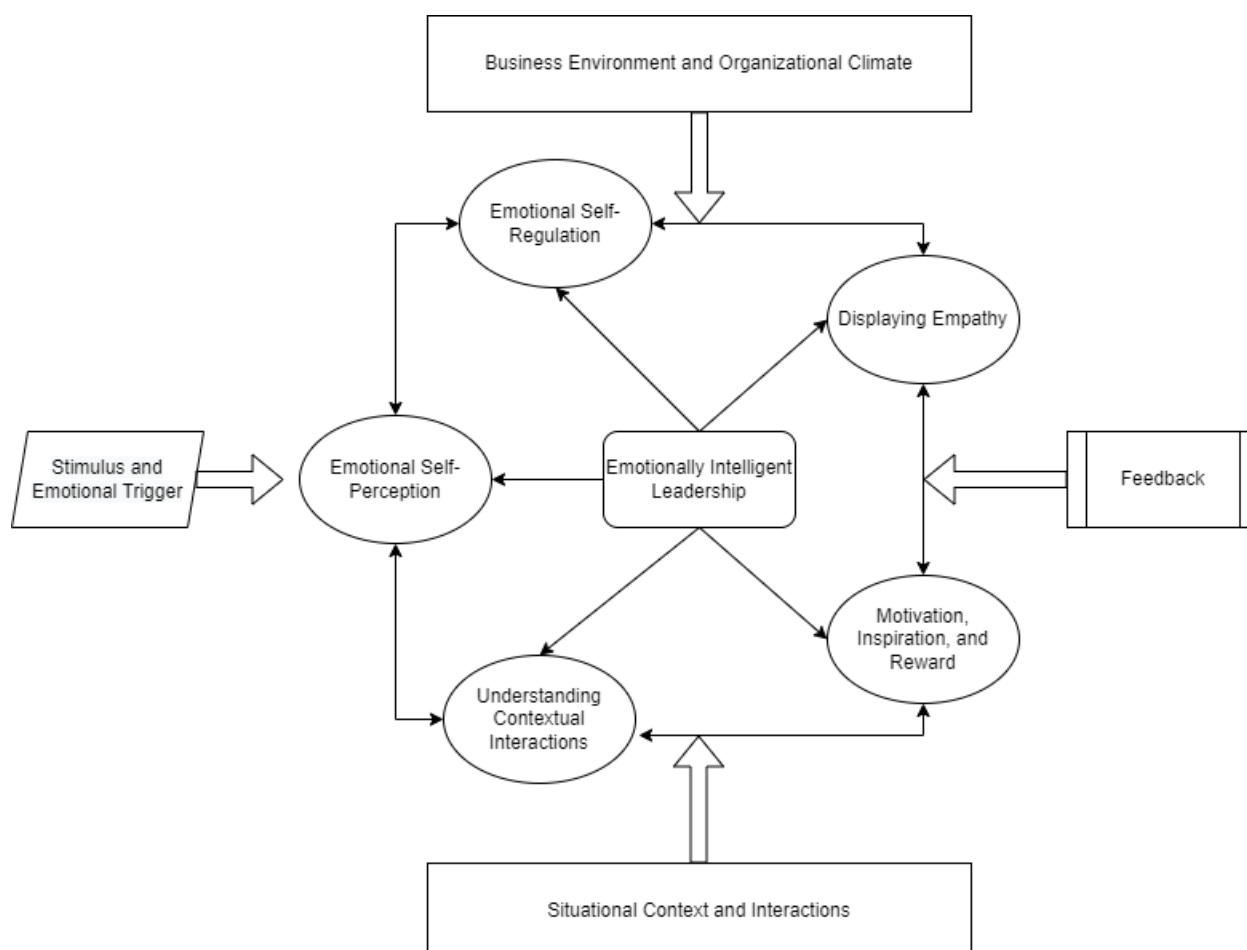
Extending the work of Barrett (2017a) and Skankman (2015), demonstrating the need to evaluate the lower or higher-order constructs would be important for validating the model itself. As Shankar and Tewari (2021b) pointed out, there is relatively little work done on the concepts of EIL and building a comprehensive theory for

the understanding and development of EIL. It is, therefore, important to understand that at the core of emotionally intelligent leadership, is emotional intelligence (Goleman, 2019).

VI. RECONCEPTUALIZING EMOTIONALLY INTELLIGENT LEADERSHIP MODEL

Despite an apparent increase in the research in the area of emotional intelligence and emotionally intelligent leadership, the fundamental model of EIL discounts the influence that the contextual exchanges between a leader and the follower have on the overall understanding of the EIL. This is a reasonable shortcoming because the underlying theory of contextual exchange, i.e. The theory of constructed emotion, is a theory that runs against the streamlined understanding of the emotions in the traditional sense. However, more recent works in the area of emotions, emotional stimulation, emotional manipulation, and emotional management have increasingly included the use of experiential, cultural, situational, and circumstantial impacts. This concept of contextual exchange attributes to a way through which an emotionally intelligent leader can continually grow, learn and develop the skill of making a more informed Contingent Decision-Making.

A. Figure 2: Modified Emotionally Intelligent Leadership Model. (Based on Skankman et al., 2015's EIL Model)



Organizations need leaders who are ever-evolving, self-aware, and willing to be adaptive as per the situations that arise (Day and Lance, 2004; Allen et al., 2012). Adaptive leaders, and especially those who are adaptive to the changes in the circumstances, are usually grounded in internalized values but are also aware of the strengths and weaknesses of the nuances of contexts. Therefore, the three facets of the EIL model (see Table 1) have a reciprocal relationship between the three facets, which are the consciousness of self and others, with the consciousness of the context.

A question then arises what does it take to be a self-aware and empathetic leader, who is also brimming with the nuances of contextual exchanges and contingent decision-making? Careful scrutiny of the theories and models of emotional intelligence and the theory of constructed emotion indicates that an emotionally intelligent leader would have optimized aspects of cognitive, behavioral, and social competencies. Thus, the Skankman (2015) model needs to be modified to accommodate the intricacies of the Consciousness of Contexts to provide a more comprehensive understanding of the emotionally intelligent leader (Figure 2 and Table 2).

B. Table 2: Modified Facets and Capacities for Emotionally Intelligent Leadership (Based on Allen et al., 2016's List)

Modified EIL Facets and Capacities: 24 Competencies for Emotionally Intelligent Leadership
Consciousness of Self
Emotional self-perception: Identifying emotions and their impact on behavior
Emotional self-control: Consciously moderating emotions
Authenticity: Being transparent and trustworthy
Healthy self-esteem: Having a balanced sense of self
Flexibility: Being open and adaptive to change
Optimism: Having a positive outlook
Initiative: Taking action
Achievement: Striving for excellence
Consciousness of Others
Displaying empathy: Being emotionally in tune with others
Coaching others: Enhancing the skills and abilities of others
Capitalizing on difference: Benefiting from multiple perspectives
Developing relationships: Building a network of trusting relationships
Building teams: Working with others to accomplish a shared purpose

Demonstrating citizenship: Fulfilling responsibilities to the group

Managing conflict: Identifying and resolving conflict

Facilitating change: Working toward new directions

Consciousness of Context

Analyzing the group: Interpreting group dynamics

Assessing the environment: Interpreting external forces and trends

Subjective Intensity: Working with people feeling different levels of emotional intensity to the same context

Inspiring others: Energizing individuals and groups

Contextual Exchange: Understanding the contexts of interactions

Observed Behavior: Developing the skill to observe the changes in behavior of themselves and others

Circumstantial changes: Identifying and evaluating the changes in situations

Experiential Response: Using the past social and cultural experiences to provide solutions

Based on Allen et al., 2016's EIL Facets and Capabilities List

VII. CREATING A FOCUSED EMOTIONALLY INTELLIGENT LEADERSHIP FOR FOSTERING BETTER RELATIONSHIPS AND LEADERSHIP DEVELOPMENT

When talking about a leader, we must understand that the primary objective of a leader is to provide directional access to their groups and teams. Directional access is usually attained by drowning out the noise that is being presented in the form of distractions, and completely focusing on the goals at hand. But the findings in the area of neuroscience and neuropsychology are clear that humans, leaders or not, are always interacting with a multitude of stimuli at the same time, generating a bunch of neural pathways that direct human responses and behavior. Most of the time, these stimuli stand in contention with the primary direction that is to be followed by the person.

But this finding can, and is, being effectively used by psychologists, coaches, practitioners, and researchers of emotional intelligence to categorize the stimuli and responses into various constructs. Using these constructs together, and effectively, can help in creating a stronger competency and also provide insights into the processes that would most appropriately develop an emotionally intelligent leader.

Focusing on developing oneself, acknowledging others, and understanding the context in which the emotions are triggered would constructively help in cultivating a leader who is highly emotionally intelligent. And since this skill can be learned, practice and feedback would eventually raise the leader's level of awareness, and they would be able to easily translate the environmental information into knowledge - both implicit and explicit.

An important aspect in the understanding of the self is not just the awareness of the self, but also self-regulation and management. This is the reason why we believe that being an emotionally intelligent leader is more of a choice rather than a trait. A self-aware leader might choose to be self-regulated or might not choose

to be one, but a self-regulated leader would always choose to engage in a behavior that is emotionally intelligent and purposefully take decisions that are more informed, modulated, and refined. This kind of leadership competency improves the development of the people they are interacting with the leader, along with facilitating the follower development.

Once a leader has understood and prospered the consciousness of self, the next step becomes understanding and developing the competencies of motivation, impulsivity, and empathy. Every leader needs to develop this triad of competencies, as they usually work in tandem with each other. When the leader starts creating an environment that fosters the abundance of these competencies, are more efficient in finding common grounds; their opinions, decisions, and policies would carry more weight; would rise in ranks faster; others would be willing to work with them more often; would foster better social relationships; and more often than not, they would be the catalysts to changes, both in teams and in organizations.

Even though the combined implementation of the competencies of focusing on self and others provides a comprehensive understanding of the emotions that are felt and expressed, the acknowledgment of the expressed emotion, and more importantly, figuring out the emotion that is being masked, is developed by developing the consciousness of context. Coupling this with the theory of constructed emotion provides the leader with a more nuanced and informed acknowledgment of the emotion, and subsequent interactions and decision-making. Here, it is important to understand that when a leader is trying to figure out the contextual nature of the exchange happening in the interaction, sometimes, others use Emotional Masking (Ekman, 1972; Ekman and Friesen, 1969; Gori et al., 2021). An emotionally intelligent leader would be able to efficiently navigate through the masked emotion and figure out the accurate emotion that is felt and expressed if they have developed the competency of understanding and implementing contexts in their exchanges and interactions.

Essentially, through the amalgamation of the three facets of the EIL model, i.e. Consciousness of Self, Others, and Contexts, a leader could be developed into an Emotionally Intelligent Leader who would be able to reorganize, redesign, redevelop, rebuild their and others' relationships, along with making better sense to the interactions they have with others, and bring about substantial and radical changes in their organizations. When an emotionally intelligent leader is faced with a new situation, challenge, or a problem, they are usually a step ahead in the game, as they already have cultivated an environment that fosters creativity, trust, loyalty, and ways and processes through which those challenges, situations or problems can be tackled effectively. This process is also continual, perpetual, and harmonized.

VIII. CONCLUSIONS AND NEXT STEPS TO EMOTIONALLY INTELLIGENT LEADERSHIP

It is clear from the literature and at this point that emotions play a major part in the development of an emotionally intelligent leader. Ask anyone in any organization, "What does a leader do?", would be presented with a litany of answers, from strategizing, planning, controlling, building partnerships and relationships, maintaining business acumen, fostering creative and innovative working environments, etc. But if you ask the same set of people, "How do we get an effective leader?" most of those people will be short of answers, and the few who would have the answer, would point to a singular outcome: better performance.

So why is it that even though the desired outcome is right in front of every individual in an organization, effective leaders more often than not, elude them? One big reason is that the understanding of an effective leader is usually missed by employers. Some interchange age with maturity, some interchange extraversion with charisma, some interchange introversion with spinelessness, and some interchange higher IQ with EQ. This interchangeability of terms was present in the literature before the nomenclature of emotional intelligence. The leadership styles prevalent before 1990 were not encompassing the emotional quotients of the leaders and their followers. Even in more recent literature, the randomized and quantitative studies are very few that demonstrably present the precise leader competencies that yield positive outcomes.

This is especially true when the leaders are young. The stereotypical understanding of young leaders is that a young leader would have lower EI competencies, but the notion couldn't be far from the truth. It's the experiences and interpersonal interactions that determine a higher emotionally intelligent leader versus a lower

emotionally intelligent leader. The differences between the two present a stark contrast across the situations, decisions as well as time. It usually shows itself when the situation faced by a leader is rather sensitive, cautious, subtle, and/or diplomatic. A leader armed with EIL would be able to expertly navigate through the exchanges and interactions by properly understanding the emotional sense of themselves and the others, and couple it with the situational and contextual demands, and come up with a more appropriate solution or decision, which would be effective and contingent to the circumstances.

It is important to understand the impact that emotional intelligence is necessary to understand when talking about effective leadership development. It is also important to understand the interplay that emotional intelligence plays with other forms of intelligence. An obvious interplay that needs to be evaluated is between emotional intelligence with general intelligence (Shankar and Tewari, 2021a); but some other forms of intelligence such as practical intelligence (Sternberg, 1997), social intelligence (Arghode, 2013), among others.

Even though the study of EI and EIL is relatively new, the research has shown promise. Prominent EI researchers have now started looking into the business implications of emotional intelligence, and even more recently, have started looking for frameworks for emotional intelligence and leadership as well as emotionally intelligent leadership. It is clear from the findings that one set of competencies or skills will never be sufficient to build an effective leader - a leader who is not only emotionally intelligent but is high performing and result-oriented. A blend of competencies, skills, traits, cognition, situational awareness, and dispositional quality must be added to the development of leaders.

Leaders of today are not only required to understand their business, industry, and organization, rather are expected to understand the people and environment they are working in and with. The new leaders must be armed and equipped with state-of-the-art training and learnings, and provide them with sufficient knowledge and experience that when dealing with a real-time crisis, they have the necessary skills developed in them to have a better and more informed decision-making capability. They must also be competent enough to figure out the correct sources of information, both cognitive as well as behavioral sources, properly filter out the noise, and integrate the data effectively to come up with solutions. This is a skill that would be handy when dealing with new and young leaders, and also the leaders at the higher echelon of the organizations.

The model of EIL presented in this article can be used as a jumping point for leadership development. The advantage that this model presents is that the organizations, practitioners, and coaches do not need to do away with their existing plans and programs of leadership development; rather they can augment these competencies to enrich their programs for more effective development. Although this model of EIL does not answer every question of emotionally intelligent leader development, we believe that the research in this area tackles a unique question that has long been left unsolved while looking for elements that leaders need to succeed. The understanding of emotional intelligence and emotionally intelligent leadership helps people understand the nuances of human behavior, as well as human interactions and helps inspire an environment where people are trusting, loyal, productive, and satisfied with their jobs and organizations, thereby being effective and efficient in their performances and outputs.

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