Asian journal of research in economics and finance

https://www.aarbss.org/ajref/index

ISSN (Online): 2312-9042

VOL 02 ISSUE 01 (2025)

Pakistani Authers With Email And One Graph

Rabia Akhtar

Associate Professor, Department of Management Sciences, Lahore College for Women University, Lahore, Pakistan

Email: *rabia.akhtar@lcwu.edu.pk*

Muhammad Usman Tariq

Assistant Professor, Institute of Business Management, University of Karachi, Pakistan

Email: *usman.tariq@uok.edu.pk*

Abstract

Emotional intelligence (EI) is increasingly recognized as a critical component of effective leadership. This article examines the role of EI in enhancing leadership performance, team cohesion, and organizational outcomes. Drawing from psychological and management literature, it explores the five core components of EI—self-awareness, self-regulation, motivation, empathy, and social skills—as proposed by Daniel Goleman. The article integrates empirical evidence and real-world examples to highlight how emotionally intelligent leaders build trust, navigate conflict, and drive engagement. It concludes by suggesting practical strategies for developing EI in current and aspiring leaders.

Keywords: *Emotional Intelligence, Leadership, Self-Awareness, Empathy, Social Skills, Motivation, Team Dynamics, Organizational Behavior, Leadership Development, Workplace Communication.*

Introduction

Leadership success increasingly depends not only on cognitive intelligence or technical skills but also on emotional intelligence (Goleman, 1998). Leaders must navigate interpersonal dynamics, manage stress, and influence teams in complex, often emotionally charged environments. Emotional intelligence—the ability to perceive, understand, manage, and utilize emotions effectively—has emerged as a foundational element of effective leadership in both theory and practice (Salovey & Mayer, 1990; Goleman, 2013). This article explores how emotional intelligence contributes to leadership effectiveness and outlines pathways to developing EI capabilities. In today's rapidly evolving business landscape, effective leadership is crucial for the success and growth of organizations. While technical expertise and strategic vision have long been seen as the cornerstone of good leadership, the role of emotional intelligence (EI) in leadership has garnered increasing attention in recent years. Emotional intelligence refers to the ability to recognize, understand, and manage one's own emotions, as well as the emotions of others. In modern leadership, emotional intelligence is seen not just as a supplementary skill, but as a foundational trait that influences decision-making, conflict resolution, employee engagement, and overall organizational culture.

Significance of Emotional Intelligence in Modern Leadership

The significance of emotional intelligence in leadership cannot be overstated. Leaders with high emotional intelligence can foster an environment of trust, collaboration, and motivation within their teams. They are better equipped to handle the stresses of leadership roles, navigate complex interpersonal dynamics, and adapt to the changing needs of their organizations. Emotional intelligence also enhances a leader's ability to communicate effectively, understand the concerns of their team members, and inspire confidence and commitment.

Research has shown that emotionally intelligent leaders are more likely to build strong relationships with their employees, resulting in higher job satisfaction, better team performance, and improved organizational outcomes. As workplaces become more diverse, inclusive, and globally interconnected, the role of emotional intelligence in leadership is becoming increasingly essential for managing cultural differences and leading teams with empathy and understanding.

Objectives of the Paper

The primary objective of this paper is to explore the importance of emotional intelligence in modern leadership and its impact on organizational success. This paper aims to:

Define Emotional Intelligence: Provide a clear understanding of emotional intelligence, its components, and how it relates to leadership.

Examine the Role of EI in Leadership: Analyze the ways in which emotional intelligence enhances leadership effectiveness and contributes to a positive organizational culture.

Explore the Benefits of EI in Leadership: Discuss the direct and indirect benefits of emotional intelligence for leaders, employees, and organizations.

Discuss Development of EI in Leaders: Offer insights on how leaders can develop and enhance their emotional intelligence.

Review Case Studies and Best Practices: Present real-world examples of leaders who have successfully leveraged emotional intelligence to drive success.

By the end of this paper, readers should have a comprehensive understanding of emotional intelligence and its critical role in shaping successful and sustainable leadership practices in the modern world.

2. Defining Emotional Intelligence

Emotional intelligence (EI) is the ability to identify, assess, and manage the emotions of oneself, others, and groups. It involves recognizing emotional states, using emotions to facilitate thinking, understanding emotional meanings, and managing emotions to promote emotional and intellectual growth. While the concept of EI has roots in psychological theory, its application to leadership has become a key focus in organizational studies. There are several models that attempt to define and conceptualize emotional intelligence. Two of the most influential models are those proposed by Peter Salovey and John Mayer in 1990, and Daniel Goleman in 1995.

Salovey & Mayer's Model (1990)

Peter Salovey and John Mayer, the pioneers of emotional intelligence theory, first introduced their model in 1990. They define emotional intelligence as the ability to monitor one's own and others' emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behavior. They proposed that emotional intelligence consists of four branches, which serve as a framework for understanding and measuring EI:

Perceiving Emotions (Accuracy in Emotion Recognition): This involves the ability to recognize and identify emotions in oneself and others. It includes recognizing emotional expressions in faces, voices, and even in written text.

Facilitating Thought (Using Emotions to Facilitate Cognition): This branch emphasizes how emotions help in thinking. Emotional awareness enables individuals to prioritize thinking by focusing on the emotional information they receive, thereby facilitating problem-solving, creativity, and decision-making.

Understanding Emotions (Emotional Knowledge): This refers to the ability to comprehend emotional language, understand how emotions evolve, and recognize the emotional significance of situations. It also includes understanding how different emotions can influence one's thoughts and actions.

Managing Emotions (Regulation of Emotion): This is the ability to regulate one's emotions in both positive and negative situations, ensuring that emotions are expressed appropriately. It involves managing emotions in oneself and others to promote personal growth and effective interpersonal relationships.

Salovey and Mayer's model was one of the earliest and most comprehensive frameworks for emotional intelligence, focusing on cognitive processing of emotions and emotional regulation.

Goleman's Five Components (1998)

In 1995, Daniel Goleman popularized the concept of emotional intelligence in his book *Emotional Intelligence: Why It Can Matter More Than IQ*. Goleman extended the work of Salovey and Mayer and provided a more practical approach to EI, highlighting its importance in leadership and organizational settings. Goleman's model identifies five key components of emotional intelligence:

Self-Awareness: The ability to recognize and understand one's own emotions and their effect on thoughts and behavior. It involves being conscious of one's emotional state and how it influences actions. Leaders with high self-awareness are able to reflect on their emotions, which helps them make better decisions and build stronger relationships.

Self-Regulation: This is the ability to control or redirect disruptive emotions and impulses and adapt to changing circumstances. It encompasses emotional self-control, flexibility, and a focus on long-term goals. Leaders with high self-regulation remain calm under pressure, manage stress effectively, and avoid making rash decisions based on temporary emotions.

Motivation: A strong drive to achieve for the sake of achievement. Motivated individuals are generally optimistic, even in the face of adversity. They are able to maintain a high level of energy, resilience, and focus on their objectives. Motivated leaders inspire their teams by modeling enthusiasm and a positive attitude towards challenges.

Empathy: The ability to understand and share the feelings of others. Empathetic leaders can recognize and respond to the emotional needs of their employees. This component of EI is critical in building trust and fostering an inclusive, collaborative environment. Empathy helps leaders manage team dynamics, resolve conflicts, and nurture individual growth.

Social Skills: The ability to manage relationships and build networks. This involves effective communication, conflict resolution, collaboration, and the ability to influence and lead others. Leaders with strong social skills are adept at creating positive interpersonal relationships and motivating teams to work together toward common goals.

Comparison and Integration of Models

While both Salovey and Mayer's model and Goleman's model provide valuable insights into the concept of emotional intelligence, Goleman's framework places greater emphasis on the application of emotional intelligence in leadership and interpersonal contexts. Salovey and Mayer's work is more focused on the cognitive and psychological processes involved in recognizing and managing emotions, while Goleman extends this understanding into the practical realm of leadership, motivation, and social interaction. The key distinction between the two models lies in their scope: Goleman's model includes elements that are more directly related to leadership success, such as motivation, social skills, and empathy, whereas Salovey

and Mayer's model provides a broader conceptualization of emotional intelligence as it pertains to emotional processing and regulation. Both models have contributed significantly to the study of emotional intelligence, with Goleman's model becoming particularly influential in the realm of organizational leadership. Together, they highlight the multifaceted nature of emotional intelligence, which blends cognitive, emotional, and social competencies in a way that is essential for effective leadership and personal growth.

2. Emotional Intelligence and Leadership Effectiveness

Leadership Styles and EI (Barling et al., 2000)

The relationship between emotional intelligence and leadership effectiveness is not only theoretical but has been demonstrated through empirical studies. Barling et al. (2000) explored how emotional intelligence influences leadership styles and, ultimately, leadership effectiveness. Their research indicated that leaders with high emotional intelligence tend to adopt transformational leadership styles, which focus on motivating, inspiring, and intellectually stimulating their followers. Transformational leaders use their emotional awareness and regulation to inspire a shared vision, foster a positive environment, and help employees realize their full potential. On the other hand, leaders with low emotional intelligence may exhibit transactional leadership styles, focusing primarily on rewards and punishments to motivate employees, which tends to be less effective in creating long-term engagement and high levels of performance. Barling's study found that emotionally intelligent leaders are more adept at managing their emotions in leadership contexts, allowing them to remain calm and composed in stressful situations and foster a supportive atmosphere. This ability to regulate emotions positively influences how followers perceive their leaders and how they respond to them, contributing to enhanced overall effectiveness.

Impact on Performance, Retention, and Satisfaction (Cherniss, 2001)

In 2001, Daniel Goleman's work was further expanded by Daniel Cherniss, who highlighted the significant impact of emotional intelligence on organizational performance, employee retention, and job satisfaction. Cherniss's research emphasized that emotionally intelligent leadership leads to positive workplace outcomes, including:

Improved Performance: Leaders who understand and manage emotions effectively create a conducive environment for employees to perform at their best. By recognizing and addressing emotional factors that influence decision-making and task execution, emotionally intelligent leaders help their teams work more efficiently and collaboratively.

Increased Employee Retention: Leaders with high emotional intelligence can build trust and rapport with their team members. Employees are more likely to stay with an organization where they feel understood and valued, leading to improved retention rates. Emotionally intelligent leaders engage with employees on a personal level, which fosters loyalty and reduces turnover.

Higher Job Satisfaction: Employees are more satisfied in their roles when they feel that their emotional needs are recognized and addressed. Leaders who are emotionally aware can create a work environment that promotes positive emotions, leading to greater job satisfaction. This satisfaction, in turn, can boost motivation and morale within the team.

3. The Five Dimensions of Emotional Intelligence in Leadership

Daniel Goleman's framework of emotional intelligence (1998) outlines five critical dimensions of EI that contribute to leadership effectiveness. These dimensions help leaders better understand and manage both their own emotions and those of others, ultimately driving success.

Self-Awareness: Foundation of Emotional Mastery

Self-awareness is the foundation of emotional intelligence and the key to emotional mastery. It involves the ability to recognize one's own emotions and understand their impact on behavior and decision-making. For leaders, self-awareness allows them to reflect on their actions and

reactions, enabling them to make informed, thoughtful decisions rather than reacting impulsively. Leaders who are self-aware are also more likely to understand their strengths and weaknesses, allowing them to seek help or delegate tasks when needed. Self-aware leaders are also more effective at managing their relationships with others, as they have a clearer understanding of how their emotional state influences their interactions. This awareness helps them remain grounded and respond constructively to challenges and feedback.

Self-Regulation: Managing Emotions Under Pressure

Self-regulation is the ability to manage one's emotions, especially under stress or pressure. It is the capacity to stay calm, focused, and composed in difficult situations. Leaders with strong self-regulation avoid emotional outbursts or rash decisions, which could lead to unintended consequences. Instead, they remain level-headed and make decisions based on rational thought and long-term goals. This dimension of emotional intelligence is critical for maintaining a positive work environment, especially in high-pressure situations. Self-regulated leaders can model patience, resilience, and control, which can help others on the team manage their own emotions more effectively.

Motivation: Inner Drive and Resilience

Motivation, in the context of emotional intelligence, refers to the internal drive to pursue goals with energy and persistence. Emotionally intelligent leaders are motivated by a sense of purpose and passion, which allows them to remain focused and energized, even in the face of setbacks or obstacles. This intrinsic motivation inspires others and creates a culture of commitment within teams.

Motivated leaders also demonstrate resilience—an ability to recover from failures or disappointments and continue striving toward their goals. This resilience helps them persevere through difficult times and maintain momentum, even when faced with challenges.

Empathy: Understanding Others' Perspectives

Empathy is the ability to recognize, understand, and share the feelings of others. For leaders, empathy is a vital skill for building strong relationships and fostering an inclusive and supportive environment. Empathetic leaders can tune into the emotional needs of their team members, understand their concerns, and offer support when needed.

Leaders who demonstrate empathy are more effective in resolving conflicts, understanding diverse perspectives, and motivating their teams. They build trust by showing care and concern for others, which improves communication and cooperation across the organization.

Social Skills: Influencing, Leading, and Resolving Conflict

Social skills are the ability to manage relationships, communicate effectively, and influence others. Leaders with strong social skills are adept at managing teams, resolving conflicts, and motivating others toward common objectives. They excel in building and maintaining networks, influencing stakeholders, and facilitating collaboration.

Effective communication is a key element of social skills, as it enables leaders to convey their ideas clearly and listen to others. Socially skilled leaders can inspire confidence and guide teams toward achieving shared goals, while also resolving interpersonal issues that may arise.

4. Benefits of Emotionally Intelligent Leadership

Emotionally intelligent leadership provides several key benefits that can positively affect both the leader and the team, ultimately contributing to organizational success.

Improved Decision-Making (George, 2000)

Emotionally intelligent leaders are more effective decision-makers because they are attuned to both their own emotions and those of others. In emotionally charged situations, these leaders are able to remain calm and make rational decisions that take into account both logical reasoning and emotional considerations. According to George (2000), emotionally intelligent

leaders also consider the emotional impact of their decisions on employees and other stakeholders, ensuring that their choices lead to positive outcomes for the organization.

By integrating emotional awareness into their decision-making process, leaders are able to make better choices that align with the values and needs of the organization, while also fostering a sense of engagement and commitment among team members.

Higher Team Performance (Côté & Miners, 2006)

Research by Côté & Miners (2006) found that emotional intelligence is positively correlated with team performance. Teams led by emotionally intelligent leaders tend to outperform those led by less emotionally aware leaders because emotionally intelligent leaders are better equipped to manage team dynamics, resolve conflicts, and foster collaboration. These leaders create an environment where team members feel valued and motivated to contribute their best work, resulting in higher overall performance.

Psychological Safety and Trust (Edmondson, 1999)

Edmondson (1999) introduced the concept of psychological safety, which refers to an environment where individuals feel safe to take interpersonal risks, such as sharing ideas or admitting mistakes, without fear of judgment or retribution. Emotionally intelligent leaders play a crucial role in fostering psychological safety within their teams. By being empathetic, approachable, and emotionally attuned, they create an atmosphere of trust and openness, where employees feel comfortable expressing themselves and taking risks. This sense of safety leads to greater creativity, innovation, and overall team success.

Emotionally intelligent leadership contributes significantly to organizational success by improving decision-making, enhancing team performance, fostering psychological safety, and building trust within teams. As organizations increasingly recognize the importance of emotional intelligence, leaders who cultivate these skills are more likely to thrive in today's dynamic and complex business environments.

1. Developing Emotional Intelligence

Emotional intelligence (EI) is not a static trait but a skill set that can be developed and refined through various methods, particularly in leadership contexts. While some individuals may have a natural predisposition for emotional awareness, anyone can enhance their emotional intelligence through targeted interventions and practices. Below are several approaches for developing emotional intelligence in leaders.

Training and Coaching Interventions (Boyatzis, 2006)

Boyatzis (2006) emphasized that emotional intelligence can be cultivated through focused training and coaching interventions. These interventions are designed to raise awareness about the key aspects of EI and provide leaders with the tools to improve their emotional competencies. Training and coaching often include the following components:

Self-Assessment: Helping leaders assess their own emotional intelligence and identify areas for improvement. This might involve EI assessments like the Emotional Competence Inventory (ECI) or other tools that highlight strengths and weaknesses.

Skill Development: Providing leaders with specific skills and strategies to enhance emotional awareness, regulation, empathy, and social skills. For example, leaders might be trained in mindfulness techniques or methods to improve conflict resolution and team communication.

Goal Setting: Coaching leaders to set concrete, achievable goals for improving their EI competencies. For example, a leader might work to improve self-regulation by learning techniques to remain calm during high-pressure situations or enhance empathy by engaging in active listening exercises.

Supportive Feedback: Ongoing feedback and support to ensure that leaders can measure their progress and adjust their approach as needed.

Through targeted coaching, leaders not only learn about emotional intelligence but also develop the emotional habits necessary to implement EI principles in real-world settings, resulting in lasting improvements.

Mindfulness and Reflective Practices

Mindfulness and reflective practices are increasingly recognized as effective methods for developing emotional intelligence. Mindfulness involves paying attention to the present moment without judgment, which allows leaders to better recognize their emotions as they arise and respond more thoughtfully. Reflective practices, such as journaling or self-reflection, encourage individuals to look back on their emotional experiences, analyze how they reacted, and consider how they might handle similar situations in the future.

These practices help leaders build self-awareness, a foundational component of emotional intelligence. By being mindful, leaders can tune into their own emotional states and those of others, allowing them to react in more intentional and effective ways. Mindfulness also supports emotional regulation, helping leaders manage stress and emotional triggers with greater ease.

Feedback and Experiential Learning

Feedback is a powerful tool for emotional intelligence development, as it provides leaders with insights into their behaviors and emotional responses from others' perspectives. Regular feedback from peers, subordinates, and mentors can help leaders understand how their emotions influence interactions, decision-making, and team dynamics. Experiential learning also plays a key role in developing EI; by putting leaders into real-world situations where emotional intelligence is required (e.g., conflict resolution, crisis management), they can practice and refine their emotional skills.

Experiential learning exercises often involve simulations, role-playing scenarios, and real-time leadership challenges. These activities enable leaders to develop empathy, emotional regulation, and social skills in a safe environment, where they can experiment with different approaches to managing emotions and receive constructive feedback on their performance.

2. Challenges and Critiques

Despite the growing emphasis on emotional intelligence in leadership development, there are several challenges and critiques regarding its measurement, application, and potential limitations. Below are some of the key challenges associated with emotional intelligence research and its implementation.

Limitations of Measurement (Mayer et al., 2008)

One of the most significant challenges with emotional intelligence is the lack of a universally accepted method for measuring it. Mayer et al. (2008) highlighted that while various tools and assessments attempt to measure emotional intelligence, there are inherent limitations in these measures, such as:

Subjectivity: Many EI assessments rely on self-report questionnaires, which may be biased due to social desirability or individuals' inability to accurately assess their emotional capabilities. This subjectivity can make it difficult to obtain reliable and objective data.

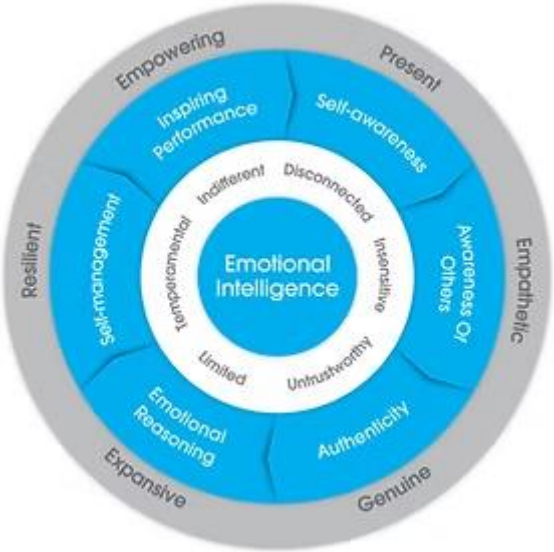
Lack of Standardization: There is no single, standardized framework for measuring emotional intelligence, leading to variations in how EI is defined and evaluated across different studies or organizational settings. Some assessments focus on cognitive aspects, while others assess emotional skills through behavioral observation or self-assessments, leading to inconsistency in results.

Over-simplification: Some EI models may overly simplify the complexities of emotional intelligence. For instance, EI is a dynamic and context-dependent trait, and reducing it to a set of basic competencies can fail to capture its full depth and range of influences on leadership.

These limitations pose a challenge for organizations looking to implement EI assessments as part of leadership development or recruitment processes. It also complicates the interpretation and application of research findings, making it difficult to draw definitive conclusions about the effectiveness of EI interventions.

Overreliance on "Soft Skills" Without Context

Another critique of emotional intelligence in leadership is the potential overemphasis on "soft skills" without considering the context in which these skills are applied. While emotional intelligence is undeniably important for leadership effectiveness, it is not a cure-all for leadership challenges. Critics argue that focusing too much on emotional intelligence can lead to a neglect of other critical skills such as technical expertise, strategic thinking, and organizational acumen. Moreover, emotional intelligence must be understood and applied within the context of the specific organization or environment. What works in one leadership context may not be as effective in another. For example, in highly competitive or high-pressure industries, certain aspects of emotional intelligence (like empathy or social skills) may be less critical compared to technical or strategic expertise. Leaders who excel in emotionally intelligent behaviors but lack technical or operational skills may struggle in contexts that demand more analytical or results-driven approaches. The overreliance on emotional intelligence also raises concerns about its potential misuse. Leaders may manipulate emotional intelligence techniques to manipulate or control employees rather than using EI to genuinely support their teams. Without a balanced perspective that integrates emotional intelligence with other leadership competencies, leaders risk prioritizing "feel-good" practices over substantive actions that drive organizational success. While emotional intelligence has been shown to be a valuable asset for leaders, developing EI through training, mindfulness, reflective practices, and feedback is essential for long-term success. However, as Mayer et al. (2008) and others have pointed out, there are limitations in how EI is measured and applied, and these challenges need to be addressed for the concept of EI to reach its full potential. Additionally, it is important for leaders and organizations to recognize that emotional intelligence must be applied in context, alongside other competencies, to achieve the best outcomes. The future of emotional intelligence in leadership will depend on a more nuanced understanding and application of its principles, with consideration given to the wider organizational and environmental context.



Summary

Emotional intelligence is not a "nice-to-have" quality in leaders—it is essential. Leaders with high EI are better equipped to inspire, influence, and support their teams. This article reviewed the key dimensions of EI and demonstrated their profound effect on leadership effectiveness.

From conflict resolution to employee engagement and organizational trust, emotionally intelligent leadership leads to measurable gains. While challenges in definition and measurement remain, the practical benefits of EI underscore its central role in leadership today.

References

Barling, J., Slater, F., & Kelloway, E. K. (2000). Transformational leadership and emotional intelligence: An exploratory study. *Leadership & Organization Development Journal, 21*(3), 157–161.

Boyatzis, R. E. (2006). Intentional change theory from a complexity perspective. *Journal of Management Development, 25*(7), 607–623.

Cherniss, C. (2001). Emotional intelligence and organizational effectiveness. In C. Cherniss & D. Goleman (Eds.), *The emotionally intelligent workplace* (pp. 3–12). Jossey-Bass.

Côté, S., & Miners, C. T. H. (2006). Emotional intelligence, cognitive intelligence, and job performance. *Administrative Science Quarterly, 51*(1), 1–28.

Edmondson, A. (1999). Psychological safety and learning behavior in work teams. *Administrative Science Quarterly, 44*(2), 350–383.

George, J. M. (2000). Emotions and leadership: The role of emotional intelligence. *Human Relations, 53*(8), 1027–1055.

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

Goleman, D. (2013). *Focus: The hidden driver of excellence*. HarperCollins.

Goleman, D., Boyatzis, R., & McKee, A. (2013). *Primal leadership: Unleashing the power of emotional intelligence*. Harvard Business Press.

Joseph, D. L., & Newman, D. A. (2010). Emotional intelligence: An integrative meta-analysis and cascading model. *Journal of Applied Psychology, 95*(1), 54–78.

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

Mayer, J. D., & Salovey, P. (1997). What is emotional intelligence? In P. Salovey & D. Sluyter (Eds.), *Emotional development and emotional intelligence: Educational implications* (pp. 3–31). Basic Books.

Petrides, K. V., & Furnham, A. (2001). Trait emotional intelligence: Psychometric investigation with reference to established trait taxonomies. *European Journal of Personality, 15*(6), 425–448.

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

Sy, T., Tram, S., & O'Hara, L. A. (2006). Relation of employee and manager emotional intelligence to job satisfaction and performance. *Journal of Vocational Behavior, 68*(3), 461–473.

Zeidner, M., Matthews, G., & Roberts, R. D. (2004). Emotional intelligence in the workplace: A critical review. *Applied Psychology, 53*(3), 371–399.

Gignac, G. E. (2005). Evaluating the divergent validity of emotional intelligence measures. *Multivariate Experimental Clinical Research, 17*(2), 73–90.

Clarke, N. (2006). Emotional intelligence training: A case of caveat emptor. *Human Resource Development Review, 5*(4), 422–441.

Rosete, D., & Ciarrochi, J. (2005). Emotional intelligence and its relationship to workplace performance outcomes of leadership effectiveness. *Leadership & Organization Development Journal, 26*(5), 388–399.

Walter, F., Cole, M. S., & Humphrey, R. H. (2011). Emotional intelligence: Sine qua non of leadership or folderol? *Academy of Management Perspectives, 25*(1), 45–59.