



EMOTIONAL INTELLIGENCE, LEADERSHIP AND GENDER: A SYSTEMATIC REVIEW USING THE PROKNOW-C METHODOLOGY

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ABSTRACT

Objective: The objective of this study is to conduct a systematic review of the literature along three axes: emotional intelligence, leadership and gender.

Theoretical Framework: This topic introduces key concepts and theories relating to emotional intelligence, leadership and gender, providing a solid foundation for understanding the context of the research.

Method: The methodology adopted for this research is based on the Constructivist Knowledge Development Process (Proknow-C), which allows a literature review to be structured in order to select theoretical references and build the necessary knowledge.

Results and Discussion: The result was a portfolio of fifteen relevant articles, in line with the objective of the study, which made it possible to identify the main approaches to the issue and to establish the knowledge base from which to define future lines of research.

Research Implications: This work is useful to the academic community in that it brings together relevant and significant research on the three axes considered: emotional intelligence, leadership and gender. On the other hand, it is hoped that the results of this work will also be useful from a practical point of view. In particular, it is hoped that organisations will reflect on how to design and implement good practices that promote and encourage leadership styles with a dose of emotional intelligence and gender sensitivity as an effective model for the management of human capital in organisations.

Originality/Value: This study contributes to the literature by conducting a systematic review of the literature on emotional intelligence, leadership and gender using the Proknow-C methodology. The findings may have implications for the performance and success of organisations led by emotionally intelligent women and men.

Keywords: Emotional Intelligence, Leadership, Gender, Proknow-C.

INTELIGÊNCIA EMOCIONAL, LIDERANÇA E GÊNERO: UMA REVISÃO SISTEMÁTICA USANDO A METODOLOGIA PROKNOW-C.

RESUMO

Objetivo: O objetivo deste estudo é realizar uma revisão sistemática da literatura em três eixos: inteligência emocional, liderança e gênero.

Referencial Teórico: Este tópico apresenta os principais conceitos e teorias relacionados à inteligência emocional, liderança e gênero, fornecendo uma base sólida para a compreensão do contexto da pesquisa.

Método: A metodologia adotada para esta pesquisa é baseada no Processo de Desenvolvimento do Conhecimento Construtivista (Proknow-C), que permite estruturar uma revisão da literatura para selecionar referências teóricas e construir o conhecimento necessário.

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Resultados e Discussão: O resultado foi um portfólio de quinze artigos relevantes, de acordo com o objetivo do estudo, que possibilitou a identificação das principais abordagens sobre o assunto e o estabelecimento da base de conhecimento a partir da qual serão definidas as futuras linhas de pesquisa.

Implicações da Pesquisa: Este trabalho é útil para a comunidade acadêmica, pois reúne pesquisas relevantes e significativas sobre os três eixos considerados: inteligência emocional, liderança e gênero. Por outro lado, espera-se que os resultados deste trabalho também sejam úteis do ponto de vista prático. Em particular, espera-se que as organizações reflitam sobre como projetar e implementar boas práticas que promovam e incentivem estilos de liderança com uma dose de inteligência emocional e sensibilidade de gênero como um modelo eficaz para a gestão do capital humano nas organizações.

Originalidade/Valor: Este estudo contribui para a literatura ao realizar uma revisão sistemática da literatura sobre inteligência emocional, liderança e gênero usando a metodologia Proknow-C. Os resultados podem ter implicações para o desempenho e o sucesso de organizações lideradas por mulheres e homens emocionalmente inteligentes.

Palavras-chave: Inteligência Emocional, Liderança, Gênero, Proknow-C.

INTELIGENCIA EMOCIONAL, LIDERAZGO Y GÉNERO: UNA REVISIÓN SISTEMÁTICA USANDO LA METODOLOGÍA PROKNOW-C

RESUMEN

Objetivo: El objetivo de este estudio es realizar una revisión sistemática de la literatura en torno a tres ejes: inteligencia emocional, liderazgo y género.

Marco Teórico: Presenta los principales conceptos y teorías en relación a inteligencia emocional, liderazgo y género, proporcionando una base sólida para comprender el contexto de la investigación.

Método: La metodología adoptada para esta investigación se basa en el Proceso de Desarrollo del Conocimiento Constructivista (Proknow-C) que permite estructurar una revisión de la literatura para seleccionar referencias teóricas y construir el necesario conocimiento.

Resultados y Discusión: Como resultado, se obtuvo un portafolio de quince artículos relevantes alineados con el objetivo del estudio, lo que permitió identificar los principales enfoques sobre esta cuestión y sentar las bases de conocimiento, a partir de las cuáles, definir futuras líneas de investigación.

Implicaciones de la investigación: Este trabajo presenta utilidad para la comunidad académica en la medida que recopila investigación relevante y significativa en torno a los tres ejes considerados: inteligencia emocional, liderazgo y género. Por otro lado, se espera que, desde un punto de vista práctico, los resultados de este trabajo también resulten útiles. Especialmente, se pretende que las organizaciones reflexionen acerca de diseñar e implementar buenas prácticas que promuevan e impulsen estilos de liderazgo con dosis de inteligencia emocional y sensibilidad de género, como modelo efectivo para la dirección de capital humano en las organizaciones.

Originalidad/Valor: Este estudio contribuye a la literatura en la medida que realiza una revisión sistemática de la literatura alrededor de inteligencia emocional, liderazgo y género, haciendo uso de la metodología Proknow-C. Los resultados pueden impactar en el rendimiento y el éxito de organizaciones lideradas por mujeres y hombres emocionalmente inteligentes.

Palabras clave: Inteligencia Emocional, Liderazgo, Género, Proknow-C.

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1 INTRODUCTION

The current environment faces challenges that require exceptional leaders. Today's and tomorrow's organizations do not only need leaders who demonstrate a high level of business skills, linked in essence to the strategic dimension, but increasingly, they demand leaders with high doses of interpersonal and emotional skills (Mindeguia et al., 2021; Lotito, 2022).

Cooper (1997) stated that one of the challenges faced by organizations and their leaders is to know how to guide or lead people through emotional intelligence. In this sense, there are numerous investigations that delve into the importance of emotional intelligence for leaders. Goleman (1995, 1998) argued that emotional intelligence turns out to be a key factor in effective leadership, as it allows leaders to understand and manage their own emotions and respond effectively to the emotions of others. In the same vein, Boyatzis et al. (2005) argued that emotionally intelligent leaders possess skills to build strong relationships, generate motivation, or manage conflicts more effectively.

In another step, Keller (1995), Khokhar and Kush (2009) and Kushwaha (2012) showed that those leaders with higher doses of emotional intelligence have higher levels of performance or effectiveness in their managerial functions; and other researchers, such as, Wong and Law (2002) and Sah (2021) maintained that leaders with high levels of emotional intelligence are able to generate workspaces that contribute to a shared vision and that result in greater commitment and performance by the members of an organization. In essence, the development by leaders of cultures that, supporting the construction of solid relationships and effective emotional management, contribute to the improvement of profitability and long-term sustainability in organizations (Goleman et al., 2001).

Likewise, society today is witnessing women occupying increasingly high positions in organizations at the leadership level. According to the study by Grant Thornton (2022), there has been a widespread increase in the proportion of women in senior management worldwide, from 31% of senior management in 2021 to 32% today. In addition, this figure has increased by 11 percentage points in the last ten years, from 21% in 2012.

It is a fact that, during the last decades, special attention has been paid to the existence of differentiating traits between male and female leaders (Egri and Herman, 2000; Antonakis et al., 2003; De Rue and Wellman, 2009; Netchaeva et al., 2022). However, there are different views on this issue. Thus, while a group of researchers maintained that there are no significant distinctions in terms of leadership between men and women (Day and Stogdill, 1972; Powell, 1990; Vilkinas and Cartan, 1993); other studies, instead, have identified as indicators of female



leadership some components, such as, the mood in conflict resolution or the development of environments that generate teamwork (Helgeson, 1990; Brody and Hall, 2000; Jones and Lentz, 2013). On the other hand, researchers such as Prentice and Carranza (2002) and Rudman et al. (2012), suggested that, based on stereotypes, women should be warm, supportive, cooperative and kind, while men are associated with greater ambition, commercial sense and leadership capacity. In fact, Koenig et al. (2011) showed that, in general, the prototypical leader was perceived as more masculine than feminine.

On the emotional intelligence level, a meta-analysis of 45 studies of different leadership styles showed that female leaders adopted a more transformative style, characterized by being more emotionally expressive, motivating and inspiring than their male counterparts (Eagly et al., 2003). In the same vein, another study showed that female leaders were more likely to recognize and use collective emotions than male leaders (Sanchez-Burks and Huy, 2007). For his part, Brescoll (2016) suggested that female leaders are expected to be more emotional than male leaders, which can lead to biased assessments of their leadership competence. Other works, on the other hand, established that, in general, there are no differences in emotional intelligence according to gender (Bar-On et al., 2000; Petrides and Furnham, 2006). As can be seen, the results are inconclusive and sometimes contradictory, and vary depending on the approach of the methodology that has been applied in each study.

With the intention of continuing to advance in the achievement of more determinant results, we proceeded to carry out a search for bibliographic review articles around the elements considered, such as emotional intelligence, leadership and gender. Thus, it could be confirmed that, although initially four works were located in this line, they were finally discarded due to the following circumstances. The first study, carried out by Miao et al. (2021a), focused on the revision between the terms emotional intelligence and service leadership; the second, reviewed the existing work between emotional intelligence and mindfulness (Miao et al., 2018); the third, focused on the relationship between emotional intelligence and work performance, specifically in the hospitality industry (Miao et al., 2021b); while the fourth, prepared by Kulkarni and Mishra (2022), considered different aspects related to leadership and women, without specifically focusing on emotional intelligence

In accordance with the above reasoning, the main objective of this research is to analyze the relationship between emotional intelligence and leadership, and to consider whether there are significant differences based on gender. This general objective is broken down into a series of specific objectives: (1) to carry out a systematic and rigorous review around three axes: “emotional intelligence”, “leadership” and “gender”, applying the Proknow-C methodology;



(2) to carry out a bibliometric analysis and a content analysis of the portfolio of articles obtained as a result of the methodology considered; and (3) to lay the knowledge bases, from which, to define future lines of research.

2 METHODOLOGY

The method used was based on the Constructivist Knowledge Development Process (Proknow-C) proposed by Ensslin (2010) that allowed to structure a literature review to select theoretical references and build the necessary knowledge (Vieira et al., 2019).

This methodology consists of starting a series of procedures until reaching the final filter and thus selecting a set of articles that are of significant relevance to the subject under investigation.

The design of the methodological process was divided into three main phases. The first phase concerned the selection of an item bank and the second phase concerned the process of filtering such items. The steps taken in these first two phases, according to De Carvallo et al. (2020), are detailed below:

First phase: (1) definition of the research axes; (2) definition of the keywords for each research axis; (3) choice of databases; (4) search of articles in the databases with the keywords; (5) application of keyword adherence test.

In the specific case of this work, three research axes were defined: “emotional intelligence”, “leadership” and “gender”. For the axis “emotional intelligence”, two key words were chosen: emotional intelligence and emotional competence. Regarding the “leadership” axis, the key words chosen were: leadership, executive and director. And finally, for the “gender” axis, the keywords considered were: gender, sex, man, woman, male and female. Once the keywords were defined, the corresponding combinations were made, resulting in a total of 33 different combinations.

The search was carried out with the combinations of keywords in two databases (Web of Science and Scopus), being two of the main international search engines at an academic level that compile a wide range of multidisciplinary research works and index renowned and prestigious journals, usually the most cited in their respective areas.

The field used for the search was the one that contains the terms: title, summary and keywords. As for the search by year of publication, no restrictions were considered in this regard. Finally, in order to complete this first phase, a keyword adherence test was carried out, consisting of randomly selecting several articles from the database obtained, in order to identify



the keywords in each of them. This test allowed us to determine if the title, keywords or summary were those identified for this study, so that the portfolio of articles was as aligned as possible with the object of the research (dos Santos Matos and Petri, 2015).

Second phase: (1) elimination of repeated articles; (2) alignment by title reading; (3) alignment by summary reading; and (4) alignment by full article reading.

Following the steps corresponding to the second phase, those items that were duplicated once the first bank of raw items was obtained were excluded. Then, we proceeded first with the reading of the titles, then with the reading of the summaries and, finally, with the complete reading of the articles, which allowed us to select those that were fully aligned with the objective of this work. From there, the final portfolio of articles was obtained.

Finally, it was concluded with the analysis of the articles included in the aforementioned portfolio. This final step corresponds to the third phase of the Proknow-C method, which consists mainly of the revision of the complete texts, the synthesis of the results and the elaboration of the corresponding conclusions.

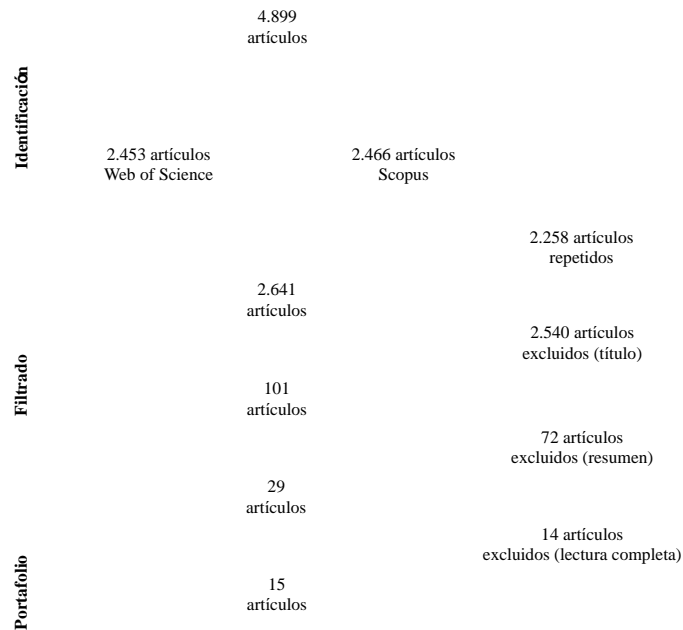
3 RESULTS

The process described in the section corresponding to the methodology allowed obtaining a total of 4,899 articles, of which 2,453 came from Web of Science and 2,446 from Scopus. Of the total number of articles, 2,258 were repeated, which led to their deletion from the database initially obtained. From there, we continued with the reading of the titles corresponding to the 2,641 articles finally included in the aforementioned base, in order to verify the alignment of these works with the central theme of the research, resulting in 101 articles. The next step was to read the summaries of these articles, reducing the database to a total of 29. Finally, the reading of these articles allowed a final filter to be made, leaving the definitive portfolio composed of a total of 15, which represent the most significant and relevant bibliography around the three initially defined research axes: “emotional intelligence”, “leadership” and “gender”. Figure 1 shows the flowchart followed until the final portfolio is obtained.



Figure 1

Systematic Review Flowchart



Source: own elaboration

Table 1 represents the bibliographic portfolio obtained as a result of the steps taken during the first two phases of the Proknow-C methodology.

Table 1

Portfolio of WoS and Scopus publications on “emotional intelligence”, “leadership” and “gender”

N°.	Authors	Year	Title	Magazine	Citas WoS	Citas Scopus
1	Mandell y Pherwani	2003	Relationship between emotional intelligence and transformational leadership style: a gender comparison	Journal of Business & Psychology	205	254
2	Downey <i>et al.</i>	2005	Examining the relationship between leadership, emotional intelligence and intuition in senior female managers	Leadership & Organization Development Journal	-	73
3	Singh	2007	Emotional intelligence and organizational leadership: a gender study in Indian context	International Journal of Indian Culture and Business Management	12	-
4	Hopkins y Bilimoria	2008	Social and emotional competencies predicting success for male and female executives	Journal of Management Development	80	102
5	Afsheen <i>et al.</i>	2011	Emotional intelligence and transformational leadership: finding gender differences	World Applied Sciences Journal	-	4
6	Taylor y Hood	2011	It may not be what you think: gender differences in predicting emotional and social competence	Human Relations	40	42
7	Gartzia y van Engen	2012	Are (male) leaders “feminine” enough? Gendered traits of	Gender in Management	34	21



			identity as mediators of sex differences in leadership styles			
8	López-Zafra <i>et al.</i>	2012	The relationship between transformational leadership and emotional intelligence from a gendered approach	Psychological Record	28	32
9	Pooja y Kumar	2013	Emotional intelligence and gender dependent leadership	Pacific Business Review International	1	6
10	Mayer <i>et al.</i>	2017	Emotional intelligence in South African women leaders in higher education	SA Journal of Industrial Psychology	6	11
11	Mfikwe y Pelser	2017	The significance of emotional intelligence and leadership styles of senior leaders in the South African government	Management: Journal of Contemporary Management Issues	-	-
12	Apore y Asamoah	2019	Emotional intelligence, gender and transformational leadership among nurses in emerging economies	Leadership in Health Services	7	4
13	Smirnov y Roslyakova	2019	Emotional intelligence and gender sensitivity as part of leader's work: modern approaches	Woman in Russian Society	-	-
14	Dartey-Baah <i>et al.</i>	2020	Leading with emotions: an empirical study of a tertiary institution in Ghana	International Journal of Business	-	-
15	Kitzios <i>et al.</i>	2022	Emotional intelligence with the gender perspective in health organizations managers	Heliyon	-	-

Source: own elaboration

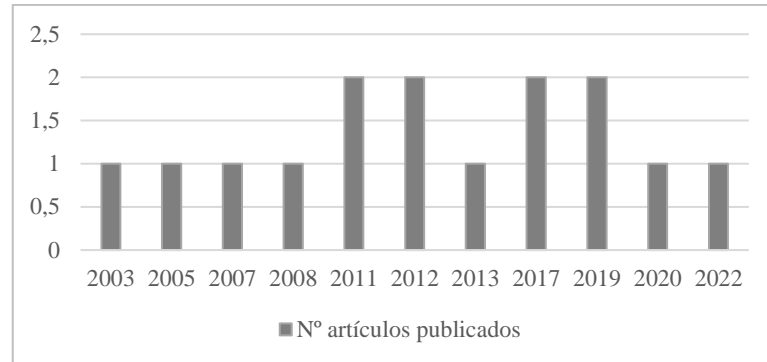
The research continued with the bibliometric analysis of the bibliographic portfolio obtained. Thus, after a first observation, it was detected that all the authors had only one article in the aforementioned portfolio, which allowed to deduce that there are no predominant authors in the research axes considered in this work.

Following the aforementioned bibliometric analysis, the years of publication of the articles included in said final portfolio were considered. As can be seen from Figure 2, all the articles were published during the present century, specifically in the period between 2003 and 2022, which showed that research in this field is relatively recent. As for the number of articles published per year, except in the years 2011, 2012, 2017 and 2019, in which a couple of articles were published in each of them; in the rest, a single article was published per year.



Figure 2

Years of publication of the articles included in the bibliographic portfolio



Fuente: elaboración propia

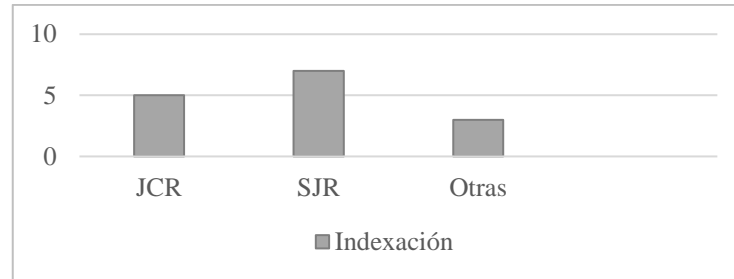
Regarding the keywords collected in the articles of the final portfolio, it was observed that the most repeated keywords were: emotional intelligence (12), leadership (7) and gender (5). However, the term leadership is mentioned in repeated articles, but referred to different types of leadership, among others, organizational leadership (1), transformational leadership (4), or transactional leadership (1); which indicates that, in certain works, the relationship between emotional intelligence and some type of leadership is evident. Other words, on the other hand, reflect nuances or specific aspects linked to emotional intelligence, such as emotion in organizations (1), emotional intelligence trait (1) or emotional quotient (1). Regarding gender, there are also several words that are linked to this term, among others, gender in organizations (1), gender roles (1), gender differences (1), or sex (1). Finally, some of the words included with a frequency (1) refer to the sector (nursing, hotel industry, education and politics), or country in which the research is carried out (Spain, Ghana or Pakistan).

The bibliometric analysis continued with the information concerning the indexation of the articles included in the bibliographic portfolio (Figure 3). In the specific case of this research, of the total of 15 articles, 7 were indexed in SJR (Scimago Journal & Country Rank), which represented 46.7%; 5 in JCR (Journal Citation Reports), which represented 33%; while the rest of the articles (20%) were indexed in other databases, such as Google Scholar.



Figure 3

Years of publication of the articles included in the bibliographic portfolio



Source: own elaboration

Next, we proceeded to investigate the characteristics of the journals in which the articles included in the bibliographic portfolio were published. Particularly in those journals that were indexed in SJR (Scimago Journal & Country Rank) or JCR (Journal Citation Reports). Table 2 shows relevant information, such as the impact factor of the journal during 2021, the category in which it is classified or the corresponding quartile.

Table 2

Characteristics of journals indexed in SJR or JCR included in the bibliographic portfolio.

Magazine	Indexed	Impact factor 2021	Category	Quartile
Journal of Business Psychology	JCR	6.604	Business	Q2 Q1
Leadership & Organization Development Journal	SJR	0.91	Applied Psychology	Q1 Q2
Journal of Management Development	SJR	0.65	Business, Management and Accounting	Q2 Q2
Human Relations	JCR	5.66	Organizational Behavior and HR Management.	Q2 Q1
Gender in Management	JCR	3.337	Business, Management and Accounting	Q3 Q3 Q1
Psychological Record	JCR	1.279	Organizational Behavior and HR Management.	Q4
SA Journal of Industrial Psychology	SJR	0.4	Direction	Q3 Q3
Management: Journal of Contemporary Management Issues	SJR	0.21	Social Sciences,	Q4 Q3
Leadership in Health Services	SJR	0.37	Interdisciplinary	Q3 Q2
Woman in Russian Society	SJR	0.26	Estudios de Género Sociología y Ciencias Políticas	Q3 Q2
International Journal of Business	SJR	0.18	Economía y Econometría	Q4



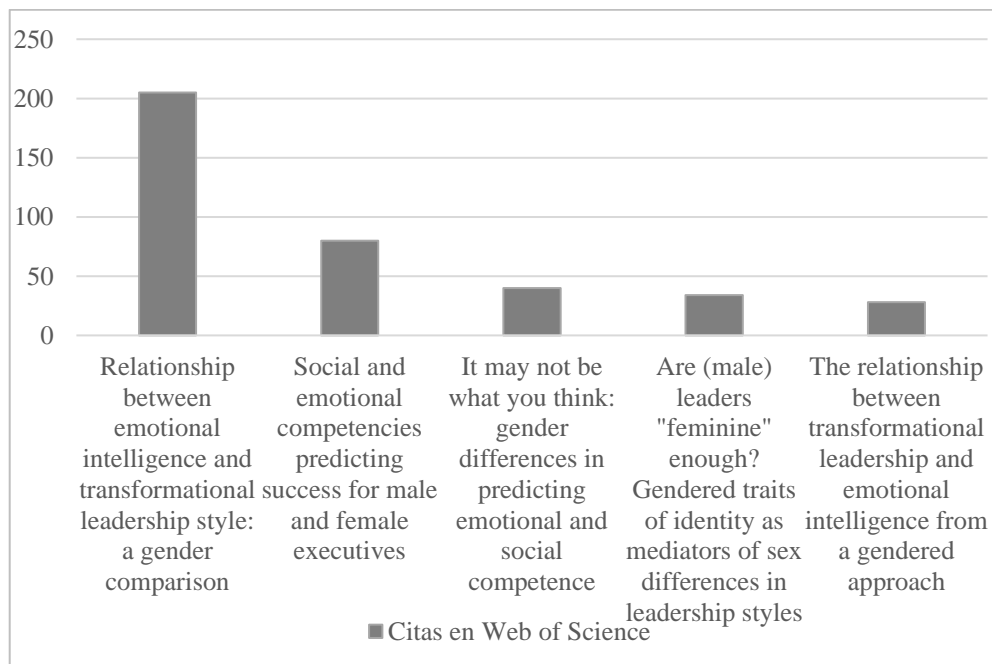
			Finanzas	Q4
			Estrategia y Dirección	Q4
			Negocio y Dirección	Q4
			Internacional	
Heliyon	JCR	3.776	Ciencias Multidisciplinares	Q2

Source: own elaboration

Figures 4 and 5 focus on the five articles included in the bibliographic portfolio with the highest number of citations in Web of Science and Scopus. In both cases, the article prepared by Mandell and Pherwani (2003) stands out, who analyze, from a comparative gender perspective, the relationship between emotional intelligence and transformational leadership style. This article entitled: “Relationship between emotional intelligence and transformational leadership style: a gender comparison” was published in the Journal of Business & Psychology and has a total of 205 citations in Web of Science and 254 in Scopus.

Figure 4

Bibliographic portfolio articles with the highest number of quotes in WoS

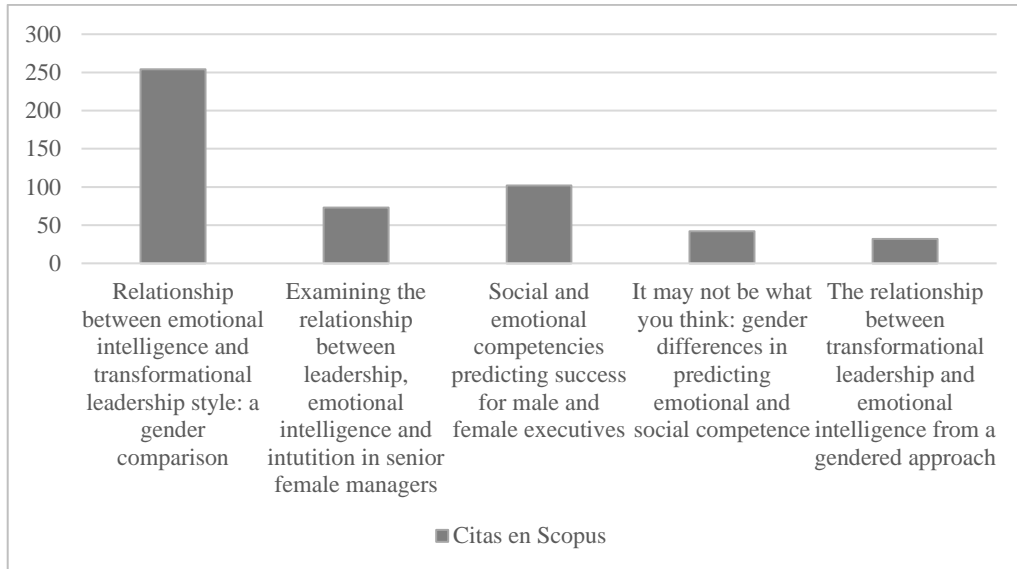


Source: own elaboration



Figure 5

Portfolio articles with the most citations in Scopus



Source: own elaboration

Finally, Table 3 provides information regarding the objectives set by each of the 15 articles included in the bibliographic portfolio, as well as details related to the sample used in each case to carry out the corresponding investigations. Likewise, it was considered of interest to provide details regarding the main results derived from each of these investigations, as has been deduced from the detailed reading of the aforementioned articles.

Tabla 3

Objectives, sample and results of the 15 articles of the bibliographic portfolio

Nº.	Objectives and sample	Results
1	Examine the predictive relationship between emotional intelligence and transformational leadership style. To determine gender differences in the relationship between emotional intelligence and transformational leadership style, as well as gender differences in emotional intelligence scores and the transformational leadership style of managers. 32 male and female managers or supervisors from large and medium-sized organizations in the northeastern US.	There is a significant predictive relationship between transformational leadership style and emotional intelligence. There is no significant interaction between gender and emotional intelligence when predicting transformational leadership style. Significant differences are observed in the emotional intelligence scores of male and female managers. There are no significant differences in the transformational leadership scores of male and female managers.
2	To evaluate the relationship between leadership style, intuition and emotional intelligence, in female managers, assessed by a general and specific measure of emotional intelligence in the workplace. 176 female managers from different industries in Australia	Managers who display transformational leadership behaviors are more likely to display high levels of emotional intelligence and intuition than those with less transformational leadership behaviors.



<p>3 Investigate the relationships between emotional intelligence and organizational leadership, as well as the impact of emotional intelligence on leadership effectiveness, for both genders. Professionals in the software sector in India. 210 men and 130 women.</p>	<p>No significant differences are observed between male and female professionals in terms of their emotional intelligence and leadership effectiveness. Emotional intelligence, for both genders, is positively associated with leadership effectiveness.</p>
<p>4 Explore three research questions: <ul style="list-style-type: none"> • Are there gender differences in the demonstration of emotional and social competencies? • What is the relationship between emotional and social intelligence competencies and success; And does gender moderate this relationship? • Are there differences between the most successful male and female leaders in demonstrating these competencies? 130 senior executives at a financial services institution with offices in the US. 90 men and 40 women.</p>	<p>There are no significant differences between male and female leaders in the demonstration of emotional and social intelligence competencies. The most successful men and women are more similar than different in their demonstration of competencies. However, gender moderates the relationship between the demonstration of these competencies and success. Male leaders are evaluated as more successful even when male and female leaders display a similar level of competencies. Differences are detected between the most successful male and female leaders and their counterparts.</p>
<p>5 Examine the impact of emotional intelligence on transformational leadership style. Exploring the impact of facets of emotional intelligence on transformational leadership style. Analyze gender differences between emotional intelligence scores and the transformational leadership style of managers. 238 managers of the hotel industry in Pakistan. 120 men and 118 women.</p>	<p>A significant positive impact of emotional intelligence is detected in its different facets of transformational leadership, with the exception of the facet related to the evaluation and expression of emotions. Although no significant differences are shown in emotional intelligence between male and female managers, it is discovered that women show more transformational leadership style.</p>
<p>6 They analyze gender differences in self-ratings, others' ratings, and predict the ratings of male and female leaders in an assessment of multiple sources of emotional and social competence. 251 leaders from different organizations in the US.</p>	<p>There are significant differences between how leaders are evaluated on emotional and social competencies versus how they predict they would be evaluated. When asked to predict how they would be evaluated by their bosses, direct reports, and peers, women are significantly "poorer" at predicting the evaluations of others, compared to men.</p>
<p>7 Examine what lies behind gender differences in relevant dimensions of leadership, such as: individualized consideration, reward behaviors, and emotional intelligence. 157 managers of industrial companies and service organizations in Spain. 116 men and 41 women.</p>	<p>Male leaders' lower scores on individualized consideration, positive reward behaviors, and emotional intelligence are explained, in part, by their lower identification with expressive traits. The integration of traits contrary to stereotypes is positively related to effectiveness in the sense of using a greater variety of leadership styles, for both women and men.</p>
<p>8 Investigate the relationships between transformational leadership, emotional intelligence and gender stereotypes. 431 university students from three different disciplines. 162 men and 269 women.</p>	<p>The results show important differences depending on the different disciplines and illustrate that emotional intelligence and gender roles predict transformational leadership.</p>
<p>9 Determine how gender affects emotional intelligence competencies, essential to becoming an influential leader. Discuss the moderating effect of gender on emotional intelligence and leadership. There is no sample in the study.</p>	<p>Transformational leaders exert a greater influence on the performance and competencies of their employees than transactional leaders. Gender does not have a moderating effect on leadership.</p>



		There is a positive relationship between transformational leadership and emotional intelligence.
10	Understand in depth the emotional intelligence of women leaders in Higher Education Institutions, given that it is related to qualities of effective leadership, creativity and innovation, and empathetic communication. Identify the strengths, focuses of attention and possible areas of development of these women. 21 women leaders in Higher Education Institutions in South Africa.	Women leaders basically refer to intrapersonal emotional skills, followed by interpersonal skills, adaptability, stress management, and mood. The highest rated components of emotional quotient are self-love, followed by interpersonal relationships, problem solving, empathy, emotional self-knowledge, assertiveness, impulse control and social responsibility.
11	Explore four research questions: <ul style="list-style-type: none">• Does the leadership style of senior men and women leaders have a significant impact on their emotional intelligence?• Does emotional intelligence support the type of leadership style displayed by male and female senior leaders?• Does emotional intelligence enable leadership?• Do senior female leaders display a higher degree of emotional intelligence than male senior leaders in the South African Government? 85 senior managers from different departments in South Africa. 48 men and 37 women.	Emotional intelligence and leadership styles are related to each other. There are no significant differences in leadership styles and emotional intelligence in the responses given by men and women. This is due to the fact that the basic management criteria and standards used to evaluate the performance of top management help to build a common sense of good management practices in the public sphere.
12	To examine the level of transformational leadership behavior of nurse leaders; determining the effects of the sub-constructs of emotional intelligence on the transformational leadership behavior of leaders; and determining whether there is a difference in the exhibition of transformational leadership behavior due to the gender of the leaders. 80 nurse leaders from hospitals in Ghana.	Three of the sub-constructs of emotional intelligence significantly affect transformational leadership, with the construct “emotional self-appraisal” having the greatest effect on transformational leadership behavior. However, the rest of the sub-constructs on emotional appraisals do not significantly affect transformational leadership. There are no significant differences in the demonstration of transformational leadership due to gender.
13	Review the essential characteristics of emotional intelligence that are considered as a method to effectively manage a high-quality professional team. Provide evidence of the feasibility of expanding levels of emotional intelligence by adding a “gender sensitivity” component. There is no sample in the study.	Rational leadership combined with emotional intelligence and “gender sensitivity” could constitute an effective model for managing human capital.
14	Investigate the relationship between effective leadership and emotional intelligence, considering demographic variables such as age, gender and level of education. 208 heads of departments at the University of Ghana.	Emotional intelligence correlates positively and significantly with leadership effectiveness. Demographic variables such as age and gender are significantly related to leadership effectiveness. Emotional intelligence between male and female department heads does not differ.
15	Investigate the levels of emotional intelligence of health executives (senior, middle and junior), in relation to gender. 161 health executives in a region of Greece.	Health executives express a high level of emotional perception and management-evaluation of their own and others' emotions. In relation to gender, women express greater emotional intelligence than men and also



greater management and evaluation of self-esteem than men.

Source: own elaboration

4 DISCUSSION

Articles [1, 5, 8, 9, 11 and 14] showed a positive relationship between emotional intelligence and leadership, with special emphasis on the relationship between emotional intelligence and transformational leadership in [1, 5, 8 and 9]. For its part, the article [2] confirmed that directives that manifest transformational leadership behaviors are more likely to show high levels of emotional intelligence.

The article [3] positively associated, for both genders, emotional intelligence with effectiveness in leadership and; it did not observe, as neither did the article [14], significant differences between male and female professionals in terms of their effectiveness in leadership. In addition, article [3] agreed with articles [4, 5 and 13], in that they also did not observe such differences between male and female managers in terms of emotional intelligence. However, the article[4] found that, despite showing a similar level of emotional competence, male leaders were sometimes assessed as more successful than women.

The article [1], however, observed significant differences in emotional intelligence scores between male and female managers. The lower scores of male leaders in emotional intelligence were explained, in part, according to the article [7], by their lower identification with expressive traits; hence the integration of traits contrary to stereotypes would positively relate to efficacy, in the sense of a greater variety of leadership styles, for both men and women.

The contribution made by the article [6] referred to the significant differences between how leaders were evaluated in emotional competencies vs how they predicted they would be evaluated.

The article[15] alluded to how women leaders expressed greater emotional intelligence than men and also greater management and evaluation of self-esteem than men. For its part, the article[10] concluded how women's leadership was basically associated with intrapersonal emotional skills, followed by interpersonal skills, adaptability, stress management, and mood. In addition, he added that the most punctuated components of emotional quotient were self-love, followed by interpersonal relationships, problem solving, empathy, emotional self-knowledge, assertiveness, impulse control and social responsibility.

Finally, the article [13] reflected on the importance of combining leadership with doses of emotional intelligence and “gender sensitivity”.



5 CONCLUSIONS

The use of the methodology based on the Constructivist Knowledge Development Process (Proknow-C) has allowed selecting a bibliographic portfolio of 15 articles that are aligned with the object of the research. Through bibliographic analysis it has been possible to acquire the necessary knowledge, to the extent that it has managed to identify the most scientifically relevant articles around the three research axes considered: “emotional intelligence”, “leadership” and “gender”, taking into account aspects such as the authors, the years of publication, the journals in which the articles were published, as well as certain issues of interest, such as the bases in which they are indexed, their impact factor during the last year, or the category or quartile with which they correspond.

The analysis of the mentioned portfolio has allowed to extract a series of discussions, from very diverse perspectives. Thus, for example, it was observed that there are no predominant authors in relation to the research axes of this work, as well as that the years of publication of the articles included in the final portfolio start from 2003, hence, it can be deduced that the interest in the issues raised in this work is relatively recent.

Likewise, a set of conclusions derived from the reading and analysis of the main results presented in the 15 articles belonging to the bibliographic portfolio obtained can be considered. Thus, it is observed that there is a clear consensus when considering the relationship between emotional intelligence and leadership, and how emotionally intelligent leaders contribute positively to effectiveness in organizations, as already manifested during the last decade of the 20th century, authors such as Cooper (1997) or Goleman (1995, 1998).

Regarding gender, most authors do not find significant differences, between male and female professionals, in terms of their effectiveness in leadership, nor in their levels of emotional intelligence. However, it is true that in certain investigations, such as that carried out by Mandell and Pherwani (2003), differences were detected at the gender level in the scores linked to emotional intelligence, partly explaining the lower scores of male leaders for their lower identification with expressive traits (Gartzia and van Engen, 2012).

Continuing with the third axis of research, Kitzios et al. (2022) identified that, at the leadership level, women expressed greater emotional intelligence and greater management and evaluation of self-esteem than men. In the same vein, Mayer et al. (2017) associated women's leadership with intrapersonal emotional skills, followed by interpersonal skills, adaptability, stress management and mood.



The conclusions drawn from this research are therefore useful from both an academic and professional point of view.

On the one hand, it is expected that this work will be useful for the academic community as it collects relevant and significant research around the three axes considered: “emotional intelligence”, “leadership” and “gender”, from which, the bases can be laid for further progress. In this sense, the following lines of future research are proposed: (1) taking into account that the research focused on the search for articles in Web of Science and Scopus, expand the search for articles in other databases, both general, and more specific, for example, related to the field of psychology or organizational behavior; (2) develop studies based on longitudinal data that allow us to contemplate whether there are differences, according to gender, in terms of emotional intelligence in leaders; (3) design empirical studies in different sectors that manage to detect whether there are significant differences in leaders, at the gender level, in terms of emotional intelligence based on other variables, such as age, cultural background, seniority in his position as a manager, or the type of work that he performs the field to which the organizations they represent belong; (4) to develop comparative empirical studies between countries that can show whether there are differences in the issues raised based on social or cultural elements; and (5) to propose works that delve into those subconstructs of emotional intelligence in which there could be differences in gender at the leader level.

On the other hand, it is expected that, from a practical point of view, the results of this work will also prove useful. In particular, it is intended that organizations reflect on designing and implementing, as proposed by Smirnov and Roslyakova (2019), good practices that promote and promote leadership styles with doses of emotional intelligence and “gender sensitivity”, as an effective model for the management of human capital in organizations, emphasizing those most valued emotional components, such as: (1) effective communication, which allows the transmission of information in a clear and coherent way, and offer constructive feedback; (2) empathy, which allows leaders to connect with their team and understand their emotional needs; (3) recognition and motivation, as they are powerful drivers of the performance and loyalty of the team; (4) authenticity, which leads to the construction of relationships stronger and more reliable; (5) collaboration, which contributes to the generation of spaces that generate ideas and knowledge; and (6) promotion of personal and professional development, which involves providing training opportunities and emotional support.

In short, organizations of today and tomorrow require emotionally intelligent women and men to be examples of behavior for their collaborators, which involves demonstrating social and interpersonal skills, self-knowledge and emotional self-control, assertiveness, proactivity



in conflict resolution, and a positive and constructive attitude to problems. In doing so, they help drive the performance and success of the organizations they lead.

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