

Emotional Intelligence of the Leaders Correlate with Authentic Leadership Style of the Leaders: A Study of the Petroleum Industry

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Abstract: During the last several decades of leadership research, a number of leadership styles have been tested by organizational leaders, a leader who is emotionally intelligent is not exceptional. An emotionally intelligent leader may try various approaches to lead and manage an organization with the help of an appropriate leadership style that helps to formulate strategy, adopt positive direction and motivation within organization. In the current study, an attempt is made to study the correlation of the emotional intelligence of the leaders on their authentic leadership style. The current study adopted a survey method to test the hypotheses. Emotional Intelligence was measured by a 25-item scale developed by Goleman's (1998). Authentic Leadership was measured by a 16-item scale developed by Avolio, Gardner, and Walumbwa (2007). The data was collected from a sample of 360 respondents from the organization of the Petroleum Industry. Statistical Package for Social Sciences (SPSS) version 20 was used to assist with both quantitative and qualitative data analysis and maintain the transparency and credibility of the research. The results revealed the significant correlation between the emotional intelligence of the leaders on the authentic leadership style of the leaders in the Petroleum Industry.

Keywords: Authentic Leadership (AL), Emotional Intelligence (EI).

I. INTRODUCTION

The quote by Boyatzis, McKee, and Goleman (2002), "great leadership works through emotions", in the true sense proves that effective leaders are those, who have high EI. In the workplace context, emotions are important in managing meaningful relationships at work. A leader, who is proficient enough with high EI and capable of creating good spirit, can maintain synergy and high integrity within the team. Good team leaders are aware of the balance and focus on productivity with due consideration to the relationships of team members and their ability to connect. Goleman and Boyatzis (2002) work has created great interest in EI in particular and drew a correlation between having high EI and being an effective leader. A number of researchers talk about qualities associated with leaders, such as intelligence, mental and physical robustness, fortitude, and vision, which are essential for leadership, Goleman (2016) strangely, disagrees on these opinions. Goleman (2016) believes that apart from the basic skills, high quality of training, sharp brains and great ideas, a leader can't be a true leader unless he possesses EI as a key attribute for outstanding performance. With the lack of EI, a leader won't be a true leader.

However, over the past decade, having effective EI, leadership behavior is not only the credible psychological constraint but plays a significant role in the success or failure of the leader, especially, at the more senior levels (Goleman, 1995; Cherniss, 2004). Interestingly, in the contemporary world, the leaders are concise about their leadership style to achieve a positive result in an organization and AL style plays an effective form of management that can deal with both organizational and societal problems. Hence, the current study aimed to explore the correlation between EI and AL style of leaders in the Petroleum Industry.

II. LITERATURE REVIEW

A. Emotional Intelligence

Term emotion has been popular since Darwin (1872) wrote his first book, 'The Expression of Emotions in Man and Animals', based on the functional purpose of emotions. Darwin (1872) who was first to understand the importance of emotions and it also helps to enhance the behavior to stay alive in life. No one can stop emotions, it happens instinctually

and instantly in response to diverse situations with diverse people. Furthermore, Darwin believed that emotions guarantee endurance by stimulating required behavior and he also proposed valuable information (Salovey et al., 2000). Darwin believed in the importance of emotional gesture in adaptive behavior and also relevance to EI in the present era (Bar-On 2001).

Matthews, Zeidner, and Roberts (2002) stated EI as “hybrid term”, a combination of emotion and intelligence, traditional relationship are two different psychological forces. Mayer (2001) evaluated the history of psychological behavior into five-period spans consisting of intelligence and emotions as two separate narrow fields, precursors to EI, the emergence of EI, the popularization and broadening of EI and carried research on the institutionalization of EI. Different researchers have focused on different features of the emotional construct. For example, the term 'EQ' (Emotional Quotient) is coined by Bar-On (1985) to analyze general intelligence. He believed that EI is the set of skills which helps to deal with own and others feelings.

The term “Emotional Intelligence” first formally appeared in German article (1966) entitled “Emotional Intelligence and Emancipation”. Goleman’s (1995) approach in relation to emotion was action-oriented, focusing on the underlying fight response to perceived environmental emergencies. According to him, emotion is an impulse to act but human beings are smart enough to handle it. Emotions and Intelligence are two diverse concepts significantly associated in separate domains, and the merging activity of these two diverse concepts began after the 1970s. Further, the development of EI popularized and created a matter of interest in the lay (Goleman, 1995) and scientific fields (Mayer & Salovey, 1997; Salovey & Mayer, 1990), much important than other less impressive conventional psychological notion, such as personality, or a notion as IQ (Sternberg, 2002; Grewald & Salovey, 2005). EI viewed as a traditional intelligence that consists of emotions with cognition (Mayer, Salovey, & Caruso, 2008). The possession of a bunch of own personal skills and soft-skills as control over emotional temperaments is the sign of EI. Soft-skills or inter-personal skills refer to the ability to understand the notion of the term EI and at the same time, incorporates a broad collection of individual skills and dispositions refer to ability as soft skills or inter-personal. In short, the ability to understand the opposite person's intention, their desires and intra-personal skills that refer to the capacity to understand oneself, to appreciate one's feeling, fear, and motivation, and to be aware of general intelligence and technical or specialized skills. Many researchers believed that an individual must possess both IQ and EI in order to be a well-adjusted person and smooth functioning of oneself and society in a holistic way. The term EI is fundamentally the awareness of emotions and how it can reflect on one's IQ. This clearly indicates that to be successful in life, one must enhance and carry inter-personal relationships along with the brain.

However, in the Indian context, Singh (2003) stated that EI consists of psychological elements which involve emotional sensitivity of an individual, maturity level on the emotional bases and emotional competency. According to Singh, those psychological elements rendered the capacity in an individual to identify truthfulness, honesty and sensitively interpret the human dynamic behavior. Singh (2006) defined EI as the ability and freedom to grow from all negative behaviors into positive behaviors. Kapadia (2004) viewed EI as deeply rooted in Vedic Psychology. According to her a feeling of true happiness can be achieved by transformation of the mind, body, and the spirit. Sanwal (2004) believed that EI is the consciousness of use of emotions and a person exhibits it to cope with diverse situations and problems. Chadha (2005) suggested that all intelligence is fundamentally based on emotion which is also a good source of energy that can be used to achieve the self-defined goals.

B. Emotional Intelligence and Leaders

The statement “great leadership works through emotions” (Boyatzis, McKee, & Goleman, 2002, p.3) clearly indicates that leaders with high EI work effectively. Leaders’ emotional state significantly impacts employees’ emotions (Anderson et al., 2003). A leader cannot ignore how their behavior and words affected the emotional state of an organization (Boyatzis, McKee, & Goleman, 2002). The success of an organization could be greatly dependent upon the EI of the leader. The leaders are not only emotional guides who influence their employees’ emotions, but to a great extent their behaviour is also influential. Moss et al. (2006) stated that the leader’s own EI is totally dependent upon a his/her ability to interpret his/her own emotions and employees’ emotions. Bass (1990) stated that leaders provided guidance to achieve a goal and helped develop and manage the organization. The work of Goleman and Boyatzis (2002) drew a correlation between being an effective leader and having a high EI.

EI is a key for effective leadership behavior. EI is significantly advantaged to deal with behaviors and challenges on workplace performance and team building and if leaders lacked those skills it may be difficult to effectively gauge the

needs, wants and expectations of those they lead. Leaders expect everyone to perform their jobs in an efficient way which needs strong interpersonal values in which EI plays a vital role. Leaders must possess EI competencies like social skills to influence others by developing a sound relationship with clients and employees and motivate others by streamlining their emotions and weaknesses (Feldman, 1999; Noyes, 2001; Chastukhina, 2002). The social complexity in the contemporary world of organizations Dearborn (2002) recommends managers with high EI are more productive with less manpower and deal with the critical condition in dynamic ways to generate positive outcomes in an organization.

Working in a group, one of the most recent inventions in the corporate world is deeply EI oriented. The EI competent leaders would give their employee the ability to participate more actively in the organizational working. When leaders are high on their emotions with lots of excitement, enthusiasm, and are equally energetic, they are likely to rejuvenate work environment and employees and give a message of a sense of efficacy, skill, optimism, and pleasure (Robbins & Judge, 2009). It has been noticed in an earlier study that the leaders who have achieved reasonable success in their life are emotionally intelligent. EI dimensions like emotional-awareness and emotional-regulation enhance the quality of leader-subordinate relationship which is widely accepted (Songer & Walker, 2004; Wong & Law, 2002). Furthermore, earlier studies confirmed the leader's strong influence on the employees' emotions and it can be noticed in work attitude and performance of the employees. According to Pescosolido (2002) leadership is the process in which a leader's obligation is to manage emotions of group members in order to enhance their work performance.

However, Goleman and his colleagues (2002) strongly believed that the key job of contemporary leaders is to eradicate smog created by toxic emotions by creating a positive emotional environment in the organization. Fundamentally, EI is not restricted to the individual but also well connecting to people around them. In a true sense, measuring EI is to measure one's 'common sense'.

C. Authentic Leadership

According to Avolio and Gardner (2005), "Leadership has always been more difficult in challenging times, but the unique stress facing organizations throughout the world today call for a renewed focus on what constitutes genuine leadership." Over the years, leaders' authenticity is considered a global phenomenon (Walumbwa et al., 2011). Early research on authenticity and AL recognized the fields of sociology and education. After Seeman's (1960) focus on in-authenticity early on, Henderson and Hoy (1983) strengthen the construct within the field of educational leadership and modified Seeman's scale through more new items. They view a leader as inauthentic when they are in the much demanding role. Research and basic concept on AL are mainly drawn from positive psychology (Seligman & Csikszentmihalyi, 2000), and positive organizational scholarship (Luthans & Avolio, 2003). Authentic leaders have true passion and skills for leadership or at least they are willing to change and grow as authentic leaders and hence, nurture their subordinate as authentic (Toor & Ofori, 2008a). AL began to develop in a concrete way after 2004. However, the construct of authenticity is well captured by the injunctions of ancient Greek philosophers to "Know thyself" and "To thine own self be true" (Harter, 2002). After attaining high authenticity authentic leaders become aware of their identity (who they are), beliefs and values, which help to act with transparency with their subordinate. According to Emuwa (2013), authenticity as first referenced in management and organizational literature, viewed leaders' authentic capacity, as a litmus test of executive quality (Kliuchnikov, 2011).

Authenticity is clarity of one's own ideas, beliefs, convictions, motives, self-knowledge and congruence of these aspects with one's actions, decisions, and behaviors. Authenticity is basically guided by genuineness, trustworthiness, sincerity, integrity, purity of purpose, and clarity of intentions. A person is authentic if he/she manifests his/her behaviors without adding any fake element, social bias, or personal prejudice. The characteristics of authentic persons truly reflect their inner self, values, and principles. Specifically, authenticity is considered a strong characteristic of one's behavior and presence under diverse capacities. Authenticity is basically considered as the core of AL signifying coherence between one's self and one's actions (Alok & Israel, 2012). Ford and Harding, (2011) discovered the first use of the term "authentic leader" by Bass (1999) in his research paper on transformational leadership (Bass & Steidlmeier, 1999). In Bass' paper he was responding to critiques that a leader might appear to be transformational due to their use of charisma but in fact might be narcissistic in their intentions. Bass tagged such type of a person as pseudo-transformational stating that "self-aggrandizing, fantasizing, pseudo-transformational leaders can be recognized as immoral. But authentic leaders, as moral agents, expand the domain of effective freedom, the horizon of conscience and the scope for altruistic intention" (1999, p. 211).

Luthans and Avolio (2003), defined Authentic Leaders as those who have strong qualities such as confidence, hopefulness, optimism, resilience, transparency, moral/ethics, future-orientedness, and are significantly focused on subordinates for developing as a leader. They may also encourage more open dialogue among organizational members. Authentic leaders, who exhibit the capability of self-awareness, unbiased processing, self-regulation, and relational transparency, will generate a culture in which authentic conversations are encouraged. These authentic conversations support individual and group learning and learning at the organizational level by enabling the intuiting, interpreting, integrating and institutionalizing of the learning processes (Crossan et al., 1999). In spite of various barriers, authentic leaders promote organizational learning with the mechanism of authentic conversations, such as individual defensive routines, which prevent organizational learning and knowledge transfer between groups and among levels. There are also cultural factors that can hamper authentic conversations in varied national, divisional and cultural contexts. The earlier linkage between AL and the mechanism of conversation has not been made explicit in the organizational learning literature, but it is vital to both processes.

However, AL has been measured by many researchers during their study by their own understanding and style towards the subject. Measuring authenticity remains a challenge and there have been theoretical attempts to articulate the construct of AL. Walumbwa et al. (2008) believe that lack of experimental work on AL is fundamentalist because of the inherent complexity involved in measuring the authenticity of leadership behavior. However, in the present study AL been tested by an Authentic Leadership Questionnaire (ALQ) by Avolio, Gardner, and Walumbwa (2007) which consist of main four components with 16 items.

D. Relation between Emotional Intelligence and Authentic Leadership

Johnson (2013) stated that in the world there is nothing, which has a more profound impact for better or worse, on leadership than EI. A real leadership form, which is in its effective form and also inspires and motivates people around them is, "Authentic Leadership". AL is self-empowering with greater personal and organizational results. How emotionally intelligent AL looks and how are they different? AL is not some kind of "strategy du jour" for contemporary leaders; it has existed since the historical era. Well known leaders in history, who are truly successful ones who followed AL style who believed the philosophy of understanding rather than be understood, and preserved a tough value system that was transparent and respected. Those leaders are an inspirational example to others around them who comprised the elements of good words, sensible actions and are result oriented.

However, the leadership consisted of the highest level of integrity and fairness; compassion, empathy, and understanding; empowering and encouraging; clearly articulating what is expected; holding others responsible for their own actions. These are noticeable characteristics of an emotionally-intelligent authentic leader, one who understands that people always want to know how much you care for them. One who understands the importance of people for result achievement and more importantly to eliminate memos and directions. According to Lord and Brown (2004), former leadership usually focused on cognitive elements and ignored the theory and measurement of effective processes by researchers, or alternatively, their approach was from a cognitive framework that emphasizes on attitudes rather than basic emotional processes.

Kiyani, Saher, Saleem, and Iqbal (2013) believe that EI and AL are connected with similar positive effects on organizational outcomes and performance. Hence, it would be attention-grabbing to know whether EI and AL are essentially needed for positive outcomes or not. Their main aim of the study is to explore the dynamic interaction among main concepts, the potential mediating role of AL style and association between managers' EI and employee outcomes (employee performance and organizational citizenship behavior). The study revealed that leaders' EI could be direct influences on the maintenance and development of AL. It is believed that EI not only nurtures and develops AL but also transfers to leaders' behaviors and thoughts. As a result, an emotionally intelligent leader who easily recognizes and handles their own emotions and those of others with AL style ultimately enhances employees' job performance and organizational citizenship behavior as well. Therefore, the mediating effect can explain the process of how or why leaders' EI predicts or causes these outcome variables since a mediator is a mechanism through which a predictor influences an outcome variable (Barron & Kanny, 1986).

According to Gardner, Fischer, and Hunt (2009), emotional labour requires one to persuade or suppress feelings to sustain an external expression that produces the proper state of mind in others with a balanced state of mind and feelings (Hochschild, 1983). For example: Mr. Marsing is trying hard to overpower his emotions and thereby model a calm behavior for others as an appropriate strategy for managing an impulsive emotional incidence. "I try, to the extent

possible, to maintain a level of calmness in the face of frantic issues. I try to be as objective as possible in discussions, and if I'm in a face-to-face meeting with someone who has a short fuse, I'll sit right next to that person to make sure the fuse is never lit. I do that by being calm, even overly calm. When things get heated, I even change my voice. I will consciously take a deep breath, or two deep breaths, in front of everybody to get them to calm down a little bit and talk about the specifics, about solutions" (Frost, 2004, p. 121). This is the quotation from David Marsing, a senior manager who demonstrates the challenges leaders may face in handling "toxic" emotions in organizations (Frost, 2004). It's very important to be calm at the time of emotionally charged situations in leadership roles. The message is clear; EI of the leaders works in a problem situation.

However, recommended by recent practitioner (George, 2003; George & Sims, 2007) and scholarly (Avolio, Gardner, Walumbwa, Luthans, & May, 2004; Avolio & Gardner, 2005; Gardner, Avolio, Luthans, May, & Walumbwa, 2005; Gardner, Avolio, & Walumbwa, 2005; Ilies, Morgeson, & Nahrgang, 2005; Shamir & Eilam, 2005; Walumbwa, Avolio, Gardner, Wernsing, & Peterson, 2008) writings on AL, a basic question has been emerged: Can leaders manage their emotional demonstration to encourage favourable subordinate impressions without violating their authenticity? In the current era, the extent of emotional labour and authenticity is required to be explored. Nevertheless, recently many researchers (e.g., Ashkanasy & Tse, 2000; Brief & Weiss, 2002; Kanfer & Klimoski, 2002) expressed the importance of emotional skills in the leadership process. With EI being instrumental for AL behavior, one can hypothesize the following:

H₁: Emotional intelligence of the leaders and authentic leadership style of the leaders are positively correlated.

III. RESEARCH DESIGN

AL style of leaders was measured by a scale developed by Avolio, Gardner & Walumbwa, (2007). It consisted of 16 items with four dimensions: Self-awareness, relational transparency, moral perspective, and balanced processing. EI of leaders was measured by a scale developed by Goleman, (1998). It consisted of 25 items with five dimensions: Self-awareness, self-regulation, self-motivation, empathy, and social skills. The responses for both the scales were captured on a five-point scaling. Figure 1 shows the research model.

Data was collected through the Web-based survey, as well as through the hard copy. The Web-based survey link (<https://goo.gl/forms/eTf6eGDuskM3HXCK2>) was created in 'Google' and the link was emailed to all respondents with a brief description of the research background and purpose of the study. Statistical Package for the Social Sciences (SPSS), version 20 was used to analyze the raw scores for the current study. A total of 360 responses were gathered from the Petroleum industry. The respondents were between assistant-manager and chief-manager levels.

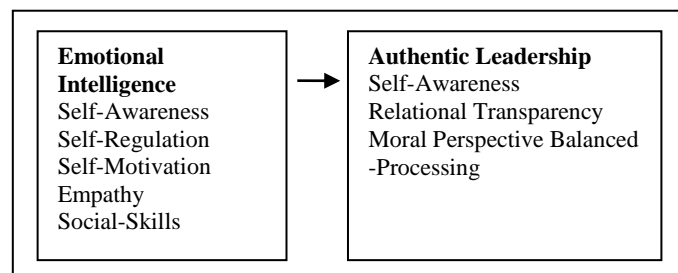


Figure 1. Research Model Showing the Relationship Between EI and AL

IV. RESULTS

Table 1: Respondents Profile

Variables	Items	Frequency	Percent
Gender	male	304	84.4
	female	56	15.6
	Total	360	100.0
Age	>30	86	23.9
	31-40	90	25.0
	41-50	86	23.9

	51-60	98	27.2
	Total	360	100.0
Edu. Qualification	Engineer	181	50.3
	MBA	63	17.5
	CA	27	7.5
	Others	89	24.7
	Total	360	100.0
Designation	Assit. Manager	116	32.2
	Dy. Manager	78	21.7
	Manager	73	20.3
	Sr. Manager	61	16.9
	Ch. Manager	32	8.9
	Total	360	100.0
Exp. in Existing Org.	up to 5	77	21.4
	6-10	59	16.4
	11-15	34	9.4
	16-20	47	13.1
	21+	143	39.7
	Total	360	100.0

N=360

Table 2: Reliability Analysis

Scale	Mean	SD	Alpha
EI_SA	11.50	2.42	0.89
EI_SR	18.83	4.14	0.87
EI_SM	15.58	3.17	0.88
EI_E	18.09	4.23	0.87
EI_SS	29.83	6.70	0.86
EI_T	93.84	19.05	0.95
AL_SA	13.01	3.64	0.88
AL_RT	17.80	4.39	0.88
AL_IMP	14.59	3.50	0.88
AL_BP	11.11	2.66	0.88
AL_TOT	17.80	4.39	0.88

Reliability Analysis of all the variables under the study includes means, standard deviations. In addition, Cronbach's alpha values measure the EI and AL and its sub-dimensions. The reliability analysis Table show that mean, SD and Cronbach's alpha value measure shows acceptable level for the scales, EI and AL. The Cronbach's alpha of total EI ($\alpha=0.95$, Mean=93.84, SD=19.05) is the highest followed by total AL ($\alpha=0.88$, Mean=17.80, SD=4.39). Since these values are greater than 0.70, therefore, they have acceptable internal consistency (Coakes & Steed, 2009).

Table 3: Correlation Matrix Between Variables

No.	Variables	1	2	3	4	5	6	7	8	9	10	11
1	EI_SA	1										
2	EI_SR	0.75**	1									
3	EI_SM	0.72**	0.82**	1								
4	EI_E	0.72**	0.83**	0.82**	1							
5	EI_SS	0.71**	0.84**	0.83**	0.86**	1						
6	EI_T	0.82**	0.93**	0.91**	0.93**	0.95**	1					
7	AL_SA	0.55**	0.65**	0.62**	0.71**	0.70**	0.72**	1				

8	AL_RT	0.61**	0.67**	0.64**	0.70**	0.72**	0.74**	0.76**	1			
9	AL_IMP	0.57**	0.68**	0.64**	0.70**	0.74**	0.74**	0.72**	0.80**	1		
10	AL_BP	0.58**	0.72**	0.67**	0.73**	0.77**	0.78**	0.71**	0.80**	0.81**	1	
11	AL_TOT	0.61**	0.67**	0.64**	0.70**	0.72**	0.74**	0.76**	1.00**	0.80**	0.80**	1

N=360, *p<0.05, **p<0.01, ***p<0.001

The correlation results (Table 3) show that EI is significantly and positively related to its sub-dimensions and also to AL and its sub-dimensions.

V. MULTIPLE REGRESSION ANALYSIS

Table 4 shows multiple regression results between AL as the criterion variable and total EI as the predictor variable. The analysis was concerned with extent to which overall total AL predicts total EI in the composite sample. Also, to what extent dimensions of AL predict total EI in the composite sample.

The study was carried to find out the correlation of EI of the leaders with AL style of the leaders in the petroleum industry. It was hypothesized that EI of the leaders and AL style of the leaders are positively correlated. When AL and all the sub-dimensions of AL (self-awareness, relational transparency, internalized moral perspective, & balanced processing) were taken as independent variables, then R^2 improved to 66 percent of dependent variable EI of the leaders, due to the AL of the leaders. This proves the hypothesis that EI of the leaders and AL style of the leaders are positively correlated in Petroleum Industry. The analysis of the first equation of the multiple regressions showed that total authentic leadership predicts 47 percent of total E I of the composite sample. This means that leaders, who possess EI skills, correlate AL style of leaders. Thus, based on the findings of the current study, the EI of the leaders correlated positively with AL style of the leaders in Petroleum Industry. Therefore, it is hypothesized that:

Ha₁: Emotional intelligence of the leaders and authentic leadership style of the leaders are positively correlated.

Table 4: Multiple Regression with Emotional Intelligence as Predictor Variable, with Dimensions of Authentic Leadership as Criterion Variable

Criterion Variable	Predictor Variables	
	Emotional Intelligence Total	
	Beta	t-value
Authentic Leadership	0.68	17.80***
	$R^2 = 0.47***$	
	Beta	t-value
Self-Awareness	0.23	4.48***
Relational Transparency	0.16	2.62***
Internal Moral Perspective	0.17	2.76***
Balance Processing	0.34	5.64***
	$R^2 = 0.66***$	

N=360, *p<0.05, **p<0.01, ***p<0.001

The research results strongly exhibits the EI of leaders is correlated AL style of leaders, suggesting that the leaders who follow AL style are well equipped with EI skills in the petroleum organization.

VI. IMPLICATION OF THE STUDY

It will help to understand the co-relation between EI of leaders and AL style of leaders under the Indian context, particularly in Petroleum Industry. With the finding of the study, if necessary, an organization may conduct training programs and workshops to enhance the EI of its leaders. With the current study, a healthy positive environment will be

created in an organization and there will be deep impact of positive leadership style on subordinates. With all this positivity, the development of an organization in this competitive world is certain.

VII. LIMITATIONS AND CONCLUSION

The respondents were from one organization, Petroleum Industry. Hence, there was the lack of diversity in the sample group. The leaders were restricted to the job group of assistant manager to chief manager grades, which consist of lower and middle management. Thus the findings obtained in this study did not represent top management leadership. Therefore in the future; higher management and other variables should be considered with the same organization and also with different industries.

Yet, more study on this relation is needed especially under the Petroleum Industries to fully grasp how leaders' EI and their AL style correlate. The unexpected relationship between EI and leaders of Petroleum Industry size suggested that for leaders to succeed in Petroleum Industry, they need significantly higher EI. This finding might suggest that the Petroleum Industry may need to add an evaluation of EI while seeking a leader. However, more research is needed to explore and to understand this relationship. Leaders need to understand the importance of EI and its effectiveness in the organization. Leaders of the Petroleum Industry need to take a step ahead to protect and foster the organizational working. Leaders are admonished to provide leadership (AL) to the Petroleum Industry. The current research speaks about the importance of EI skills of the leaders and to a great extent understanding of one's own emotions and how they may influence AL style of leaders.

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