

VALIDATION OF LEADERSHIP STYLES INVENTORY: A CONTENT VALIDITY STUDY

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DOI: <https://doi.org/10.5281/zenodo.14934781>

Keywords

Validation, Leadership Styles, Inventory, Content Validity.

Article History

Received on 17 January 2025

Accepted on 17 February 2025

Published on 27 February 2025

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Abstract

This study intended to find out the content validity and strength of inventory on styles of leadership. The instrument consisted on 24 statements and 6 dimensions namely: vision, coaching, affiliation, democracy, pacesetting and commanding. After taking response of six experts, content validity was calculated and value of CVI was 0.83 acceptable for using Leadership Styles Inventory. In this paper a systematic approach was used on the basis of evidence and good practices.



INTRODUCTION

Due to rapid changes in the world social demands are increasing. These rapid changes affect our educational system forcing educational institutes to be more efficient and more dynamic. One of the most important organizational structures is our educational institutes where inputs and products are human beings. Therefore, schools are designed to meet the needs of 21st century. Schools could select, identify and organize the students' potentials. One of the most important parts of school structure is school administration. School administrator provides resources for sustaining the existence that is dependent on effective approach of management, strong leadership and structured culture that is compatible with the change in the world (Vélez, Lorenzo, Garrido, & Sciences, 2017).

Leadership is considered as the key part of any institute and positive relationship and effective leadership leads to improve organizational presentation (Bass & Bass, 2009). It must be made sure that leadership and leaders have inspirational thoughts who can make others successful through

novelty of their ideas and techniques. A study conducted on comparative analysis on effectiveness of trained principals and untrained and newly appointed heads, found higher percentage in trained heads as compared to untrained heads. Trained heads exhibit good managerial skills as compared to untrained heads of any organization. In any organization, some description assumes a process that purposefully influences on others to facilitate the group or organization (Mbobola, 2014).

There are few roles to run the organizational operations smoothly. On these operations, scrutinized that this is act of people who work willingly and excitedly to achieve their desired goals (Ezeuwa & UNIVERSITY, 2005). In the same way, it observed that leadership means to effect people deeply towards achievement of organizational goals. A leader cannot work alone, he/she must have team to influence, to carry along and to mobilize the people to achieve the corporate goals. Leadership styles mean how to fulfill and manage all the responsibilities related to organization. It also refers

how leaders lead .some leaders are very concerned about their organizational goals while other more concerned about their subordinates leadership is also refer about the team member and organizational goals. At school level leadership is related to motivate teachers and work on self-esteem of school (Shamaki & Practice, 2015).

(Hallinger, 1992) stated that teachers' breed disagreement reduces productivity, student interaction and teacher's behavior. He also concluded that when culture is healthy, morale goes high and student excels well socially and academically. Environment will be dynamic and productive due to collaboration of teachers. When teachers voluntarily take responsibilities inside the classroom and outside the classroom, they keep their sense of reflection and purpose alive with other stakeholders to develop stakeholders of school system to create confidence. So they are aware of themselves and their aim is to avoid being intimidated into silence by others (Lambert & management, 2003).

Due to the aforementioned issues, this article attempts to measure the content validity of leadership styles instrument for teachers. To the best of author's knowledge, there is no validated instrument for assessing leadership styles for teachers or heads. As Cook and Beck (as cited (Yusoff, 2019) said that validity evidence may be supported by content, response process, internal structure, relation to other variables and consequence of the tool. In this research study, three validity evidences namely content, response process and internal structure were explored.

Research Question

- 1. How to measure the content validity of the leadership styles instrument?

Literature Review

Leaderships has diversely been defined in the studied literature. Researchers typically define leadership in terms of their own viewpoints and areas of interest

(Yukl, 2010). Leadership is an important subject in every known institution, and good leadership practices are reported to have a favorable association with enhanced and improved organizational effectiveness and performance (Baas & Schrooten, 2006).

Leadership is the process to encourage the group of people to achieve common goals (Abdullah, Muhammad, Nasir, & Business, 2019). (Le Tellier, 2006) affirmed in his book that principals of schools system motivate teachers to improve work efficiency of organizations. School heads establish motivational variables to ensure continuous improvement of school organizations and identified motivational skills to improve the efficiency of teachers to achieve goals of organizations (Bello, Ibi, Bukar, & Practice, 2016).

Principals are appointed to check the work performance of teachers and educational change (Cheng & Townsend, 2000). Supportive leaderships are helpful to reduce anxiety, isolation, and frustration and regulate staff behavior (Ackah-Jnr, 2018). He also believes that teachers require extra encouragement from their heads through positive feedback and performance appraisal, which directly impact on the performance of teachers and outcomes of students learning.

(Heck, Larsen, & Marcoulides, 1990) explored that the leadership style of the principal is connected to the school's effectiveness. Efficiency and productivity competence involve doing things correctly within an organization, making decisions to reduce costs, increase output, and improve product quality.

Taheri, (2009) as cited in (Wagude, 2015) investigated the relationship of the styles of management and teachers efficiency. In primary school of Goran, the use of participative styles in educational sector was well managed, directional reinforced by competent and submissive styles in training institutes. It is also concluded that a participative management style was dominant among principals and employees (MosaddeghRaad & Economics, 2011).

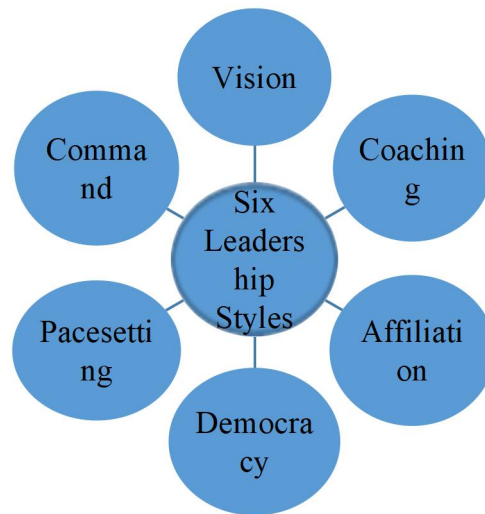


Figure: Six Leadership Styles (Goleman et al., 2002)

The emotional intelligence identified six leadership styles by the intensity with which leaders work out emotional intelligence in both the personal (self-awareness, self-management) and social sphere (social awareness, relationship management) (Goleman, Boyatzis, & McKee, 2002), all cited in (Müller & Turner, 2007; Turner & Müller, 2005).

Primal Leadership, supported Learning to Lead with Emotional Intelligence which focuses on six leadership styles such as facilitative, vision, democracy and command. First four domains were vision, coaching, democracy and build up momentum having significant impact on the climate of company emotionally. Last two styles of leadership were pace setting and command as tools in leadership. Pace setting and command setting rely on these styles too frequently to create disagreement rather than agreement (Goleman et al., 2002). So, we should take strategic and effective leadership styles which are collaborative, strategic, visionary, pacemaker and command. These leadership styles will be significant and carried workplace performance. While two of them used when organizational ineffectively and interference is found. However, all the 6 leadership roles should be operational. As organization needs a new way or employees need to connect to a shared dream, the Visionary style suits the best. Visionary leaders articulate where a group is going, but not how it will get there - freeing people to innovate, experiment, and take calculated risks," writes Goleman. Knowing clear picture of job provides people with clarity and

knowing what is expected of them. Everyone works with commitment and works for common goals feeling pride to be part of organization. This has a significant impact on the climate. a leader also works as a coach who takes time to read deeply and listen people and frequently use phrase 'try this'. Leaders utilize this approach due to perception that is required valuable and observed frequently. The coaching leaders guide direct and consciously by providing positive environment at workplace. Employees with experience and sense of responsibility are most effective. Some people micromanage to understand employees. People or team come first, says affiliated leader in nutshell. The leadership style is heavily focused on emotional bond during effective time. This also requires stress healing from crises. According to Goleman, attempt for healing from crises is required. This is also helpful in increasing morally improved communication or repair broken trust in any organization. This also helps to encourage lots of praise emphasizing the importance of harmony and teamwork. Poor performance needs to be corrected. In order to achieve desired harmony, leadership never allows unevenness to reign. An influential leader asks others about certain issues in order to built consent participation. A democratic leader desires to make decisions, plans and sets goals respecting others' opinion. The leadership taps in collective wisdom by leveraging people's knowledge, experience and skills in specific directions. However, it is time of crisis when this lacks the essence of contributing for the

positive agreement. The last two styles should also be part of leaders' toolkit, where they will not truly work. Phrase of leadership 'do as I say now' sets high standard for them. However they offer little guidance and assume that people simply know what to do. The reason of this style being used sparingly is lacking guidance and the constant demand. Goleman says that this style appears admirable when used incorrectly and burnout. Data shows that Goleman says that this style is a personified phrase 'I am the boss; do as I say'. It is the time of crises when department needs to turn around, it can be extremely effective. This style is typically very effective however difficult eventually leading to one's success. It includes encouragement and frequent activities heightening morale and job satisfaction.

Related Studies:

(Kale, Özdelen, & Sciences, 2014) conducted a study to identify the leadership styles of primary school teachers using McGregor's X-Y Theory. The leadership styles of teachers were also investigated in their tenure of office, socioeconomic environment and teaching branch.

This study included 215 primary school teachers, 153 of them were female and 62 were male teachers.

(Saxena, Desanghere, Stobart, & Walker, 2017) work on Teacher Leadership Styles Scale was used to assess teachers' leadership styles. The following are the study's major findings:

Teachers were found to be autocratic and repressive during teaching time 25T, and teachers from high socioeconomic school environments exhibited more democratic and participatory behaviors. Teachers from class 1-10 were found to be more authoritative and traditional leadership style. (Lai, Luen, Chai, & Ling, 2014) examined the effects of most important leadership styles on teachers' organizational promise among performing schools in the Malaysian state of Perak. An alternative questionnaire was used to collect data from 240 teachers from 19 performing schools. Analytical software was used to collect data. Transformational leadership was discovered to have significant impact on effective commitment but on nominative commitment. Nurturing leadership has positive impact on effective commitments. TF is the most effective and influential leadership. This is common leadership style among teachers.

(Marshall & Humanities, 2015) carried out a more in-depth examination of the relationship between principal leadership style and teacher commitment. Purposive sampling technique had group of 90 teachers and 11 principals of secondary schools. Findings confirmed that relation between leadership styles and teachers' commitment was statistically significant. Furthermore, this relationship was also significant between experienced and newer teachers in terms of commitment.

Biographical variable also moderates level in relation with principal leadership style and teachers' commitment, Findings with regression model showed principal leadership and sub variables. In their paper, (Godwin, Kabeta, & Education, 2019) discussed that effect of leadership of teachers on performance in selected the effect of teachers' leadership styles on teacher performance in selected Mission and Public Secondary schools in Zambia's Muchinga statistically Vince. Sample size was of 207 people in descriptive study design and qualitative approach with interviews focusing on group discussion in various groups due to only two missionary secondary schools and two public schools by using simple random sampling techniques. The study revealed that teacher leadership styles and teachers' performance effectively lift institution to new horizons of success. The principals were selected from public schools. Leaderships were of two types, democratic and autocratic to manage the schools. The study also revealed that the performance of both teachers and students in mission schools was far superior to that of selected public secondary schools. The report suggested that head teachers' leadership styles were improved through capacity building, further studies in Leadership and Management and educational and learning tours between schools to appreciate good practices that may transform teaching and learning. It also recommends that any head teacher may be trained in educational management before being appointed to his position.

Procedure:

The validity of a tool refers to its appropriateness, meaningfulness, accuracy, and efficacy; using experts for systematic evaluation increases its overall quality and representativeness (Polit, Beck, Owen, & health, 2007). They were asked to review each item on the

scale and provide their opinion/level of agreement for each of the statements/each item regarding the appropriateness, clarity, comprehensibility, plausibility, suitability of the language, linkage and relevancy of the items with the construct, and item usability for survey research. There were five sources of validity used in this study for new instruments which were content, response process, internal structure, association with dimensions and

consequences. LSI consisted of 24 items and 6 dimensions namely; Vision, Command, Coaching, Affiliation, Democracy and Pacesetting.

Step 1: Instrument Construction

The instrument of leadership style was generated after reviewing the literature based on the dimensions developed by (Goleman et al., 2002). The instrument consisted of 24 items (Figure 1).

Tested Items	Relevance			
Dimension 1: Vision				
1. I lead people towards shared dreams.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
2. I provide long term directions.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
3. I involve my colleagues in long term plans.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
4. Goals may be achieved with determination.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
Dimension 2: Coaching				
5. I work with my team members at their pace.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
6. I monitor things closely.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
7. I motivate subordinates to improve their performance.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
8. I motivate subordinates to apply new skills.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>

Figure 1: Construction of items

Step 2: Judgment

The next step of content validity of LSI was judgment and content validity form was prepared to

get the review of expert panel. The degree of relevance from 1 to 4 was used to get the rating scale of relevance (Figure 2).

Validation of Leadership Styles Inventory: A Content Validity Study

Dear Experts,

This inventory contains 6 dimensions and 24 items related to leadership styles. We need your expert judgement on the degree of relevance of each item to the measurement dimensions. Please be as objective and constructive as possible in your review and use the following rating scale:

Degree of relevance:

1= not relevant

2= somewhat relevant

3= quite relevant

4= highly relevant

Figure 2: An example of validity form

Step 3: Selection of Panel of Experts

According to (Polit et al., 2007; Polit, Beck, & health, 2006), six experts were requested to review the statements and dimensions of LSI. So, in this study six experts were selected as panel of experts for content validation of instrument. The review was taken via online and face to face approach and the relevance was rated by experts.

Step 4: Calculation of Content Validity Index

After getting the rating scale of relevance from the experts, content validity index was calculated. CVI has two forms those are Item- Level Content Validity Index (I-CVI) and Scale-level Content Validity Index (S-CVI). Calculation of CVI is done with the help of rating scale relevance of each item given by experts (Figure 3).

Statements	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6	Experts Agreement Total	I-CVI	UA
Statement 1	1	0	1	0	1	0	3	0.5	0
Statement 2	1	1	1	1	1	1	6	1	1
Statement 3	1	1	1	1	1	1	6	1	1
Statement 4	1	1	1	1	1	1	6	1	1
Statement 5	1	1	1	0	0	1	4	0.7	0
Statement 6	1	1	1	1	1	1	6	1	1
Statement 7	1	1	1	1	1	1	6	1	1
Statement 8	1	1	1	1	1	1	6	1	1
Statement 9	1	1	1	1	1	1	6	1	1
Statement 10	1	1	1	1	1	1	6	1	1
Statement 11	1	1	1	1	1	1	6	1	1
Statement 12	1	1	1	1	1	1	6	1	1
Statement 13	1	1	1	1	1	1	6	1	1
Statement 14	1	1	1	1	1	1	6	1	1
Statement 15	1	0	1	1	0	0	3	0.5	0
Statement 16	1	1	1	1	1	1	6	1	1
Statement 17	1	1	1	1	1	1	6	1	1
Statement 18	1	1	1	1	1	1	6	1	1
Statement 19	1	1	1	1	1	1	6	1	1
Statement 20	1	1	1	1	1	1	6	1	1
Statement 21	1	1	1	1	1	1	6	1	1
Statement 22	1	0	1	1	1	0	4	0.7	0
Statement 23	1	1	1	1	1	1	6	1	1
Statement 24	1	1	1	1	1	1	6	1	1
	1	0.875	1	0.91667	0.91667	0.875	5.58333	Sum of I-CVI=22.4	Sum of UA=20
								S-CVI Average= Sum of I-CVI/No. of Items= 0.93	

Figure 3: Calculation of CVI

The two forms I-CVI and S-CVI is calculated as:

(i) I-CVI is defined as the ratio of agreed items to the total number of relevant experts as given below:

$$I-CVI = \frac{\text{Agreed item}}{\text{No. of experts}}$$

After entreating the values from statement 1 to statement 24 in the above formula, the sum of I-CVI is obtained as 22.4.

(ii) After calculating I-CVI, add all the value of I-CVI then the value is 22.4

Sum of I-CVI = 22.4

$$\begin{aligned} \text{(iii) S-CVI Average} &= \frac{\text{Sum of I-CVI}}{\text{No. of items}} \\ &= \frac{22.4}{24} \\ &= 0.93 \end{aligned}$$

After adding the value of I-CVI and divided by total number of items as mentioned in above formula, the average value of S-CVI is obtained as 0.93.

$$\begin{aligned} \text{(iv) S-CVI Relevance} &= \frac{\sum UA}{\text{No. of Items}} \\ &= \frac{20}{24} \\ &= 0.83 \end{aligned}$$

For calculating S-CVI Relevance, values of Universal Agreement (UA) are added and divided by total number of items as showed in above formula and the value of S-CVI is 0.83.

Discussion

The study by Choi and Song (2021) aimed to validate the content validity of the Leadership Styles Inventory (LSI) by assessing the relevance and comprehensiveness of the 12 leadership styles measured by the inventory. The study involved a panel of 15 experts in leadership and organizational behavior who evaluated the LSI questionnaire items and provided feedback on their clarity and comprehensibility. The results indicated that the LSI had good content validity, as all 12 leadership styles were deemed relevant and comprehensive by the expert panel.

The findings of this study are significant as they provide evidence for the content validity of the LSI, which is a critical aspect of assessment tool development. The LSI has been widely used to assess the leadership styles of individuals, and this study provides valuable insights into its usefulness and relevance. The study also highlights the importance of content validity in assessment tool development,

as it ensures that the tool adequately represents the content domain it aims to measure.

Moreover, this study adds to the existing literature on the validation of leadership assessment tools. Several studies have validated the psychometric properties of the LSI, including its reliability and construct validity (Boyatzis & McKee, 2005; Goleman, Boyatzis, & McKee, 2013). However, few studies have focused on its content validity, which is essential for an assessment tool to be useful and relevant. Therefore, the study by Choi and Song (2021) fills a critical gap in the literature by providing evidence for the content validity of the LSI.

Furthermore, this study has practical implications for leadership assessment and development. The LSI can be used to assess the leadership styles of individuals, which can be useful for identifying their strengths and weaknesses and developing leadership skills. The LSI can also be used for organizational development and training purposes, as it can help identify the leadership styles that are most effective in a particular organizational context. Therefore, the content validity of the LSI is essential to ensure that it measures the leadership styles that are relevant and useful for leadership assessment and development.

In conclusion, the study by Choi and Song (2021) provides valuable insights into the content validity of the LSI, which is a critical aspect of assessment tool development. The study provides evidence for the relevance and comprehensiveness of the 12 leadership styles measured by the LSI, which enhances its usefulness and relevance in leadership assessment and development. The study also highlights the importance of content validity in assessment tool development, which ensures that the tool adequately represents the content domain it aims to measure.

Conclusions

On the basis of calculations, it was concluded that values of I-CVI and S-CVI met acceptable level of content validity of Leadership Styles Inventory and this value was acceptable according to (Polit et al., 2007; Polit et al., 2006) as they accepted value of CVI at least 0.83 when the number of experts was six. Content validity was important to confirm the validity of instrument, so it was done on the basis of evidence and best practices. This paper demonstrates

systematic and evidence-based approach for content validation of Leadership Styles Instrument.

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