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**DEVELOPMENT OF EMOTIONAL INTELLIGENCE IN
WOMEN WITH LEADERSHIP ORIENTATION IN THE
PROCESS OF GROUP WORK**

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TABLE OF CONTENTS

INTRODUCTION	4
CHAPTER 1. THEORETICAL FOUNDATIONS OF EMOTIONAL INTELLIGENCE AND WOMEN'S LEADERSHIP: CONTEMPORARY RESEARCH	13
1.1. Concept, Structure and Components of Emotional Intelligence in Social Psychology and Pedagogy	13
1.2. Characteristics of Emotional Intelligence in Women with Leadership Orientation in Contemporary Socio-Psychological and Pedagogical Research	22
1.3. Group Forms of Work as a Method for Developing Emotional Intelligence in Individuals with Active Social Position	30
Conclusions on Chapter One	38
CHAPTER 2. EMPIRICAL STUDY OF THE DEVELOPMENT OF EMOTIONAL INTELLIGENCE IN WOMEN WITH LEADERSHIP ORIENTATION IN GROUP WORK	40
2.1. Program, Sample and Research Methods	40
2.2. Analysis and Discussion of Socio-Psychological Characteristics of Emotional Intelligence in Women with Leadership Orientation	47
2.3. Correlation Analysis of Research Data	81
2.4. Mediation Analysis of Mechanisms of Influence of Intrapersonal Emotional Intelligence on Managerial Potential of Women Leaders	87
Conclusions on Chapter Two	95
CHAPTER 3. AUTHOR'S CORRECTIONAL-DEVELOPMENTAL PROGRAM FOR THE DEVELOPMENT OF EMOTIONAL INTELLIGENCE IN WOMEN WITH LEADERSHIP ORIENTATION IN THE PROCESS OF GROUP WORK	97
3.1. Rationale for the Author's Correctional-Developmental Program for the Development of Emotional Intelligence in Women with Leadership Orientation in Group Work	97
3.2. Content of the Author's Correctional-Developmental Program for the Development of Emotional Intelligence in Women with Leadership Orientation in Group Work	102

3.3. Discussion of the Results of the Author's Correctional-Developmental Program for the Development of Emotional Intelligence in Women with Leadership Orientation in Group Work	111
3.4. Longitudinal Study of the Sustainability of Program Effects	117
Conclusions on Chapter Three	124
CONCLUSION	126
REFERENCES	130
APPENDICES	145
Appendix 1	145
Appendix 2	150
Appendix 3	156
Appendix 4	160
Appendix 5	162
Appendix 6	165
Appendix 7	167
Appendix 8	170
Appendix 9	171
Appendix 10	173
Appendix 11	175
Appendix 12	177
Appendix 13	179
Appendix 14	181
Appendix 15	182
Appendix 16	183
Appendix 17	184
Appendix 18	189
Appendix 19	190
Appendix 20	191
Appendix 21	192

INTRODUCTION

Relevance of the research: In the 21st century, emotional intelligence (EI) is becoming one of the key factors in personal and professional development. This concept attracts sustained attention from researchers, as evidenced by the growth of scientific publications in this area. As I.N. Andreeva notes, the significance of emotional intelligence in the professional sphere is so great that some researchers suggest its contribution to managerial success at the level of 80%, whereas the level of intellectual development (IQ) accounts for only 15% [5].

The relevance of researching emotional intelligence is due to its significant influence on adaptive abilities of the individual, interpersonal relationships, and professional effectiveness. According to data from the National Library of Medicine, the number of studies in this field has significantly increased over the past decade, indicating recognition by the scientific community of the importance of this construct.

The phenomenon of women's leadership is becoming an increasingly significant socio-psychological phenomenon each year, reflecting global transformations in public consciousness and organizational culture. According to McKinsey & Company research (2023), companies with gender-diverse leadership are 39% more likely to demonstrate financial results above the market average [75]. At the same time, women leaders face unique psychological challenges that require a particular set of competencies, among which emotional intelligence occupies a central place.

In the context of studying women's leadership, emotional intelligence acquires special significance, as it is closely related to such important qualities for a leader as empathy, communication skills, and stress tolerance. As S.A. Rakhmankulova notes, the development of emotional intelligence can significantly influence success in professional activity, learning, and communication [36].

Within the framework of the ontopsychological school, founded by A. Meneghetti, the study of women's leadership acquires particular depth. Ontopsychology views the leader as "an operational center of multiple relationships and functions," as "a person who, having set a goal, finds and creates the means and people capable of achieving it." According to Meneghetti, "a leader is a fateful moment of spirit in the world, a helping hand for many," and "a leader is a person who, while satisfying their own egoism, realizes the public interest" [32, p. 12]. This definition is especially important for understanding women's leadership, which often combines

a focus on achieving results with care for the well-being of the team. The ontopsychological approach emphasizes that "the true leader is one who knows how to serve, makes things function, and is capable of creating harmony of relations among all for the sake of ensuring the highest level of achievements both on the material and spiritual levels" [32, p. 13]. This ability to create harmonious relations is often viewed as a characteristic feature of the female leadership style.

The relevance of studying emotional intelligence in women with leadership orientation is determined by several factors. First, the number of women in leadership positions is growing, which requires a deeper understanding of the psychological mechanisms of their effectiveness. Second, research shows that women and men may demonstrate different patterns of emotional intelligence, which is reflected in their leadership style [14]. Third, in modern organizations, the value of "soft skills," including emotional competence, is increasing, which may provide women leaders with certain advantages.

The development of effective methods for developing emotional intelligence in women leaders is of particular relevance. Group forms of work in this context are of special interest, as they provide not only an educational environment but also a space for experience exchange, receiving support, and developing social capital. As research by E.A. Khlevnaya, V.A. Shtroo, and D. Nelis with colleagues shows, the group format is particularly effective for developing abilities to identify emotions, use them in problem-solving, and consciously manage emotional states.

A McKinsey and LeanIn.org study (2021) showed that 42% of working women experienced burnout, whereas among men, 35% faced this problem.

Emotional intelligence is among the top 10 skills needed in 2022, according to the World Economic Forum in Davos, and among the top 5 most valuable skills according to major international companies based on LinkedIn research.

The Carnegie Institute of Technology asserts that 85% of financial success is related to emotional intelligence, personal qualities, and communication skills.

The international recruitment company Egon Zehnder analyzed 515 senior executives and found that those with the strongest emotional intelligence had a greater chance of success than those with the strongest IQ or relevant prior experience.

According to the Siberian Branch of Medical Sciences, people with high emotional intelligence are less susceptible to developing depression than those who cannot understand and

manage their emotions.

In the Russian sociocultural context, women leaders face particular challenges related to traditional gender stereotypes and expectations, which increases the significance of developing emotional intelligence as a resource for overcoming these barriers.

Despite growing interest in the topic of emotional intelligence and women's leadership, there is a deficit of research focusing on the development of EI in women with leadership orientation through group forms of work. Although previous studies have examined the importance of emotional intelligence for individual career success, few works analyze the relationship between emotional intelligence and specific aspects of managerial effectiveness [48, 131]. This research aims to fill this gap, which determines its scientific novelty and practical significance for the development of theory and practice of psychological counseling and coaching.

Object of research: emotional intelligence.

Subject of research: characteristics of the development of emotional intelligence in women with leadership orientation.

Aim of the research: to investigate the development of emotional intelligence in women with leadership orientation in the process of group work.

Research objectives:

— Conduct a theoretical analysis of approaches to the concept of emotional intelligence and its role in leadership.

— Conduct an empirical study of the characteristics of EI in women leaders.

— Develop a group work program aimed at developing emotional intelligence.

Evaluate the immediate impact of the program on the level of emotional intelligence, risk of professional burnout, quality of interaction with the team, and work-life balance, as well as investigate the sustainability of the program effects in the medium term.

Hypotheses:

1. Women leaders with high levels of emotional intelligence demonstrate higher indicators of mental resilience and lower levels of professional burnout compared to women leaders with low emotional intelligence.

2. There is a positive relationship between the level of emotional intelligence and the ability of women leaders to effectively combine professional and family roles.

3. Group work on the development of emotional intelligence in women leaders can

reduce the risk of professional burnout, improve interaction with the team, and contribute to maintaining work-life balance.

Research methods:

1. Theoretical methods: analysis, synthesis, generalization of scientific literature on the research problem.

2. Psychodiagnostic research methods:

— D.V. Lyusin's "EmIn" Emotional Intelligence Assessment Method [29].

— "Leader. Manager. Expert" (LME) Questionnaire by S.V. Dukhnovsky [17].

— "Self-Assessment of Manager's Mental Resilience" (SPUR) Method by M.F. Sekach, V.F. Perevalov, L.G. Laptev (2001) [35].

— Work-Life Balance Scale by J. Hyman, adapted by A.N. Mospan et al. [34].

— Maslach Burnout Inventory (MBI) (K. Maslach and S. Jackson, adaptation by N.E. Vodopyanova) [10].

3. Mathematical-statistical data processing methods (quantitative and qualitative methods):

— descriptive statistics: calculation of means, standard deviations, minimum and maximum values for quantitative characterization of studied indicators;

— frequency characteristics for describing how often values or groups of values appear in the dataset, used to analyze data distribution by levels or by specific response groups;

— testing normality of data distribution using the Kolmogorov-Smirnov test for selecting parametric or nonparametric methods for further analysis;

— correlation analysis using Spearman's rank correlation coefficient to identify relationships;

— regression analysis for mediation analysis using the Baron and Kenny method;

— comparative analysis (Mann-Whitney U-test for comparing unpaired samples and Wilcoxon T-test for paired samples, Friedman test for comparing more than two repeated measures by the level of the variable under study).

The empirical basis of the study comprised 50 women with leadership orientation aged 25 to 55 years (mean age 38 years), holding managerial positions at various levels. All participants have managerial experience and occupy leadership positions in their organizations. 92% have at least one completed higher education degree, 80% are married or in relationships, 62% have one or more children. Participants represent various professional fields, including

education and development (24%), psychology and counseling (14%), IT and information technology, finance, marketing, and other areas. Participant recruitment was conducted through the internet.

Theoretical and methodological foundations of the research are the works of: D.V. Lyusin on the concept of emotional intelligence as the ability to understand one's own and others' emotions and manage them; D. Goleman on emotional leadership and the influence of emotional intelligence on managerial effectiveness; I.N. Andreeva on emotional intelligence as a phenomenon of modern psychology; A. Meneghetti on the ontopsychological concept of leadership; K. Maslach on the problem of professional burnout; J. Hyman on work-life balance issues; N.E. Vodopyanova and E.S. Starchenkova on burnout syndrome and its prevention.

Theoretical significance of the research lies in the systematization and generalization of theoretical approaches to the study of emotional intelligence in women with leadership orientation; clarification of the specific structure of emotional intelligence in women leaders; identification of relationships between emotional intelligence and indicators of mental resilience, professional burnout, and work-life balance; expansion of scientific understanding of the possibilities for developing emotional intelligence in group work conditions.

Practical significance of the research lies in the development and testing of an emotional intelligence development program that can be used by psychologists, coaches, and HR specialists for work with women managers at various levels. The proposed group work model can be adapted for various organizational contexts and professional fields. The research results can be applied in the practice of psychological counseling, coaching, and training for women leaders, as well as for developing programs for the prevention of professional burnout and optimization of work-life balance.

Scientific novelty of the research lies in the comprehensive study of the characteristics of emotional intelligence in women with leadership orientation and its relationship with mental resilience, professional burnout, and work-life balance. For the first time, the specific structure of emotional intelligence in women leaders has been empirically identified and described, including balanced development of interpersonal and intrapersonal components with higher indicators of emotion understanding compared to emotion management. An author's program for the development of emotional intelligence has been developed and tested, taking into account the characteristics of women's leadership and demonstrating its effectiveness in improving all components of emotional intelligence and related indicators of psychological

well-being.

Propositions submitted for defense:

1. Women leaders with high levels of emotional intelligence demonstrate higher indicators of mental resilience and lower levels of professional burnout compared to women leaders with low emotional intelligence, as confirmed by a positive correlation between intrapersonal emotional intelligence and mental resilience ($r=0.462$, $p<0.01$).

2. There is a positive relationship between the level of emotional intelligence and the ability of women leaders to effectively combine professional and family roles, as confirmed by negative correlations of the overall level of emotional intelligence with negative spillover of life to work ($r=-0.289$, $p<0.05$) and using work as an escape from personal problems ($r=-0.298$, $p<0.05$).

3. Intrapersonal emotional intelligence does not have a direct effect on the managerial potential of women leaders, but is realized through two independent mediation mechanisms: socio-communicative (through social interaction competence: indirect effect $\beta=0.312$, 104% mediation, $R^2=70.2\%$) and resource-protective (through mental resilience: indirect effect $\beta=0.215$, 71.7% mediation, $R^2=28.2\%$), indicating that emotional intelligence serves as a fundamental psychological resource requiring conversion into specific managerial competencies for the realization of leadership potential in women managers.

4. Group work on the development of emotional intelligence in women leaders reduces the risk of professional burnout, improves team interaction, and contributes to maintaining work-life balance, as confirmed by the results of the formative experiment, in which participants in the experimental group significantly increased their level of emotional intelligence (by 11.8%), improved work-life balance (by 71.8%), and reduced indicators of professional burnout.

The effects of the emotional intelligence development program are characterized by high sustainability: three months after completion, statistically significant differences from the baseline level are maintained for nine out of ten indicators (all $p<0.05$) with preservation of 70-76% of the initial effect, as confirmed by the results of the longitudinal study (Friedman test: $\chi^2=10.400-20.000$, $p\leq 0.006$), indicating the formation of stable skills integrated into professional practice.

Structure of the work. This work consists of an introduction, three chapters, a conclusion, a list of references, and appendices. The work is illustrated with 8 tables and 19

figures, contains a bibliography of 166 sources and necessary appendices (21 appendices) with diagnostic materials and research results.

Chapter One, "Theoretical Foundations of Emotional Intelligence and Women's Leadership: Contemporary Research," provides a comprehensive analysis of the scientific literature on the research problem. The main approaches to understanding emotional intelligence in social psychology and pedagogy are examined, along with its concept, structure, and components. The ability models (J. Mayer, P. Salovey, D. Caruso), mixed models (D. Goleman, R. Bar-On), and trait models (K.V. Petrides, E. Furnham), as well as Russian approaches (D.V. Lyusin, I.N. Andreeva, M.A. Manoilova) are analyzed. The characteristics of emotional intelligence in women with leadership orientation, the specifics of women's leadership, gender aspects of emotional competence manifestation, the relationship of emotional intelligence with managerial effectiveness, mental resilience, work-life balance, and prevention of professional burnout are examined in detail. Group forms of work as a method for developing emotional intelligence in individuals with active social position, their advantages and effectiveness according to empirical research data are investigated.

Chapter Two, "Empirical Study of the Development of Emotional Intelligence in Women with Leadership Orientation in Group Work," presents the program, methods, and sample of the research, including 50 women leaders aged 25 to 55 years. A set of psychodiagnostic methods was used for analysis: D.V. Lyusin's "EmIn" Emotional Intelligence Assessment Method, "Leader. Manager. Expert" (LME) Questionnaire by S.V. Dukhnovsky, "Self-Assessment of Manager's Mental Resilience" (SPUR) Method, Work-Life Balance Scale by J. Hyman, and Maslach Burnout Inventory (MBI). A detailed analysis of the socio-psychological characteristics of emotional intelligence in women leaders is presented, and typological profiles are identified: "Balanced Emotional Leader," "Rational Manager with Developing EI," "Empathic Leader with Burnout Risks," and "Novice Leader with Growth Potential." Correlation analysis using Spearman's rank correlation coefficient was conducted, revealing significant relationships between emotional intelligence and social interaction competence, mental resilience, work-life balance. Of particular value is the mediation analysis, which established two independent mechanisms of influence of intrapersonal emotional intelligence on managerial potential: socio-communicative (through social interaction competence, explaining 70.2% of variance) and resource-protective (through mental resilience, explaining 28.2% of variance), with no direct effect of the predictor on the dependent variable.

Chapter Three, "Author's Correctional-Developmental Program for the Development of Emotional Intelligence in Women with Leadership Orientation in the Process of Group Work," presents the theoretical rationale for the developed program, based on the results of mediation analysis and integration of modern approaches to the development of emotional intelligence. The structure of the program, including eight modules, is described in detail. The methodological principles of program implementation, requirements for the facilitator, and organizational conditions for implementation are outlined. The results of the formative experiment with control and experimental groups (10 people each) are presented, demonstrating statistically significant improvements in all studied indicators in the experimental group: an increase in the overall level of emotional intelligence by 11.8%, growth in managerial potential by 9.0%, improvement in mental resilience by 21.2%, optimization of work-life balance by 71.8%, reduction in emotional exhaustion by 25.6%, and depersonalization by 25.4%. The longitudinal study with three measurement points (before the program, immediately after, and 3 months later) confirmed the sustainability of the program effects: after three months, statistically significant differences from the baseline level were maintained for nine out of ten indicators (all $p < .05$) with preservation of 70-76% of the initial effect. Specific dynamics of the depersonalization indicator were identified, requiring the organization of supportive interventions.

The conclusion summarizes the main results of the research, formulates conclusions confirming the research hypotheses, defines the scientific novelty, theoretical and practical significance of the work, and outlines prospects for further research in the field of developing emotional intelligence in women leaders.

Approbation of research results. The main results of the research have been tested in the author's publications and reports:

Publications in journals recommended by the Higher Attestation Commission:

1. Pyrkh, T.V. Development of emotional intelligence in women with leadership orientation in group work / T.V. Pyrkh // Psychology. Historical-critical reviews and contemporary research. -- 2025. -- No. 10. -- ISSN 2223-5477.

2. Pyrkh, T.V. Emotional intelligence as a psychological resource for the effectiveness of women leaders / T.V. Pyrkh // Man. Society. World: international scientific journal. -- 2026. -- No. 3. -- ISSN 2713-1092.

Publications in other scientific publications:

3. Pyrkh, T.V. Characteristics of emotional intelligence in women with leadership orientation in contemporary socio-psychological and pedagogical research / T.V. Pyrkh // Interdisciplinary research of problems in science, technology and society: collection of articles from the II International Scientific and Practical Conference (Moscow, 2025). -- M.: MC "New Scientific Research," 2025. -- P. 251-256.

CHAPTER 1. THEORETICAL FOUNDATIONS OF EMOTIONAL INTELLIGENCE AND WOMEN'S LEADERSHIP: CONTEMPORARY RESEARCH

1.1. Concept, Structure and Components of Emotional Intelligence in Social Psychology and Pedagogy

Emotions are complex psychophysiological responses to internal or external stimuli, involving changes in subjective experience, behavioral expression, and physiological activation [81, 153]. These responses perform adaptive functions, influencing decision-making, behavioral regulation, and social interaction. Numerous studies have shown that emotions play a significant role in human behavior [89, 125, 135, 150, 157], which substantiates the importance of studying the ability to understand and manage emotional processes — emotional intelligence.

The history of studying emotional intelligence has deep roots in psychological science. J. Mayer identifies five main periods in the development of this concept in Western psychology of the 20th-21st centuries:

- 1) 1900-1969 — a period of relative isolation of research on emotions and intelligence;
- 2) 1970-1989 — a period of focusing on the mutual influence of cognitive and emotional processes;
- 3) 1990-1993 — the definition of emotional intelligence as a subject of psychological research;
- 4) 1994-1997 — popularization of the concept of emotional intelligence;
- 5) from 1998 to the present — clarification of the essence of the phenomenon [31].

The prerequisites for the formation of the concept of emotional intelligence can be found in the early works of psychologists who studied social intelligence. Edward Thorndike introduced the concept of "social intelligence" in 1920, defining it as "the ability to understand people, men and women, boys and girls, the ability to handle people and act wisely in relations with people" [159]. Leading specialists in the field of intelligence psychology at that time, including E. Thorndike, C. Spearman, D. Wechsler, J. Guilford, and H. Eysenck, argued that people differ in their ability to understand others and manage them [7].

H. Gardner came particularly close to the modern understanding of emotional

intelligence, distinguishing intrapersonal and interpersonal intelligence within his concept of multiple intelligences. The abilities included in these concepts are directly related to emotional intelligence. H. Gardner defined intrapersonal intelligence as "access to one's own emotional life, to one's affects and emotions: the ability to instantly distinguish feelings, name them, translate them into symbolic codes, and use them as means for understanding and managing one's own behavior." Interpersonal intelligence, according to H. Gardner, includes the ability to observe the feelings of others and use this knowledge to predict their behavior and cooperate with them [27].

An important milestone in the formation of the concept was 1985, when R. Bar-On introduced the concept of "emotional quotient" (EQ) and proposed a questionnaire (EQ-i) for its measurement. In 1988, he expanded his concept by introducing the term "emotional-social intelligence," defining it as a set of emotional, personal, and social abilities that influence the overall ability to effectively cope with environmental demands and pressure [52].

The next key moment in the history of the study of emotional intelligence was the publication in 1990 of the first research work by John Mayer and Peter Salovey, where they first formulated the definition of the term "emotional intelligence" and proposed a method for its measurement. In 1993, in a publication in the journal "Intelligence," these authors presented evidence that emotional intelligence is one of the main types of intelligence, which laid the foundation for large-scale empirical research in this area [5].

The popularization of this concept by D. Goleman, who published the book "Emotional Intelligence" in 1995, which became an international bestseller, was of significant importance for the development of the study of emotional intelligence, leading to the widespread dissemination of the concept of EI in psychology, education, and business.

The diversity of definitions of emotional intelligence reflects the complexity and multidimensionality of this phenomenon. Currently, in the scientific literature, one can find various interpretations of this concept, due to the diversity of theoretical approaches and empirical research.

According to the original concept proposed by J. Mayer, P. Salovey, and D. Caruso, emotional intelligence is a group of mental abilities that contribute to the awareness and understanding of one's own emotions and the emotions of others. Emotional intelligence is viewed as a substructure of social intelligence that includes the ability to observe one's own emotions and the emotions of others, distinguish them, and use this information to manage

thinking and actions [5].

R. Bar-On proposed a broader definition, viewing emotional intelligence as a set of non-cognitive abilities, competencies, and skills that influence a person's ability to cope with challenges and environmental pressure [52]. In his interpretation, emotional intelligence is related to the ability to understand, control, and express one's own emotions, as well as understand the emotions of others.

D. Goleman, who popularized the concept of emotional intelligence, defines it as the ability to recognize one's own emotions and those of others in order to motivate oneself and others, as well as to manage emotions well both alone and when interacting with others [12, 13]. In his model, emotional intelligence is presented as a complex of personal and social skills, including self-awareness, self-control, social awareness, and relationship management.

Some researchers offer a broad definition of emotional intelligence as the skills used to perceive, understand, and regulate emotions so that they can be processed and used adaptively [118]. This definition is consistent with the understanding of emotional intelligence as the ability to perceive, understand, regulate, and direct one's own emotions and those of others [155], emphasizing the adaptive function of emotional intelligence in various life contexts.

In Russian psychology, D.V. Lyusin made a significant contribution to the study of emotional intelligence, defining it as the ability to understand one's own and others' emotions and manage them [28, 29]. The author emphasizes the dual nature of EI, related, on the one hand, to cognitive abilities and, on the other, to personal characteristics. According to his concept, emotional intelligence is a psychological formation that develops during a person's life under the influence of a number of factors that determine its level and individual characteristics.

M.A. Manoilova proposes to consider emotional intelligence as an integrative concept that includes emotions, intelligence, and will. She defines EI as the ability to recognize, accept, and manage emotional states and feelings of both oneself and others [30]. In her model, will acts as a link between emotions and intelligence, ensuring the subordination of emotional to intellectual.

I.N. Andreeva, relying on V.D. Shadrikov's theory of spiritual abilities, developed a synthetic theory of emotional intelligence, in which it is presented as a complex multi-level structure. I.N. Andreeva defines EI as a set of mental abilities to understand and manage emotions and emphasizes its significance as a key factor in stress resistance, life satisfaction, and success in professional activity [4].

An interesting approach is offered by K.S. Kuznetsova, who focuses on the relationship between emotional intelligence and interest in the inner world. She defines EI as the ability to attune to emotions and comprehend them, which allows making decisions taking into account emotional information and regulating behavior to achieve well-being [22].

Analyzing various approaches to defining **emotional intelligence**, within the framework of this research we will rely on the concept of D.V. Lyusin, who defines emotional intelligence as "the ability to understand one's own and others' emotions and manage them." This approach seems most justified for our research, as it takes into account the dual nature of emotional intelligence, related both to cognitive abilities and personal characteristics.

Modern various views on the concept of emotional approach have formed different approaches to its structure. Each of these concepts offers its own view on the components and organization of EI.

In modern psychology, the debate about emotional intelligence centers around two main conceptual frameworks. The first is theoretical ability models, which argue that emotional intelligence can be trained and improved [74, 95, 121]. According to this model, emotions influence cognition, cognitive processes can have a direct impact on how people experience and regulate their emotions, and people can use emotional information to improve their cognitive processes [60, 122, 126]. The second is trait-based or mixed models, which understand emotional intelligence as stable traits that regulate behavior, personality, and social skills, as well as adaptation factors [53, 129, 144, 145, 146].

J. Mayer, P. Salovey, and D. Caruso developed an ability model in which emotional intelligence is considered as a set of cognitive abilities related to the processing of emotional information [123, 124, 125, 126]. The authors identify four main components:

- 1) Perception of emotions — the ability to recognize emotions (by facial expressions, gestures, appearance, gait, behavior, voice) of other people, as well as to identify one's own emotions;
- 2) Using emotions to stimulate thinking — a person's ability (mainly unconsciously) to activate their thought process, awaken creativity in themselves, using emotions as a motivating factor;
- 3) Understanding emotions — the ability to determine the cause of an emotion, recognize the connection between thoughts and emotions, determine the transition from one emotion to another, predict the development of an emotion over time, as well as the ability to

interpret emotions in relationships, understand complex (ambivalent, ambiguous) feelings;

4) Managing emotions — the ability to tame, awaken, and direct one's own emotions and the emotions of others to achieve set goals [5].

This model views emotional intelligence as a purely cognitive phenomenon, similar to other types of intelligence, and assumes its measurement using achievement tests containing tasks with correct and incorrect answers [26].

Mixed models include the models of D. Goleman and R. Bar-On. Mixed models view emotional intelligence as a complex construct that includes cognitive abilities, personality traits, motivation, and social skills, and are usually measured using self-report questionnaires.

D. Goleman proposed a model of emotional intelligence that includes four key components:

1) Self-awareness — includes emotional self-awareness, accurate self-assessment, and self-confidence;

2) Self-control — includes emotional restraint, openness, adaptability, will to win, initiative, optimism;

3) Social awareness — includes empathy, organizational awareness, and service orientation;

4) Relationship management — includes inspiration, influence, developing others, catalyzing change, conflict management, teamwork and collaboration [13].

R. Bar-On, having developed one of the broadest interpretations of emotional intelligence, defines the model of emotional intelligence through five main components:

1) Self-perception (intrapersonal component) — awareness of one's emotions, self-confidence, self-esteem, self-actualization, independence;

2) Interpersonal skills — empathy, interpersonal relationships, social responsibility;

3) Adaptability — problem-solving, reality testing, flexibility;

4) Stress management — stress tolerance, impulse control;

5) General mood — happiness, optimism [15, 52].

K.V. Petrides and E. Furnham proposed an alternative approach to the above concepts, viewing emotional intelligence as a personality trait. According to their theory, emotional intelligence represents a separate and stable, emotion-related set of self-perceptions and adaptive emotional dispositions [147].

Within this approach, emotional intelligence is viewed as a character trait directly related to the adaptive capabilities of the individual, but not as a set of cognitive abilities [121]. People with high trait emotional intelligence are characterized by optimism, adaptability, empathy, competence in interpersonal and intrapersonal spheres, greater life satisfaction, and the use of adaptive coping strategies [140].

Of particular interest within the framework of this research are the Russian models of D.V. Lyusin and I.N. Andreeva.

D.V. Lyusin proposed a model of emotional intelligence that includes intrapersonal and interpersonal aspects based on four main components:

- 1) Understanding one's own emotions — the ability to recognize one's emotions, identify them, and describe them verbally;
- 2) Managing one's own emotions — the ability to control the intensity of emotions, their external expression, and, if necessary, to evoke desired emotions;
- 3) Understanding others' emotions — the ability to recognize the emotions of other people, understand their feelings;
- 4) Managing others' emotions — the ability to influence the emotional state of other people [27].

I.N. Andreeva developed a synthetic model of emotional intelligence, relying on V.D. Shadrnikov's theory of spiritual abilities. According to her concept, emotional intelligence is a complex multi-level structure that includes:

- 1) The individual's intelligence — biologically determined, innate emotional abilities;
- 2) The subject of activity's intelligence — acquired emotional abilities formed in the process of activity;
- 3) The personality's intelligence — emotional abilities developed in the process of social interaction.

This model takes into account both cognitive and personal components of emotional intelligence, allowing it to be viewed as a meta-processual phenomenon overlapping with social intelligence in the area of interpersonal communication [4].

Comparing different models of emotional intelligence, it can be concluded that despite differences, all models recognize the importance of emotional intelligence for social adaptation, interpersonal relationships, and personal development. They emphasize the importance of

understanding and managing emotions as key components of emotional intelligence, although they differ in defining its nature, structure, and measurement methods.

Contemporary research shows a tendency toward integrating different approaches, which allows for a more complete and multifaceted study of the phenomenon of emotional intelligence and its influence on various aspects of human life.

Analyzing the structural models of emotional intelligence presented by various researchers, several key components can be identified that, in one form or another, are present in most concepts, although they may have different names and interpretations.

The main components of emotional intelligence are perception and recognition of emotions, using emotions to stimulate thinking, understanding and analyzing emotions, as well as managing emotions. These components are realized both in interpersonal and intrapersonal aspects. The interpersonal aspect is related to understanding and managing the emotions of others, while the intrapersonal aspect involves awareness and regulation of one's own emotional states. An important element of emotional intelligence is empathy — the ability to empathize and understand the emotional state of another person, which plays a key role in interpersonal interactions. As M. Ochilova notes, empathy is an integral part of emotional intelligence and plays a key role in personal and professional development [136]. Research shows that emotional empathy has a significant positive predictive effect on emotional intelligence [73, 99], with people with high levels of emotional empathy demonstrating more developed emotional intelligence. Emotional empathy plays an active role in the processes of attention to emotions and their recognition [113, 132]: people with high levels of emotional empathy more effectively pay attention to others' emotions and understand them, which positively affects the development of emotional intelligence as a whole.

All these components are interrelated and function as a single whole, ensuring a person's ability to effectively interact with their own emotional experience and the emotional manifestations of others, which is a key factor in successful social adaptation and personal development. According to I.N. Andreeva, in the process of developing emotional intelligence, cognitive and regulatory qualities are combined, which play a key role in the individual's adaptation to the environment [3, 4]. Contemporary research indicates that physiological aspects also play a special role in the development of emotional intelligence.

Emotional intelligence from a neurobiological perspective is a complex construct whose neural basis is the functional interaction between cortical areas and subcortical structures that

function as widely distributed neural networks activated in the context of a particular moment or situation in response to emotionally significant stimuli [47].

The limbic system, including the amygdala, hippocampus, hypothalamus, and other structures, plays a key role in providing emotional intelligence. The amygdala is responsible for emotion recognition and emotional memory, participating in the formation of emotional reactions. The orbitofrontal cortex, connected to the limbic system, is involved in decision-making processes taking into account emotional information. "Mirror neurons," discovered in research by J. Rizzolatti and C. Sinigaglia, play a special role in the development of emotional intelligence [37]. These neurons are activated both when performing a specific action and when observing the same action performed by another person, creating a neurobiological basis for empathy and understanding others' emotions.

It is important to note that the developmental trajectory of emotional intelligence differs from the development of general intelligence, as it is related, on the one hand, to the different timing of brain structure maturation and, on the other, to the accumulation of social and emotional experience [47], which explains why emotional intelligence can develop throughout a person's life, enriched by new emotional experiences and social interactions.

Emotional intelligence can develop throughout the life cycle, and this development depends on many variables, such as age, gender, biological factors, personal trajectory, learning opportunities, as well as social, cultural, and professional context [92, 93, 112, 125, 161]. Accumulated social and emotional experience contributes to improved emotion self-regulation: with age, people increasingly lean toward empathic and self-regulated behavior, more balanced emotion management, and less sharp emotional fluctuations [58, 72, 116, 141].

It is precisely the possibility of developing emotional intelligence throughout a person's life that makes it a particularly significant factor in social psychology and pedagogy, acting as a significant factor in a person's successful adaptation in society. Research shows that emotional intelligence today is gaining great recognition as an essential source of effective human development [41]. All this substantiates the promise of specially organized educational programs aimed at developing emotional intelligence in adults, including women leaders.

In the sphere of social adaptation, emotional intelligence allows an individual to better understand social situations, cope more effectively with stress, and respond more flexibly to environmental changes. As I.N. Andreeva notes, emotional intelligence should be considered in the context of the system of social development of the individual, as it is formed in the process

of social interaction and communication [3]. In interpersonal interaction, a high level of emotional intelligence contributes to more effective communication, improves the quality of relationships, and reduces the number of conflicts. Understanding one's own and others' emotions and the ability to manage the emotional sphere are components of the structure of emotional intelligence; their interrelation contributes to productive interpersonal interaction in personal life and work [41]. The positive influence of emotional intelligence on psychological well-being is also confirmed by research demonstrating its relationship with indicators of subjective well-being, happiness, and hope [86, 151]. Emotional intelligence acts as a protective factor against negative psychological states, including stress and social anxiety [64], which is especially important for individuals in leadership positions who experience increased psycho-emotional loads.

The presented analysis of theoretical approaches and empirical research allows us to conclude that emotional intelligence is an integrative psychological formation that combines cognitive abilities for processing emotional information, self-regulation skills, and interpersonal interaction. Its structure includes interrelated components of perception, understanding, using, and managing emotions, realized both in intrapersonal and interpersonal aspects. Key to understanding the practical possibilities of developing emotional intelligence is the fact that its formation continues throughout a person's life under the influence of social experience, learning, and targeted developmental influences.

Of fundamental importance for understanding the possibilities of purposeful formation of emotional intelligence is the established fact of its lifelong development. Unlike general intelligence, the developmental trajectory of emotional intelligence is associated not only with the maturation of brain structures but also with the accumulation of social and emotional experience [47]. The development of emotional intelligence depends on many variables: age, biological factors, personal trajectory, learning opportunities, social, cultural, and professional context [92, 93, 112, 125, 161]. It is precisely this feature that makes emotional intelligence not only an object of psychological study but also a subject of pedagogical research and educational practice.

In the pedagogical context, the development of emotional intelligence is viewed as a process of purposeful formation of emotional competence of the individual. Kurmanbaeva A.U. rightly notes that emotional intelligence is a key skill of the future: if a high IQ level indicates erudition, then developed emotional abilities are a manifestation of wisdom [23], which is

especially relevant in the context of continuing professional education and personal development of adults.

In the professional sphere, the significance of emotional intelligence is constantly increasing. It is especially important for specialists in socioeconomic professions and managers, whose activities are characterized by high intensity of interpersonal interaction and emotional tension. Research in the field of organizational behavior shows that employees' emotional intelligence has a positive predictive effect on psychological capital and labor productivity [117, 128, 163].

Emotional intelligence acquires special significance for managers: a study of senior managers revealed a positive correlation between emotional intelligence and many professional competencies [91]. Emotional intelligence can predict career adaptability [139], which is especially important in a dynamically changing business environment.

Issues of emotional intelligence development acquire particular relevance for women with leadership orientation, who face specific challenges in professional and personal spheres. Understanding gender characteristics of emotional intelligence and its role in realizing women's leadership potential requires separate consideration.

1.2. Characteristics of Emotional Intelligence in Women with Leadership Orientation in Contemporary Socio-Psychological and Pedagogical Research

The modern understanding of leadership and the role of emotional intelligence in effective management presupposes a comprehensive approach to studying the personal characteristics of successful women managers and the features of their emotional sphere. When considering this problem within the framework of our research, it is necessary to take into account both classical theories of leadership and the specifics of their manifestation in the female management model, as well as the special role of the emotional component in women's managerial activities.

When defining the concept of "woman leader," contemporary researchers note the multidimensionality of this phenomenon. In a broad sense, a woman leader is an individual occupying a formal or informal leadership position, capable of influencing other people and motivating them to achieve organizational goals [6]. It is important to consider that a woman leader is characterized not only by the presence of power and position but also by a special set

of competencies that allow her to act effectively in various situations.

According to research by T.P. Khokhlova, a woman leader is a professional possessing a complex of interrelated characteristics: cognitive (analytical thinking, creativity), emotional (empathy, self-regulation), communicative (ability to listen, persuade), and motivational-volitional (purposefulness, decisiveness) [45].

From the perspective of the competency-based approach, a leader is defined as a subject of managerial activity capable of combining three types of competencies: leadership (inspiration, strategic vision), managerial (organization, coordination), and expert (professional mastery, specialized knowledge) [20, 40]. At the same time, women leaders are characterized by a special balance of these competencies, often with a predominance of communicative and organizational skills over directive ones. According to research by Zenger and Folkman, women leaders demonstrate impressive managerial skills, surpassing men not only in traditionally strong areas for them (building relationships, motivation, self-development) but also in competencies considered "masculine" — taking initiative and results orientation. At the same time, the female management style is characterized by greater attention to relationships in the team, a detailed approach to problem-solving, and the ability to make decisions based on consensus, which is especially valuable in modern business conditions [33].

The theoretical basis of understanding leadership in modern psychology has undergone significant evolution — from trait theory, which views leadership as a set of innate qualities, to situational and transformational approaches that take into account context and the interaction of the leader with followers. In recent decades, concepts emphasizing the role of emotions in leadership have gained particular significance.

The concept of emotional leadership, proposed by D. Goleman and colleagues, emphasizes that effective leaders are distinguished not so much by technical skills or IQ as by a high level of emotional intelligence [14]. Resonant leadership, as a type of it, presupposes the leader's ability to create emotional resonance with followers, enhancing positive emotions and neutralizing negative ones [8].

In parallel, the concept of authentic leadership is developing [162], focusing attention on sincerity, self-awareness, and moral integrity of the leader. These modern approaches are of particular importance for understanding women's leadership, as research shows that women more often demonstrate a transformational leadership style. As research, including the work of E. Eagly and colleagues, shows, male and female leadership behavior represent two

fundamentally different models — transactional, oriented toward structure, rules, and rewards, and transformational, which presupposes vision, inspiration, and personal connections [46], which is also confirmed by contemporary research. For example, a study at Taif University showed that female teachers exhibit a more pronounced preference for transformational leadership, while male teachers showed a greater inclination toward transactional leadership [94].

The ontopsychological approach to leadership, developed by A. Meneghetti, offers a unique view of the nature of leadership through the prism of self-actualization and realization of the individual's inner potential. He defines a leader as "an operational center of multiple relationships and functions" [32, p. 12], who is "a precise creator of formulas for life, solving problems of universal existence" [32, p. 13]. He emphasizes that "a leader is one who knows how to recognize the divine proportion, the proportion of a given reality, the movement of relations of life energy, and from moment to moment, from situation to situation, apply the necessary formula to obtain a winning solution" [32, p. 13]. According to A. Meneghetti, to achieve true leadership, it is necessary to restore one's own integrity, which "will open for him the possibility of knowing everything that relates to his personal interest" [32, p. 18], which in turn requires special attention to one's "On In-se" — "the inner positive core of a person, his authentic being," which the author characterizes as an "infallible radar" [32, p. 10], capable of "in any situation, accurately indicate to a person the moment of realization of life egoism, the path to success" [32, p. 10]. At the same time, the ability to perceive "semantic fields" is important — "basic communication established by life between its individuations; basic information preceding any manifestations of feelings, emotions, consciousness" [32, p. 11], which can be correlated with the interpersonal aspects of emotional intelligence.

The competency-based approach to leadership, widely applied in modern organizational psychology, allows the identification of three key components of managerial potential: leadership, managerial, and expert competencies. Leadership competencies are related to inspiring and motivating followers, managerial competencies — to organizing processes and systemic management, expert competencies — to professional knowledge in a specific field. Research shows that successful managers have these competencies in a balanced form, but their ratio may differ depending on gender, experience, organizational culture, and other factors [17].

Having defined the conceptual framework of the concept of "woman leader," it is important to consider how gender characteristics affect the manifestation of leadership qualities

and the formation of a unique management style. Gender aspects of leadership represent an important area of psychological research in which women's leadership acts as a special socio-psychological phenomenon.

Gender aspects of leadership represent an important area of psychological research in which women's leadership acts as a special socio-psychological phenomenon. Contemporary research shows that men are characterized by a competitive model of leadership (dominance, aggressiveness, desire for power), while women are typically characterized by a combination of competitive and cooperative models (focus on communication, altruism). Women leaders often face a conflict between gender and leadership roles, as the latter traditionally requires masculine behavior. Women managers are characterized by a predominance of combined and intermediate leadership styles, which provide them with greater socio-psychological effectiveness compared to men. Women managers differ from other women in dominance, emotional stability, desire for self-expression, and social boldness. They usually show persistence, responsiveness, and have a greater social orientation. In women's collectives, good interpersonal relationships are highly valued, which may indicate more developed emotional intelligence in women leaders [25].

Gender stereotypes create the so-called phenomenon of "double standards" for women leaders: displaying traditionally masculine qualities (decisiveness, assertiveness), they may be perceived as overly aggressive, while demonstrating feminine traits (empathy, caring) — as insufficiently competent for a leadership position [78].

It is important to note that differences between men and women in emotional intelligence are largely due to social and cultural factors, not just biological ones [54, 63, 65, 70, 83, 110]. In the process of socialization, women are traditionally associated with expressive traits (sociability, attention to the needs of others, sensitivity, and empathy), while men — with instrumental traits (independence, assertiveness, purposefulness, and ambition) [115]. At the same time, research shows that the adoption of expressive or instrumental traits depends on social and professional roles, not on gender [79, 82]. Stereotypical expectations influence how people define themselves and how others treat them [62, 101, 109, 154, 165], which is especially significant for women leaders forced to balance between traditional gender expectations and the demands of a leadership role.

Comparative analysis of male and female leadership styles reveals both differences and similarities. Research shows that women leaders more often demonstrate a transformational

leadership style, characterized by attention to employees' needs, support for their development, and stimulation of creativity. Women are also more inclined toward a democratic, participative style based on collective decision-making [77].

At the same time, contemporary research moves away from the simplistic opposition of "male" and "female" leadership styles, recognizing that a manager's effectiveness depends on their ability to adapt their style to the demands of the situation, organizational culture, and team characteristics. Researchers attribute to the strengths of women's leadership developed empathy, attention to detail, multitasking, flexibility of thinking, and a collaborative approach to conflict resolution.

Research on gender differences in emotional intelligence shows that women demonstrate higher indicators on factors related to attention to others' emotions, expression of emotions, and regulation of others' emotions. At the same time, both men and women consider regulating their own emotions a key factor in life satisfaction, but women tend to associate psychological well-being to a greater extent with emotional skills in the sphere of interpersonal relationships, while men — with intrapersonal emotional competencies [160], which confirms the assumption that women leaders have a special profile of emotional intelligence characterized by an emphasis on interpersonal aspects of emotional competence.

Sociocultural factors have a significant impact on the formation of women leaders, shaping both barriers and opportunities for their professional self-realization. E. Eagly and S. Karau, in their theory of role incongruity, describe how social expectations regarding gender roles conflict with the demands of leadership positions, creating double standards for women managers [78].

Emotional intelligence plays a special role in ensuring the effectiveness of women's leadership. Research conducted by B. Mandell and S. Pherwani confirms the relationship between the level of emotional intelligence of managers and their effectiveness, with women managers on average demonstrating higher indicators on components of emotional intelligence related to emotion understanding and empathy [119].

J. Barling and colleagues found a significant correlation between components of emotional intelligence and transformational leadership style, which, as noted earlier, is more often demonstrated by women managers [50].

The results of research on gender differences in emotional intelligence are ambiguous, as they are influenced by socialization profiles, expectations, context, methodology, biological

factors, and gender stereotypes [51, 59, 61, 71, 80, 108, 148]. A number of studies show that women demonstrate higher indicators in emotional well-being, self-confidence, self-awareness, empathy, and, overall, in interpersonal and intrapersonal relationships [87, 88, 97, 105, 124, 137, 166], while men demonstrate greater emotional ability to cope with stressful situations [138, 143, 152]. At the same time, other studies have not found significant gender differences in these variables [156], which emphasizes the need for further study of the specifics of emotional intelligence manifestation in women leaders, taking into account the context of their professional activity.

Gender characteristics of emotional intelligence manifestation were also studied by D.R. Caruso, P. Salovey, and J.D. Mayer, who found that the overall level of emotional intelligence has no significant gender differences; however, its individual components may manifest differently in men and women. In particular, women often demonstrate higher results in emotion perception and empathy, while men may excel in aspects of emotion management [124].

Women managers often demonstrate higher indicators on scales of emotion perception and understanding, which can create advantages in situations requiring empathy and attention to interpersonal relationships [42].

Research shows that emotional intelligence can serve as an important factor in overcoming gender barriers in leadership. Conscious use of emotional intelligence helps women managers find a balance between demonstrating traditional leadership qualities and maintaining authenticity [19].

Research shows that differences in individual professional effectiveness are partly due to differences in the level of emotional intelligence [48]. People with high emotional intelligence demonstrate general psychological characteristics that contribute to success in the professional sphere, such as extraversion, openness to new experience, and emotional stability [114]. There is a significant difference in the professional abilities of individuals with different levels of emotional intelligence [66], which confirms its role as an important predictor of professional effectiveness, including the leadership activity of women managers.

Of particular value is the model of resonant leadership proposed by R. Boyatzis and A. McKee, which links emotional intelligence with psychological well-being and leadership effectiveness. According to this model, leaders capable of creating positive emotional resonance in the team demonstrate higher indicators of effectiveness and job satisfaction [57].

Interestingly, in research conducted by E.A. Smirnov and M.V. Roslyakova, a conclusion was made about the advisability of adding such an important aspect as gender sensitivity to the components of a manager's emotional intelligence. Gender sensitivity is understood as the manager's ability to notice situations of gender inequality in the team, the ability to resist discriminatory actions and not allow gender inequality in relations with subordinates. The manager's gender sensitivity and social communication skills can contribute to effective relationship management and the development of the ability to understand the state of working men and women and the motives of their behavior [39].

One of the key problems for women, including women leaders, is achieving a balance between professional and personal life. Research by J.H. Greenhaus and G.N. Powell showed that women managers often face role conflict caused by the need to simultaneously meet the demands of professional and family spheres [98].

N.A. Chernyavskaya and colleagues, in their research on the communicative-psychological portrait of a woman leader, note that the difficulties of combining work and family for women are determined by the specifics of the female role model, in which it is necessary to perform two roles simultaneously, whereas in the male model, sequential fulfillment of the demands of professional and family-domestic spheres is assumed. At the same time, the researchers found that clear separation of business and family spheres allows many women managers to avoid role conflicts [46].

Another significant problem for women leaders is stress and burnout. N.E. Vodopyanova and E.S. Starchenkova, in their research, note that leadership positions are often associated with high psycho-emotional loads, which, combined with the need to perform many different roles, can lead to depletion of emotional resources and the development of burnout syndrome [10].

Research by M. Slaski and S. Cartwright demonstrates that managers with high emotional intelligence cope more effectively with stressful situations and demonstrate lower indicators of emotional exhaustion [158]. Emotional intelligence can act as a mediator in reducing stress and improving adaptation to complex professional conditions. Emotional recovery as a component of emotional intelligence is an intermediate factor in the relationship between stressful influences and stress perception [49]. Emotional intelligence and its components play a mediating role in reducing stress in conditions of high professional demands [107], which is especially important for women leaders who face increased demands in the

professional sphere and the need to balance between various social roles.

M. Zeidner and colleagues found that high emotional intelligence is associated with more adaptive stress coping strategies, which is especially important for women leaders who face increased demands and expectations [164].

It is widely recognized that emotional intelligence plays an important role in interpersonal relationships and is associated with life satisfaction and psychological well-being [85, 111, 122]. Accumulated social and emotional experience contributes to improved emotion self-regulation, with age people demonstrating more empathic and self-regulated behavior, more balanced emotion management, and less sharp emotional fluctuations, which is especially important for women leaders, for whom the ability for effective emotional self-regulation is a key factor in preventing professional burnout and maintaining a balance between professional and personal life.

In the context of modern transformations of the business environment, the study of the relationship between emotional intelligence and adaptability of women leaders acquires particular relevance. A. Eagly, analyzing the experience of successful women managers, emphasizes that women managers more often face the need to adapt their leadership style to various expectations and situations, which requires a high level of emotional awareness and flexibility [76].

Research by J. Rode and colleagues showed that emotional intelligence is associated with higher indicators of adaptability in situations of organizational change [149].

Emotional intelligence also serves as an important resource for the mental resilience of women leaders. It has been found that emotional intelligence can act as a protective factor against emotional exhaustion and depersonalization — key components of burnout syndrome [134]. Stress buffering theory suggests that emotional intelligence, as a person's internal resource, can effectively identify one's own emotions and sources of stress, as well as apply positive emotion regulation strategies to overcome stressful situations, thereby mitigating the negative consequences of stress [90]. Research shows that emotional intelligence has a significant negative effect on stress perception [130], and its components — emotional clarity and the ability for emotional recovery — demonstrate a negative relationship with the level of perceived stress [56].

K.V. Petrides and E. Furnham confirm that emotional intelligence as a personality trait is associated with a lower level of perceived stress and higher life satisfaction, which may be

especially important for women leaders balancing between various social roles [146].

Thus, theoretical analysis of the characteristics of emotional intelligence in women with leadership orientation allows us to identify a number of key features. Women leaders are distinguished by a combination of developed emotional intelligence with rational-analytical abilities, which allows them to effectively combine elements of transformational and transactional leadership styles. They are characterized by a balance between emotional responsiveness and the ability for emotional self-regulation, which is especially important in the context of high professional loads and the need to combine various social roles.

Thus, theoretical analysis of the characteristics of emotional intelligence in women with leadership orientation allows us to identify a number of key patterns. Research confirms that women leaders demonstrate a special profile of emotional intelligence, combining high emotional awareness with developed emotion management skills. This specificity is manifested in their managerial style, ability to create emotional resonance in the team, and effectively cope with professional challenges. Emotional intelligence acquires special significance in the context of preventing professional burnout and achieving a balance between various life spheres. The identified patterns allow us to formulate a number of hypotheses requiring empirical verification within the framework of this research.

1.3. Group Forms of Work as a Method for Developing Emotional Intelligence in Individuals with Active Social Position

The issue of developing emotional intelligence in individuals with active social position, in particular in women leaders, acquires special relevance in the context of modern requirements for managers, who must effectively manage not only production processes but also interpersonal relationships in the team.

At the same time, an important issue is the possibility and effectiveness of developing emotional intelligence. Meta-analysis of emotional intelligence development programs shows that regardless of the form of delivery, emotional intelligence training is effective [103, 120]. In the field of organizational behavior, it has been established that interventions aimed at developing emotional intelligence can effectively increase job satisfaction [84] and contribute to improving the mental health of specialists working in conditions of high emotional loads [106]. These data substantiate the advisability of developing specialized programs for

developing emotional intelligence for women leaders.

Considering the methodology of emotional intelligence development, it is important to systematize existing approaches in order to determine the most effective strategies for working with leaders.

According to research by D. Nelis and colleagues, emotional intelligence can be effectively developed through specially designed training. In their experimental study, the authors used a training program based on the four-component model of emotional intelligence by J. Mayer and P. Salovey, which included: theoretical blocks, practical exercises, group discussions, and pair work for developing emotional competencies and independent work [133].

Based on this, methods of developing emotional intelligence can be conditionally divided into several main groups:

- 1) Cognitive methods are aimed at expanding knowledge about the nature of emotions, their functions, and ways of managing emotional states. These include informational lectures, seminars, reading specialized literature. This approach helps to form a basis for understanding the emotional sphere, but by itself rarely leads to significant changes in emotional competencies.

- 2) Practice-oriented methods include emotional skills training, role-playing games, case analysis, behavioral experiments. These methods allow practicing specific skills in a safe environment and receiving feedback from other participants and the trainer.

- 3) Reflective methods focus on developing self-awareness and emotional awareness through practices of self-observation, keeping an emotion diary, meditative techniques. This approach contributes to a deeper understanding of one's own emotional reactions and their influence on behavior.

- 4) Integrative methods combine various approaches and include elements of psychotherapeutic work, coaching, supervision. They provide a comprehensive impact on all components of emotional intelligence and take into account the individual characteristics of participants.

An important aspect is the choice of approach corresponding to the specifics of the target audience. For individuals with active social position, such as managers, entrepreneurs, public figures, methods that take into account their leadership status, high workload, and need for practical application of acquired skills are particularly effective.

Among the variety of methods for developing emotional intelligence, group forms of

work occupy a special place, creating unique opportunities for social learning and experience exchange, which is especially valuable for individuals with leadership orientation.

Group counseling is a special form of psychological work that has a number of advantages over the individual format, especially when it comes to developing emotional intelligence.

K. Cherniss and M. Adler note that the group format creates a unique environment for developing all components of emotional intelligence, as it provides the opportunity for direct interaction between participants, experience exchange, and receiving multifaceted feedback [69].

Key advantages of group forms of work in the context of developing emotional intelligence may include:

The possibility of observing various emotional reactions in real time, which expands participants' emotional vocabulary and contributes to the development of emotion recognition skills.

- Creation of a safe environment for experimenting with new models of emotional response and behavior.

- Formation of a sense of community and reduction of isolation, which is especially important for leaders who often experience loneliness due to their status.

- The possibility of modeling and practicing complex communicative situations with immediate feedback from the group.

- Cost-effectiveness compared to individual format [9].

The specificity of group work with individuals occupying an active social position is determined by their high level of responsibility, time constraints, and need for quick, visible results. For this category, intensive forms of group work are effective [11], which may include:

- Training groups focusing on the development of specific emotional competencies, such as empathy, assertiveness, stress management.

- Support groups for managers, where participants can discuss emotionally complex situations from professional activity and receive feedback from colleagues in similar situations.

- Coaching groups combining elements of training and counseling with an emphasis on achieving specific goals in the development of emotional leadership.

Balint groups adapted for work with managerial situations, which allow exploring the

emotional dynamics of relationships with subordinates and colleagues.

Research shows that group counseling gives the most sustainable results under a number of conditions: regularity of meetings, optimal group size (usually 8-12 people), professional facilitation of the process, combination of various working methods (discussions, role-playing games, meditative practices, analysis of real situations of participants) [43].

According to research presented in the works of the Department of Ontopsychology, Faculty of Psychology, St. Petersburg State University, a woman leader often faces the need to integrate various aspects of her personality [16]. On the one hand, this is professional realization and social leadership, on the other — preservation and development of her own identity beyond social stereotypes.

A. Meneghetti, in his work "Psychology of the Leader," emphasizes the need for transcendence of stereotypes for any leader: "Transcendence means 'a person's ability to rise above parts, to place oneself before, beyond...' In the present context, the term 'transcendence' denotes the rational ability to rise above generally accepted moral and cultural norms" [32, p. 15]. He asserts that "if an individual manages to overcome stereotypes, he is already an unconditional winner, capable of managing enormous resources" [32, p. 16]. In the context of women's leadership, this means that for effective realization of her potential, a woman needs to go beyond traditional gender expectations, viewing leadership as a path to self-realization and personal effectiveness. When these aspects of personality are in conflict, a woman may experience internal tension, which is confirmed by research on intrapersonal conflicts: women primarily oriented toward realizing their own potential are more satisfied with their relationships both in the family and professional spheres. Whereas women who choose only the family as their sphere of realization may more often experience intrapersonal tension due to the impossibility of realizing themselves as individuals [38].

Ontopsychology proposes to consider the processes occurring in a woman's inner world from the perspective of integrity, functionality, and identity of her personality, which brings the woman closer to herself, to her desires and needs emanating from her inner nature [32]. To achieve this goal, the ontopsychological school offers a number of tools, including imagogics, cinemalogy, psychotey, melolistics, and residence, aimed at restoring one's own unity of action and effective realization of personality potential [38].

An important element of group work is the analysis and transformation of stereotypical models that leaders often unconsciously borrow from society. As M.Y. Ananchenko notes,

persistent stereotypes have formed around leadership: "leadership is a rare skill," "leaders are born, not made," "leaders control, direct, push, manipulate," and others. For participants in groups with active social position, awareness and overcoming these stereotypes are especially important, which contributes to the development of an authentic leadership style and more flexible emotional response. As the researcher emphasizes, "society has a need for initiators, energizers, generators of ideas" [2], and the formation of adequate ideas about leadership allows more effective realization of personal potential.

For women leaders, a potentially important direction of group work may be addressing corporeality as an expression of a person's inner world. As T.S. Levi notes, corporeality represents an "inspired body, having an energetic essence expressed in movements" [24, p. 17]. Within the framework of group sessions, it can be assumed that techniques aimed at working with bodily experience may contribute to expanding participants' bodily awareness. Theoretically, this can help them more effectively recognize emotional states and develop a deeper understanding of the connection between bodily sensations and emotions.

For individuals with active social position, understanding the components of effective leadership is a particularly important factor. Research by M. Hopkins and colleagues showed that women in healthcare describe effective leadership primarily through team- and organization-oriented characteristics (developing others, having a vision, communication skills), while successful career advancement is associated with individually oriented qualities (ambition, hard work, networking). Forming a balance between these approaches can enhance both leadership effectiveness and career advancement satisfaction [104].

Relying on an understanding of the specifics of women's leadership and the special needs of women managers, we can move on to considering empirical data confirming the effectiveness of group forms of work for the development of emotional intelligence.

Thus, E.A. Khlevnaya, V.A. Shtroo, and T.S. Kiseleva conducted an experimental study using a control group, which showed a statistically significant increase in the level of emotional intelligence in participants of the experimental group after completing a specially designed training program. Notably, the positive effect was maintained even 6 months after the completion of training. Improvements were noted in three of the four components of emotional intelligence: identification of emotions, use of emotions in problem-solving, and conscious management of emotions [44].

D. Nelis and colleagues, in their experimental study, also found that a 10-hour group

program for developing emotional intelligence (4 sessions of 2.5 hours) led to a significant improvement in indicators of emotional identification and regulation in participants, and these changes were maintained upon repeated measurement after 6 months [133].

Of particular interest for our research are data on the influence of group forms of work on the development of emotional intelligence in women with leadership orientation. Although few specific studies have been conducted in this area, existing data allow us to draw a number of important conclusions.

A.K. Kravtsova, investigating the influence of a leader's emotional intelligence on changes in organizational culture, notes the high effectiveness of socio-psychological training in developing such components of emotional intelligence as interpersonal understanding of emotions, external emotional expressiveness, emotional awareness, empathy, intrapersonal understanding of emotions, and emotional flexibility [21]. I.V. Alekseenko and colleagues, analyzing the effectiveness of developing emotional intelligence in managers, emphasize the importance of precisely these competencies for modern leaders [1].

Practical experience of applying group forms of work shows that the most effective formats are:

- Intensive programs lasting 3-5 days, allowing participants to fully immerse themselves in the work process.
- Regular meeting groups (1-2 times a month) with a constant composition of participants, ensuring continuity of the process and the possibility of tracking the dynamics of changes.
- A combination of group and individual work, similar to what A.K. Kravtsova describes in her research [21].

As I.V. Alekseenko and colleagues note, training programs for managers aimed at developing their social and emotional competence are increasingly in demand [1].

Relying on the results of the reviewed studies and practical experience of applying group forms of work, specific recommendations can be formulated for organizing effective group work for the development of emotional intelligence in women with leadership orientation:

- 1) Comprehensive approach to group formation. Optimal is the creation of relatively homogeneous groups by level of position and experience of participants, but with diversity of represented fields of activity, which enriches the group experience and expands

participants' perspectives.

2) Consideration of the high workload of the target audience. Effective formats are either intensive programs (2-5 days of immersion) or regular meetings (for example, every two weeks), planned in advance taking into account participants' work schedules.

3) Balance of theory and practice. Women with leadership orientation are usually focused on obtaining specific tools and skills, so it is important to combine theoretical material with a large number of practical exercises and the opportunity to discuss real professional situations.

4) Creation of a safe and trusting atmosphere. For in-depth work with the emotional sphere, it is necessary to form a space where participants can openly share their experiences without fear of judgment or leakage of confidential information.

5) Integration of online and offline formats. Modern technologies allow effectively combining face-to-face meetings with remote forms of work, making the program more accessible and flexible for busy professionals.

6) Emphasis on applying skills in real life. Inclusion in the program of homework, keeping an emotion diary, practicing mindfulness in everyday situations increases the effectiveness of learning and contributes to the consolidation of new patterns of emotional response.

7) Individualization in the group format. Providing opportunities for individual consultations or supervisions in addition to group work allows addressing the specific needs of each participant.

These recommendations can serve as a basis for developing effective group work programs aimed at developing emotional intelligence in women with leadership orientation. When implementing them, it is important to take into account both modern scientific data and the unique characteristics of the particular group of participants.

Group forms of work represent an effective method of developing emotional intelligence in individuals with active social position, in particular in women leaders. Integration of various approaches, including ontopsychological methods, creates a synergistic effect, contributing not only to the improvement of individual emotional competencies but also to the achievement of deep personal transformations.

Group work is of particular value for women leaders, who often face contradictory social expectations and the need to balance between various roles. The group format provides

the opportunity for experience exchange, receiving support from people with similar problems, and experimenting with new models of emotional response in a safe environment.

The ontopsychological approach, with its emphasis on authenticity and holistic personality development, offers unique tools for working with women leaders, contributing to the integration of professional and personal identity and increasing overall leadership effectiveness.

Further research in this area may be aimed at developing and validating specialized programs for developing emotional intelligence for various categories of women leaders, taking into account the specifics of their professional activity, cultural context, and individual characteristics.

Conclusions on Chapter One

Emotional intelligence is a set of cognitive and personal abilities that ensure awareness, understanding, regulation of one's own emotions and the emotions of others, as well as effective use of emotional information for successful adaptation to the social environment and solving professional tasks. In modern psychological science, three main approaches to understanding emotional intelligence are distinguished: ability models (Mayer, Salovey, Caruso), mixed models (Goleman, Bar-On), and trait models (Petrides, Furnham).

The main components of emotional intelligence are perception and recognition of emotions, using emotions to stimulate thinking, understanding and analyzing emotions, as well as managing emotions, which are realized both in interpersonal and intrapersonal aspects. Emotional intelligence has neurobiological foundations related to the functioning of the limbic system and orbitofrontal cortex, and acts as a significant factor in human adaptation in the spheres of social interaction and professional activity.

Women leaders are characterized by a combination of developed emotional intelligence with rational-analytical abilities, which allows them to effectively integrate elements of transformational and transactional leadership styles. They are characterized by a special balance between emotional responsiveness and the ability for emotional self-regulation, which is especially important in the context of high professional loads and the need to combine various social roles.

Research shows the presence of a positive correlation between the level of emotional intelligence and indicators of leadership effectiveness in women managers, with the most significant components being understanding emotions and managing them. Women leaders with high emotional intelligence demonstrate higher indicators of mental resilience, lower levels of professional burnout, and better ability to maintain balance between professional and personal roles.

Group forms of work represent an effective method of developing emotional intelligence due to the possibility of observing various emotional reactions in real time, creating a safe environment for experimenting with new models of emotional response, forming a sense of community, and receiving multifaceted feedback. For individuals with active social position, the most effective formats are intensive training groups, support groups for managers, coaching groups, and Balint groups adapted for work with managerial situations.

The conducted theoretical analysis confirms the necessity and promise of developing specialized programs for developing emotional intelligence for women with leadership orientation using group forms of work.

CHAPTER 2. EMPIRICAL STUDY OF THE DEVELOPMENT OF EMOTIONAL INTELLIGENCE IN WOMEN WITH LEADERSHIP ORIENTATION IN GROUP WORK

2.1. Program, Sample and Research Methods

Empirical objectives:

- 1) To identify the relationship between the level of emotional intelligence of women leaders and indicators of their mental resilience in professional activity.
- 2) To investigate the relationship between the level of emotional intelligence of women leaders and the degree of manifestation of symptoms of professional burnout.
- 3) To determine the nature of the relationship between components of emotional intelligence and the ability of women leaders to effectively combine professional and family roles.
- 4) To identify the dynamics of emotional intelligence indicators in women with leadership orientation in the process of group work.
- 5) To determine the influence of the author's group work program on the level of emotional intelligence, mental resilience, and work-life balance in women leaders, as well as to investigate the sustainability of the program effects in the medium term.

Stages of the research:

The conducted research included several sequential stages, each with its own objectives and implementation methods:

At the theoretical-methodological stage, a comprehensive analysis of the scientific literature on the problem of emotional intelligence and women's leadership was conducted, which allowed formulating the research hypotheses, defining the conceptual apparatus and methodological foundations of the work. Based on the theoretical analysis, diagnostic tools were selected, including a set of complementary methods aimed at studying various aspects of emotional intelligence, leadership potential, mental resilience, work-life balance, as well as professional burnout. Criteria for sample formation were also developed and the overall program of empirical research was defined.

The stage of developing the author's correctional-developmental program followed the theoretical-methodological stage and was based on its results. At this stage, a comprehensive

program for the development of emotional intelligence for women with leadership orientation was created, taking into account the identified theoretical provisions and the specifics of the target audience. The development of the program included defining goals and objectives, structuring content by modules, selecting methods and techniques of work, creating exercises, and formulating homework. Special attention was paid to the practical orientation of the program and the possibility of its application in conditions of high workload of the target audience. The program was built on the principle of gradual complication of material and sequential development of all components of emotional intelligence: from self-awareness and management of one's own emotions to understanding the emotions of others and effective relationship management. As a result, a holistic eight-module group work program was created, taking into account modern approaches to the development of emotional intelligence and the specific needs of women leaders.

The diagnostic stage of the research began with the formation of a representative sample of 50 women with leadership orientation. Selection criteria for participants were the presence of a managerial position or pronounced leadership ambitions, age from 25 to 55 years, as well as voluntary consent to participate in the research. Primary psychodiagnostics was conducted using a set of selected methods: D.V. Lyusin's "EmIn" Emotional Intelligence Assessment Method, "Leader. Manager. Expert" (LME) Questionnaire by S.V. Dukhnovsky, "Self-Assessment of Manager's Mental Resilience" (SPUR) Method, Work-Life Balance Scale by J. Hyman adapted by A.N. Mospan, and Maslach Burnout Inventory (MBI) adapted by N.E. Vodopyanova. Based on the results of the primary diagnostics, experimental and control groups of 10 people each were formed. The groups were matched on key parameters: age, managerial experience, initial level of emotional intelligence, and other significant characteristics.

The stage of the formative experiment consisted of implementing the author's correctional-developmental program for developing emotional intelligence with the experimental group. The program included 8 modular group sessions lasting 2-3 hours each, held with a frequency of one session per week. Each module of the program was aimed at developing a specific component of emotional intelligence: from basic familiarization with the concept of emotional intelligence to integration of acquired skills into a holistic system of emotionally intelligent leadership. During the sessions, various working methods were used: mini-lectures, discussions, role-playing games, practical exercises, self-reflection techniques, and meditative practices. Special attention was paid to completing homework, which

contributed to the integration of acquired skills into the daily practice of participants. In the process of group work, observation was conducted of qualitative changes in the emotional sphere of participants, their communication skills, and leadership style.

The control stage included repeated psychodiagnostics using the same methods in the experimental and control groups. In addition, feedback was collected from participants of the experimental group on subjectively perceived changes in their emotional state, interaction with others, and professional activity. Each participant was given an individual consultation based on the research results with personal recommendations for further development of emotional intelligence.

The analytical stage was devoted to statistical processing and interpretation of the obtained data. Methods of descriptive statistics were used to characterize the studied indicators, testing normality of data distribution using the Kolmogorov-Smirnov test, correlation analysis using Spearman's rank correlation coefficient to identify relationships between indicators of emotional intelligence and other studied parameters. For comparative analysis, the Mann-Whitney U-test (for comparing unpaired samples) and the Wilcoxon T-test (for paired samples) were used. A qualitative analysis of the dynamics of emotional intelligence indicators and related parameters was also conducted, the effectiveness of the author's program was evaluated, and the main conclusions were formulated.

At the final stage, the results of the empirical research were summarized and the main conclusions were formulated. Prospects for further research in the field of emotional intelligence of women leaders and its influence on various aspects of their professional and personal lives were also identified.

Research methods:

1) **D.V. Lyusin's "EmIn" Emotional Intelligence Assessment Method** [29] measures the ability to understand and manage one's own and others' emotions. The questionnaire includes 46 statements rated on a 4-point scale. The method identifies five subscales: understanding others' emotions (MP), managing others' emotions (MU), understanding one's own emotions (VP), managing one's own emotions (VU), and control of expression (VE). Based on these, higher-order scales are formed: interpersonal (MEI) and intrapersonal (VEI) emotional intelligence, understanding emotions (PE), and managing emotions (UE). The method is characterized by sufficient internal consistency (Cronbach's alpha 0.69-0.82) and allows assessing both the overall level of EI and its individual components. The instrument is described in Appendix 1.

2) **"Leader. Manager. Expert" (LME) Questionnaire by S.V. Dukhnovsky [17]** assesses managerial potential and personal-professional competencies. It includes 45 statements rated on a 7-point scale. The method contains nine scales: strategic leadership, focus and purposefulness, social interaction competence, managerial competence, self-management competence, readiness for teamwork, breadth of thinking, readiness for self-development, and expert competence. Based on these, three components of managerial potential are distinguished: leadership, managerial, and expert. The method includes a validity scale that increases the reliability of results.

3) **"Self-Assessment of Manager's Mental Resilience" (SPUR) Method by M.F. Sekach, V.F. Perevalov, L.G. Laptev (2001) [35]** assesses the ability to demonstrate mental resilience in managerial activity. The questionnaire consists of 55 statements with "yes/no" answer options. Based on the results, one of four levels of mental resilience is determined. The method allows tracking the dynamics of mental resilience and identifying relationships with components of emotional intelligence.

4) **Work-Life Balance Scale by J. Hyman adapted by A.N. Mospan et al. [34]** assesses subjective perception of the relationship between professional and personal spheres. The questionnaire includes 36 statements rated on a 5-point Likert scale and contains scales: negative spillover of work to life, negative spillover of life to work, positive spillover of work to life, positive spillover of life to work, perceived work-life balance, instrumental attitude to work, segmentation of work and life.

5) **Maslach Burnout Inventory (MBI) (K. Maslach and S. Jackson, adaptation by N.E. Vodopyanova) [10]** diagnoses emotional burnout syndrome. Contains 22 statements rated by frequency of occurrence (from 0 to 6 points). The method assesses three components of burnout: emotional exhaustion, depersonalization, and reduction of personal achievement. A high level of burnout is characterized by high indicators on the scales of emotional exhaustion and depersonalization and low indicators on the scale of reduction of personal achievement.

The comprehensive application of these methods allows not only assessing the initial level of emotional intelligence and leadership potential of participants but also tracking the dynamics of their development, as well as identifying relationships between emotional intelligence, mental resilience, work-life balance, and the risk of professional burnout in women leaders.

Individual results of each participant on all methods are presented in Appendices 6-10,

and summarized descriptive statistics in Appendix 11. Appendix 12 presents the results of testing the normality of data distribution using the Kolmogorov-Smirnov test for selecting analysis criteria.

Description of the sample:

The size of the studied population was 50 people. The age of the respondents ranged from 25 to 55 years, with a mean age of 38.4 years.

All respondents are women with leadership orientation occupying managerial positions at various levels. All participants in the research (100%) have managerial experience or occupy leadership positions in their organizations. Most participants (92%) have at least one completed higher education degree. 80% of respondents are married or in relationships, 62% have one or more children. The research participants represent various professional fields, with the largest share being in the field of education and development (24%) and psychology, counseling, coaching (14%).

The research participants are represented by age groups from 25 to 55 years. The mean age is 38.4 years, the median age is 38.5 years, indicating a fairly uniform age distribution. The standard deviation is 9.2 years, indicating moderate variability in the age of participants.

The age structure of the sample is distributed as follows:

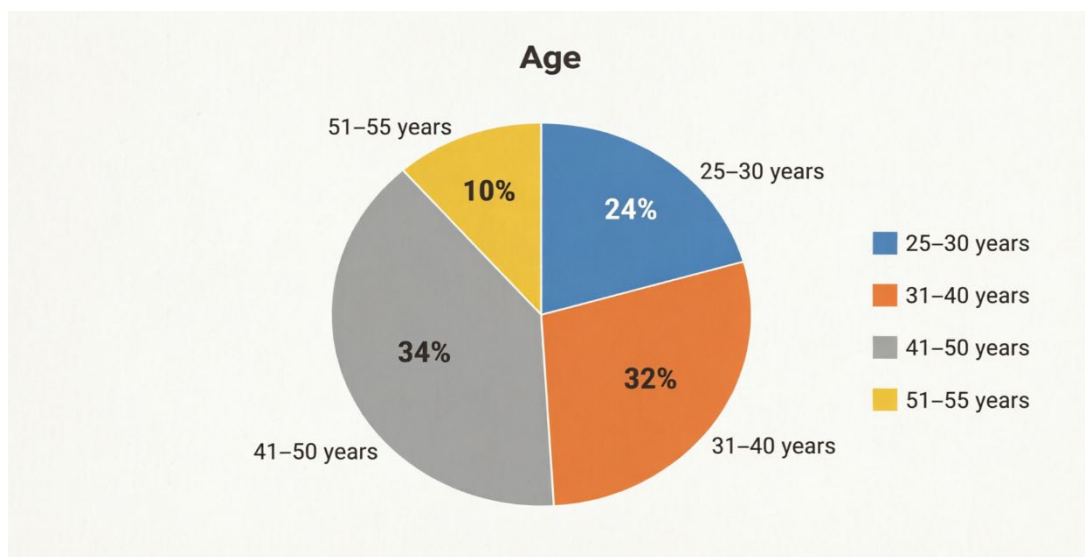


Figure 1. Distribution of research participants by age, in %

The largest number of participants is in the age groups 31-40 years and 41-50 years, which corresponds to the period of active professional development and managerial activity.

Of the 50 people who took part in the research: 40 people (80%) are married or in relationships; 10 people (20%) are unmarried/not in relationships at the time of the research.

This distribution allows considering this sample as representative for studying issues of combining leadership roles with family responsibilities.

The average number of children in the sample is 1.14 children per participant. Most participants in the research (62%) have children, which is an important factor in studying the emotional intelligence of women leaders, since the presence of children significantly affects life balance, time distribution, and emotional resources (Figure 2).

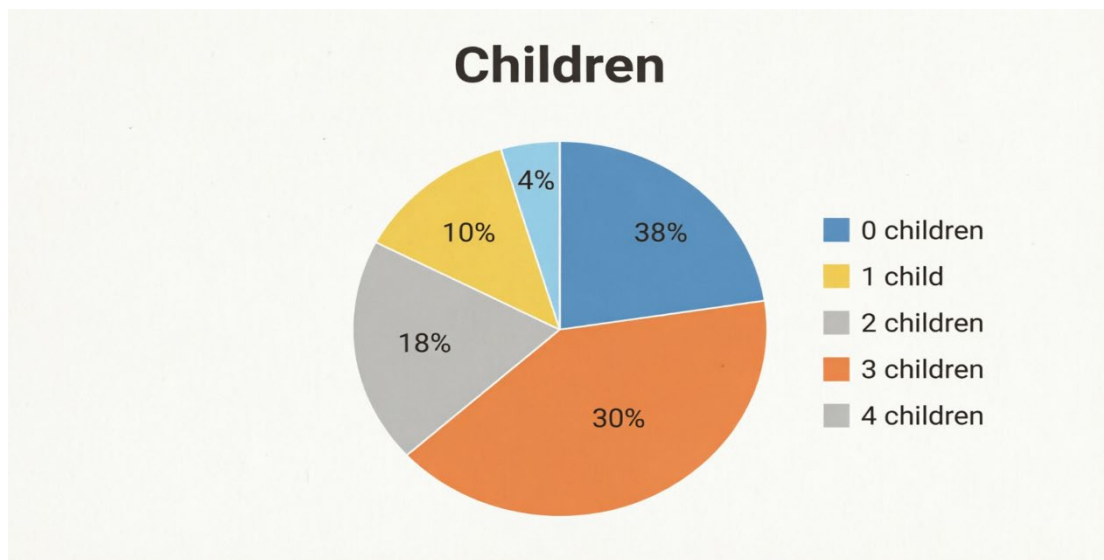


Figure 2. Distribution of research participants by number of children, in %

This sample is characterized by a high educational level: 92% of participants have at least one completed higher education degree, 30% have education above bachelor's level, 44% continued education after obtaining their first higher education (Figure 3).

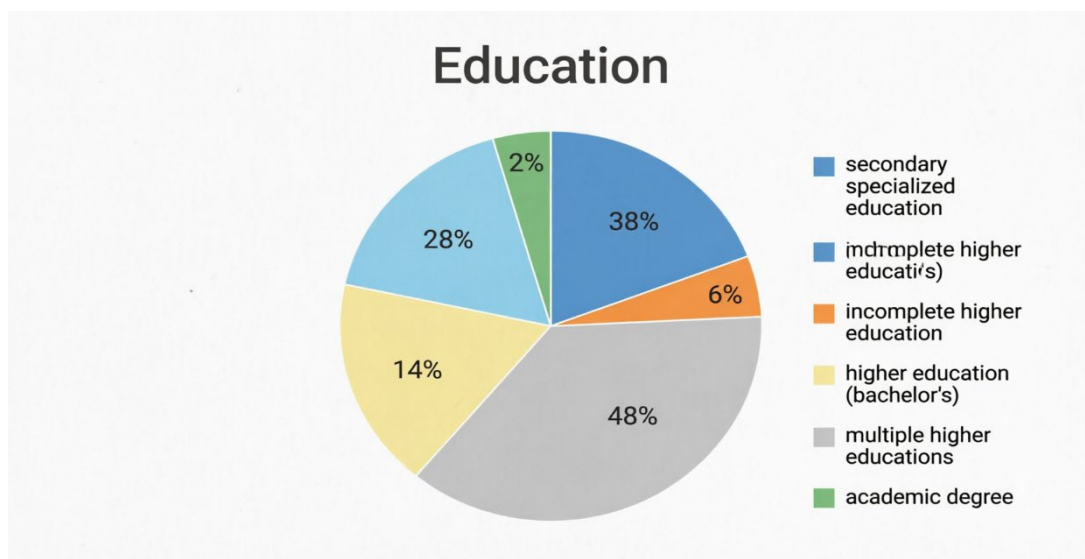


Figure 3. Distribution of research participants by education level, in %

The presented sample is characterized by a wide diversity of professional fields (Figure 4). It is worth noting the high representation of the education and psychological services sectors (together 38% of the sample), as well as noticeable representation of sectors traditionally considered "male" (IT, finance, transport).

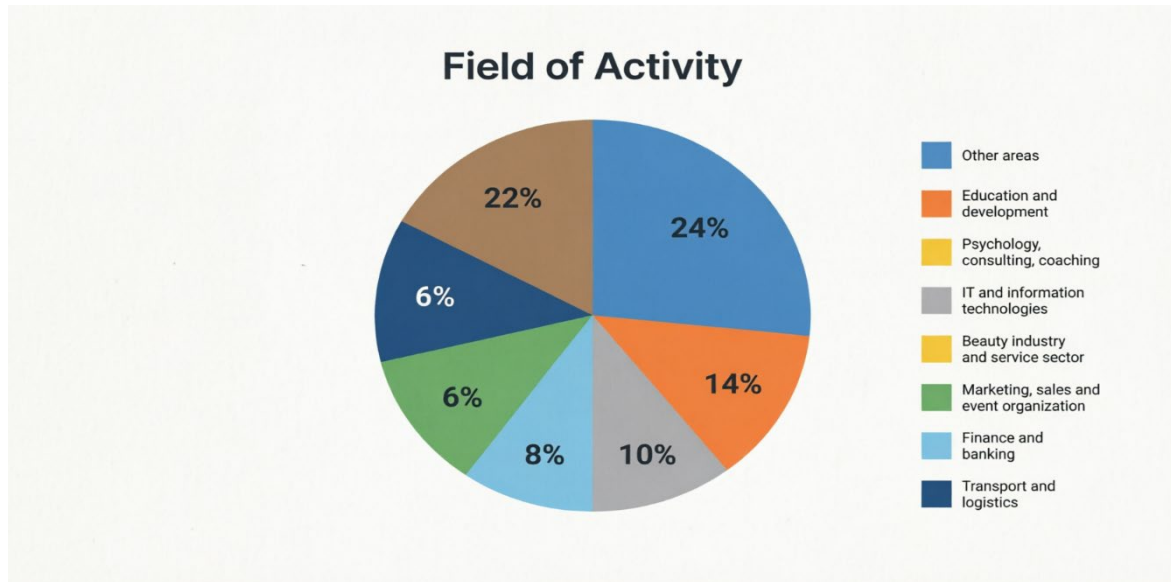


Figure 4. Distribution of research participants by professional field, in %

The average length of managerial experience in the sample is 7.1 years. The median experience is 6 years. Minimum experience: 1 year, maximum experience: 20 years. Standard deviation: 6.0 years. The wide range of managerial experience in the sample — from novice managers to highly qualified leaders with 20 years of experience (Figure 5) — allows investigating the characteristics of emotional intelligence in women at various stages of their leadership career.

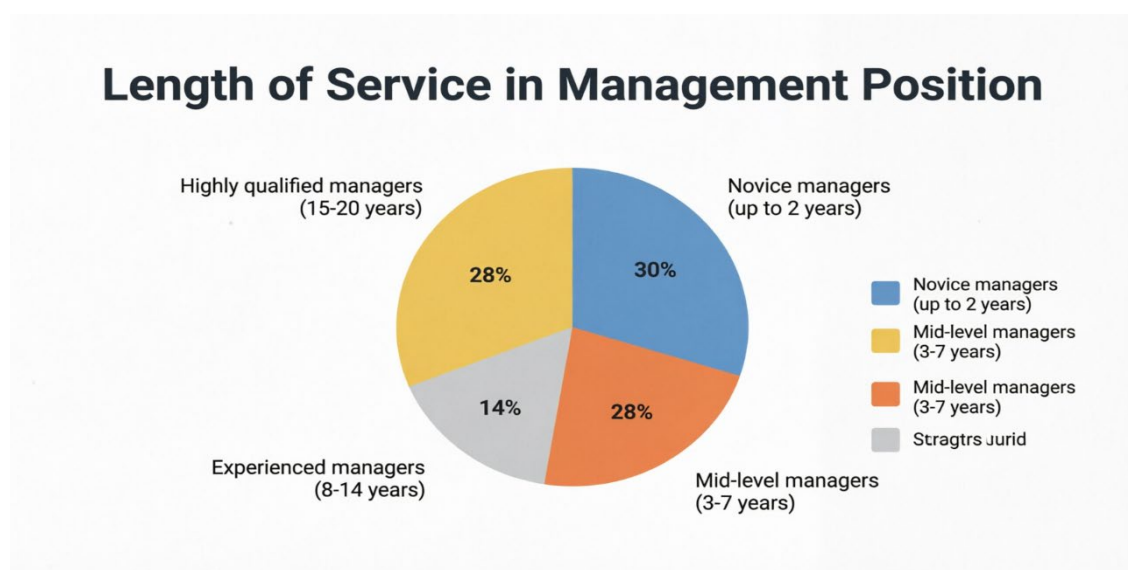


Figure 5. Distribution of research participants by length of managerial experience, in %

The largest share of the sample consists of entrepreneurs (34%), reflecting the modern trend toward the development of women's entrepreneurship. A significant part of the sample (28%) is in line management, representing an important step in the managerial career.

Such diversity of managerial positions allows investigating the characteristics of emotional intelligence in women implementing leadership in various organizational contexts and at different levels of responsibility.

2.2. Analysis and Discussion of Socio-Psychological Characteristics of Emotional Intelligence in Women with Leadership Orientation

This section presents the results of an empirical study of emotional intelligence and related psychological characteristics in women with leadership orientation. Individual results of each participant on all methods are presented in Appendices 6-10, and summarized descriptive statistics in Appendix 11.

The mean value of the overall level of emotional intelligence in the studied sample was 81.86 points ($SD = 7.10$) with a range of values from 65 to 95 points, indicating a predominance of average indicators of emotional intelligence in women leaders. The obtained data indicate a fairly high level of formation of emotional-intellectual abilities in general, which corresponds to the specifics of managerial activity requiring constant consideration of the emotional context of professional interaction.

Analysis of the structural components of emotional intelligence showed their balanced development. Thus, the mean value of interpersonal emotional intelligence was 41.48 points, intrapersonal — 40.38 points (Appendix 11). The slight difference between the indicators reflects a harmonious ratio of abilities aimed at understanding, interpreting, and regulating the emotions of others, on the one hand, and awareness, analysis, and management of one's own emotional states, on the other. This ratio allows speaking of a holistic nature of emotional intelligence in most participants of the research.

Most women leaders (80%) were diagnosed with an average level of interpersonal emotional intelligence (Figure 6).

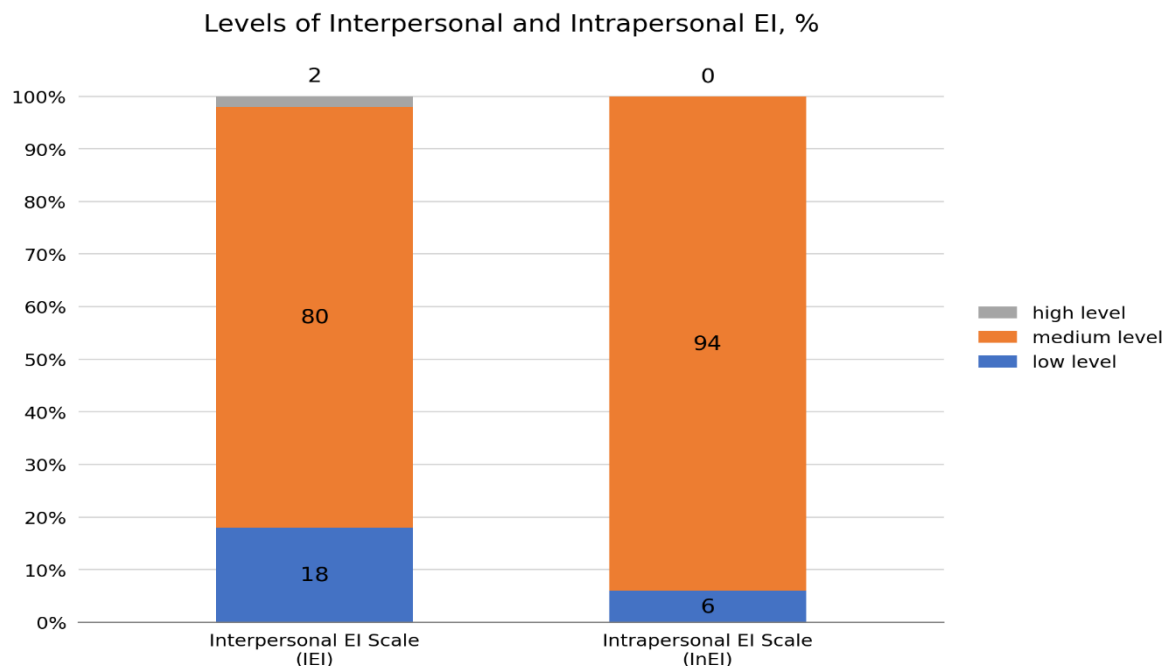


Figure 6. Distribution of the sample by level of interpersonal and intrapersonal emotional intelligence, in %

This level presupposes the ability to adequately recognize the emotional states of interaction partners, take into account the emotional background of the situation when making managerial decisions, as well as exert moderate regulatory influence on the emotional climate in the professional environment. These qualities are functionally significant for building constructive business relationships and maintaining the effectiveness of managerial interaction. A high level of interpersonal emotional intelligence was identified in 2% of participants and is characterized by pronounced empathy, fine differentiation of emotional nuances, the ability to recognize hidden emotional signals and motives, as well as the ability to effectively manage group emotional processes, forming a supportive and motivating atmosphere. At the same time, a low level of interpersonal emotional intelligence, recorded in 18% of women leaders, indicates certain difficulties in interpreting the emotions of others, reduced sensitivity to nonverbal manifestations, and limited possibilities for emotional influence in interpersonal interaction, which may complicate the management of socio-psychological aspects of professional activity.

The distribution of levels of intrapersonal emotional intelligence is characterized by an even more pronounced shift toward the average level. The vast majority of participants (94%) were diagnosed with an average level of I EI, with 6% having a low level and no participants

with a high level of intrapersonal emotional intelligence. Women leaders with an average level of I EI, as a rule, are aware of their own emotional states, are capable of analyzing and regulating them, understand the causes of emotions, and control the forms of their manifestation in professional activity. At the same time, the absence of a high level of intrapersonal emotional intelligence may indicate that the processes of deep emotional reflection, fine differentiation of one's own emotional states, and full use of emotional resources in complex and stressful situations are not developed to the maximum extent, remaining within a functionally sufficient but not optimal level.

The previously obtained data on the balanced development of interpersonal and intrapersonal emotional intelligence are confirmed by the analysis of more differentiated components — abilities to understand and manage emotions. Analysis of the ratio of these indicators (Figure 7) revealed a predominance of the average level on both scales, reflecting a predominantly average degree of formation of cognitive and regulatory aspects of emotional intelligence in women leaders.

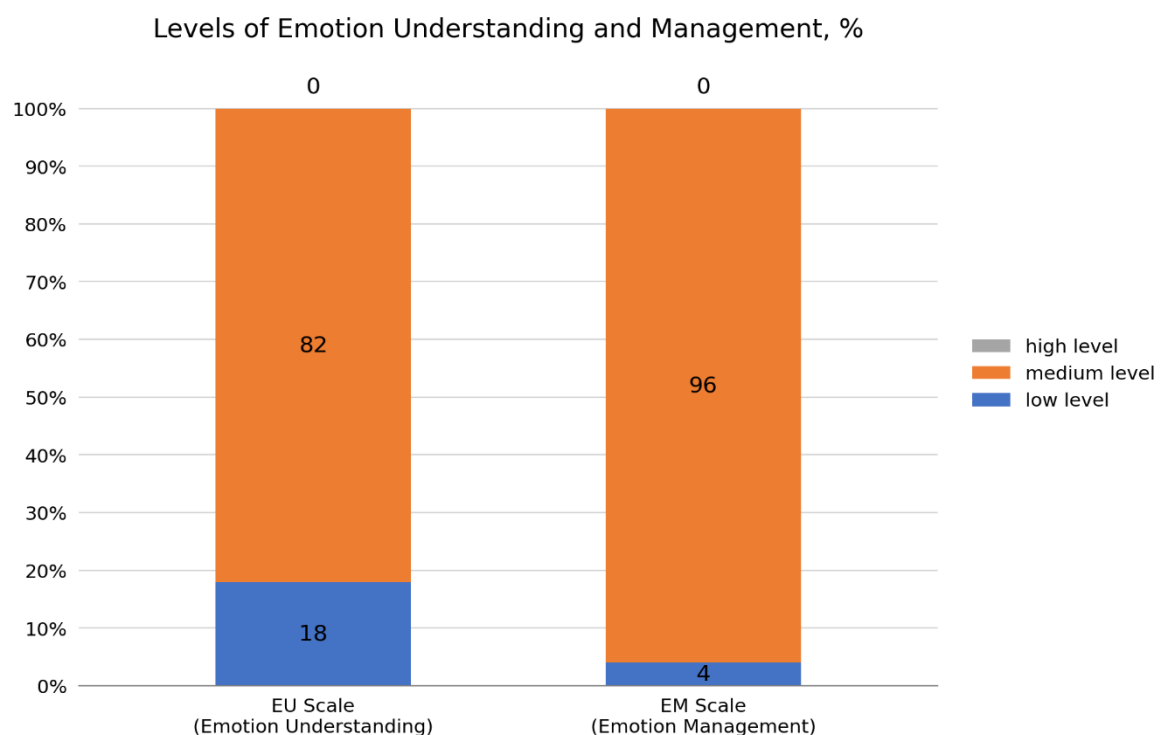


Figure 7. Distribution of the sample by levels of emotion understanding and management, in %

On the scale of emotion understanding (PE), the majority of participants (82%) were

diagnosed with an average level, while 18% were identified with a low level of this ability. The average level of emotion understanding characterizes the ability to identify basic emotional states, navigate the emotional context of interaction, and take into account emotional reactions in typical professional situations. Women leaders with this level of PE are able to use information about emotions to build adequate communication and interaction strategies. The low level of emotion understanding, identified in some participants, reflects a less pronounced ability to recognize emotional signals and difficulties in interpreting emotional states, especially in complex or ambiguous communication situations.

The distribution of indicators on the scale of emotion management (UE) is characterized by an even more pronounced concentration at the average level. Thus, 96% of women leaders showed an average level of development of the ability to manage emotions, with 4% of participants having a low level. The average level of emotion management reflects the ability to regulate the intensity and external manifestation of emotional reactions in most standard professional situations, maintain a working emotional mood, and control emotional manifestations under moderate load. At the same time, under high emotional tension or in non-standard situations, self-regulation capabilities may be limited. The low level of emotion management in a small part of participants indicates difficulties in controlling emotional reactions and reduced capabilities for emotional self-regulation.

Comparison of data on the scales of emotion understanding and management shows that with a general predominance of the average level on both scales, the ability to understand emotional states is expressed somewhat more evenly than the skills of active emotion management. This ratio is consistent with the previously identified distribution of indicators of interpersonal and intrapersonal emotional intelligence and reflects the overall structure of emotional intelligence in the studied sample.

A more detailed analysis of individual subscales of emotional intelligence according to D.V. Lyusin's model (Figure 8) allows clarifying the features of the distribution of levels of development of individual components of emotional intelligence in women leaders.

The subscale of understanding others' emotions is characterized by the greatest variability of indicators compared to other components of emotional intelligence. Most participants (70%) demonstrate an average level of development of this ability, while almost a quarter of the sample (24%) has a low level, and a high level was identified in only 6% of women leaders. The range of values on this subscale is quite wide — from 17 to 32 points, with

a mean value of 23.40 points and a standard deviation of 3.42. This distribution reflects a predominantly average formation of the ability to recognize the emotional states of others, with noticeable individual differences in the level of development of this component.

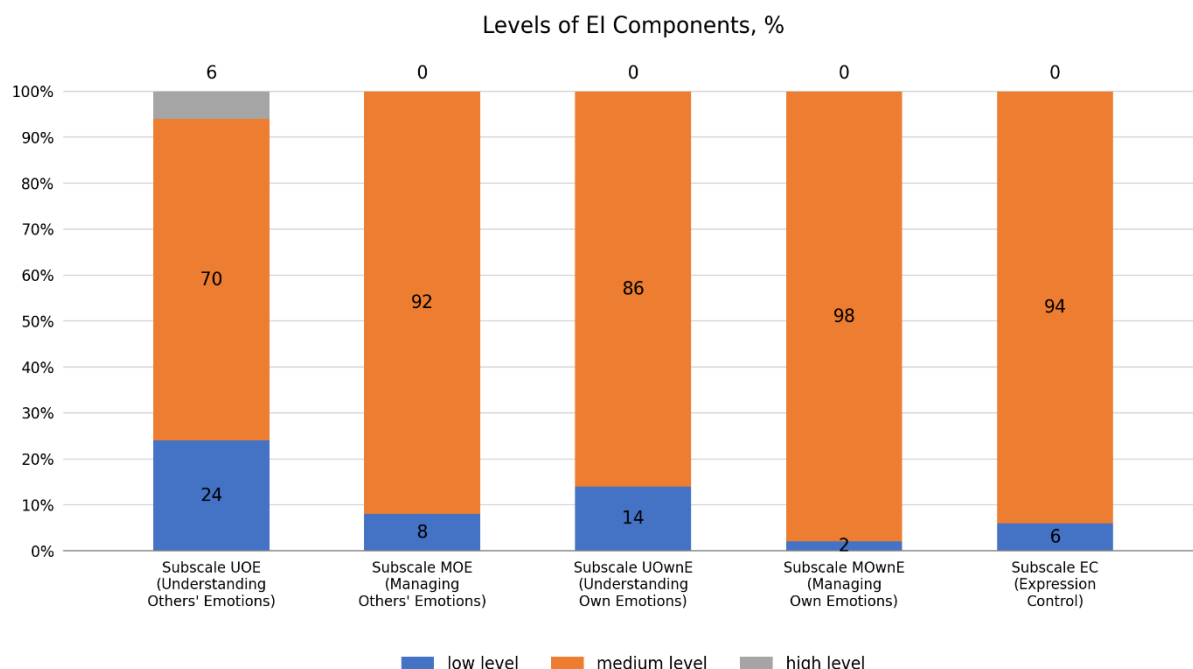


Figure 8. Distribution of the sample by levels of emotional intelligence components according to D.V. Lyusin's model, in %

Unlike the previous subscale, indicators of managing others' emotions are characterized by greater homogeneity. The vast majority of participants (92%) demonstrated an average level, while a low level was identified in only 8% of women leaders, and a high level is absent. Values on this subscale ranged from 12 to 23 points, with a mean value of 18.08 points and a standard deviation of 2.21. Thus, the ability to influence the emotional state of others in most participants is expressed at an average level and is characterized by relatively small variation in individual indicators.

The distribution of indicators on the subscale of understanding one's own emotions is also shifted toward the average level. 86% of women leaders showed an average level of development of this ability, while 14% recorded a low level; a high level is absent in the sample. The minimum value of the indicator was 11 points, the maximum — 21 points, with a mean value of 16.84 points and a standard deviation of 2.25. The obtained data indicate that most participants are characterized by the ability to recognize and distinguish their own emotional

states, however, the degree of expression of this skill in some women remains insufficient.

The subscale of managing one's own emotions demonstrates the most pronounced concentration of results at the average level. Thus, 98% of participants showed an average level of development of this ability, and only 2% showed a low level. The range of values was relatively narrow — from 10 to 16 points, with a mean value of 13.32 points and a standard deviation of 1.43. This distribution indicates a fairly stable and homogeneous representation of emotional self-regulation skills, in which individual differences are minimally expressed. The predominance of the average level indicates that most women leaders are characterized by the formation of basic emotional self-regulation skills: they are generally able to recognize emerging emotional reactions, restrain their external manifestations, and maintain a working emotional state in typical professional situations. At the same time, this level indicates that these skills are not persistently expressed or automated and may decrease under conditions of increased emotional load or stressful circumstances, which reflects their average degree of formation.

Analysis of the subscale of expression control showed that most women leaders (94%) have an average level of development of this ability, while a low level was identified in 6% of participants. Values on this scale ranged from 4 to 13 points, with a mean value of 10.22 points and a standard deviation of 2.16. Thus, most participants are generally able to regulate the external manifestations of their emotions and correlate them with the requirements of the professional situation. As a rule, women leaders can restrain excessive emotional expression, control facial expressions, intonation, and behavioral reactions in business interaction.

In general, analysis of the subscales of emotional intelligence according to D.V. Lyusin's model shows that the emotional intelligence of women leaders is characterized by a predominance of the average level of development of all components, with limited representation of low values and an almost complete absence of a high level. The obtained results are consistent with previously presented data on generalized scales of emotional intelligence and reflect the structural balance of cognitive and regulatory components.

Comparison of the results of objective diagnostics of emotional intelligence with data from self-assessment of emotion management skills reveals a number of important features in the perception by women leaders of their own emotional competencies (Figure 9).

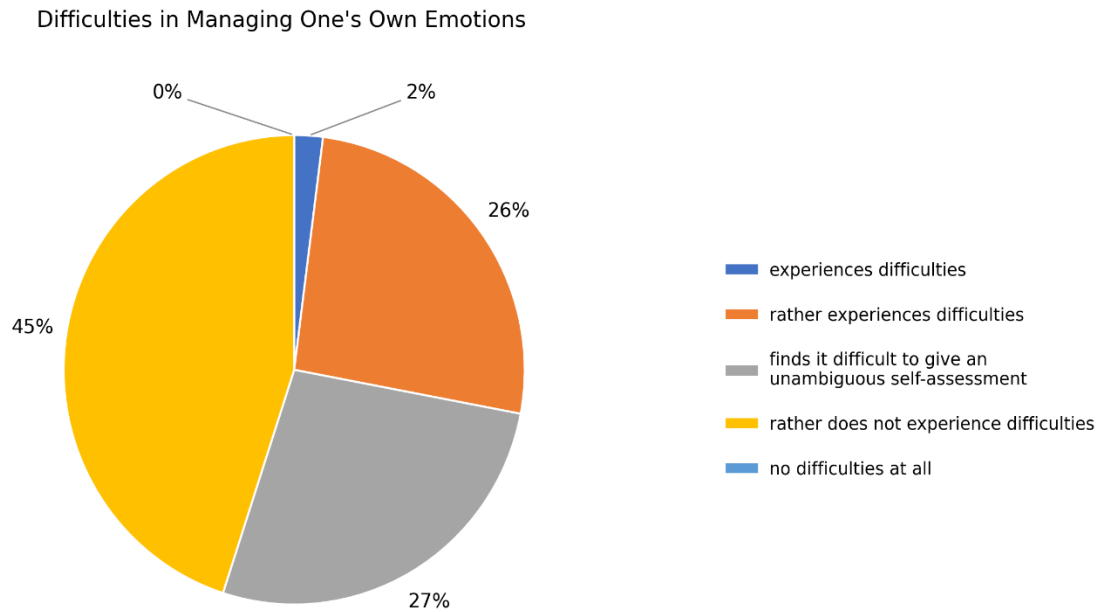


Figure 9. Self-assessment of emotion management skills in women leaders, in %

According to the survey results, 45% of participants indicated that they "rather do not experience difficulties with managing their emotions," while 28% acknowledge the presence of such difficulties (26% — "rather experience difficulties," 2% — "definitely experience"), and 27% find it difficult to give an unambiguous assessment of their abilities in this area. Notably, none of the women leaders chose the option "complete absence of difficulties," which indicates an understanding of the complexity of full control over the emotional sphere and a certain reflexivity in self-assessment.

When comparing these data with objective indicators of the subscale of managing one's own emotions, where 98% of participants demonstrate an average level and only 2% show a low level, with a complete absence of a high level, a certain discrepancy is found between self-perception and the actual level of development of emotional competencies. Almost half of the women leaders (45%) assess their emotion management skills positively, considering that they rather do not experience difficulties, however, objectively none of them reaches a high level of development of this ability, and the vast majority is at an average level.

This discrepancy can be explained by several factors:

First, the tendency toward positive self-assessment, especially in professionally significant areas. Women leaders, due to the specifics of their activity and positions held, may be inclined toward a more optimistic assessment of their own emotional competencies, which

are perceived as critically important for the successful implementation of managerial functions.

Second, the situationality and contextuality of the manifestation of emotional regulation skills. Women leaders may be quite effective in managing emotions in typical, familiar professional situations, which forms in them the idea of the absence of significant difficulties. However, in non-standard, stressful, or emotionally tense circumstances, their skills may be insufficient, which is recorded by objective diagnostic methods.

Third, the possible influence of the social desirability factor in self-assessment. Acknowledging difficulties in managing emotions may be perceived as a demonstration of professional incompetence, especially for individuals in leadership positions, which may motivate a more favorable self-presentation.

Fourth, the difference in evaluation criteria. Self-assessment is based on subjective experience and may reflect compliance with personal standards or comparison with the environment, while objective diagnostics uses normative criteria that reveal more subtle differences in the level of development of emotional competencies.

At the same time, a significant part of participants demonstrate realism of self-perception. Thus, 28% of women leaders openly acknowledge the presence of difficulties with managing emotions, which indicates criticality and reflexivity in assessing their own emotional competencies. This attitude can be considered a favorable factor for further development of emotional intelligence, since awareness of limitations is the first step toward overcoming them and serves as a motivational basis for improving emotional self-regulation skills.

The group of participants (27%) who found it difficult to answer deserves special attention. Such uncertainty in self-assessment may indicate several interrelated aspects. On the one hand, this may reflect the situational nature of the manifestation of emotion management skills and the understanding that in different professional contexts the ability for emotional regulation may manifest differently. On the other hand, this uncertainty may indicate insufficient reflection of one's own emotional competencies or the difficulty of unambiguous self-assessment in an area where success criteria are not always obvious. In addition, such a choice may indicate a deep understanding of the complexity and multifaceted nature of emotional processes, awareness that emotional competence is not a static characteristic but depends on many internal and external factors.

An additional aspect of the analysis is related to the comparison of self-assessment of emotion management skills with data on the current emotional state of participants (Figure 10).

According to the survey results, 58% of women leaders characterize their current emotional state as "calm and balanced," 14% — as "tense, susceptible to stress," and 28% — as "unstable, changeable." The obtained results show that women leaders who assess their emotion management skills more positively do not always demonstrate a more favorable current emotional state.

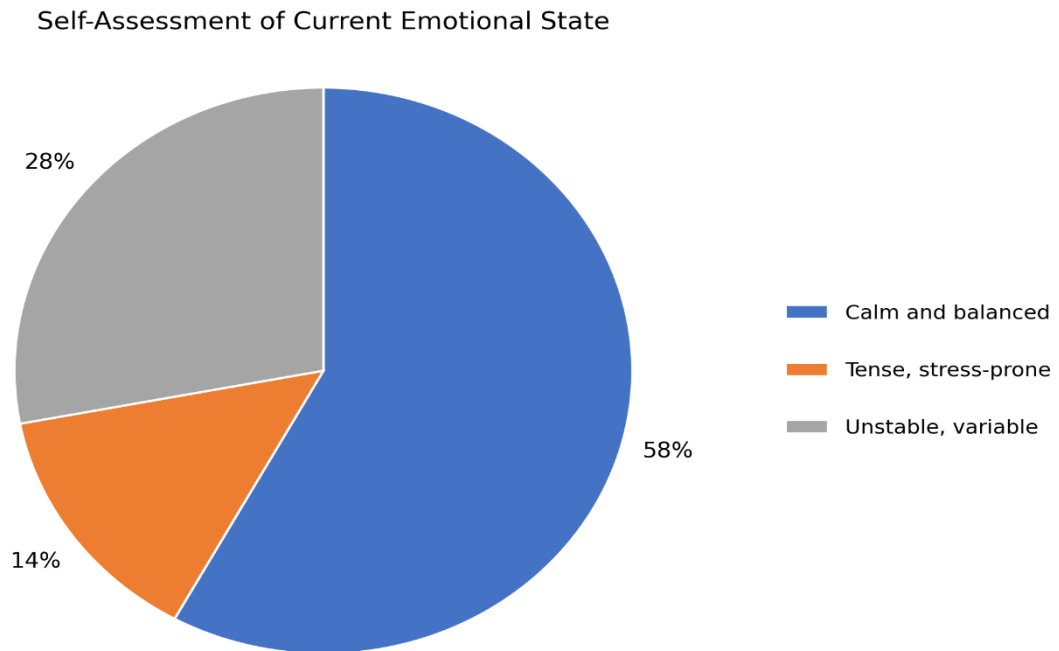


Figure 10. Self-assessment of current emotional state of women leaders, in %

The obtained data may indicate that the ability to manage emotions is not identical to constant presence in a positive emotional state, but rather reflects the ability to adequately respond to emotional challenges and restore emotional balance.

The predominance of participants with a balanced emotional state (58%) is consistent with fairly high indicators on the scales of intrapersonal emotional intelligence and may indicate effective use of emotional self-regulation skills in everyday life. At the same time, a significant proportion of women leaders (total 42%) noting certain difficulties in their emotional state indicates the relevance of developing emotional regulation skills for a significant part of the sample.

It is interesting to note that the proportion of women characterizing their state as unstable and changeable (28%) is twice the proportion of those defining it as tense and susceptible to stress (14%), which may indicate that for the research participants, emotional

lability is more characteristic than a stable negative state, which is consistent with the psychological characteristics of female emotionality noted in the scientific literature.

Thus, comparison of objective indicators of emotional intelligence with self-assessment data reveals the complex nature of the relationship between the actual level of development of emotional competencies and their subjective perception. The identified discrepancy between self-assessment and objective indicators emphasizes the importance of using a comprehensive approach to the diagnosis of emotional intelligence, including both standardized psychodiagnostic methods and self-assessment methods, which allows obtaining a more complete picture of the emotional competence of women leaders and identifying potential areas for its development.

Summarizing the results of the study of emotional intelligence in women with leadership orientation, the following key features can be distinguished:

The emotional intelligence of women leaders is characterized by a predominance of the average level of development of both the overall indicator and all its components, indicating sufficient for performing basic managerial functions, but not outstanding, emotional competence. The almost complete absence of a high level of development indicates the presence of a "ceiling of development" limiting the possibilities of emotional self-regulation and influence in complex professional situations.

A harmonious ratio of interpersonal and intrapersonal aspects of emotional intelligence, as well as cognitive (emotion understanding) and regulatory (emotion management) components, was revealed. However, this balance is manifested predominantly at the average level of development, indicating a uniform but insufficiently deep development of all aspects of emotional competence.

A critical result is the complete absence of a high level of intrapersonal emotional intelligence, while 94% of women leaders demonstrate an average level, indicating a systemic limitation of the ability for deep self-knowledge, fine differentiation of one's own emotional states, and full use of emotional resources, which may hinder professional and personal development.

The high concentration of emotion management indicators at the average level (96-98% on various subscales) indicates that emotional regulation skills are effective primarily in typical, predictable situations, but may significantly decrease under conditions of high emotional load, stress, or non-standard circumstances.

A significant discrepancy was revealed between subjective assessment of emotion management skills and objective indicators: 45% of women leaders consider that they do not experience difficulties with emotional regulation, while none of them reached a high level of development of this ability, indicating a tendency to overestimate their own emotional competencies, which may hinder awareness of the need for their development.

Understanding others' emotions is characterized by the greatest variability among all subscales of emotional intelligence (24% low, 70% average, 6% high level), indicating significant individual differences in the ability to recognize and interpret the emotional states of others and possibly indicating that this ability is less formed through managerial experience and depends more on individual characteristics.

The characterization of the current emotional state shows that for women leaders, emotional variability (28%) is more typical than stable tension (14%), which can be considered as an adaptive reaction to the dynamic conditions of managerial activity, but at the same time indicates insufficient emotional stability in a significant part of the sample.

Thus, the overall level of emotional intelligence of women leaders corresponds to the minimum necessary requirements for effective performance of managerial functions under standard conditions, however, the absence of a significant proportion of participants with a high level of EI development indicates limited potential for solving complex tasks of emotional leadership, working in crisis situations, and creating a highly effective emotional environment in the organization.

The identified features of the structure of emotional intelligence in women leaders indicate the relevance of developing specialized development programs aimed not at forming basic skills (which are generally present), but at a qualitative transition to a higher level of emotional competence, especially in the area of deep emotional reflection, stress resilience, and purposeful emotional influence on others.

First of all, the research results indicate the need to overcome the identified "plateau effect" — the persistent predominance of the average level of development of all components of emotional intelligence with an almost complete absence of a high level. Development programs should be aimed at a qualitative breakthrough, a transition from functionally sufficient to an optimal level of emotional competence, which is especially critical for intrapersonal emotional intelligence, where no participant with a high level of development was identified.

Special attention should be paid to developing the ability to understand others' emotions, since this component demonstrated the greatest variability and the highest proportion of low indicators (24%). Considering that adequate recognition of emotional states is the basis for their effective regulation, the development of social-perceptual abilities should become a priority area of psychological work with women leaders.

Overcoming the identified discrepancy between self-assessment of emotional competencies and their objective level of development appears critically important. The fact that 45% of women leaders consider that they do not experience difficulties with managing emotions, while none of them reached a high level on the corresponding scales, indicates insufficient reflection and may hinder awareness of the need for development. Therefore, programs should include not only training in specific skills but also the development of metacognitive abilities — the ability to objectively assess one's own emotional competencies and recognize areas for development.

The identified balance between interpersonal and intrapersonal emotional intelligence, on the one hand, is a positive factor indicating harmonious development. On the other hand, this balance manifests exclusively at the average level, requiring a comprehensive rather than selective approach to development. Programs should not focus on compensating for individual deficits but should be aimed at systematically improving all aspects of emotional competence.

The significant proportion of women leaders characterizing their emotional state as unstable and changeable (28%) indicates the relevance of developing emotional stabilization skills and managing labile states. At the same time, it is important to consider that for the research participants, variability is more characteristic than stable stress, which requires specific techniques for working with dynamic emotional states, not just classical stress management methods.

Considering that abilities to manage emotions (both one's own and others') demonstrated maximum homogeneity of indicators with concentration at the average level, development programs should include tasks of increased complexity, modeling non-standard and stressful managerial situations. It is in such conditions, as the research showed, that the insufficiency of existing emotional regulation skills is manifested, whereas in typical situations, women leaders demonstrate an adequate level of emotional control.

Thus, the study of emotional intelligence in women with leadership orientation not only revealed specific features of this characteristic in representatives of this professional group but

also identified specific areas of psychological work: overcoming the "plateau effect" of the average level of development, forming adequate reflection of emotional competencies, developing the ability to understand others' emotions, increasing the resilience of emotional regulation skills in complex conditions, and working with emotional lability. The implementation of these areas will contribute not just to a quantitative increase in emotional intelligence indicators but to a qualitative transition to a higher level of emotional competence necessary for effective women's leadership.

The next stage of the research was the study of managerial potential of women with leadership orientation using S.V. Dukhnovsky's "Leader. Manager. Expert" (LME) method, which allows assessing various aspects of managerial competencies.

According to the data presented in Appendix 11, the mean value of the managerial potential (readiness) index in the sample is 228.82 points with a standard deviation of 43.55, indicating significant variability of this indicator in the studied group. The minimum value of the index was 112 points, the maximum — 294 points, indicating a wide range of manifestation of managerial potential in women leaders.

As can be seen in Figure 11, the distribution of participants by levels of managerial potential is characterized by a predominance of a high level — in 50% of women leaders, indicating a pronounced readiness for effective performance of managerial functions. The average level of managerial potential was diagnosed in 26% of participants, and a low level in 24%. This distribution reflects the professional specificity of the sample, consisting of women occupying leadership positions or having pronounced leadership ambitions.

A high level of managerial potential, characteristic of half of the research participants, is manifested in the formation of a holistic complex of managerial competencies that allow effectively solving a wide range of organizational tasks. Women leaders with this level of managerial potential demonstrate the ability for strategic vision, flexible response to changes, effective organization of teamwork, and creation of a motivating environment for employees.

The average level of managerial potential, identified in a quarter of participants, is characterized by sufficient formation of basic managerial competencies with possible deficits in certain areas. Women with this level of managerial potential usually successfully cope with typical managerial tasks but may experience difficulties in non-standard situations or when systemic organizational transformations are needed.

A low level of managerial potential, also noted in a quarter of women leaders, may

manifest in insufficient formation of a number of key managerial competencies or their imbalance. It is important to note that a low level of managerial potential in the context of this method does not mean absolute inability for managerial activity, but only indicates the need for purposeful development of certain competencies.

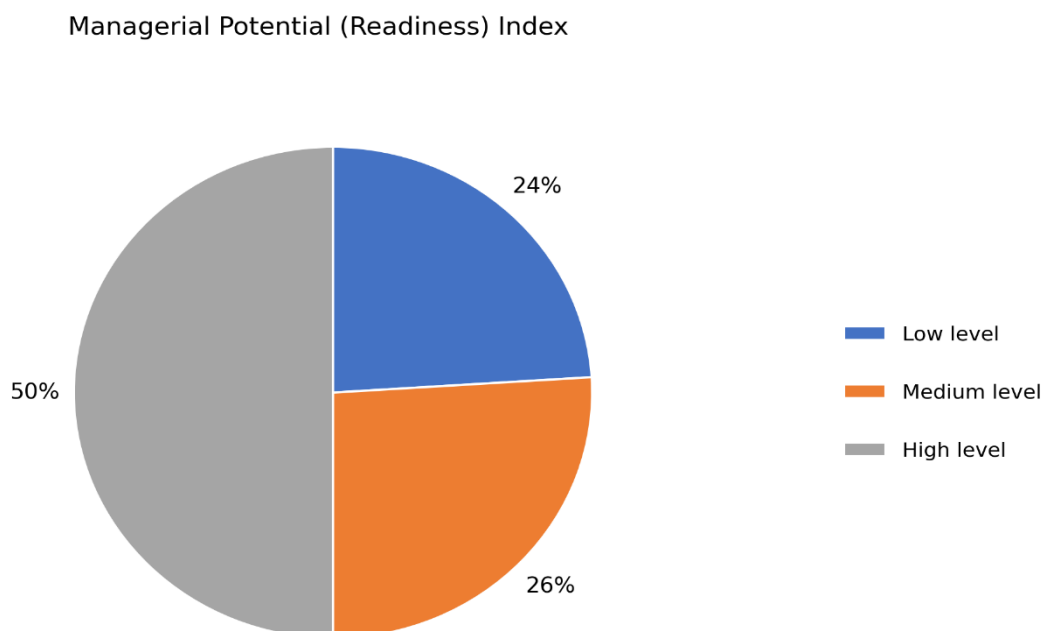


Figure 11. Distribution of research participants by level of managerial potential, in %

When analyzing the structural components of managerial potential (Figure 12), it was found that the most developed in women leaders is the expert component: 62% of participants demonstrate a high level on this indicator, 18% — average, and 20% — low. The mean values of the expert component were 76.46 points with a standard deviation of 15.98, a minimum value of 36, and a maximum of 101. The dominance of the expert component in the structure of managerial potential in women leaders indicates a pronounced ability for deep, comprehensive, and systemic analysis of professional and managerial problems based on existing experience and knowledge.

Women managers with a developed expert component tend to rely on substantive expertise when making decisions, form qualified expert groups, and create a culture in the organization that values professionalism and competence.

The managerial component, characterizing the ability to organize and coordinate processes, plan and control, is also quite well developed in the research participants: 42% demonstrate a high level, 30% — average, and 28% — low. The mean values of the managerial

component were 79.10 points with a standard deviation of 15.09, a minimum value of 38, and a maximum of 104.

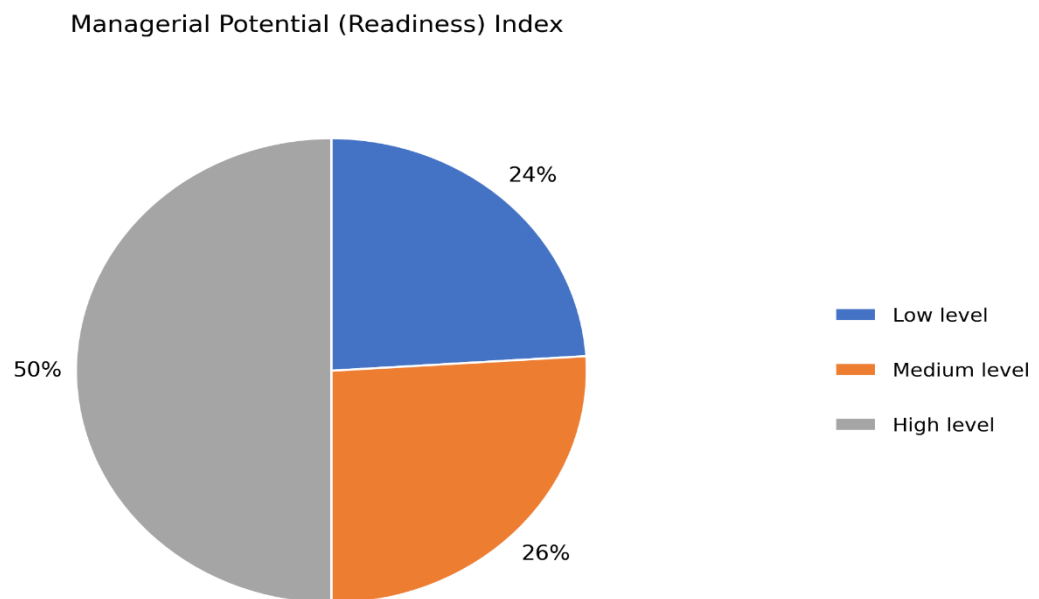


Figure 12. Distribution of the sample by levels of managerial potential components, in %

Good development of the managerial component in a significant part of women leaders reflects their ability to effectively organize work processes, plan activities, distribute resources, and exercise control over execution. These skills are an important basis for maintaining the stable functioning of the organization and achieving set goals with optimal use of available resources.

The leadership component, reflecting the ability to create and motivate a team, inspire others, and form a vision of the future, is developed at a high level in 38% of women, at an average level in 36%, and at a low level in 26%. The mean values of the leadership component were 73.26 points with a standard deviation of 15.83, a minimum value of 24, and a maximum of 98.

The somewhat lesser expression of the leadership component compared to the expert one may indicate that in the structure of managerial potential of women managers, orientation toward expertise and professionalism prevails over charismatic leadership. Nevertheless, more than a third of participants demonstrate a high level of the leadership component, indicating their ability to inspire and motivate followers, create and transmit strategic vision, develop and maintain the psychological potential of employees.

A more detailed analysis of the subcomponents of managerial potential (Figure 13)

allows identifying the most and least developed aspects of managerial competencies in women leaders.

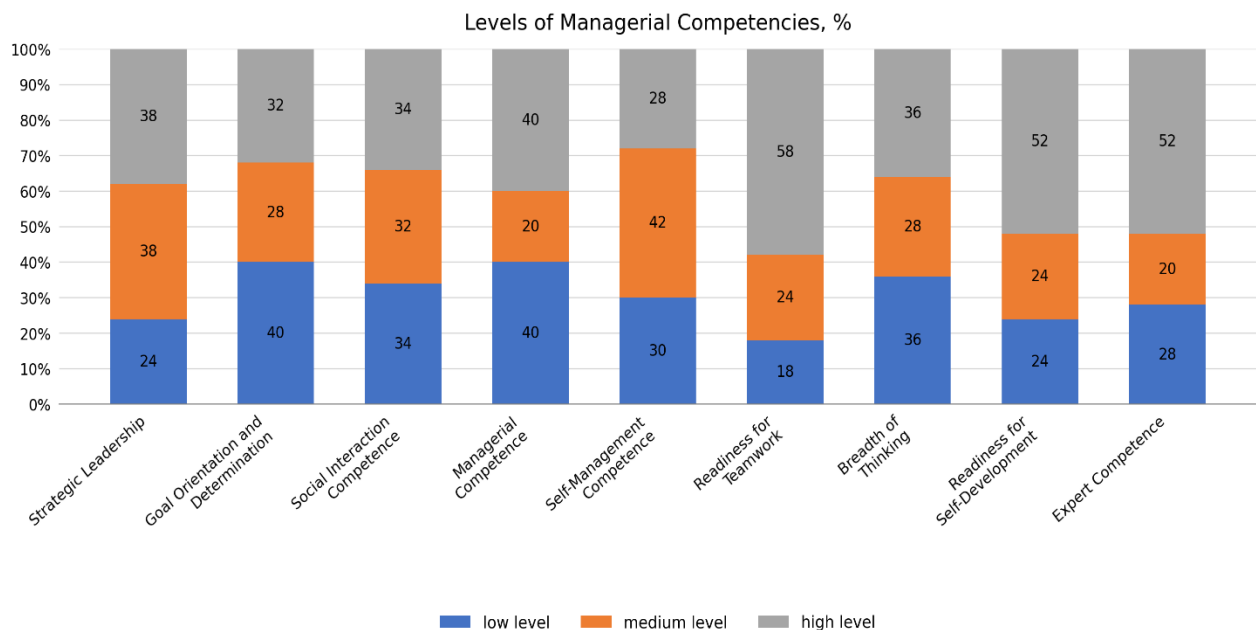


Figure 13. Distribution of the sample by levels of managerial competencies, in %

Relatively lower indicators of high level were found on the following subcomponents:

1) Self-management competence — 28% with a high level, which may indicate some limitations in the area of self-organization, self-regulation, and resilience to stress factors in some women leaders.

2) Focus and purposefulness — 32% with a high level, which may reflect certain difficulties with persistence in achieving goals, overcoming obstacles, and consistent implementation of planned plans.

3) Social interaction competence — 34% with a high level, indicating potential for developing communication skills and effectiveness of social contacts in some research participants.

It is also interesting to note that the components "Strategic Leadership" and "Breadth of Thinking" show the same distribution: 38% of participants with a high level, 38% with an average level, and 24% with a low level. This distribution indicates the heterogeneity of the sample regarding strategic thinking and the ability to formulate long-term goals. At the same time, a significant part of women leaders (more than a third) demonstrates a pronounced ability for strategic vision and large-scale analysis of problems, which is an important factor for

successful leadership at high organizational levels.

It is interesting to compare the LME method data with the survey results on self-identification of leadership position (Figure 14).

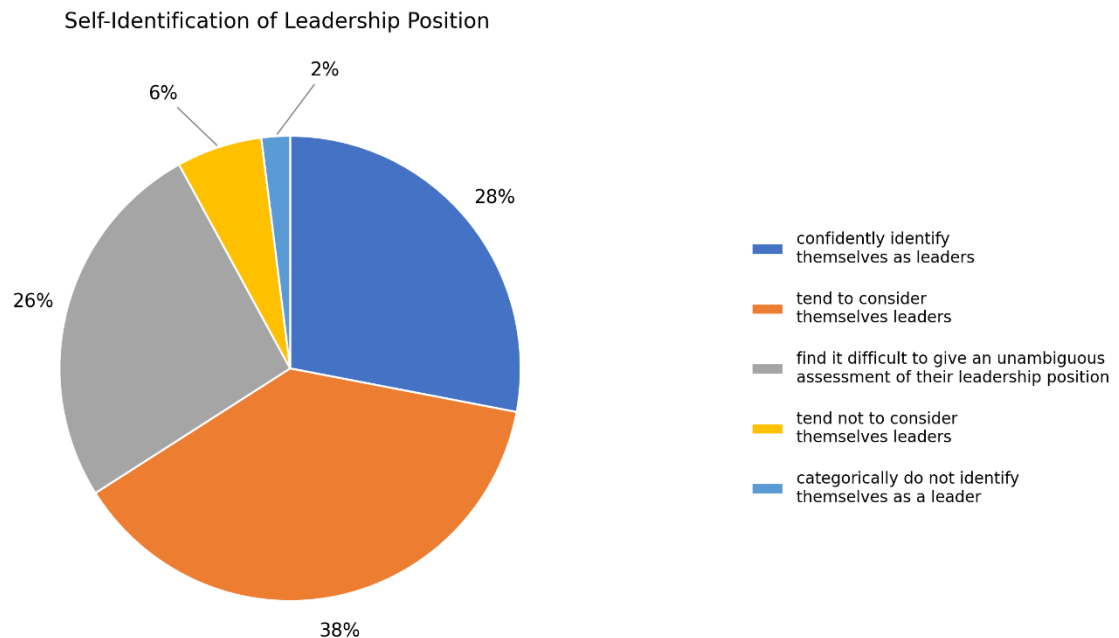


Figure 14. Self-identification of leadership position in research participants, in %

According to the survey, 66% of participants identify themselves as leaders at present (28% — "definitely yes," 38% — "rather yes"), which generally agrees with the distribution by levels of managerial potential, where 76% of women demonstrate an average or high level of this indicator.

It is interesting to note that 26% of participants find it difficult to give an unambiguous assessment of their leadership position, choosing the option "difficult to say, both yes and no," which may indicate the situational nature of leadership qualities or the difficulty of self-identification regarding leadership. Only 8% of women (total options "rather no" and "absolutely no") do not identify themselves as leaders, which agrees with the professional specificity of the sample.

When comparing with data on self-assessment of leadership during the period of study, an interesting trend is found: 68% of participants identified themselves as leaders during their studies (24% — "definitely yes," 44% — "rather yes"), which is very close to the current self-identification rate (66%). This stability may indicate that leadership qualities are formed quite early and maintain relative stability throughout life. For most research participants, leadership

position is not newly acquired but rather represents a stable personal characteristic that manifested itself even in the educational environment.

In general, the study of managerial potential in women with leadership orientation revealed the following key features:

- 1) Predominance of a high level of managerial potential, indicating pronounced readiness for effective performance of managerial functions in half of the participants.
- 2) Dominance of the expert component in the structure of managerial potential, reflecting the orientation of women leaders toward expertise and professionalism as the basis of their managerial activity.
- 3) The most developed subcomponents — readiness for teamwork, readiness for self-development, and expert competence, showing the strengths of women's leadership in the studied sample.
- 4) Relatively less developed subcomponents — self-management competence, focus and purposefulness, indicating potential areas for development in women leaders.
- 5) High level of coincidence between objective indicators of managerial potential and subjective self-identification of leadership position, indicating sufficient reflexivity and adequacy of self-assessment in the research participants.
- 6) Stability of leadership self-identification from the period of study to the present, which may indicate the stability of leadership qualities over a significant part of life.

The identified features of managerial potential in women leaders are of significant importance for understanding the specifics of women's leadership and developing targeted programs for its development. The research results indicate a pronounced expert-managerial orientation of women's leadership, with an emphasis on teamwork, self-development, and professional competence, which is consistent with data from modern research on the specifics of women's leadership style.

To assess the mental resilience of women leaders, the "Self-Assessment of Manager's Mental Resilience" (SPUR) method by M.F. Sekach, V.F. Perevalov, L.G. Laptev was used, allowing determination of the manager's ability to demonstrate mental resilience according to four psychological components: intellect, will, emotions, and personal-professional qualities.

According to the data presented in Appendix 11, the mean value of mental resilience in the sample is 38.00 points with a standard deviation of 7.55, corresponding to a stable level of this characteristic. The minimum value of mental resilience in the sample was 13 points, the

maximum — 51 points, indicating significant variability of this indicator in women leaders.

As shown in Figure 15, the distribution of participants by levels of mental resilience is characterized by a predominance of high indicators.

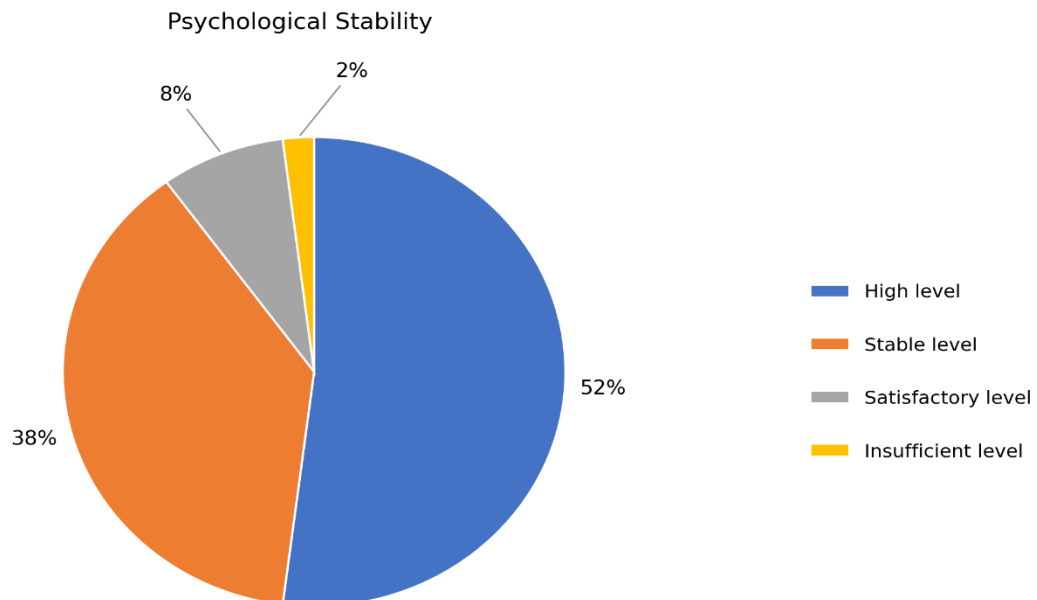


Figure 15. Distribution of research participants by level of mental resilience, in %

52% of women leaders demonstrate a high level of mental resilience, 38% — stable, 8% — satisfactory, and only 2% — insufficient.

This distribution indicates that the vast majority of women with leadership orientation (90% in total high and stable levels) possess significant psychological resources for effective performance of managerial functions in various, including stressful, situations.

A high level of mental resilience, characteristic of more than half of the research participants, indicates their ability to perform managerial functions in any real conditions without significant mental and physical strain.

Women leaders with this level of mental resilience are able to maintain emotional balance and cognitive effectiveness even in situations of increased stress, quickly recover from mental loads, and maintain high performance over a long period.

A stable level of mental resilience, identified in 38% of participants, allows the manager to successfully perform managerial functions without negative consequences for mental health. Women leaders with this level of mental resilience usually cope well with typical professional stressors, however, in particularly tense situations, they may experience more significant

psychological tension requiring additional restorative resources.

A satisfactory level of mental resilience, noted in 8% of women leaders, indicates that they are able to achieve positive results in managerial activity, but for this, they need to mobilize all their creative potential. Such managers in stressful situations may experience significant psychological tension and need special methods of psychological self-regulation to maintain effectiveness.

An insufficient level of mental resilience, identified in only 2% of participants (corresponding to one person in the sample), may indicate difficulties in successfully performing managerial functions due to insufficient compliance with one or more criteria of mental resilience. It is important to note that, as the authors of the method emphasize, an insufficient level of mental resilience is not identical to "unstable psyche," but only reflects the level of mental and professional competence of the manager in accordance with their age and length of service.

For a deeper understanding of the factors influencing the mental resilience of women leaders, the survey results concerning professional stress situations and ways of coping with them were also analyzed.

Analysis of the participants' responses to the open-ended question about situations causing the greatest stress at work allowed the identification of several key categories of professional stressors:

1) Time constraints and planning problems (mentioned in 24% of responses) — "deadlines," "tight deadlines," "contract deadlines failure," "changes in delivery dates," etc. This category of stressors turned out to be the most frequently mentioned, which may reflect the high significance of the time factor in the modern professional environment.

2) Interpersonal conflicts and complex communications (20% of responses) — "conflict situations," "communication with parents," "interaction with people requiring increased attention," "when a client with complaints doesn't know what they want." The frequency of mention of this category of stressors emphasizes the importance of communication skills and emotional intelligence for successful managerial activity.

3) Unpredictability and loss of control (18% of responses) — "uncertainty," "chaos," "situations that do not depend on me," "when plans collapse," "when the situation gets out of control." These stressors are associated with the high value of predictability and control for managers who bear responsibility for work results.

4) Multitasking and high workload (16% of responses) — "multitasking," "everything piles up," "large overwork," "incorrect workload distribution." This category of stressors reflects the intensive nature of modern managerial activity and the need for effective distribution of limited attention and energy resources.

5) Personnel problems and management (10% of responses) — "problem with qualified personnel," "staffing difficulties," "irresponsibility," "when people left." These stressors are associated with the key area of manager's responsibility — human resource management.

Also mentioned in the participants' responses were such stressors as unclear tasks and lack of clear instructions (8% of responses), personal experiences related to professional self-assessment (12% of responses), public speaking (6% of responses), injustice and organizational problems (10% of responses), lack of results and stagnation (8% of responses).

It is interesting to note that one of the responses indicates "positive stress," and another participant notes: "Now it's hard to provoke me," which indicates a developed skill of emotional self-regulation and confirms the high indicators of mental resilience identified by the SPUR method.

Analysis of preferred methods and resources for stress management in women with leadership orientation revealed the following most popular strategies:

- 1) Physical activity (sports, yoga, walks) — chosen by 66% of participants.
- 2) Travel, change of scenery — 64% of participants.
- 3) Communication with loved ones and their support — 58% of participants.
- 4) Rest and relaxation (sleep, spa, massage) — 56% of participants.
- 5) Self-education and development of new skills — 44% of participants.

Less popular but also significant resources were: professional support (psychologist, coach, therapist) — 42% of participants, planning and time management — 38%, hobbies and interests outside work — 36%, creative activity — 32%, meditation and breathing practices — 26%.

This distribution shows that women leaders prefer active stress coping strategies related to physical release, change of scenery, and social support. This is consistent with research showing the effectiveness of these strategies for maintaining psychological well-being under conditions of high professional load.

The significant proportion of participants (42%) using professional psychological

support indicates the readiness of this group to seek specialized help and awareness of the value of professional support, which can be considered as one of the factors contributing to maintaining a high level of mental resilience.

The relatively lower popularity of meditation and breathing practices (26%) may indicate a potential area for development in the field of mindfulness techniques and internal self-regulation, which, according to modern research, are effective tools for reducing stress and increasing emotional resilience.

In general, the study of mental resilience in women leaders revealed the following key features:

- 1) Predominance of high and stable levels of mental resilience (total 90% of the sample), indicating significant psychological resources for effective performance of managerial functions in various, including stressful, situations.

- 2) A wide range of professional stressors, among which time constraints, interpersonal conflicts, unpredictability, and multitasking dominate, reflecting the complex nature of managerial activity.

- 3) Preference for active stress coping strategies related to physical activity, change of scenery, and social support, which is consistent with the pronounced activity-based position of women leaders.

- 4) Readiness of a significant part of participants (42%) to seek professional psychological support, which can be considered as one of the factors maintaining a high level of mental resilience.

The high level of mental resilience identified in most women leaders can be considered an important factor in their professional effectiveness and psychological well-being. At the same time, the identified professional stressors indicate the need to develop specific skills for coping with time constraints, interpersonal conflicts, and situations of uncertainty, which can be taken into account when developing programs for psychological support of women with leadership orientation.

To assess the subjective perception of the relationship between professional and personal spheres of life in women with leadership orientation, J. Hyman's Work-Life Balance Scale adapted by A.N. Mospan et al. was used.

According to the data presented in Appendix 11 and Figure 16, the overall assessment of work-life balance in the sample is 78% of the maximum possible score (mean value 7.76

points with a possible maximum of 10 points), which is a fairly high indicator, indicating that most women leaders subjectively perceive the relationship between the professional and personal spheres of their life as quite harmonious.

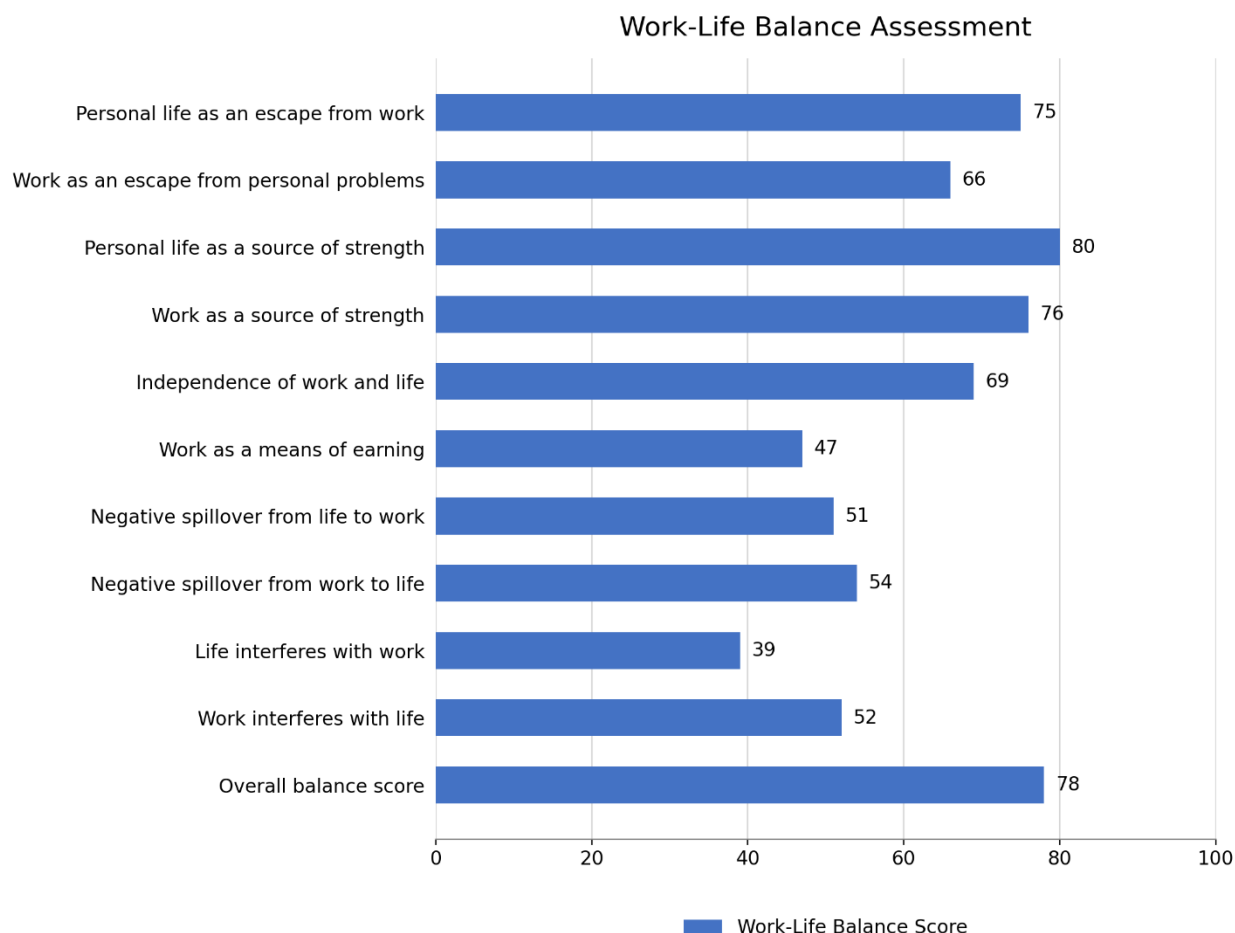


Figure 16. Expression of work-life balance indicators, in % of scale

Analysis of individual aspects of work-life balance allows identifying interesting features of the interaction of these spheres in women with leadership orientation.

The highest scores (in percentage of the maximum possible value) were obtained on the following indicators:

- 1) Personal life as a source of energy — 80% (mean value 12.04 with standard deviation 1.69).
- 2) Work as a source of energy — 76% (mean value 11.44 with standard deviation 2.12).
- 3) Personal life as an escape from work — 75% (mean value 11.32 with standard deviation 2.17).

These data indicate that women leaders perceive both personal life and work as mutually enriching sources of energy and resources. Particularly significant as a resource is personal life, which not only gives strength for professional activity but also allows temporarily distancing from work problems, providing necessary psychological rest. Such positive mutual influence of work and personal life can be considered an important factor in maintaining the high level of mental resilience noted in the previous section.

Also high scores were obtained on the indicator "Independence of work and life" — 69% (mean value 10.32 with standard deviation 2.57), indicating the desire of women leaders for a certain demarcation of professional and personal spheres. This strategy can be effective for reducing the risk of conflict between these spheres and maintaining clear boundaries, which is especially important under conditions of high professional load.

Average scores were obtained on the indicators "Work as an escape from personal problems" — 66% (mean value 9.90 with standard deviation 2.64) and "Negative spillover of work to life" — 54% (mean value 8.12 with standard deviation 2.36). These results indicate that work for many women leaders serves not only as a source of professional self-realization but also as a way to distract from personal problems. At the same time, there is a moderate level of negative influence of professional duties on personal life, which is a natural consequence of intensive managerial activity.

The lowest scores were obtained on the following indicators:

- 1) "Life interferes with work" — 39% (mean value 9.72 with standard deviation 3.48).
- 2) "Work as earning a living" — 47% (mean value 4.68 with standard deviation 2.15).
- 3) "Negative spillover of life to work" — 51% (mean value 7.72 with standard deviation 2.78).

The low score on the scale "Life interferes with work" may indicate that women leaders do not perceive personal life as a significant obstacle to professional activity, which may be related both to effective strategies for combining various life roles and to a certain prioritization of the professional sphere.

The relatively low score on the scale "Work as earning a living" indicates that for most women with leadership orientation, work represents something more than just a source of income. It is viewed as a sphere of self-realization, a source of significant social contacts, a

space for personal growth and professional development.

The moderate score on the scale "Negative spillover of life to work" indicates that personal problems, although having a certain impact on the professional activity of women leaders, this impact is not critical and, probably, is successfully regulated due to the high level of mental resilience and emotional self-regulation.

The obtained data are consistent with the results of the survey on satisfaction with the current place of work (Figure 17). According to the survey, the vast majority of participants (76%) are satisfied with their current place of work (46% — "definitely yes," 30% — "rather yes"). This high level of job satisfaction correlates with the perception of work as a source of energy (76%) and explains the relatively low score on the scale "Work as earning a living" (47%).

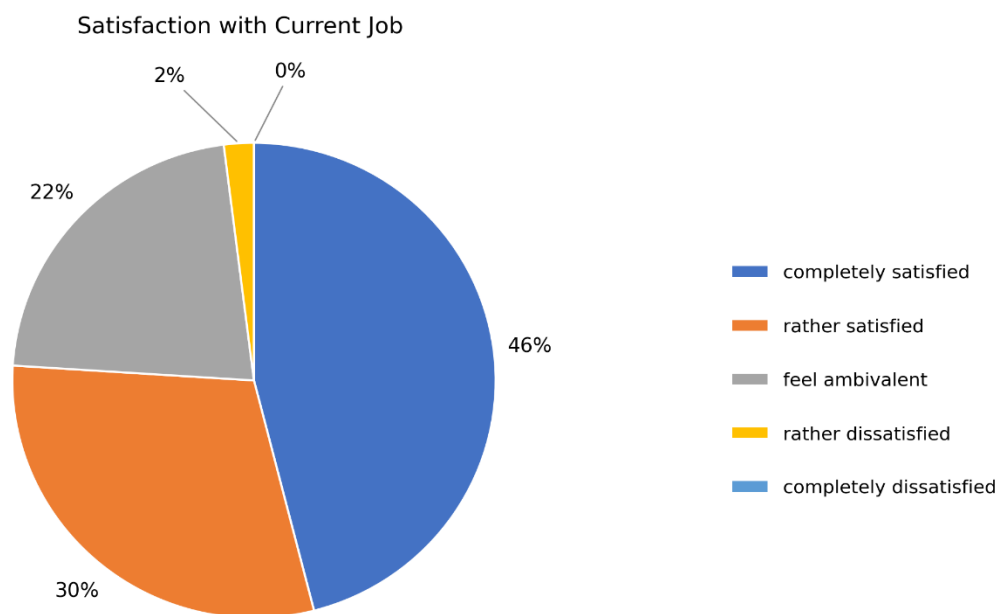


Figure 17. Satisfaction with current place of work in women leaders, in %

It is noteworthy that almost a quarter of participants (22%) experience ambivalent feelings toward their current place of work, choosing the option "difficult to say, both yes and no," which may be related to the presence of both positive and negative aspects in their professional situation, which is also reflected in moderate indicators of negative spillover of work to life (54%).

A very small proportion of participants (only 2%, corresponding to one person) express rather negative attitude toward their current place of work, and no one chose the option of

complete dissatisfaction. This may indicate that women with leadership orientation have sufficient resources and opportunities to choose a place of work that matches their expectations and values, or to transform the working environment in accordance with their needs.

In general, the study of work-life balance in women leaders revealed the following key features:

- 1) High subjective level of overall work-life balance (78% of the maximum possible score), indicating a fairly harmonious relationship between professional and personal spheres in most participants.
- 2) Perception of both personal life and work as mutually enriching sources of energy and resources, with some advantage of personal life as a source of energy (80% vs. 76%).
- 3) Desire for a certain demarcation of professional and personal spheres (69%), which can be considered an effective strategy for reducing the risk of conflict between these spheres.
- 4) Relatively low perception of personal life as an obstacle to work (39%), which may indicate effective strategies for combining various life roles.
- 5) Perception of work not just as a source of income (47%), but as a sphere of self-realization and personal growth, which is confirmed by the high level of satisfaction with the current place of work (76%).

Such a work-life balance profile can be considered as one of the factors contributing to maintaining a high level of mental resilience and preventing professional burnout in women with leadership orientation. The ability to perceive and use both professional and personal spheres as sources of energy and resources with a relatively low level of conflict between them indicates high psychological competence and emotional maturity of the research participants.

The final stage of diagnostics was the study of the level of professional burnout in women with leadership orientation using the Maslach Burnout Inventory (MBI) (K. Maslach and S. Jackson, adaptation by N.E. Vodopyanova).

According to the data presented in Appendix 11, the mean value of emotional exhaustion in the sample is 23.08 points with a standard deviation of 8.94, a minimum value of 3, and a maximum of 50. The mean value of depersonalization is 11.24 points with a standard deviation of 5.62, a minimum value of 2, and a maximum of 25. The mean value of reduction of personal achievement is 35.86 points with a standard deviation of 4.67, a minimum value of 27, and a

maximum of 45.

As shown in Figure 18, the distribution of participants by levels of professional burnout components is characterized by heterogeneity.

On the scale of emotional exhaustion, 40% of women leaders demonstrate a high level, 38% — average, and 22% — low. This distribution indicates that a significant part of participants (78% total average and high levels) experience to some extent a decrease in emotional tone, increased mental exhaustion, and affective lability, which is a natural consequence of intensive managerial activity associated with high psycho-emotional loads.

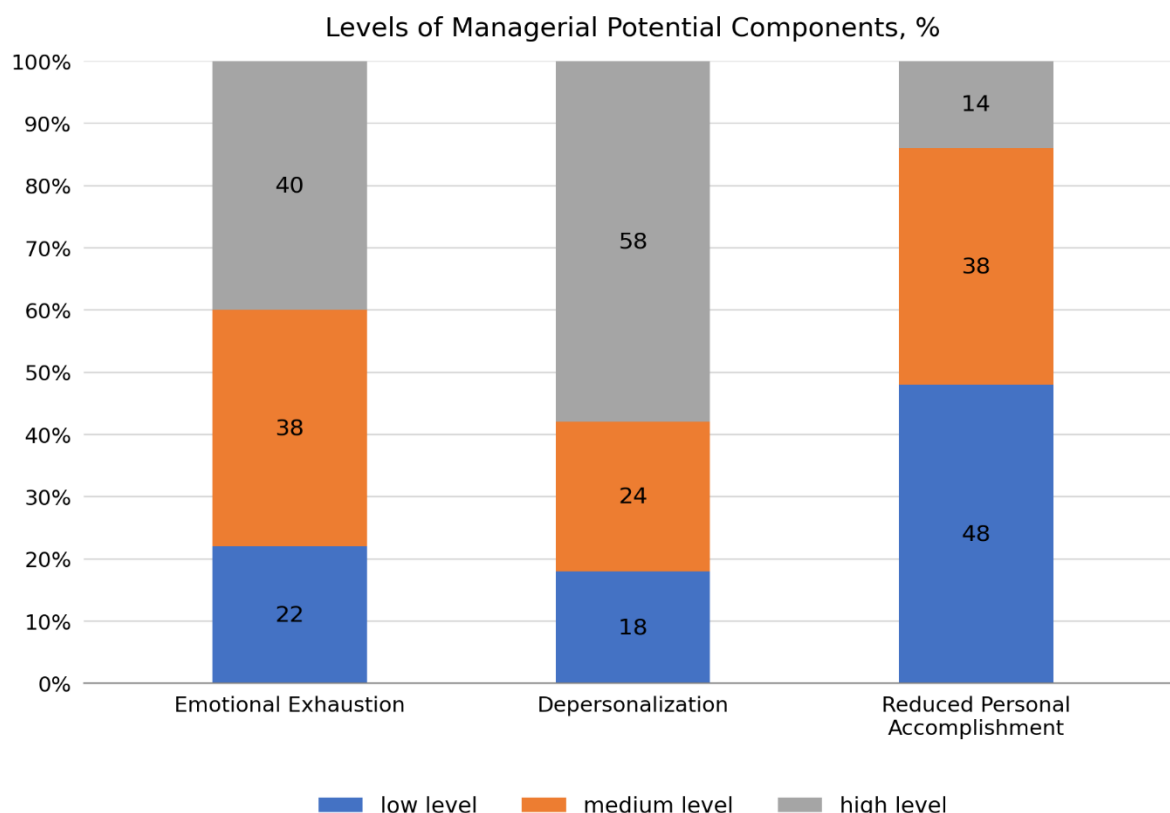


Figure 18. Distribution of the sample by level of burnout, in %

On the scale of depersonalization, an even more pronounced shift toward high indicators is observed: 58% of participants demonstrate a high level, 24% — average, and 18% — low. A high level of depersonalization, characteristic of most women leaders, manifests in emotional detachment and formal performance of professional duties without personal involvement and empathy. In the context of managerial activity, such detachment can act as a kind of protective mechanism aimed at preserving psychological resources in a situation of high professional stress.

On the scale of reduction of personal achievement, on the contrary, low indicators predominate (which corresponds to a high assessment of one's own professional achievements): 48% of participants demonstrate a low level of reduction, 38% — average, and only 14% — high. This distribution indicates that most women leaders maintain a positive assessment of the results of their work and their professional capabilities, despite certain signs of emotional exhaustion and depersonalization.

It is interesting to compare the data on professional burnout with the results of diagnostics of mental resilience and work-life balance. Despite the high level of mental resilience (52% of participants) and fairly harmonious work-life balance (78% of the maximum possible score), a significant part of women leaders show signs of professional burnout. This may indicate that even with significant psychological resources, intensive managerial activity is associated with the risk of emotional exhaustion and depersonalization.

At the same time, it is important to note that most participants maintain a positive assessment of their professional achievements (48% with a low level of reduction of personal achievement), which can act as an important protective factor preventing the development of the most severe forms of professional burnout. Positive professional self-assessment and satisfaction with the results of their work contribute to maintaining motivation and professional effectiveness even with certain signs of emotional exhaustion and depersonalization.

It should also be taken into account that the identified signs of professional burnout may be related to the current phase of the professional cycle, individual characteristics of stress response, and the specific organizational situation. As the survey results on satisfaction with the current place of work show, 76% of participants are generally satisfied with their professional situation, which can contribute to constructive overcoming of signs of burnout.

Comparison of data on professional burnout with self-assessment of current emotional state shows certain discrepancies: despite the fact that most participants demonstrate an average or high level of burnout, 58% characterize their emotional state as calm and balanced.

This discrepancy can be explained by several factors: first, the MBI method measures longer-term trends, while self-assessment of emotional state reflects the current moment; second, women leaders may possess effective strategies of psychological self-regulation that allow them to maintain a subjective sense of emotional well-being even with objective signs of burnout; third, the influence of the social desirability factor in self-assessment of emotional state is possible.

In general, the study of professional burnout in women with leadership orientation revealed the following key features:

- 1) Predominance of average and high levels of integral professional burnout, reflecting the objective tension and stressfulness of managerial activity.
- 2) The most pronounced component of burnout is depersonalization (58% with a high level), which can be considered as a specific protective mechanism aimed at preserving psychological resources in a situation of high professional stress.
- 3) Relatively lower expression of reduction of personal achievement (only 14% with a high level), indicating the preservation of positive professional self-assessment in most women leaders, despite signs of emotional exhaustion and depersonalization.
- 4) A certain discrepancy between objective indicators of professional burnout and subjective self-assessment of emotional state, which may indicate the presence of effective strategies of psychological self-regulation in women with leadership orientation.

The identified features of professional burnout in women leaders are of significant importance for the development of psychological support programs and prevention of emotional exhaustion in this professional group. The research results indicate the need for special attention to the problem of depersonalization, which acts as the most pronounced component of burnout in women with leadership orientation. The development of skills of emotional involvement and empathic presence while maintaining psychological boundaries can be considered as one of the important directions for preventing professional burnout in this category of specialists.

Based on a comprehensive analysis of the obtained data, it seems possible to identify several typical profiles of emotional intelligence characteristic of women with leadership orientation. This typology allows a deeper understanding of the mechanisms of emotional intelligence functioning in managerial activity and the identification of differentiated approaches to its development.

It is important to note that the identified profiles reflect relative differences within the sample, where the average level of emotional intelligence development predominates (80-94% on various components). The profiles differ mainly in patterns of relationships between EI components, expression of individual aspects of emotional competence, and association with other professional-personal characteristics, rather than in absolute indicator values.

Profile 1: "Balanced Functional" — the most common profile, reflecting the typical picture of emotional intelligence in women leaders. Representatives of this profile demonstrate a functionally sufficient level of emotional competence, allowing them to effectively cope with

typical managerial tasks. They are able to recognize basic emotional states (their own and others'), take into account the emotional context when making decisions, and maintain a working emotional mood.

- Characteristics: average indicators on all components of EI (75-85 points), balanced ratio of IEI and I EI.

- Features of managerial potential: the expert component dominates (62% with a high level), the managerial component is well developed (42% with a high level).

- Mental resilience: predominantly high and stable (total 90%).

- Work-life balance: satisfactory (7-8 points).

- Professional burnout: moderate indicators on all scales.

- Managerial style: expert-managerial with elements of emotional awareness.

Characteristic reliance on professional expertise and methodicalness in process management. Emotional intelligence is used as an auxiliary rather than a primary management tool. In standard situations, they demonstrate adequate emotional regulation; however, under conditions of high stress load or non-standard circumstances, self-regulation capabilities may be limited.

Areas for development include a qualitative transition from functional to optimal level of EI; development of the ability for deep emotional reflection; increasing the resilience of emotional regulation skills in complex situations; development of the leadership component of managerial potential to strengthen inspiring influence on the team.

Profile 2: "Socially Sensitive Leader with Self-Regulation Deficit" (12% of the sample). Representatives of this profile have a developed ability to understand the emotional states of others and show high empathy in professional relationships. They read emotional signals of others well, are sensitive to group dynamics, and are able to build trusting relationships with employees. However, this social sensitivity is combined with insufficient ability to recognize and regulate one's own emotional states.

- Characteristics: average level of understanding others' emotions (70-75 percentile), but low indicators of understanding and managing one's own emotions (below 30 percentile).

- Features of managerial potential: pronounced leadership component, high social interaction competence, but low self-management competence (only 28% with a high level).

- Mental resilience: satisfactory or insufficient (below 35 points).

- Work-life balance: disturbed (5-6 points), high negative spillover of work to life.

- Professional burnout: high indicators of emotional exhaustion (above 30 points)

with average or low reduction of achievement.

- Managerial style: empathic leadership with blurred emotional boundaries.

Characteristic high personal involvement in work processes, tendency to "take on" the problems of employees and the organization, difficulties in establishing psychological boundaries. Others' emotions easily "infect" and destabilize one's own emotional state. Difficulties with distancing from work problems outside working hours, tendency to emotional "fusion" with the team.

Critically important: development of emotional self-regulation and self-awareness skills; establishing healthy psychological boundaries between oneself and others; mastering emotional stabilization techniques; development of self-management competence; learning strategies for preventing emotional burnout; working on the balance between empathy and professional distance.

Profile 3: "Rational Manager with Communication Limitations." Representatives of this profile demonstrate a pronounced orientation toward substantive, rational aspects of management with relatively low sensitivity to the emotional signals of others. They cope well with planning, organizing processes, and expert assessment of situations, but experience difficulties in recognizing the emotional states of employees, especially hidden or implicitly expressed ones.

- Characteristics: low level of understanding others' emotions (below 20 points) with an average level of managing one's own emotions; overall EI at the lower boundary of the average range (65-75 points).

- Features of managerial potential: the expert component dominates, the managerial component is developed, the leadership component is weakly expressed (only 38% with a high level); low social interaction competence.

- Mental resilience: stable or high (above 38 points).
- Work-life balance: satisfactory (6-7 points), high independence of work and life.
- Professional burnout: high depersonalization (above 15 points) with low emotional exhaustion.

- Managerial style: administrative-rational with reliance on formal procedures and expertise.

Characteristic tendency toward emotional distancing, formalized communication style, reliance on regulations and procedures. Emotional detachment acts as a protective mechanism preventing emotional exhaustion. Well-developed skills of self-control and maintaining emotional stability, ensuring high mental resilience.

Areas for development: development of social-perceptual abilities and empathy; learning to recognize non-verbal emotional signals; increasing sensitivity to the emotional atmosphere in the team; development of skills of emotional influence and inspiring employees; working on the balance between professional distance and human warmth in management; reducing depersonalization through developing genuine interest in people.

Profile 4: "Emerging Leader with Systemic EI Deficit." Representatives of this profile are at the initial stage of development of both emotional competence and managerial potential in general. They experience systemic difficulties in recognizing, understanding, and regulating emotions (both their own and others'), which complicates building effective professional relationships and managing a team.

- Characteristics: low indicators on most components of EI (overall EI below 70 points); unbalanced development with a predominance of deficits.

- Features of managerial potential: low overall level of managerial potential (below 200 points); weak development of all components, especially leadership; low indicators of self-management competence, focus, and social interaction.

- Mental resilience: satisfactory (27-34 points).

- Work-life balance: disturbed (4-6 points), work perceived primarily as earning a living.

- Professional burnout: initial or moderate signs on all scales.

- Managerial style: emerging, with reliance on administrative resources and external control.

Characterized by uncertainty in one's leadership abilities, low reflection of emotional processes, insufficient development of emotional influence skills. Management is built primarily on formal authority, procedures, and control, rather than on personal authority and emotional leadership. It is important that low indicators reflect rather the potential for development than final inability.

For these representatives, relevant areas include comprehensive and sequential development of all components of emotional intelligence; formation of basic skills of emotional awareness and self-regulation; development of empathy and social-perceptual abilities; strengthening mental resilience; learning stress management strategies; development of managerial competencies and leadership potential; work on professional identity and motivation; possibly involving coaching or mentoring for systematic support of professional

development.

The identified profiles demonstrate significant heterogeneity of the studied sample, despite the general predominance of the average level of emotional intelligence.

It is important to note that the profiles differ not so much in absolute levels of EI development (which in most cases are in the average range) as in specific patterns of relationships between components of emotional competence and their association with other personal-professional characteristics.

The "Balanced Functional" profile, characteristic of the vast majority of participants, reflects the typical picture of emotional intelligence in women leaders revealed in the main analysis: balanced development of all components at a functionally sufficient but not optimal level. This profile confirms the main conclusion of the research about the existence of a "plateau effect" — a persistent predominance of the average level of EI with an almost complete absence of high indicators. Representatives of this profile demonstrate basic emotional competence necessary for solving standard managerial tasks; however, their capabilities are limited in situations of increased complexity or emotional tension.

The "Socially Sensitive Leader with Self-Regulation Deficit" profile demonstrates a critical mismatch between the development of externally and internally oriented components of emotional intelligence. This profile requires special attention and targeted psychological work, since the combination of high empathy with insufficient emotional self-regulation skills creates maximum risks of professional burnout. It is precisely the representatives of this profile who demonstrate the highest indicators of emotional exhaustion and disturbance of work-life balance. Paradoxically, their strong point — the ability for empathy and understanding of others — in the absence of protective self-regulation mechanisms becomes a factor of professional vulnerability.

The "Rational Manager with Communication Limitations" profile represents the opposite pattern: emotional distancing and depersonalization act as protective mechanisms that ensure mental resilience but limit the possibilities of emotional leadership. Representatives of this profile are effective in managing processes and solving expert tasks; however, they experience difficulties in creating a motivating emotional environment and inspiring the team. Their managerial style can be characterized as "management without leadership" — technically competent but emotionally distant.

The "Emerging Leader with Systemic EI Deficit" profile reflects the initial stage of

development of emotional competence and managerial potential. It is important to emphasize that this profile does not mean fatal inability to lead, but rather indicates the need for comprehensive development and possibly a later stage of professional development. Low indicators in representatives of this profile may be related to less managerial experience, insufficient reflection of emotional aspects of activity, or a deficit of targeted training in emotional competencies.

A critically important conclusion is that the profile of emotional intelligence determines not only leadership effectiveness but also the risks of professional deformation. Different profiles demonstrate different trajectories of professional development and different vulnerability to the negative consequences of managerial activity.

Representatives of Profile 1 are in a relatively stable but stagnating state — they are functionally competent but do not develop toward emotional mastery. Profile 2 is characterized by a high risk of burnout due to imbalance between empathy and self-regulation, when high sensitivity to others' emotions is not compensated by adequate protective mechanisms. Profile 3 demonstrates protection from emotional exhaustion at the cost of limiting leadership potential, creating a paradoxical situation of psychological stability with reduced managerial effectiveness. Profile 4 requires systemic development to prevent professional stagnation at early career stages, since without targeted work on emotional competencies, ineffective patterns of managerial behavior may become entrenched.

It is also important to note that the identified profiles are not rigid and unchangeable categories. They reflect the current state of emotional competence of participants and can transform in the process of targeted development or under the influence of professional experience. The conducted profile analysis complements and specifies the results of descriptive statistics, revealing not only general trends but also individual trajectories of emotional intelligence development in women with leadership orientation. Understanding the profile structure of the sample allows moving from stating average indicators to analyzing specific patterns of emotional competence functioning in various contexts of managerial activity.

The logic of further research requires a transition from descriptive statistics to the analysis of relationships between the studied variables. Correlation analysis will allow establishing the presence and strength of statistical relationships between components of emotional intelligence, managerial potential, mental resilience, indicators of work-life balance, and the level of professional burnout.

Identification of significant correlation patterns will create the necessary basis for subsequent in-depth study of the mechanisms of influence of emotional intelligence on the professional well-being of women leaders and will provide an opportunity to determine which components of emotional competence are most closely associated with leadership effectiveness.

Moreover, understanding the structure of correlation relationships will open prospects for studying more complex, mediated relationships between variables, which will allow moving to the study of mediation effects and identifying intermediate mechanisms through which emotional intelligence can influence various aspects of professional functioning of women with leadership orientation.

2.3. Correlation Analysis of Research Data

To test the hypotheses put forward and solve the research objectives, a correlation analysis was conducted using Spearman's rank correlation coefficient. The correlation analysis revealed significant relationships between the emotional intelligence of women leaders and other measured characteristics. Table 1 presents the results of correlations with the overall indicator of emotional intelligence.

Table 1.

Correlations of the overall level of emotional intelligence with studied parameters

Indicator	Overall EI Level
Age	0.205
Length of service in a managerial position	0.111
Children	0.267
Strategic Leadership	0.194
Goal Orientation and Determination	0.131
Social Interaction Competence	0.306*
Managerial Competence	0.159
Self-Management Competence	0.242
Readiness for Teamwork	0.153
Breadth of Thinking	0.188
Readiness for Self-Development	0.195
Expert Competence	0.182
Leadership component of managerial potential	0.205

Indicator	Overall EI Level
Managerial component of managerial potential	0.2
Expert component of managerial potential	0.207
Managerial Potential (Readiness) Index	0.2
Psychological Stability	0.268
Overall balance score	0.174
Work interferes with life	-0.092
Life interferes with work	-0.168
Negative spillover from work to life	-0.118
Negative spillover from life to work	-0.289*
Work as a means of earning	0.01
Independence of work and life	-0.03
Work as a source of strength	0.107
Personal life as a source of strength	-0.056
Work as an escape from personal problems	-0.298*
Personal life as an escape from work	-0.042
Emotional Exhaustion	-0.098
Depersonalization	-0.027
Reduced Personal Accomplishment	0.263

*** Correlation is significant at the 0.01 level (two-tailed). * Correlation is significant at the 0.05 level (two-tailed).*

The full correlation matrix with its components is presented in Appendix 13.

Analysis of the obtained data revealed three statistically significant relationships of the overall level of emotional intelligence with the studied parameters. A positive correlation was found between the overall level of emotional intelligence and social interaction competence ($r=0.306$, $p<0.05$). This means that women leaders with higher emotional intelligence demonstrate greater readiness for constructive interpersonal and social interaction, and have better skills of effective communication. This relationship is logical and confirms theoretical ideas about the role of emotional intelligence in ensuring effective communication and social interaction, which is especially important in the context of leadership activity.

It is noteworthy that other components of managerial potential, although they show positive correlations with emotional intelligence (for example, self-management competence $r=0.242$; mental resilience $r=0.268$), do not reach the level of statistical significance, which may indicate a special role of emotional intelligence precisely in the socio-communicative aspect of

leadership, while its relationship with other components of leadership potential is less pronounced or more mediated.

In accordance with the second partial hypothesis about the relationship between emotional intelligence and effective combination of professional and family roles, two significant correlations were identified:

1) Negative correlation of the overall EI level with the indicator "Negative spillover of life to work" ($r=-0.289$, $p<0.05$). This means that women leaders with higher emotional intelligence are less likely to encounter situations where personal problems negatively affect their professional activity. This result confirms the hypothesis that emotional intelligence contributes to more effective combination of various life roles and helps maintain professional effectiveness regardless of personal circumstances.

2) Negative correlation of the overall EI level with the indicator "Work as an escape from personal problems" ($r=-0.298$, $p<0.05$). This indicates a healthier attitude toward work in women with high EI, who do not use professional activity as a way to avoid personal difficulties. Such a strategy indicates a more harmonious relationship between professional and personal spheres and indirectly confirms the second partial hypothesis of the research about a positive relationship between the level of emotional intelligence and the ability of women leaders to effectively combine professional and family roles.

It is interesting to note that although the direct correlation of EI with the overall assessment of work-life balance is positive ($r=0.174$), it does not reach the level of statistical significance, which may indicate that emotional intelligence is related not so much to the subjective feeling of balance as to specific aspects of interaction between professional and personal spheres, in particular, to preventing their negative mutual influence.

Although the correlations of the overall EI level with indicators of emotional exhaustion ($r=-0.098$) and depersonalization ($r=-0.027$) are negative, as assumed in the first partial hypothesis, they do not reach the level of statistical significance.

Regarding reduction of personal achievement, a positive relationship is observed with the overall level of emotional intelligence ($r=0.263$), which approaches the level of statistical significance but does not reach it. Taking into account the features of the reduction of personal achievement scale in the Maslach method, where higher scores indicate more positive professional self-assessment (i.e., less reduction), this trend corresponds to the assumption that women leaders with higher emotional intelligence maintain a more positive attitude toward

their professional achievements.

Analysis of correlation relationships of emotional intelligence components with the studied parameters revealed a number of significant relationships that allow a deeper understanding of the role of emotional intelligence in the leadership activity of women.

A significant negative correlation was found between interpersonal emotional intelligence and the indicator "Work as an escape from personal problems" ($r=-0.290$, $p<0.05$). This indicates that women leaders with more developed ability to understand others' emotions and manage them demonstrate a healthier attitude toward work, not using professional activity as a way to avoid personal difficulties. Such a pattern may indicate that developed interpersonal emotional intelligence contributes to a more conscious and harmonious building of boundaries between professional and personal spheres of life.

Intrapersonal emotional intelligence demonstrates the most branched network of correlations with various parameters of managerial potential. Positive relationships were found with social interaction competence ($r=0.346$, $p<0.05$), self-management competence ($r=0.331$, $p<0.05$), readiness for teamwork ($r=0.282$, $p<0.05$), and breadth of thinking ($r=0.302$, $p<0.05$). Correlations were also found with the managerial component of managerial potential ($r=0.310$, $p<0.05$) and the overall managerial potential index ($r=0.298$, $p<0.05$). A particularly strong positive relationship was found with mental resilience ($r=0.462$, $p<0.01$), emphasizing the importance of intrapersonal emotional intelligence as a resource for stress resistance and psychological well-being. A significant negative correlation with negative spillover of life to work ($r=-0.369$, $p<0.01$) indicates that understanding and managing one's own emotions helps effectively separate professional and personal spheres, preventing their destructive mutual influence. The obtained results indicate the key role of intrapersonal emotional intelligence in ensuring managerial effectiveness and psychological resilience of women leaders.

The ability to understand emotions shows an interesting relationship with the presence of children ($r=0.360$, $p<0.05$), which may indicate a mutually enriching influence of motherhood and emotional intelligence — the experience of motherhood develops skills of understanding emotional states, and deeper understanding of emotions can contribute to realization in the parental role. A strong correlation with social interaction competence ($r=0.394$, $p<0.01$) confirms the fundamental role of emotion understanding in effective communication. A negative relationship with the indicator "Work as an escape from personal problems" ($r=-0.323$, $p<0.05$) again indicates that the development of emotional intelligence

contributes to more mature and healthy relationships with work, where professional activity does not act as a mechanism of psychological defense.

A positive correlation was found between the ability to manage emotions and mental resilience ($r=0.311$, $p<0.05$), confirming the importance of emotional regulation skills for maintaining psychological balance in conditions of leadership activity. A strong negative relationship with negative spillover of life to work ($r=-0.367$, $p<0.01$) demonstrates that developed emotion management skills allow women leaders to more effectively isolate professional activity from the influence of personal problems, maintaining productivity and professionalism regardless of personal circumstances.

Analysis of individual subscales of emotional intelligence revealed that understanding others' emotions positively correlates with social interaction competence ($r=0.297$, $p<0.05$), which logically reflects the importance of recognizing others' emotions for effective communication. Managing others' emotions demonstrates a strong positive relationship with the presence of children ($r=0.365$, $p<0.01$), which may indicate the development of this ability in the process of parenting. Managing one's own emotions also positively correlates with the presence of children ($r=0.321$, $p<0.05$), emphasizing the significance of emotional self-regulation skills in the parental role.

An interesting relationship was found between managing one's own emotions and reduction of personal achievement ($r=0.300$, $p<0.05$). This positive correlation may seem paradoxical; however, it may reflect the fact that women leaders who more successfully manage their emotions tend to have a more critical self-assessment of their professional achievements or perhaps use emotional control as a protective mechanism when experiencing professional dissatisfaction. Such a relationship requires further in-depth study for more precise interpretation.

The subscale of understanding one's own emotions demonstrates the most extensive network of correlation relationships among all components of emotional intelligence, emphasizing the fundamental role of emotional self-awareness in the leadership activity of women.

Significant positive correlations were found with demographic characteristics: age ($r=0.321$, $p<0.05$), length of managerial experience ($r=0.460$, $p<0.01$), and number of children ($r=0.481$, $p<0.01$). These relationships indicate that the ability to understand one's own emotions develops with life and professional experience, as well as in the context of family

roles, especially parenting. The pronounced relationship with parental experience may indicate that raising children requires and at the same time contributes to the development of deep understanding of one's own emotional reactions.

Understanding one's own emotions also positively correlates with numerous components of managerial potential: strategic leadership ($r=0.296$, $p<0.05$), social interaction competence ($r=0.430$, $p<0.01$), self-management competence ($r=0.383$, $p<0.01$), and readiness for teamwork ($r=0.325$, $p<0.05$). These relationships demonstrate that emotional self-awareness acts as an important factor for various aspects of leadership activity, from strategic vision to effective teamwork.

Strong positive correlations were also found with integral indicators of managerial potential: leadership ($r=0.326$, $p<0.05$) and managerial ($r=0.359$, $p<0.05$) components, as well as with the overall managerial potential index ($r=0.309$, $p<0.05$). Particularly significant is the relationship with mental resilience ($r=0.414$, $p<0.01$), confirming the key role of understanding one's own emotions in maintaining psychological well-being and resilience to stress.

An important block of relationships is represented by negative correlations with negative spillover of life to work ($r=-0.320$, $p<0.05$) and using work as an escape from personal problems ($r=-0.299$, $p<0.05$). These data indicate that developed understanding of one's own emotional states contributes to healthier boundaries between professional and personal spheres, allowing women leaders to effectively regulate the mutual influence of these areas of life.

In general, such a branched network of correlations emphasizes the central importance of understanding one's own emotions as a fundamental component of emotional intelligence for professional effectiveness, psychological resilience, and healthy work-life balance in women with leadership orientation.

Notably, the subscale of expression control showed no significant correlations, which also represents an interesting direction for further research.

The conducted correlation analysis using Spearman's rank correlation coefficient allowed identifying significant relationships between the emotional intelligence of women leaders and other studied indicators, which provides an opportunity to test the put forward partial hypotheses of the research.

The first partial hypothesis about the relationship between emotional intelligence and mental resilience and professional burnout is partially confirmed: there is a significant relationship between intrapersonal emotional intelligence and mental resilience of women

leaders, as well as between the ability to manage one's own emotions and preservation of positive professional self-assessment (reduction scale). The identified positive correlation between emotional intelligence and mental resilience is consistent with stress buffering theory, according to which emotional intelligence acts as an internal resource mitigating the negative impact of stressors [90, 127]. The obtained data confirm that women leaders with high emotional intelligence cope more effectively with stressful situations due to developed emotion regulation abilities.

The second partial hypothesis about a positive relationship between the level of emotional intelligence and the ability of women leaders to effectively combine professional and family roles is fully confirmed. Significant negative correlations of the overall level of emotional intelligence with work-life balance indicators were identified.

Additionally, significant relationships of emotional intelligence with components of managerial potential were identified. In particular, a positive correlation was found between the overall level of emotional intelligence and social interaction competence ($r=0.306$, $p<0.05$), confirming the role of emotional intelligence in ensuring effective communication and social interaction. Intrapersonal emotional intelligence shows the most branched network of correlations with various parameters of managerial potential, emphasizing its special role in ensuring leadership effectiveness in women.

2.4. Mediation Analysis of Mechanisms of Influence of Intrapersonal Emotional Intelligence on Managerial Potential of Women Leaders

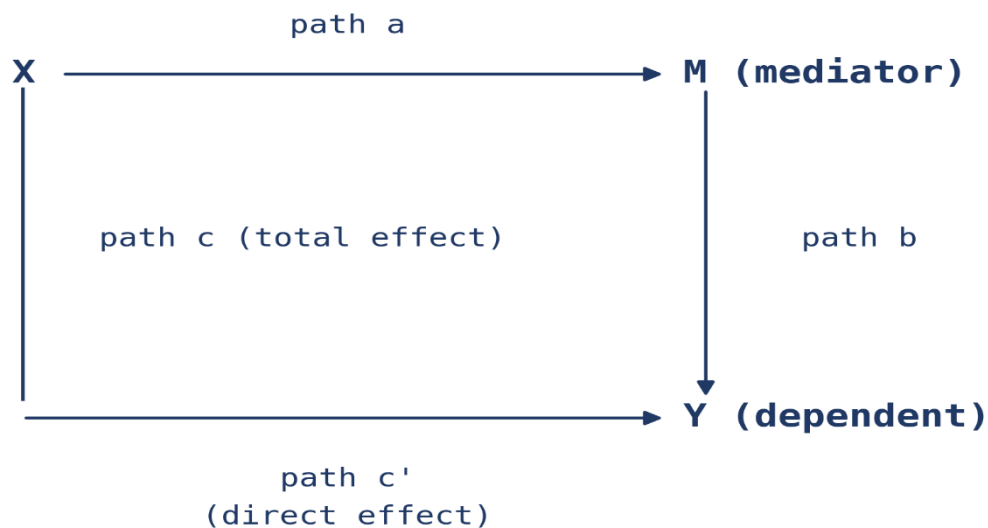
The correlation analysis revealed significant relationships between intrapersonal emotional intelligence (IEI), managerial potential, social interaction competence, and mental resilience. However, correlation analysis does not allow establishing the mechanisms of these relationships and answering the question: how does intrapersonal emotional intelligence influence the managerial potential of women leaders? To identify these mechanisms, a mediation analysis was conducted aimed at testing the hypothesis that the influence of intrapersonal emotional intelligence on managerial potential is mediated by other psychological characteristics.

Based on theoretical analysis and the results of the correlation study, two competing hypotheses about possible mediators were additionally put forward:

Hypothesis 1 (socio-communicative mechanism): Intrapersonal emotional intelligence influences managerial potential through the development of social interaction competence. Women leaders with high levels of understanding and managing their own emotions are more effective in interpersonal interaction, which, in turn, increases their overall leadership potential.

Hypothesis 2 (resource-protective mechanism): Intrapersonal emotional intelligence influences managerial potential through increasing mental resilience. The ability to understand and regulate one's own emotions serves as a psychological resource that increases stress resistance, which contributes to the realization of leadership potential.

The mediation model presupposes the presence of four key effects [55, 100], presented in Figure 19.



X — predictor (intrapersonal emotional intelligence); M — mediator (social interaction competence / mental resilience); Y — dependent variable (managerial potential index); Path c — total effect of X on Y (without mediator); Path a — effect of X on M; Path b — effect of M on Y (controlling for X); Path c' — direct effect of X on Y (controlling for M)

Figure 19. Mediation model

To establish a mediation effect, the following conditions must be met (Baron & Kenny, 1986):

- 1) X significantly predicts Y (path c must be significant).
- 2) X significantly predicts M (path a must be significant).
- 3) M significantly predicts Y when controlling for X (path b must be significant).
- 4) The effect of X on Y weakens when M is included in the model (path c' < path c).

Complete mediation is established if path c' becomes non-significant. Partial mediation if path c' remains significant but decreases compared to c.

The mediation analysis was conducted using the sequential regression method (Baron & Kenny, 1986) using IBM SPSS Statistics 27. For each of the two mediation models, four sequential regression analyses were performed:

- 1) Regression 1: Estimation of total effect (path c): IEI → Managerial Potential Index.
- 2) Regression 2: Estimation of path a: IEI → Mediator.
- 3) Regression 3: Estimation of path b: Mediator → Managerial Potential Index.
- 4) Regression 4: Estimation of direct effect (path c') and path b: IEI + Mediator → Managerial Potential Index (multiple regression).

For each regression model, the following were evaluated: standardized regression coefficients (β), significance levels (p), coefficients of determination (R^2), collinearity indicators (VIF and Tolerance).

The indirect (mediation) effect was calculated as the product of coefficients of paths a and b: Indirect effect = $a \times b$.

The proportion of mediation was calculated by the formula: Proportion of mediation = (Indirect effect) / (Total effect) $\times 100\%$.

The mediation analysis was conducted sequentially for two theoretically substantiated models. The first model assumed the mediating role of social interaction competence, the second — of mental resilience.

Testing of the first model began with an assessment of the total effect of intrapersonal emotional intelligence on the managerial potential index. The results of simple linear regression showed the presence of a significant positive relationship ($\beta = 0.300$, $p = 0.034$), with the model explaining 9% of the variance of the dependent variable (Table 1 of Appendix 14). Thus, the first mediation condition was met: the predictor significantly affects the dependent variable.

At the second step, the relationship between intrapersonal emotional intelligence and the proposed mediator — social interaction competence — was assessed. Regression analysis revealed a significant positive effect ($\beta = 0.372$, $p = 0.008$), with the model explaining 13.8% of the mediator's variance (Table 1 of Appendix 14). The obtained results indicate that women leaders with higher levels of understanding and managing their own emotions demonstrate more developed skills of effective interpersonal interaction. The second mediation condition was also met.

The third step involved checking the influence of the mediator on the dependent

variable. The results of regression analysis showed an exceptionally strong relationship between social interaction competence and the managerial potential index ($\beta = 0.838$, $p < 0.001$). The model explained 70.2% of the variance of managerial potential (Table 1 of Appendix 14), indicating the enormous predictive power of socio-communicative skills for the realization of leadership potential in women managers. The third mediation condition was met with a high level of statistical significance.

The key step in testing the mediation hypothesis was multiple regression with simultaneous inclusion of the predictor and mediator in the model. The results showed that social interaction competence retains high significance ($\beta = 0.843$, $p < 0.001$), while the effect of intrapersonal emotional intelligence completely disappears and becomes insignificant ($\beta = -0.013$, $p = 0.876$). The final model explained 70.2% of the variance of managerial potential with acceptable collinearity indicators (VIF = 1.160, Tolerance = 0.862), confirming the reliability of the obtained results (Table 1 of Appendix 14).

Comparison of the total effect (path c: $\beta = 0.300$, $p = 0.034$) with the direct effect when controlling for the mediator (path c': $\beta = -0.013$, $p = 0.876$) clearly indicates complete mediation. The indirect effect, calculated as the product of coefficients of paths a and b, was 0.312, exceeding the magnitude of the total effect (0.300). The proportion of mediation, which was 104%, indicates a suppression phenomenon: social interaction competence explains not only the entire effect of the predictor but also additional variance that was suppressed in the original model.

The obtained results demonstrate that intrapersonal emotional intelligence influences managerial potential exclusively through the development of social interaction competence. The mechanism of this influence can be described as follows: women leaders with a high level of understanding of their own emotional states and the ability to regulate them develop more effective interpersonal communication skills, which, in turn, become a powerful factor in the realization of their managerial potential. The absence of a direct effect indicates that high intrapersonal emotional intelligence by itself does not guarantee leadership effectiveness — it must be converted into specific socio-communicative competencies.

Testing of the second mediation model, which assumed the role of mental resilience as a mediator between intrapersonal emotional intelligence and managerial potential, was also conducted using the sequential regression method. Since the total effect of the predictor on the dependent variable had already been established in the first model, the analysis began with an

assessment of the relationship between intrapersonal emotional intelligence and mental resilience.

Regression analysis revealed a significant positive relationship ($\beta = 0.440$, $p = 0.001$), with the strength of this effect being higher than in the case of social interaction competence (0.440 vs. 0.372). The model explained 19.4% of the variance of mental resilience (Table 1 of Appendix 15). These results indicate that the ability of women leaders to understand and manage their own emotions is an important resource for maintaining psychological stability in conditions of managerial activity.

The next step showed that mental resilience significantly and rather strongly predicts the managerial potential index ($\beta = 0.525$, $p < 0.001$), explaining 27.6% of its variance (Table 1 of Appendix 15). Although this proportion is significantly smaller than in the case of social interaction competence, it demonstrates the importance of psychological resilience as a factor in the realization of leadership potential.

Multiple regression with simultaneous inclusion of the predictor and mediator showed that mental resilience retains high significance ($\beta = 0.488$, $p = 0.001$), while the effect of intrapersonal emotional intelligence becomes insignificant ($\beta = 0.085$, $p = 0.538$). The final model explained 28.2% of the variance of managerial potential with normal collinearity indicators ($VIF = 1.240$, $Tolerance = 0.807$), confirming the stability of the obtained results (Table 1 of Appendix 16).

The indirect effect in the second model was 0.215 (product of coefficients 0.440 and 0.488), corresponding to 71.7% of the total effect. The complete disappearance of the direct effect (path c': $\beta = 0.085$, $p = 0.538$ vs. path c: $\beta = 0.300$, $p = 0.034$) indicates complete mediation in the second model as well. Thus, intrapersonal emotional intelligence influences managerial potential exclusively through increasing mental resilience: the ability to manage one's own emotions strengthens psychological stability, which is a necessary condition for successful realization of leadership functions.

Comparative analysis of the two mediation models revealed both their similarities and significant differences (Appendix 16). Both models demonstrate complete mediation: the direct effect of intrapersonal emotional intelligence on managerial potential becomes insignificant when controlling for either mediator. In both models, all conditions of the classical mediation scheme are met, and the proportion of the mediated effect exceeds 70%. However, the models differ significantly in their explanatory power: the first model with social interaction

competence explains 70.2% of the variance of managerial potential, which is 2.5 times greater than the explanatory power of the second model (28.2%).

Differences in effect strength are also quite indicative. In the first model, the path from mediator to dependent variable is extremely strong ($\beta = 0.838$) — this is one of the highest coefficients in the entire study, while in the second model this path is moderately strong ($\beta = 0.488$). Interestingly, the path from predictor to mediator in the second model is stronger ($\beta = 0.440$ vs. 0.372 in the first model), indicating a closer relationship between intrapersonal emotional intelligence and mental resilience than with social competencies.

The identified differences are explained by the proximity of the mediators to managerial potential. Social interaction competence is a closer, operational factor — leadership by its nature is a social phenomenon requiring constant interaction with people, so social skills directly determine the effectiveness of a manager. Mental resilience, although important, is a more distant, resource factor — it creates the necessary conditions for leadership, a psychological foundation for sustainable functioning, but by itself does not guarantee managerial success.

The two identified models do not compete with each other but complement each other, describing different mechanisms of influence of intrapersonal emotional intelligence on managerial potential. The first model describes the operational, socio-communicative mechanism: how the ability to understand and manage one's own emotions is transformed into specific leadership actions through the development of effective interaction skills with people. The second model describes the resource, protective mechanism: how emotional self-regulation creates a psychological foundation of stability necessary for effective functioning in a leadership role under conditions of inevitable stresses and challenges.

The identified mediation effects are consistent with conservation of resources theory, according to which emotional intelligence acts as an important internal resource mediating the relationship between various personal characteristics and professional effectiveness [102]. Emotional intelligence allows effective regulation of emotional reactions and management of psychological resources, which is especially important under conditions of high demands on women leaders.

The key conclusion of the mediation analysis is that intrapersonal emotional intelligence has no direct effect on the managerial potential of women leaders. Its influence is completely mediated by intermediate psychological mechanisms, among which the socio-communicative

path through the development of social interaction competence dominates. This means that a high level of understanding and managing one's own emotions by itself does not guarantee effective leadership — intrapersonal emotional intelligence acts as a fundamental resource that must be converted into specific managerial competencies, primarily of a social nature. The most powerful path of such conversion lies through the development of interpersonal interaction skills, while strengthening psychological resilience plays an important but additional role.

The results of the correlation and mediation analysis allow proposing an integrative model of emotional intelligence functioning in the structure of professional activity of women leaders. This model synthesizes the identified relationships and describes the mechanisms through which emotional intelligence influences various aspects of leadership effectiveness and psychological well-being at different levels:

Level 1: Intrapersonal emotional intelligence as a basic resource. Intrapersonal emotional intelligence acts as a fundamental psychological resource that, however, does not have a direct effect on managerial effectiveness. Its role is to create the necessary conditions for the realization of leadership potential through two independent mechanisms. The first mechanism — resource-protective — is realized through increasing mental resilience. Women leaders with developed understanding of their own emotions and skills of their regulation demonstrate higher stress resistance, which creates a psychological foundation for sustainable functioning under conditions of high demands and uncertainty of managerial activity. The second mechanism — socio-communicative — is dominant and is realized through the development of social interaction competence. The ability to understand and regulate one's own emotions is converted into skills of effective communication, relationship building, and influence on the emotional state of the team. It is this path that explains the greatest proportion of variance in managerial potential.

Level 2: Interpersonal emotional intelligence and social effectiveness. Interpersonal emotional intelligence demonstrates a more direct influence on professional effectiveness through the ability to understand the emotions of team members, anticipate their reactions, and purposefully influence the emotional atmosphere in the team. Women leaders with developed interpersonal EI create a psychologically safe environment that contributes to the realization of employees' potential. It is important to note the identified relationship between interpersonal EI and a healthy attitude toward work: women with high indicators of understanding and managing others' emotions do not use work as a way to escape from personal problems, indicating more

mature emotional regulation and integration of professional and personal spheres.

Level 3: Emotional intelligence as a factor of psychological well-being. Emotional intelligence performs an important protective function, preventing negative mutual influence of professional and personal spheres. Women leaders with high EI manage the boundaries between these areas more effectively, which is manifested in negative correlations of the overall EI level with negative spillover of life to work and using work as an escape from personal problems. Of particular interest is the identified role of understanding one's own emotions, which demonstrates the most branched network of connections with various aspects of professional and personal effectiveness. This emphasizes the central importance of emotional awareness as a basic metacompetence of women leaders.

Level 4: Specific mechanisms of influence on burnout. Despite the absence of significant direct correlations of the overall EI level with burnout indicators, more subtle mechanisms of influence were found. The ability to manage one's own emotions is associated with the preservation of a positive assessment of professional achievements, which prevents the development of reduction of personal achievement — one of the key components of burnout. High mental resilience, formed on the basis of intrapersonal EI, acts as a buffer against emotional exhaustion. However, depersonalization as a protective mechanism can manifest even in women with sufficiently high EI, indicating its more complex determination by organizational environment factors.

The proposed integrative model demonstrates that emotional intelligence functions not as an isolated characteristic but as a systemic formation integrated into the structure of professional activity of women leaders. Its influence is realized through a complex system of direct and mediated relationships, affecting various levels of functioning: from basic mental resilience to specific managerial competencies.

The key conclusion is that for the transformation of emotional intelligence into managerial effectiveness, its purposeful development with a focus on socio-communicative skills is necessary. Isolated development of intrapersonal EI without its conversion into social interaction competence will not lead to an increase in leadership potential.

Conclusions on Chapter Two

Correlation analysis revealed a number of significant relationships that allow a deeper understanding of the role of emotional intelligence in the leadership activity of women. A positive correlation was found between the overall level of emotional intelligence and social interaction competence ($r=0.306$, $p<0.05$), confirming the role of EI in ensuring effective communication. Negative correlations of the overall EI level with negative spillover of life to work ($r=-0.289$, $p<0.05$) and using work as an escape from personal problems ($r=-0.298$, $p<0.05$) were identified, indicating a more harmonious relationship between professional and personal spheres in women with high emotional intelligence.

Intrapersonal emotional intelligence showed the most branched network of correlations with various parameters of managerial potential, including social interaction competence ($r=0.346$, $p<0.05$), self-management competence ($r=0.331$, $p<0.05$), readiness for teamwork ($r=0.282$, $p<0.05$), and breadth of thinking ($r=0.302$, $p<0.05$). A particularly strong positive relationship was found with mental resilience ($r=0.462$, $p<0.01$), emphasizing the importance of intrapersonal emotional intelligence as a resource for stress resistance.

Of particular interest are the identified positive correlations between components of emotional intelligence and the presence of children, indicating a mutually enriching influence of motherhood and emotional intelligence.

The conducted mediation analysis using the sequential regression method revealed that intrapersonal emotional intelligence does not have a direct effect on the managerial potential of women leaders. In both tested models, the total effect of the predictor ($\beta = 0.300$, $p = 0.034$) completely disappears when controlling for mediators, indicating complete mediation. Intrapersonal emotional intelligence acts as a fundamental psychological resource that requires conversion into specific managerial competencies for the realization of leadership potential.

Two independent mechanisms of mediation of the influence of intrapersonal emotional intelligence on managerial potential were established. The first, socio-communicative mechanism (through social interaction competence), is dominant: the final model explains 70.2% of the variance of managerial potential, the indirect effect is $\beta = 0.312$ (104% mediation), the relationship of the mediator with the dependent variable is extremely strong ($\beta = 0.838$, $p < 0.001$). The second, resource-protective mechanism (through mental resilience), explains additional aspects of influence: the final model explains 28.2% of the variance, the indirect

effect $\beta = 0.215$ (71.7% mediation). Women leaders with developed intrapersonal emotional intelligence form more effective interpersonal interaction skills (path a: $\beta = 0.372$, $p = 0.008$) and demonstrate higher mental resilience (path a: $\beta = 0.440$, $p = 0.001$), which, in turn, ensures the realization of their managerial potential.

Thus, the results of the ascertaining experiment and correlation analysis not only provide an understanding of the specifics of emotional intelligence and related characteristics in women with leadership orientation but also create a basis for the development of a targeted program for the development of emotional intelligence, taking into account the identified features and needs of this professional group.

The obtained data confirm the need to develop and implement a specialized program for the development of emotional intelligence for women leaders, which should be oriented primarily toward the development of skills for managing one's own emotions, strengthening self-management competence and focus on achieving goals, as well as preventing depersonalization as the most pronounced component of professional burnout. At the same time, the program should take into account and support the identified psychological resources of women leaders, including their ability to harmoniously combine professional and family roles.

CHAPTER 3. AUTHOR'S CORRECTIONAL-DEVELOPMENTAL PROGRAM FOR THE DEVELOPMENT OF EMOTIONAL INTELLIGENCE IN WOMEN WITH LEADERSHIP ORIENTATION IN THE PROCESS OF GROUP WORK

3.1. Rationale for the Author's Correctional-Developmental Program for the Development of Emotional Intelligence in Women with Leadership Orientation in the Process of Group Work

The problem of developing emotional intelligence in women with leadership orientation acquires particular relevance in modern conditions, when the demands on managers are constantly increasing. Analysis of theoretical approaches and practical research in this area allows highlighting several key aspects that substantiate the need to develop a specialized program.

According to D.V. Lyusin's concept, emotional intelligence includes the ability to understand one's own and others' emotions and manage them. The interpersonal aspect of emotional intelligence is especially important for leaders, as it is directly related to the effectiveness of communication and leadership. Research shows that women leaders often face difficulties in this area, especially in conditions of the need to meet gender expectations in the professional environment.

Theoretical research indicates a relationship between developed emotional intelligence and the effectiveness of leadership qualities. In particular, leaders with high emotional intelligence demonstrate higher indicators of influence and the ability to inspire a team.

The problem of mental resilience of women leaders acquires particular significance. Theoretical analysis shows that women managers often experience increased psycho-emotional tension due to the need to overcome stereotypical ideas about women's leadership and combine professional and family roles.

Work-life balance is another critical factor for women with leadership orientation. Research demonstrates that women leaders more often than men face conflict between professional and personal responsibilities, which can lead to emotional exhaustion.

The problem of professional burnout also acquires particular relevance for women

leaders. Theoretical research indicates that women managers are at high risk of burnout due to a complex of factors, including gender discrimination, increased expectations of others, and the need to prove their professional competence.

These theoretical provisions indicate the need to develop a specialized program aimed at comprehensive development of emotional intelligence in women with leadership orientation. Such a program should take into account the specific challenges faced by women leaders and include components for developing self-awareness, emotion management, empathy, communication skills, and prevention of professional burnout.

Emotional intelligence is a key factor in effective leadership, especially in modern organizations where horizontal connections and a collaborative approach are gaining increasing importance. Research shows that leaders with high emotional intelligence are able to create a more positive climate in the team, more effectively motivate employees, and demonstrate a transformational leadership style. Research also shows that various components of emotional intelligence — emotional attention, emotional clarity, and emotional recovery — contribute relatively equally to its mediation effects (from 26% to 32%) [67, 68], which substantiates the need for a comprehensive approach to the development of emotional intelligence, including work with all its components, rather than focusing on individual aspects.

Thus, analysis of theoretical and practical aspects of the problem substantiates the need to create a specialized program aimed at developing emotional intelligence in women with leadership orientation to increase their professional effectiveness, psychological well-being, and prevent burnout.

The relevance of the program is also proven by empirical research data. The results of the ascertaining experiment revealed a number of features of emotional intelligence in women with leadership orientation requiring targeted development:

First, the predominance of the average level of emotional intelligence (EI) with a significant deficit in emotion management (only 2% of participants demonstrate a high level on the subscale of managing one's own emotions) substantiates the need for intensive work in this direction.

Second, the high level of depersonalization (58% with a high level) as the most pronounced component of professional burnout requires specialized interventions for the prevention of emotional exhaustion and maintenance of psychological well-being.

Third, the identified positive correlation between EI and social interaction competence

($r=0.306$, $p<0.05$) confirms the need to develop communicative aspects of emotional intelligence.

Fourth, the identified negative correlations of EI with negative spillover of life to work ($r=-0.289$, $p<0.05$) and using work as an escape from personal problems ($r=-0.298$, $p<0.05$) indicate the role of emotional intelligence in maintaining a healthy work-life balance.

Finally, the strong positive relationship between intrapersonal EI and mental resilience ($r=0.462$, $p<0.01$) emphasizes the significance of developing self-understanding and emotional self-regulation as resources for stress resistance in women leaders.

Of particular significance for the development of the program were the results of the mediation analysis, which revealed the mechanisms of influence of intrapersonal emotional intelligence on the managerial potential of women leaders. It was established that intrapersonal emotional intelligence does not have a direct effect on managerial potential, but acts through two independent mediation mechanisms: socio-communicative (through social interaction competence, explaining 70.2% of the variance of managerial potential) and resource-protective (through mental resilience, explaining 28.2% of the variance). The identified dominance of the socio-communicative mechanism (indirect effect $\beta = 0.312$ vs. $\beta = 0.215$) indicates the need for priority development of social interaction competence as the main channel for the realization of intrapersonal emotional intelligence in managerial activity.

These results determined the structural logic of the program: modules aimed at developing intrapersonal emotional intelligence (self-awareness and self-regulation) must be built with mandatory integration of acquired skills into the context of social interaction and team leadership, since isolated development of intrapersonal EI does not lead to an increase in managerial potential. The central place in the program should be occupied by modules directly developing social interaction competence (empathy, communication, conflict management), which corresponds to the identified dominant mediation mechanism.

Thus, the empirical data substantiate the need for a comprehensive program aimed at developing various components of emotional intelligence with a special focus on emotion management and prevention of professional burnout.

Theoretical foundations of the program

The program is based on the concept of emotional intelligence developed by Daniel Goleman (1995), which includes five key components:

- 1) Self-awareness

- 2) Self-regulation
- 3) Motivation
- 4) Empathy
- 5) Social skills

The program is also based on D.V. Lyusin's model of emotional intelligence, which divides EI into intrapersonal and interpersonal aspects, allowing targeted development of various components of EI.

The program takes into account the provisions of transformational leadership theory (B. Bass, B. Avolio), emphasizing the importance of emotional competence for an inspiring and motivating leadership style.

When developing the burnout prevention components, the research of K. Maslach and the concept of professional burnout, as well as modern research in the field of work-life balance (J. Hyman), were used.

Effective implementation of the program for developing emotional intelligence in women with leadership orientation requires compliance with a number of methodological principles and the creation of specific organizational conditions, taking into account both scientifically substantiated patterns of emotional intelligence development and the characteristics of the target audience.

The principle of mandatory integration of intrapersonal and interpersonal aspects of emotional intelligence is fundamental for this program and directly follows from the results of the mediation analysis. Since the absence of a direct effect of intrapersonal emotional intelligence on managerial potential and its realization exclusively through social interaction competence has been established, every exercise aimed at developing self-awareness or self-regulation necessarily includes a component of analyzing the influence of one's own emotions on the team and practice of using the developed skills in the context of managing team dynamics. This means that the program does not contain "purely introspective" exercises — even work with one's own emotions is always viewed as a tool for increasing leadership effectiveness through improving the quality of interaction with the team.

The principle of gradual increase of social complexity ensures an optimal trajectory for mastering skills. The program begins with the development of basic self-awareness and self-regulation skills in relatively simple situations (Modules 2-3), then moves to understanding others' emotions in dyadic interaction (Module 4), then to managing emotions in one-on-one

communication (Module 5), and only after that to the most complex situations of managing group emotional dynamics and resolving multilateral conflicts (Module 6). This sequence corresponds to the principle of scaffolding in learning: each new level of complexity relies on skills mastered at the previous stage, ensuring gradual and sustainable development of competence.

The principle of creating a psychologically safe environment is critically important for in-depth work with the emotional sphere, especially for women leaders who, due to their professional role, are often forced to demonstrate emotional restraint and "impenetrability." This principle is implemented through: establishing clear confidentiality rules at the first meeting with signing a non-disclosure agreement; forming a group norm of non-judgmental acceptance of any emotional experiences; using the "right to pass" technique (a participant may refuse to perform an exercise or answer a question without explanation); creating by the program facilitator an atmosphere of emotional openness through their own authenticity and vulnerability (while maintaining professional boundaries).

The principle of intensive reflective practice ensures consolidation and internalization of mastered skills. Each session includes at least three reflective circles: at the beginning (sharing the results of homework practice), in the middle (analysis of the experience of performing exercises), and at the end (reflection on insights and planning for application). In addition, keeping an emotional diary between sessions ensures continuous reflection on the experience of applying developed skills in real managerial practice. It is important that reflection is structured according to the Gibbs model (description of situation — emotions — evaluation — analysis — conclusions — action plan), which turns it from spontaneous reflection into a systematic tool for learning from experience.

The principle of taking into account the specifics of women's leadership and gender challenges permeates the entire program, which is manifested in: the use of examples and cases reflecting specific situations faced by women managers (gender stereotypes, double standards of evaluation, the need to combine multiple roles); creating space for discussing gender aspects of leadership and emotionality (for example, the discussion "Emotional Authenticity and Leadership" in Module 2); special attention to the prevention of depersonalization as the most pronounced component of burnout in women leaders; emphasis on setting boundaries without losing empathy — the most important task for women socialized into the role of caring and emotionally responsive.

The principle of connection with real managerial practice ensures immediate applicability of developed skills and increases participants' motivation. Each homework assignment is not an

abstract exercise but a practice of applying a specific technique in real work situations with subsequent reflection on the results. Role-playing games are based on typical managerial situations, and in Module 6, real conflicts from participants' experience are used (with confidentiality maintained). Such close connection with practice reduces the gap between learning and application and promotes rapid transfer of skills to professional activity.

Effective implementation of the program requires the facilitator to have certain qualifications and competencies. The facilitator must possess: basic psychological or psychotherapeutic education (at least master's level in psychology or retraining in psychological counseling); experience of leading psychological groups for at least 3 years; their own high level of emotional intelligence, confirmed by psychodiagnostics; understanding of the specifics of managerial activity and preferably their own experience of managerial work or counseling of managers; knowledge of gender issues in leadership.

Important personal qualities of the facilitator are: ability for empathy without loss of professional boundaries; emotional resilience and ability to remain resourceful when working with intense emotional processes in the group; flexibility and ability to adapt the program to a specific group without loss of the content core; authenticity and ability to be a role model of emotionally intelligent leadership.

The facilitator is recommended to undergo supervision after the first 2-3 implementations of the program for reflection on their own style of leading the group, identification of "blind spots," and improvement of working techniques. It is also desirable for the facilitator to periodically participate in professional development programs on emotional intelligence, group work, and gender aspects of leadership.

3.2. Content of the Author's Correctional-Developmental Program for the Development of Emotional Intelligence in Women with Leadership Orientation in the Process of Group Work

Program: Development of Emotional Intelligence in Women with Leadership Orientation in Group Work

Format: Group work (8-12 people)

Duration: 8 weeks (1 meeting per week, duration 2-3 hours)

Program objectives:

The main objective of the program is to develop emotional intelligence (EI) in women leaders to increase their communicative competence, prevent professional burnout, and improve interaction with employees.

Program tasks:

- 1) Develop self-awareness: teach skills of recognizing one's own emotions, their influence on professional activity and decision-making.
- 2) Form emotion management skills: develop the ability to control negative emotions, cope with stress, and prevent emotional exhaustion.
- 3) Develop empathy: form skills of understanding and taking into account the emotions of others to create a favorable working atmosphere and effective leadership.
- 4) Improve communication skills: teach effective interaction strategies with employees, including conflict resolution and team management.
- 5) Form burnout prevention skills: master methods of preventing professional burnout through managing energy, emotional resources, and work-life balance.

Structural and content logic of the program

The program consists of 8 modules, structured in accordance with the results of the mediation analysis, which revealed the mechanisms of influence of intrapersonal emotional intelligence on managerial potential.

The program modules are organized according to the principle of sequential transformation of intrapersonal emotional intelligence into managerial effectiveness:

The introductory module (Module 1) forms a conceptual understanding of emotional intelligence and its role in leadership, creates group dynamics, and provides diagnostics of participants' initial level.

The fundamental modules (Modules 2-3) develop intrapersonal emotional intelligence (self-awareness and self-regulation) as a basic psychological resource.

It is critically important that these modules do not focus on isolated development of intrapersonal EI but are built with mandatory integration of acquired skills into the context of social interaction and team leadership. Each exercise includes blocks for analyzing the influence of one's own emotional states on the team and practice of using self-awareness and self-regulation as tools for managing team dynamics. This structure corresponds to the results of the mediation analysis, which showed the absence of a direct effect of intrapersonal EI on

managerial potential.

The central modules (Modules 4-6) constitute the content core of the program and focus directly on the development of social interaction competence through sequential mastery of empathy, communication skills, and conflict management strategies. Priority attention to these modules is due to the results of the mediation analysis, which identified the socio-communicative mechanism as the dominant path for the realization of emotional intelligence in managerial activity (explains 70.2% of the variance of managerial potential, indirect effect $\beta = 0.312$).

The resource module (Module 7) is aimed at prevention of professional burnout and strengthening mental resilience, realizing the second, resource-protective mechanism of mediation (explains 28.2% of variance, indirect effect $\beta = 0.215$). This module creates a psychological foundation for sustainable functioning in a leadership role under conditions of high loads.

The integrative module (Module 8) ensures the synthesis of all components of the program, assessment of achieved progress, and development of individual plans for further development.

Thus, the program realizes the identified mediation mechanisms: Modules 2-3 develop intrapersonal emotional intelligence with mandatory integration into the social context; Modules 4-6 focus on social interaction competence as the main operational mechanism; Module 7 strengthens mental resilience as a resource foundation. Priority attention to socio-communicative modules (50% of program time) corresponds to their dominant role in the transformation of emotional intelligence into managerial effectiveness.

Such architecture of the program ensures targeted development of both identified mediation mechanisms with priority focus on the socio-communicative path as the main channel for the transformation of emotional intelligence into managerial effectiveness.

Characteristics of participants:

- Women with leadership orientation.
 - Age: 25-55 years.
 - Social status: managers of various levels, women with pronounced leadership ambitions, entrepreneurs, managers.
 - Number of participants in the group: 8-12 people.
- Optimal number for group work, as this number of participants allows creating a

dynamic group atmosphere, providing sufficient diversity of experience and opinions. With this group size, it is possible to pay sufficient attention to each participant, ensuring a personalized approach. A group of 8-12 people is ideal for most group exercises and techniques aimed at developing emotional intelligence. This group size contributes to creating a trusting atmosphere, which is important for discussing emotional topics and leadership challenges. A smaller number of participants (less than 8) reduces the effectiveness of group dynamics and impoverishes experience exchange, a larger number (more than 12) makes it difficult to create an atmosphere of trust and does not allow sufficient time for each participant during discussions. Group formation should be carried out taking into account relative homogeneity by level of managerial position (it is not recommended to combine entry-level managers and top managers in one group) with desirable diversity of professional fields, which enriches the group experience.

General structure of each session

- 1) Greeting and setting up for work (10-15 minutes).
- 2) Sharing and discussion of homework (20-30 minutes) — participants share their experience of applying skills from the previous session, discuss questions and difficulties that arose.
- 3) Theoretical block (20-30 minutes) — brief presentation of the session topic, explanation of key concepts and ideas.
- 4) Practical block (60-90 minutes) — exercises for developing emotional intelligence, work in pairs or small groups, role-playing games, discussion of exercise results.
- 5) Reflection and feedback (15-20 minutes) — participants share their impressions and insights.
- 6) Homework and closing (10-15 minutes) — explanation of homework, answers to questions, closing ritual.

The program consists of 8 modules, the brief content of which is presented in the table in Appendix 17.

Let us consider in more detail the logic of building each block of the program and the rationale for choosing specific working methods.

The introductory module (Module 1) performs several critically important functions. In addition to the obvious task of getting participants acquainted and forming group norms, this module creates a diagnostic basis for individualization of subsequent work. The "Wheel of

Emotions" exercise, in which participants analyze the emotional states arising in various leadership situations, allows the program facilitator to form a primary understanding of each participant's emotional patterns and identify challenges common to the group. The group discussion "Emotional Challenges of Women Leaders" not only creates an atmosphere of mutual understanding through awareness of the universality of many experienced difficulties but also forms the group's request for specific aspects of emotional intelligence development, allowing the facilitator to place emphasis in subsequent modules. The introduction of the "Leader's Emotional Diary" technique from the first meeting ensures continuity of the development process between sessions and creates the habit of systematic reflection of emotional experience.

The fundamental modules (Modules 2-3) are built on a single principle of "from oneself to the team," realizing the key methodological principle of the program. Module 2, focusing on the development of self-awareness, is structured so that each exercise on recognizing and analyzing one's own emotions ends with questions about the influence of these emotions on the team. For example, in the "Autobiography of Emotions" exercise, where participants explore emotional patterns through personal history, the final stage is devoted to analyzing how these patterns manifest in managerial activity and affect the behavior of subordinates. The special block "From Self-Awareness to Social Effectiveness" introduced in this module includes the exercise "My Emotional Triggers and the Team," where participants analyze specific work situations that throw them off emotional balance and trace the chain: trigger → my emotional reaction → my behavior → team reaction → result for the business. This exercise creates a clear understanding of the connection between one's own emotional state and team effectiveness, forming motivation to develop self-regulation skills not as an end in itself but as a management tool.

Module 3, devoted to emotion management, is also built with mandatory integration into the social context. The "STOP" technique for managing emotions in crisis situations (Stop — Take a breath — Observe — Proceed) is practiced not on abstract examples but on specific managerial situations from participants' experience. Homework requires applying this technique at least three times a day in situations of interaction with the team, recording not only one's own changes but also the team/interlocutor's reaction. The block "From Self-Regulation to Managing Team Dynamics" includes the exercise "Leader's Emotional Thermostat," where participants master the technique of consciously choosing the emotional state they want to

transmit to the team depending on the situation (calmness in crisis, energy during team apathy, confidence in a situation of uncertainty). The role-playing game "Managing Oneself in Conflict with a Subordinate" allows practicing self-regulation in the most emotionally complex type of managerial interaction, where it is necessary to simultaneously maintain control over one's own emotions, prevent escalation of conflict, and solve a managerial task.

The central modules (Modules 4-6), constituting the content core of the program, realize the dominant socio-communicative mechanism of mediation and are aimed directly at developing social interaction competence. Module 4, devoted to empathy, begins with the development of basic ability to recognize others' emotions through the "Emotional Cards" exercise and the "Emotional Detective" practice with video fragments, where participants learn to read non-verbal signals of emotions. However, the central place in the module is occupied by the "Empathic Listening" technique, which is a multi-level practice: at the first level, the participant simply listens to the partner, trying to understand not only the content of what is said but also the emotional state of the speaker; at the second level, she reflects what was heard, checking the accuracy of her understanding; at the third level, she names the emotion that, in her opinion, the partner is experiencing; at the fourth level, she tries to understand the deep need behind this emotion. Critically important in this module is the discussion of the topic "Empathy without Emotional Burnout," where participants master the concept of empathy with preservation of boundaries — the ability to deeply understand the emotional state of another person without merging with them emotionally and without taking responsibility for their emotions.

Module 5, focusing on communication skills, builds a system of emotionally competent communication in the managerial context. The "I-statements" technique is adapted for the leadership context and includes not only the classic components (description of the situation — expression of emotion — description of influence — formulation of request) but also an additional element of recognition of the interlocutor's position, which is especially important for women leaders who often have to balance between firmness and empathy. The role-playing game "Difficult Conversations with Employees" models typical managerial situations: the need to give negative feedback, refusal of a subordinate's request, conversation about unsatisfactory performance, resolution of an employee's complaint. The "Emotional Feedback" exercise teaches constructive criticism taking into account the interlocutor's emotional state: participants master the "sandwich" technique (positive — criticism — positive), learn to choose the

appropriate time and place for difficult conversations, practice formulations that focus on behavior rather than personality.

Module 6, devoted to conflict management, represents the highest level of integration of all previously developed skills. The "Emotional Map of Conflict" exercise teaches analysis of conflicts not only from the perspective of parties' interests but also from the perspective of emotional dynamics: what emotions each party experiences, what are emotional triggers, how emotions escalate or de-escalate conflict, what emotional needs lie behind the parties' positions. The "4 Steps of Emotionally Intelligent Conflict Resolution" technique (D. Dana's method) includes: recognition of all parties' emotions, constructive expression of one's own emotions, joint exploration of emotional needs, search for a solution that satisfies these needs. The role-playing game "Mediation of Conflict in the Team" allows participants to practice the role of mediator using emotional intelligence to resolve conflicts between subordinates — a typical and emotionally complex managerial task.

The resource module (Module 7), aimed at burnout prevention and strengthening mental resilience, realizes the second, resource-protective mechanism of mediation. The diagnostic exercise "Wheel of Life Balance" allows participants to visualize the current ratio of various life spheres (career, family, health, self-development, rest, friends, creativity, spirituality) and identify areas of imbalance. The "Emotional Ecology" technique teaches management of emotional resources through the metaphor of "emotional budget": participants analyze which activities and interactions "replenish the account" (give energy) and which "withdraw from the account" (take energy), and develop strategies for maintaining a positive balance. The "Boundaries and Assertiveness" practice is especially important for women leaders who often experience difficulties in setting boundaries due to social expectations of caring and responsiveness: participants master techniques of constructive refusal, delegation, and protection of personal time. The "Map of Personal Resources" exercise helps each participant identify their individual sources of recovery and create a personalized burnout prevention plan.

The integrative module (Module 8) ensures the synthesis of all mastered components into a holistic system of emotionally intelligent leadership. The "Modeling Complex Situations" technique is a series of progressively more complex role-playing games requiring simultaneous application of all developed skills: self-awareness, self-regulation, empathy, emotionally competent communication, conflict management, and maintaining one's own resources. The "Map of Personal Development of Emotional Leadership" exercise helps each participant

formulate an individual trajectory for further development, taking into account their specific profile of emotional intelligence, professional tasks, and areas for growth. The "Letter to Oneself in the Future" technique, which participants will receive in three months, serves as a tool for maintaining motivation to practice mastered skills after completion of the program.

Thus, each module of the program has a clear place in the overall architecture and makes a specific contribution to the realization of the identified mediation mechanisms of transformation of emotional intelligence into managerial effectiveness.

Program implementation methods

- 1) Lectures and seminars for theoretical familiarization of participants with the basics of emotional intelligence and its role in leadership.
- 2) Practical exercises for consolidating acquired knowledge and skills.
- 3) Group work for experience exchange, case analysis, and formation of a supportive environment.
- 4) Role-playing games for modeling real leadership situations and practicing skills.
- 5) Self-reflection techniques for increasing awareness and self-understanding.
- 6) Discussions for discussing gender aspects of leadership and emotional intelligence.
- 7) Meditative practices for learning methods of self-regulation.
- 8) Homework for integrating acquired skills into daily practice.

Expected results

- 1) Increase in the level of emotional intelligence of participants, measured by D.V. Lyusin's method.
- 2) Development of leadership competencies.
- 3) Improvement of communication skills and increase in the effectiveness of interaction with employees.
- 4) Reduction of the risk of professional burnout and improvement of work-life balance indicators.
- 5) Increase in mental resilience in stressful situations of professional activity.
- 6) Formation of a supportive professional network among program participants.
- 7) Strengthening of social interaction competence as the main operational mechanism for the realization of emotional intelligence in managerial activity.
- 8) Formation of skills for converting intrapersonal emotional intelligence (self-

awareness and self-regulation) into specific strategies for managing team dynamics and social influence.

Possible criteria for program effectiveness

The effectiveness of the program can be evaluated using the following methods:

- 1) Pre- and post-testing using the methods specified in the research:
 - D.V. Lyusin's "EmIn" Emotional Intelligence Assessment Method.
 - "Leader. Manager. Expert" (LME) Questionnaire by S.V. Dukhnovsky.
 - "Self-Assessment of Manager's Mental Resilience" (SPUR) Method.
 - Work-Life Balance Scale by J. Hyman.
 - Maslach Burnout Inventory (MBI).
- 2) Subjective assessment by participants of their progress in developing emotional intelligence skills through self-reports and reflective diaries.
- 3) Qualitative assessment of changes in participants' behavior and emotional reactions observed during group sessions.
- 4) Feedback from colleagues and subordinates of program participants (when possible).

Possibilities for program adaptation

The program can be adapted to various implementation formats while preserving the content core. The intensive format involves conducting the program in a 3-5-day immersion mode with daily sessions of 6-8 hours. This format is suitable for participants who cannot allocate 8 evenings but are ready for a short time to fully immerse themselves in the process. The advantage is deeper immersion and intensive group dynamics, the disadvantage is fewer opportunities for practice in real work situations between sessions, which requires mandatory organization of subsequent support meetings.

The extended format (12-16 meetings of 1.5-2 hours) is suitable for situations where participants can allocate less time per meeting. In this case, the content of each module is distributed over 1.5-2 meetings, allowing more gradual mastery of the material and providing more time for practice of each technique.

The program can be implemented in an online format using video conferencing platforms, which expands the geography of participants and reduces travel time costs. In online implementation, special attention must be paid to: technical equipment (stable internet, quality camera and microphone for all participants); creation of psychological safety in the virtual

environment (rule of cameras on, rule of recording prohibition); adaptation of exercises to the online format (use of visualization boards, surveys, breakout rooms for small group work); reduction of session duration to 2-2.5 hours taking into account increased fatigue during online interaction. Research shows that the online format is comparable in effectiveness to the face-to-face format with proper adaptation of methods and high technical discipline of participants.

For organizations interested in developing the emotional intelligence of their managers, a corporate version of the program is possible with adaptation of examples and cases to the specifics of a particular company. However, in corporate implementation, it is critically important to ensure confidentiality and psychological safety: participants must be confident that information disclosed in the group will not be used against them in the organization. Optimal is the formation of corporate groups of managers who are not in direct subordination to each other.

3.3. Discussion of the Results of the Author's Correctional-Developmental Program for the Development of Emotional Intelligence in Women with Leadership Orientation in the Process of Group Work

To evaluate the effectiveness of the developed program, a formative experiment was conducted, involving 20 women with leadership orientation, divided into control (CG) and experimental (EG) groups of 10 people each. Data before and after the experiment are presented in Appendices 18 and 19, respectively.

At the first stage, a comparative analysis of the indicators of the control and experimental groups before the experiment was conducted using the Mann-Whitney U-test (see Table 2).

The obtained results indicate the absence of statistically significant differences between the groups on all studied parameters ($p > 0.05$). This applies to both the main indicators and their subcomponents, which for objective reasons are not fully reflected in the presented tables due to the limitations of the work volume. Thus, it can be stated that the samples were equivalent before the experimental intervention, which is an important condition for subsequent evaluation of the program's effectiveness.

Table 2.

Comparative analysis of indicators of control and experimental groups before the experiment (Mann-Whitney test)

Indicator	EG	CG	Mann-Whitney U	p
Overall EI Level	79.4	79.4	50	1.00
Leadership component of managerial potential	78.3	72.8	37.5	0.35
Managerial component of managerial potential	80	80.4	49.5	0.97
Expert component of managerial potential	79.5	76.1	50	1.00
Managerial Potential (Readiness) Index	237.8	229.3	48	0.88
Psychological Stability	39.1	38.5	45.5	0.73
Overall balance score	7.8	7.9	49	0.94
Emotional Exhaustion	22.3	20.2	47.5	0.85
Depersonalization	12.2	11.7	46	0.76
Reduced Personal Accomplishment	36.6	36.4	48.5	0.91

After the implementation of the correctional-developmental program in the experimental group, a repeated comparative analysis between the groups was conducted (Table 3). The results show the presence of statistically significant differences on the following indicators: overall level of emotional intelligence ($U = 4$, $p < 0.01$), managerial potential index ($U = 18.5$, $p = 0.02$), mental resilience ($U = 0$, $p < 0.01$), overall assessment of work-life balance ($U = 2.5$, $p < 0.01$), emotional exhaustion ($U = 9$, $p < 0.01$), depersonalization ($U = 7.5$, $p < 0.01$), reduction of personal achievement ($U = 9$, $p < 0.01$).

Table 3.

Comparative analysis of indicators of control and experimental groups after the experiment (Mann-Whitney test)

Indicator	EG	CG	Mann-Whitney U	p
Overall EI Level	88.8	78.9	4	0.00
Leadership component of managerial potential	86.6	74.7	28.5	0.10
Managerial component of managerial potential	86.9	80.4	38	0.36
Expert component of managerial potential	85.7	77.3	41.5	0.52
Managerial Potential (Readiness) Index	259.2	232.4	28	0.10
Psychological Stability	47.4	41	18.5	0.02

Indicator	EG	CG	Mann-Whitney U	p
Overall balance score	13.4	8.5	0	0.00
Emotional Exhaustion	16.6	27.2	2.5	0.00
Depersonalization	9.1	14.5	9	0.00
Reduced Personal Accomplishment	41.4	34.7	7.5	0.00

The obtained data indicate that after the formative experiment, substantial differences arose between the control and experimental groups on key indicators, which may indicate the effectiveness of the developed program.

For a more detailed understanding of the changes that occurred, an analysis of shifts in indicators within each group was conducted using the Wilcoxon T-test. In the experimental group (Table 4), statistically significant changes were recorded on all studied parameters.

The overall level of EI increased by 9.4 points (11.8%) ($Z = -2.820$, $p = 0.005$), the leadership component of managerial potential increased by 8.3 points (10.6%) ($Z = -2.825$, $p = 0.005$), the managerial component of managerial potential increased by 6.9 points (8.6%) ($Z = -2.814$, $p = 0.005$), the expert component of managerial potential increased by 6.3 points (7.9%) ($Z = -2.836$, $p = 0.005$).

Table 4.

**Assessment of shifts in indicators in the experimental group during the experiment
(Wilcoxon T-test)**

Indicator	Z	p
Overall EI Level	-2.820b	0.005
Leadership component	-2.825b	0.005
Managerial component	-2.814b	0.005
Expert component	-2.836b	0.005
Managerial Potential Index	-2.807b	0.005
Psychological Stability	-2.842b	0.004
Overall balance score	-2.829b	0.005
Emotional Exhaustion	-2.456c	0.014
Depersonalization	-2.053c	0.04
Reduced Personal Accomplishment	-2.820b	0.005

b. Based on negative ranks.

c. Based on positive ranks.

The managerial potential index increased by 21.4 points (9.0%) ($Z = -2.807$, $p = 0.005$), mental resilience increased by 8.3 points (21.2%) ($Z = -2.842$, $p = 0.004$), the overall assessment of work-life balance improved by 5.6 points (71.8%) ($Z = -2.829$, $p = 0.005$).

Professional burnout indicators also demonstrated positive dynamics: emotional exhaustion decreased by 5.7 points (25.6%) ($Z = -2.456$, $p = 0.014$), depersonalization decreased by 3.1 points (25.4%) ($Z = -2.053$, $p = 0.04$), reduction of personal achievement decreased (which is positive dynamics) with an increase in the indicator by 4.8 points (13.1%) ($Z = -2.820$, $p = 0.005$).

Along with the quantitative indicators of program effectiveness, qualitative analysis of participants' subjective experience, obtained through structured interviews and written feedback upon completion of the program, is of great importance. Most participants noted qualitative changes in their ability to recognize their own emotional states. Typical statements were: "I began to notice when I start to get irritated, even before it spills out on employees," "Now I understand where my tension in certain situations comes from." Particularly significant, participants considered the development of the ability to connect emotional reactions with specific triggers in managerial activity.

Participants of the experimental group described changes in approaches to leadership: "Earlier I just gave instructions, now I first understand what state the person is in," "I learned not to make decisions in a state of anger." Many noted that they became more flexible in choosing communication style depending on the interlocutor's emotional state. Especially often, participants spoke about improving the psychological climate in the team: "Employees began to open up more," "There are fewer hidden conflicts," "People began to turn not only with work issues." Several participants received feedback from subordinates that "it has become easier to communicate with the manager."

The most dramatic changes participants described in relation to the balance between professional and personal spheres: "I stopped taking work home — not physically, but emotionally," "Learned to switch," "For the first time in years I felt that I can rest." Several women noted improvements in family relationships: "My husband said I became calmer," "Children noticed that I am more present, even when just nearby."

Participants noted a decrease in signs of emotional exhaustion: "I don't feel like a squeezed lemon by the end of the week," "Energy appeared for what previously seemed impossible." An important discovery for many was the understanding of the need for regular

emotional self-regulation: "Now I understand that recovery is not a luxury but a necessity."

At the same time, participants honestly spoke about the difficulties of implementing new skills: "It doesn't always work out to stop and think," "In stress, sometimes I return to old reactions," "I need to constantly catch myself." This emphasizes the importance of long-term practice and support for consolidating emotional intelligence skills.

Qualitative analysis confirms the quantitative data on the program's effectiveness and at the same time reveals the mechanisms of changes from the perspective of participants' subjective experience, which is important for understanding the processes of emotional intelligence development.

In the control group (Table 5), statistically significant changes were found only on the indicator of emotional exhaustion, which, however, did not improve but worsened by 7.0 points (34.7%) ($Z = -2.505$, $p = 0.012$). On other parameters, no significant changes were found ($p > 0.05$).

Table 5.

Assessment of shifts in indicators in the control group during the experiment (Wilcoxon T-test)

Indicator	Z	p
Overall EI Level	-1.155b	0.248
Leadership component	-1.636c	0.102
Managerial component	-0.666c	0.505
Expert component	-1.079c	0.281
Managerial Potential Index	-0.051b	0.959
Psychological Stability	-1.793c	0.073
Overall balance score	-0.979c	0.327
Emotional Exhaustion	-2.505c	0.012
Depersonalization	-1.911c	0.056
Reduced Personal Accomplishment	-0.778b	0.437

b. Based on positive ranks.

c. Based on negative ranks.

Analysis of the obtained results indicates pronounced positive dynamics of all indicators in the experimental group after the program. Particularly noticeable are changes in the area of work-life balance (increase by 71.8%), indicating a significant influence of the program on this

important component of psychological well-being of women leaders. Also significantly improved were indicators of mental resilience (increase by 21.2%) and decreased the level of professional burnout (decrease in emotional exhaustion by 25.6% and depersonalization by 25.4%).

Comparison of the experimental and control groups after the program clearly demonstrates the effectiveness of the developed intervention. Women who underwent the emotional intelligence development program showed significantly higher results on all key indicators compared to the control group, where there was an absence of positive changes and even deterioration on some parameters (emotional exhaustion).

In addition to quantitative indicators, it is important to note qualitative changes noted in the feedback of participants in the experimental group. 80% of women leaders noted improvement in interaction with subordinates and colleagues, indicating increased communication effectiveness, a decrease in the number of conflict situations, and an increase in employee satisfaction with their leadership style.

The obtained results allow concluding that the main hypothesis of the research is confirmed: the use of a specially designed group work program contributes to the development of emotional intelligence in women leaders. This, in turn, reduces the risk of professional burnout, improves their interaction with the team, and contributes to maintaining work-life balance.

This is evidenced by a significant increase in the level of emotional intelligence of participants in the experimental group (by 11.8%), a substantial decrease in indicators of professional burnout (emotional exhaustion decreased by 25.6%, depersonalization by 25.4%), and an impressive improvement in work-life balance (by 71.8%). The absence of similar changes in the control group confirms that it was the developed group work program that became the key factor in positive changes.

Thus, the results of the conducted research convincingly prove the effectiveness of the author's correctional-developmental program for the development of emotional intelligence in women with leadership orientation in the process of group work.

3.4. Longitudinal Study of the Sustainability of Program Effects

To assess the sustainability of the effects of the developed program, a repeated measurement of indicators of emotional intelligence and related characteristics was conducted with participants of the experimental group ($n=10$) three months after completion of the program (third measurement point — T3). Data from the third measurement are presented in Appendix 20.

At the first stage of analysis, the normality of data distribution was tested using the Shapiro-Wilk test, which is most suitable for small samples ($n \leq 50$). The results of normality testing for all variables at the three measurement points are presented in Appendix 21.

Analysis showed that for a number of variables, the distribution differs significantly from normal: expert component of managerial potential (T1: $p=.032$; T2: $p=.036$; T3: $p=.036$), overall managerial potential (T1: $p=.014$; T2: $p=.013$; T3: $p=.013$), mental resilience (T1: $p=.013$; T3: $p=.045$). For other variables, the distribution corresponds to normal ($p > .050$), however, considering the small sample size ($n=10$) and the presence of non-normal distribution in some variables, it was decided to apply nonparametric tests for all indicators, which ensures uniformity of statistical processing and increases the reliability of conclusions.

To test for statistically significant differences between the three measurement points (before the program — T1, immediately after the program — T2, three months later — T3), the Friedman test for multiple related samples was applied. The results are presented in Table 6.

As can be seen from Table 6, for all ten studied indicators, statistically significant differences were obtained between the three time points. For most indicators (eight out of ten), the maximum possible values of the Friedman test were obtained ($\chi^2=20.000$, $p<.001$), indicating an exceptionally strong and unidirectional effect of the program for all participants without exception. Professional burnout indicators (emotional exhaustion and depersonalization) also demonstrated statistically significant changes ($\chi^2=10.400$, $p=.006$), confirming the effectiveness of the program in preventing emotional burnout.

Analysis of mean ranks showed a characteristic pattern for all positive indicators: minimum values at the stage before the program (T1, mean rank = 1.0), maximum values immediately after completion of the program (T2, mean rank = 3.0), and intermediate values after three months (T3, mean rank = 2.0). For negative indicators (emotional exhaustion, depersonalization), the reverse dynamics of ranks is observed, which corresponds to the logic

of improvement: the highest level of burnout before the program (rank = 3.0), minimum immediately after the program (rank = 1.0), and intermediate after three months (rank = 2.0).

Table 6.

Results of the Friedman test for assessing the dynamics of indicators at three measurement points (n=10)

Table 6. Friedman Test Results for Assessing the Dynamics of Indicators at Three Measurement Points (n = 10)

Indicator	χ^2	df	p	Mean Rank T1	Mean Rank T2	Mean Rank T3
Overall Emotional Intelligence	20.00	2	<.001***	1	3	2
Leadership component of managerial potential	20	2	<.001***	1	3	2
Managerial component of managerial potential	20	2	<.001***	1	3	2
Expert component of managerial potential	20	2	<.001***	1	3	2
Overall managerial potential	20	2	<.001***	1	3	2
Psychological Stability	20	2	<.001***	1	3	2
Work-Life Balance	20	2	<.001***	1	3	2
Emotional Exhaustion	10.4	2	.006**	3	1	2
Depersonalization	10.4	2	.006**	3	1	2
Reduced Personal Accomplishment	20	2	<.001***	1	3	2

*Note: T1 — before the program; T2 — immediately after the program; T3 — 3 months after the program. *** $p < .001$; ** $p < .01$; * $p < .05$*

Thus, the results of the Friedman test convincingly confirm the presence of statistically significant changes in the studied indicators throughout the observation period.

To detail the nature of the identified differences and determine the specific time intervals at which significant changes occurred, a pairwise comparative analysis was conducted using the Wilcoxon test for related samples. Three pairs of time points were compared: T1 vs T2 (immediate effect of the program), T2 vs T3 (dynamics three months after the program), and

T1 vs T3 (sustainability of the program effect). The results are presented in Table 7.

Three months after the program, statistically significant changes were found on all ten indicators (all $p \leq .003$), reflecting a slight decrease from the peak values achieved immediately after the program. For nine out of ten indicators, maximally significant differences were obtained ($Z = -3.162$, $p = .002$), indicating the homogeneity of the process of consolidation of effects among all participants. Mental resilience also demonstrated significant, though less pronounced, decrease ($Z = -2.970$, $p = .003$).

It is important to note that this decrease represents a natural process of stabilization of acquired skills and does not indicate a loss of the program's effect.

Table 7.

Results of pairwise comparisons using the Wilcoxon test (n=10)

Indicator	T1→T2 (program effect)	T2→T3 (change at 3 months)	T1→T3 (effect stability)
	Z / p	Z / p	Z / p
Overall Emotional Intelligence	-2.803 / .005	-3.162 / .002	-2.820 / .005**
Leadership component	-2.825 / .005	-3.162 / .002	-2.825 / .005**
Managerial component	-2.814 / .005	-3.162 / .002	-2.814 / .005**
Expert component	-2.836 / .005	-3.162 / .002	-2.836 / .005**
Managerial potential	-2.807 / .005	-3.162 / .002	-2.807 / .005**
Psychological Stability	-2.842 / .004	-2.970 / .003	-2.869 / .004**
Work-Life Balance	-2.829 / .005	-3.162 / .002	-2.829 / .005**
Emotional Exhaustion	-2.456 / .014*	-3.162 / .002**	-2.003 / .045*
Depersonalization	-2.053 / .040*	-3.162 / .002**	-1.538 / .124
Reduced Personal Accomplishment	-2.820 / .005	-3.162 / .002	-2.820 / .005**

*Note: T1 — before the program; T2 — immediately after the program; T3 — 3 months later. ** $p < .01$; * $p < .05$*

As noted in the modern literature on psychological interventions, some decrease in indicators from the peak level achieved immediately after completion of the program is a normative phenomenon and is associated with the consolidation of skills in conditions of real practice. True assessment of the sustainability of the program's effect requires comparison of the delayed measurement with the baseline level. Analyzing the entire period of the study

(indicators before the program and three months after the program), it was found that for nine out of ten indicators, statistically significant differences from the baseline level are maintained (all $p < .05$), convincingly confirming the sustainability of the program's effects in the medium term. Particularly stable were changes in emotional intelligence and all its components (all $p = .005$), managerial potential ($p = .005$), mental resilience ($p = .004$), and work-life balance ($p = .005$). Reduction of personal achievement also remains at a significantly higher level compared to baseline ($p = .005$).

Emotional exhaustion, despite some increase after three months, remains significantly below the baseline level ($Z = -2.003$, $p = .045$), indicating the preservation of the protective effect of the program in relation to this aspect of professional burnout.

The only indicator for which no statistically significant differences were found between the baseline level and the three-month measurement was depersonalization ($Z = -1.538$, $p = .124$). Immediately after the program, a statistically significant decrease in depersonalization was observed ($Z = -2.053$, $p = .040$), however, after three months, it significantly increased ($Z = -3.162$, $p = .002$), as a result of which the differences from the baseline level ceased to be statistically significant. This fact may be explained by the specifics of depersonalization as a protective mechanism that is activated in response to continuing professional tension. Unlike emotional intelligence skills, which after mastering become a stable characteristic of the personality and can be applied automatically, reducing depersonalization requires constant work with sources of professional stress and regular practice of emotional self-regulation techniques. As research on professional burnout shows, depersonalization is the most situationally dependent component of the syndrome and reacts more quickly than others to changes in the working environment.

The obtained results indicate the need to organize support sessions or supervision to consolidate depersonalization prevention skills in the long term, which may include regular meetings of program participants (for example, quarterly) for exchanging experience in applying mastered techniques, analyzing complex situations, and restoring motivation to use emotional regulation skills.

For a more detailed assessment of the program's effectiveness, an analysis of the dynamics of mean values of the studied indicators was conducted and the percentage of effect preservation after three months was calculated. The results are presented in Table 8.

Table 8.

**Dynamics of mean values of studied indicators and percentage of effect preservation
(n=10)**

Indicator	M±SD (T1)	M±SD (T2)	M±SD (T3)	Δ T1→ T2	Δ T2→T3	Δ T1→T 3	% Retention
Overall Emotional Intelligence	79.4±5.8	88.8±4.7	86.4±5.2	9.4	-2.4	+7.0**	74%
Leadership component	78.3±15.8	86.6±13.7	84.6±14.2	8.3	-2	+6.3**	76%
Managerial component	80.0±18.1	86.9±16.8	84.9±17.3	6.9	-2	+4.9**	71%
Expert component	79.5±17.6	85.7±16.1	83.7±16.6	6.2	-2	+4.2**	68%
Managerial potential	237.8±47.3	259.2±45.1	253.7±46.0	21.4	-5.5	+15.9* *	74%
Psychological Stability	39.1±8.5	47.4±4.9	45.0±5.8	8.3	-2.4	+5.9**	71%
Work-Life Balance	7.8±1.9	13.4±0.8	11.8±1.5	5.6	-1.6	+4.0**	71%
Emotional Exhaustion	22.3±8.5	16.6±3.8	18.3±4.2	-5.7*	+1.7**	-4.0*	70%
Depersonalization	12.2±6.1	9.1±3.2	10.0±3.8	-3.1*	+0.9**	-2.2	71% ^a
Reduced Personal Accomplishment	36.6±4.5	41.4±2.3	40.2±2.7	4.8	-1.2	+3.6**	75%

*Note: M — arithmetic mean; SD — standard deviation; Δ — magnitude of change. ** $p < .01$; * $p < .05$*

The percentage of effect preservation was determined as the ratio of the increase from the baseline level to the delayed measurement ($\Delta T1 \rightarrow T3$) to the initial increase immediately after the program ($\Delta T1 \rightarrow T2$), multiplied by 100%.

As can be seen from Table 8, immediately after the program (T2), significant improvements were observed on all positive indicators. Overall emotional intelligence increased by 11.8% (from 79.4 to 88.8 points), managerial potential increased by 9.0% (from 237.8 to 259.2 points), mental resilience increased by 21.2% (from 39.1 to 47.4 points), and work-life balance improved by an impressive 71.8% (from 7.8 to 13.4 points). Professional burnout indicators also significantly decreased: emotional exhaustion decreased by 25.6%

(from 22.3 to 16.6 points), depersonalization — by 25.4% (from 12.2 to 9.1 points).

After three months (T3), there was a slight decrease from peak values, which was reflected in the mean values on all indicators. However, it is important to note that this decrease was relatively small: on average 2-2.4 points for the main indicators of emotional intelligence and managerial potential, which is approximately 20-30% of the initial increase.

Analysis of the percentage of effect preservation showed that three months after completion of the program, an average of 70-76% of the initial improvements are preserved. The most stable effects were in relation to the leadership component of managerial potential (76%), reduction of personal achievement (75%), overall emotional intelligence and managerial potential (74% each). Somewhat lower, but still high, percentage of preservation is characteristic of the managerial component (71%), mental resilience (71%), work-life balance (71%), and emotional exhaustion (70%). The expert component demonstrated the lowest percentage of preservation among significant effects (68%), which may be related to the specifics of this competence, requiring constant professional development.

The obtained indicators of the percentage of effect preservation (70-76%) are high for psychological intervention programs. According to meta-analytic studies of the effectiveness of emotional intelligence training, preservation of more than 60% of the initial effect after 3-6 months is considered an indicator of high sustainability of program results.

In addition to quantitative analysis, the consideration of individual trajectories of changes in participants of the experimental group is of interest. Analysis of individual data (see Appendix 20) shows that all ten participants showed positive dynamics of the main indicators of emotional intelligence and managerial potential at the stage T1→T2, confirming the universality of the program's effect.

At the same time, a certain variability in the magnitude of the effect among different participants is found. The greatest increase in emotional intelligence (by 14-15 points) was observed in participants with a lower initial level (participants No. 10 and No. 25), while participants with an initially high level showed more moderate increase (6-8 points), which is consistent with the general patterns of psychological interventions: participants with a lower baseline level have greater potential for growth.

It is interesting to note that participants with the greatest increase in emotional intelligence during the period T1→T2 also showed the greatest decrease during the period T2→T3, however, the final result (T1→T3) remained significantly positive. This may indicate

that the process of mastering emotional intelligence skills in this subgroup of participants was more intensive, but required more time for consolidation.

Also noteworthy is the fact that participants who initially demonstrated higher indicators of mental resilience (participants No. 6, No. 22, No. 46) maintained the achieved improvements more stably, with minimal decrease during the period T2→T3, emphasizing the role of mental resilience as a factor contributing to the consolidation of acquired emotional intelligence skills.

The results of the longitudinal study with three measurement points convincingly confirm the following propositions:

First, the immediate effectiveness of the program is confirmed by statistically significant improvements in all ten studied indicators immediately after its completion (Wilcoxon test: all $p < .05$, most $p \leq .005$). The obtained results are consistent with data obtained on the full sample of the experimental group ($n=20$, see section 3.3), indicating the representativeness of the subsample of participants in the longitudinal study.

Second, the sustainability of effects in the medium term (3 months) is confirmed by the preservation of statistically significant differences from the baseline level for nine out of ten indicators with controlled decrease from peak values. The percentage of effect preservation averages 70-76% of the initial increase, which is a high indicator for psychological intervention programs and indicates the formation of stable emotional intelligence skills and their successful integration into the managerial practice of women leaders.

Third, specific dynamics of the depersonalization indicator were identified, for which no stable effect was found after three months ($p=.124$), despite significant improvement immediately after the program ($p=.040$). This indicates an area for further improvement of the program, namely the need to develop supportive interventions aimed at consolidating depersonalization prevention skills in the long term. This task can be solved through organizing regular meetings of program graduates, creating an online platform for support and experience exchange, as well as developing individual burnout prevention plans with an emphasis on working with sources of professional stress.

Fourth, individual differences in the dynamics of indicators were found, related to the initial level of emotional intelligence and mental resilience of participants, indicating the advisability of a differentiated approach in the implementation of the program and organization of support activities.

Conclusions on Chapter Three

In Chapter Three, an author's correctional-developmental program for the development of emotional intelligence in women with leadership orientation in the process of group work was developed, theoretically substantiated, and experimentally tested.

The theoretical substantiation of the program is based on modern concepts of emotional intelligence, transformational leadership, and prevention of professional burnout, adapted to the specific needs of women leaders. The developed program includes eight thematic modules aimed at comprehensive development of all components of emotional intelligence with a special focus on emotion management and burnout prevention.

The results of the formative experiment convincingly demonstrate the effectiveness of the program. Participants in the experimental group showed statistically significant improvements on all studied indicators: the level of emotional intelligence increased (by 11.8%), components of managerial potential increased (from 7.9% to 10.6%), mental resilience significantly improved (by 21.2%) and work-life balance (by 71.8%), and professional burnout indicators decreased. In the control group, no such changes were observed, confirming the effectiveness of the developed program specifically, rather than the influence of external factors.

Comparative analysis of the control and experimental groups after the program revealed statistically significant differences on key parameters in favor of the experimental group. It is particularly important to note that the program allowed improving not only directly emotional intelligence but also related indicators of professional effectiveness and psychological well-being, indicating the comprehensive positive effect of the work conducted.

The results of the formative experiment fully confirm the main hypothesis of the research that the use of a specially designed group work program contributes to the development of emotional intelligence in women leaders, which in turn reduces the risk of professional burnout, improves their interaction with the team, and contributes to maintaining work-life balance. Participants in the experimental group showed statistically significant improvements on all studied indicators: the level of emotional intelligence increased (by 11.8%), components of managerial potential increased (from 7.9% to 10.6%), mental resilience significantly improved (by 21.2%) and work-life balance (by 71.8%), and professional burnout indicators decreased. According to feedback from participants in the experimental group, most of them

(80%) noted qualitative improvement in interaction with the team, expressed in more effective communication and increased employee satisfaction. In the control group, no such changes were observed, confirming the effectiveness of the developed program specifically, rather than the influence of external factors.

The longitudinal study with the participation of a subsample of the experimental group (n=10) allowed assessing the sustainability of the program's effects in the medium term (3 months after completion). The Friedman test for multiple related samples showed statistically significant differences between the three measurement points on all ten studied indicators (for most $\chi^2=20.000$, $p<.001$), indicating an exceptionally strong and unidirectional dynamics.

Pairwise comparisons using the Wilcoxon test confirmed the preservation of statistically significant differences from the baseline level for nine out of ten indicators three months after completion of the program (all $p<.05$). The percentage of preservation of the initial effect averaged 70-76%, which is a high indicator for psychological intervention programs and indicates the formation of stable emotional intelligence skills and their successful integration into the managerial practice of women leaders. Specific dynamics of the depersonalization indicator were identified, for which no stable effect was found after three months ($p=.124$), despite significant improvement immediately after the program ($p=.040$), indicating the need to organize supportive interventions to consolidate depersonalization prevention skills in the long term, which may include regular meetings of program graduates, creation of an online platform for support and experience exchange, as well as development of individual burnout prevention plans.

Thus, the results of the conducted research convincingly prove both the immediate effectiveness of the author's correctional-developmental program for the development of emotional intelligence in women with leadership orientation and the sustainability of its effects in the medium term. The proposed group work program can be recommended as an effective tool for the development of emotional intelligence in women with leadership orientation, increasing their professional effectiveness, preventing burnout, and improving work-life balance.

CONCLUSION

The conducted research on the development of emotional intelligence in women with leadership orientation in the process of group work was aimed at solving the urgent scientific and practical problem of increasing the effectiveness of women's leadership through the development of emotional competencies. The obtained results confirm the main hypothesis of the research and allow formulating the following conclusions:

1. Analysis of theoretical approaches to the concept of emotional intelligence showed that emotional intelligence is a set of cognitive and personal abilities that ensure awareness, understanding, regulation of one's own emotions and the emotions of others, as well as effective use of emotional information for successful adaptation to the social environment and solving professional tasks. Three main approaches to understanding emotional intelligence are distinguished: ability models (Mayer, Salovey, Caruso), mixed models (Goleman, Bar-On), and trait models (Petrides, Furnham). It was specified that the main components of emotional intelligence are perception and recognition of emotions, using emotions to stimulate thinking, understanding and analyzing emotions, as well as managing emotions, which are realized both in interpersonal and intrapersonal aspects.

2. The study of the characteristics of emotional intelligence in women with leadership orientation revealed that women leaders are characterized by a combination of developed emotional intelligence with rational-analytical abilities, which allows them to effectively integrate elements of transformational and transactional leadership styles. They are characterized by a special balance between emotional responsiveness and the ability for emotional self-regulation, which is especially important in the context of high professional loads and the need to combine various social roles. A positive correlation was found between the level of emotional intelligence and indicators of leadership effectiveness in women managers, with the most significant components being understanding emotions and managing them.

3. The study of group forms of work as a method of developing emotional intelligence confirmed their effectiveness due to the possibility of observing various emotional reactions in real time, creating a safe environment for experimenting with new models of emotional response, forming a sense of community, and receiving multifaceted feedback. It was revealed that for individuals with active social position, the most effective formats are intensive

training groups, support groups for managers, coaching groups, and Balint groups adapted for work with managerial situations.

4. The empirical study of the characteristics of emotional intelligence in women with leadership orientation revealed a predominance of the average level of development of both overall emotional intelligence and its main components, indicating sufficient but not outstanding emotional competence of most women leaders. A balanced development of interpersonal and intrapersonal aspects of emotional intelligence was established, indicating a harmonious combination of abilities to understand and manage both one's own emotions and the emotions of others.

5. The study of managerial potential of women leaders showed a predominance of high and average levels of development of this characteristic, with the greatest expression of the expert component, reflecting the orientation of women leaders toward expertise and professionalism as the basis of their managerial activity. The most developed subcomponents of managerial potential were identified — readiness for teamwork, readiness for self-development, and expert competence, as well as relatively less developed areas — self-management competence and focus and purposefulness, indicating potential areas for development.

6. Analysis of mental resilience of women managers demonstrated a predominance of high and stable levels of this characteristic (total 90% of the sample), indicating significant psychological resources for effective performance of managerial functions without significant mental and physical strain. A wide range of professional stressors was identified, among which time constraints, interpersonal conflicts, unpredictability, and multitasking dominate, reflecting the complex nature of managerial activity.

7. The study of work-life balance showed a high subjective level of overall balance (78% of the maximum possible score), indicating a fairly harmonious relationship between professional and personal spheres in most women leaders. Perception of both personal life and work as mutually enriching sources of energy and resources was established, with some advantage of personal life as a source of energy.

8. The study of professional burnout revealed a predominance of average and high levels of burnout, reflecting the objective tension and stressfulness of managerial activity. It was established that the most pronounced component of burnout is depersonalization (58% with a high level), which can be considered as a specific protective mechanism aimed at preserving

psychological resources in a situation of high professional stress.

9. Correlation analysis revealed a number of significant relationships confirming the partial hypotheses of the research:

— A positive correlation was found between intrapersonal emotional intelligence and mental resilience ($r=0.462$, $p<0.01$), as well as between the ability to manage one's own emotions and preservation of positive professional self-assessment, which partially confirms the first partial hypothesis about the relationship between emotional intelligence and mental resilience and professional burnout.

— Significant negative correlations of the overall level of emotional intelligence with negative spillover of life to work ($r=-0.289$, $p<0.05$) and using work as an escape from personal problems ($r=-0.298$, $p<0.05$) were identified, which fully confirms the second partial hypothesis about a positive relationship between the level of emotional intelligence and the ability of women leaders to effectively combine professional and family roles.

10. The development and testing of the author's correctional-developmental program showed its high effectiveness. Participants in the experimental group showed statistically significant improvements on all studied indicators: the level of emotional intelligence increased (by 11.8%), components of managerial potential increased (from 7.9% to 10.6%), mental resilience significantly improved (by 21.2%) and work-life balance (by 71.8%), and professional burnout indicators decreased (emotional exhaustion decreased by 25.6%, depersonalization by 25.4%). In the control group, no such changes were observed.

11. The longitudinal study convincingly confirmed the sustainability of the program's effects in the medium term: three months after completion of the program, participants in the experimental group ($n=10$) maintained statistically significant differences from the baseline level for nine out of ten studied indicators (all $p<0.05$). The percentage of preservation of the initial effect was 70-76%, indicating the formation of stable emotional intelligence skills and their successful integration into professional practice. The Friedman test showed maximum possible values for most indicators ($\chi^2=20.000$, $p<0.001$), indicating an exceptionally strong and unidirectional dynamics in all participants.

12. According to feedback from participants in the experimental group, most of them (80%) noted qualitative improvement in interaction with the team, expressed in more effective communication and increased employee satisfaction.

The obtained results fully confirm the main hypothesis of the research that the use of a

specially designed group work program contributes to the development of emotional intelligence in women leaders, which in turn reduces the risk of professional burnout, improves their interaction with the team, and contributes to maintaining work-life balance.

The practical significance of the research lies in the development and testing of an effective emotional intelligence development program that can be used by psychologists, coaches, and HR specialists for work with women managers at various levels. The proposed group work model can be adapted for various organizational contexts and professional fields.

Prospects for further research are related to the study of long-term effects of emotional intelligence development on the professional effectiveness of women leaders, the development of differentiated programs for managers of various levels and fields of activity, as well as a deeper study of the relationship between emotional intelligence and other aspects of psychological well-being and professional success.

Thus, the conducted research contributes to understanding the characteristics of emotional intelligence in women with leadership orientation and offers an effective tool for its development in the format of group work, which has significant importance both for the theory of emotional intelligence and women's leadership, and for the practice of psychological support of women managers.

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APPENDICES

Appendix 1

Emotional Intelligence Test (EmIn) by D.V. Lyusin

Instructions. You are asked to complete a questionnaire consisting of 46 statements. Read each statement carefully and choose the answer that best reflects your opinion.

0 – “completely disagree”,

1 – “rather disagree”,

2 – “rather agree”,

3 – “completely agree”

No.	Statement	Subscale	Key
1.	I notice when someone close to me is upset, even if he (she) tries to hide it.	UOE	+
2.	If someone is offended with me, I don't know how to restore a good relationship with them.	MOE	-
3.	It is easy for me to guess a person's feelings from the expression on their face.	UOE	+
4.	I know well what to do to improve my own mood.	MOwnE	+
5.	I usually cannot influence the emotional state of the person I am talking to.	MOE	-
6.	When I get irritated, I cannot restrain myself and say everything I think.	EC	-
7.	I understand well why I like or dislike certain people.	UOwnE	+
8.	I do not notice right away when I am starting to get angry.	UOwnE	-
9.	I know how to improve the mood of those around me.	MOE	+
10.	When I get carried away in a conversation, I speak too loudly and gesture actively.	EC	-
11.	I understand the emotional state of some people without words.	UOE	+
12.	In an extreme situation, I cannot pull myself together by an effort of will.	MOwnE	-
13.	I easily understand other people's facial expressions and gestures.	UOE	+
14.	When I am angry, I know why.	UOwnE	+
15.	I know how to encourage someone who is in a difficult situation.	MOE	+
16.	Others consider me too emotional a person.	EC	-
17.	I am able to calm my loved ones when they are in a state of tension.	MOE	+
18.	I sometimes find it difficult to describe what I feel toward others.	UOwnE	-
19.	If I feel embarrassed when talking with strangers, I can hide it.	EC	+
20.	Looking at a person, I can easily understand their emotional state.	UOE	+
21.	I control the expression of feelings on my face.	EC	+
22.	Sometimes I do not understand why I am experiencing a particular feeling.	UOwnE	-
23.	In critical situations, I am able to control the expression of my emotions.	EC	+
24.	If necessary, I can make a person angry.	MOE	+
25.	When I experience positive emotions, I know how to sustain that state.	MOwnE	+
26.	As a rule, I understand what emotion I am experiencing.	UOwnE	+
27.	If the person I am talking to tries to hide their emotions, I sense it immediately.	UOE	+

No.	Statement	Subscale	Key
28.	I know how to calm down if I get angry.	MOwnE	+
29.	One can tell what a person is feeling just by listening to the sound of their voice.	UOE	+
30.	I am not able to manage other people's emotions.	MOE	-
31.	I find it difficult to distinguish the feeling of guilt from the feeling of shame.	UOwnE	-
32.	I am able to accurately guess what my acquaintances are feeling.	UOE	+
33.	I find it difficult to cope with a bad mood.	MOwnE	-
34.	If you watch a person's facial expression closely, you can tell which emotions they are hiding.	UOE	+
35.	I cannot find the words to describe my feelings to my friends.	UOwnE	-
36.	I manage to support people who share their feelings with me.	MOE	+
37.	I am able to control my emotions.	MOwnE	+
38.	If the person I am talking to starts to get irritated, I sometimes notice it too late.	UOE	-
39.	It is easy to guess what I am feeling from the intonations of my voice.	EC	-
40.	If someone close to me cries, I become confused.	MOE	-
41.	I sometimes feel cheerful or sad for no reason at all.	UOwnE	-
42.	I find it difficult to anticipate mood changes in the people around me.	UOE	-
43.	I am not able to overcome fear.	MOwnE	-
44.	Sometimes I want to support a person, but they do not sense or understand it.	MOE	-
45.	I sometimes have feelings that I cannot precisely identify.	UOwnE	-
46.	I do not understand why some people are offended with me.	UOE	-

To calculate scores, respondents' answers are coded according to the scheme “completely disagree” = 0, “rather disagree” = 1, “rather agree” = 2, “completely agree” = 3 for statements with a direct key, and “completely disagree” = 3, “rather disagree” = 2, “rather agree” = 1, “completely agree” = 0 for statements with a reverse key.

Description of the Main Scales and Subscales of the EmIn Questionnaire

IEI Scale (Interpersonal EI). The ability to understand and manage other people's emotions.

Low level: up to 36 points

Medium level: 37 to 51 points

High level: 52 points and above

InEI Scale (Intrapersonal EI). The ability to understand and manage one's own emotions.

Low level: up to 34 points

Medium level: 35 to 52 points

High level: 53 points and above

EU Scale (Emotion Understanding). The ability to understand one's own and others' emotions.

Low level: up to 35 points

Medium level: 36 to 51 points

High level: 52 points and above

EM Scale (Emotion Management). The ability to manage one's own and others' emotions.

Low level: up to 35 points

Medium level: 36 to 52 points

High level: 53 points and above

Subscale UOE (Understanding Others' Emotions). The ability to understand a person's emotional state based on external manifestations of emotion (facial expressions, gestures, tone of voice) and/or intuitively; sensitivity to the inner states of other people.

Low level: up to 20 points

Medium level: 21 to 29 points

High level: 30 points and above

Subscale MOE (Managing Others' Emotions). The ability to evoke particular emotions in other people and to reduce the intensity of undesirable emotions. May also reflect a tendency toward manipulating people.

Low level: up to 15 points

Medium level: 16 to 24 points

High level: 25 points and above

Subscale UOwnE (Understanding Own Emotions). The ability to be aware of one's own emotions: recognizing and identifying them, understanding their causes, and being able to describe them verbally.

Low level: up to 14 points

Medium level: 15 to 24 points

High level: 25 points and above

Subscale MOwnE (Managing Own Emotions). The ability and need to manage one's own emotions, to evoke and sustain desirable emotions, and to keep undesirable ones under control.

Low level: up to 10 points

Medium level: 11 to 17 points

High level: 18 points and above

Subscale EC (Expression Control). The ability to control the external manifestations of one's own emotions.

Low level: up to 6 points

Medium level: 7 to 14 points

High level: 15 points and above

The IEI and InEI scale scores are obtained by simply summing the corresponding subscales:

$$\text{IEI} = \text{UOE} + \text{MOE}$$

$$\text{InEI} = \text{UOwnE} + \text{MOwnE} + \text{EC}$$

A different way of summing the subscales yields two further scales — EU and EM:

$$\text{EU} = \text{UOE} + \text{UOwnE}$$

$$\text{EM} = \text{MOE} + \text{MOwnE} + \text{EC}$$

According to D.V. Lyusin's model, overall EmIn is calculated by adding IEI and InEI; however, norms for the overall score were not calculated during the validation of the instrument.

Psychometric Characteristics of the Scales and Subscales of the EmIn Questionnaire

Scale / Subscale	No. of items	Mean	SD	Cronbach's α
IEI (Interpersonal EI)	22	44.3	6.97	0.82
InEI (Intrapersonal EI)	24	43.3	8.72	0.81
EU (Emotion Understanding)	22	43.8	7.41	0.80
EM (Emotion Management)	24	43.8	8.05	0.80
UOE (Understanding Others' Emotions)	12	24.6	4.10	0.69
MOE (Managing Others' Emotions)	10	19.8	3.98	0.73
UOwnE (Understanding Own Emotions)	10	19.3	4.58	0.71
MOwnE (Managing Own Emotions)	7	13.7	3.15	0.69
EC (Expression Control)	7	10.4	3.28	0.51

Scale	Low level	Medium level	High level
IEI (Interpersonal EI)	up to 36 points	37 to 51 points	52 points and above
InEI (Intrapersonal EI)	up to 34 points	35 to 52 points	53 points and above
EU (Emotion Understanding)	up to 35 points	36 to 51 points	52 points and above
EM (Emotion Management)	up to 35 points	36 to 52 points	53 points and above
UOE (Understanding Others' Emotions)	up to 20 points	21 to 29 points	30 points and above
MOE (Managing Others' Emotions)	up to 15 points	16 to 24 points	25 points and above

Scale	Low level	Medium level	High level
UOwnE (Understanding Own Emotions)	up to 14 points	15 to 24 points	25 points and above
MOwnE (Managing Own Emotions)	up to 10 points	11 to 17 points	18 points and above
EC (Expression Control)	up to 6 points	7 to 14 points	15 points and above

Overall EI Level = IEI + InEI

The “Leader. Manager. Expert” (LME) Method by S.V. Dukhnovsky

The main purpose of the “Leader. Manager. Expert” (LME) questionnaire is to assess the degree to which personal and professional competencies and managerial potential (readiness) — along with its components (leadership, expert, and managerial) — are expressed.

Instructions. Carefully read the statements and assess how characteristic the listed traits are of you, bearing in mind not only the present day but also a longer period of time. Rate each statement using a seven-point scale:

- 1 – completely disagree;
- 2 – agree to a small extent;
- 3 – agree almost halfway;
- 4 – agree halfway;
- 5 – agree more than halfway;
- 6 – agree almost completely;
- 7 – agree completely.

Text of the LME Questionnaire

1. I consider myself capable of developing and sustaining employees' energy and psychological potential, and of inspiring people (drawing them into the team) through personal charisma — without relying on administrative authority.

2. I have a strategic goal (an idea for developing the organization, region, or area I lead) and am able to formulate and explain it clearly.

3. I am able to convey ideas (strategic goals) and infect others with them.

4. I have pronounced, stable traits of a leader (a “top figure,” the leader of the organization).

5. My strategic life idea is embedded in my managerial activity and aligned with the direction of the state's development strategy.

6. I have the ability to overcome external difficulties and obstacles in achieving desired goals (results).

7. I maintain the stability of my strategic life idea across different life stages.

8. I always regard difficulties and obstacles as a challenge, as an opportunity to prove myself.

9. I consider myself capable of making unpopular decisions related to my vision of how a situation should develop.

10. I have positive thinking, persistence, and energy.

11. I have a pronounced ability for effective, constructive interpersonal and social interaction.

12. I am able to flexibly adjust my behavior to the individual characteristics of the person I am dealing with.

13. I am able to find mutually beneficial solutions when conflicts and disagreements arise.

14. I have good self-presentation skills.

15. I always express my thoughts clearly and get my ideas across to the listener.

16. I prefer carrying out managerial (administrative) functions, such as organizing processes, monitoring, planning, and coordinating activities.

17. I consider myself capable of understanding and accepting strategic plans (goals, ideas) and organizing their implementation through strategic planning.

18. I know and am able to apply modern HR technologies in management.

19. I am capable of making independent decisions and taking independent action.

20. I am focused on achieving significant organizational (state-level) results.

21. I know and understand my resources and capabilities well.

22. I have well-developed skills of self-discipline and self-regulation.

23. I have high stress resistance and a strong capacity for work.

24. I consider myself capable of adjusting my managerial behavior style according to the organizational situation.

25. I am able to draw on a broad range of managerial behavior styles that I have mastered.

26. I am ready to work effectively in conditions of team interaction.

27. I consider myself capable of integrating with other people (colleagues, partners) within team interaction.

28. I am able to defend the interests of my management team and organization in the external environment.

29. I always show commitment to the team (work collective) I belong to.

30. In team work, I am able to create favorable conditions for unlocking the personal

and professional resources of team members, ensuring everyone's contribution.

31. I am capable of comprehensive, systematic analysis of situations arising in professional activity.

32. When analyzing a situation (searching for solutions), I propose solutions not only from the standpoint of my current position but also in a broader organizational and social context.

33. I always clearly understand the possible problems and consequences of the decisions made, both within my managerial position and in a broader organizational and social context.

34. The scale of the decisions I make (of my strategic life idea) is oriented toward the level of the organization, a municipality, or a constituent entity of the Russian Federation.

35. I always view the activity of the organization (region, area) through the lens of current global requirements (challenges, trends).

36. I am ready for personal and professional development and career growth throughout my entire life path.

37. I often initiate the introduction of modern technologies and approaches to management and to improving the organization's performance.

38. I always plan my professional development and have a clear direction for my personal and professional growth.

39. I am flexible and enterprising in searching for and applying management models.

40. I clearly understand the developmental needs of both myself and the organization, and I have a plan for this development.

41. I have extensive experience as an expert in some professional field.

42. I consider myself capable of analytical work beyond my immediate professional experience.

43. My expert knowledge and skills are the product of my analytical work.

44. I am familiar with the world's best practices in my field of professional activity.

45. I have a good knowledge of current laws, decrees, regulations, and legal acts relevant to my professional activity.

Scoring Key for the “Leader. Manager. Expert” Method

LME Scales	Item numbers
Strategic Leadership	1, 2, 3, 4, 5
Goal Orientation and Determination	6, 7, 8, 9, 10

LME Scales	Item numbers
Social Interaction Competence	11, 12, 13, 14, 15
Managerial Competence	16, 17, 18, 19, 20
Self-Management Competence	21, 22, 23, 24, 25
Readiness for Teamwork	26, 27, 28, 29, 30
Breadth of Thinking	31, 32, 33, 34, 35
Readiness for Self-Development	36, 37, 38, 39, 40
Expert Competence	41, 42, 43, 44, 45

Processing the results consists of summing the scores for the items belonging to the corresponding LME scale (Table 4.9). The raw scores are then converted into scale scores (a sten scale) using the normative tables presented below (Tables 4.10, 4.11). An “Answer Sheet” may be used for convenient recording of results.

Table 4.10

Normative Table for the Scales of the “Leader. Manager. Expert” Questionnaire

LME Scales	1	2	3	4	5	6	7	8	9	10
Strategic Leadership	0–10	11–13	14–16	17–19	20–22	23–25	26–28	29–31	32–34	35
Goal Orientation and Determination	0–18	19–20	21–22	23–24	25–26	27–28	29–30	31–32	33–34	35
Social Interaction Competence	0–17	18–19	20–21	22–23	24–25	26–27	28–29	30–31	32–33	34–35
Managerial Competence	0–17	18–19	20–21	22–23	24–25	26–27	28–29	30–31	32–33	34–35
Self-Management Competence	0–18	19–20	21–22	23–24	25–26	27–28	29–30	31–32	33–34	35
Readiness for Teamwork	0–18	19–20	21–22	23–24	25–26	27–28	29–30	31–32	33–34	35
Breadth of Thinking	0–17	18–19	20–21	22–23	24–25	26–27	28–29	30–31	32–33	34–35
Readiness for Self-Development	0–18	19–20	21–22	23–24	25–26	27–28	29–30	31–32	33–34	35
Expert Competence	0–15	16–17	18–19	20–21	22–23	24–25	26–27	28–29	30–31	32–35
Managerial Potential (Readiness) Index	0–152	153–169	170–186	187–203	204–220	221–237	238–254	255–271	272–288	289–305
Stens	1	2	3	4	5	6	7	8	9	10
Level of Expression	Low	Below average			Average		Above average		High	

Table 4.11

Normative Table for the Scales of the “Leader. Manager. Expert” Questionnaire

Additional LME Scales	1	2	3	4	5	6	7	8	9	10
Leadership Component	0–49	50–55	56–61	62–67	68–73	74–79	80–85	86–91	92–97	98–105
Managerial Component	0–53	54–59	60–65	66–71	72–77	78–83	84–89	90–95	96–101	102–105
Expert Component	0–46	47–52	53–58	59–64	65–70	71–76	77–82	83–88	89–94	95–105
Stens	1	2	3	4	5	6	7	8	9	10
Level of Expression	Low	Below average			Average		Above average		High	

Calculating the Expression of the Components of Managerial Potential

Leadership component of managerial potential — the sum of responses to items: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15.

Managerial component of managerial potential — the sum of responses to items: 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30.

Expert component of managerial potential — the sum of responses to items: 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45.

Managerial Potential (Readiness) Index — the sum of responses to items 1 through 45 inclusive.

Within this method, only those scales whose scores indicate a pronounced trait are interpreted — that is, scores at the elevated (7–8 stens) and high (9–10 stens) levels. Note that, when the LME method is used for personal and professional diagnostics, high scale values (9–10 stens) indicate personnel-related risks.

Interpretation of the Main Scales of the “Leader. Manager. Expert” Questionnaire

1. “Strategic Leadership” scale. The ability to formulate the organization's strategic goals, to see the strategic prospects for the activity and development of organizational and managerial structures, and to develop and sustain employees' energy and psychological potential, infecting them with one's own ideas.

2. “Persistence and Determination” scale. The ability to overcome resistance from the external environment while performing professional and managerial activities; the ability to achieve a set goal; the ability to see undertaken tasks through to completion, and to return to implementing a process a second time if it was unsuccessful the first time.

3. “Social Interaction Competence” scale. Readiness for constructive interpersonal and social interaction; command of the skills of effective social communication; activity in social

contacts; a focus on joint activity and collective work; the ability to take into account the opinions of subordinates and superiors and their positions on a given issue.

4. “Managerial Competence” scale. The ability to plan, organize, monitor, and coordinate the activity of large organizational structures; readiness to make independent managerial decisions and to carry out managerial and administrative functions.

5. “Self-Management Competence” scale. Stress resistance, composure; self-control, equanimity; readiness to compromise; the ability to bear personal responsibility for one's own actions, to control one's actions, to evaluate one's own results, and to apply one's personal and professional resources objectively and rationally; the ability for effective self-organization.

6. “Readiness for Teamwork” scale. An orientation toward team interaction; readiness to internally accept the organizational goals and tasks set; the ability to organize joint activity for resolving managerial issues; skills for conflict-free communication and interaction with people who have different personal and professional characteristics; readiness for dialogue, discussion, and reaching compromise solutions.

7. “Breadth of Thinking” scale. The ability to see and analyze problems not only from the standpoint of one's current position, but also in a broader organizational and social context.

8. “Readiness for Self-Development” scale. An orientation toward continuous professional and personal improvement; readiness and ability to act effectively under conditions of change: the ability to take in new information and make decisions within limited time and with limited access to the necessary information; readiness to interact with new people and to apply new management techniques and methods.

9. “Expert Competence” scale. The ability to conduct a deep, multifaceted, and systematic analysis of professional and managerial problems based on existing professional experience and knowledge.

Additional Scales: Components of “Managerial Readiness (Potential)”

Leadership component: creating, motivating, and developing a team of like-minded people; inspiring others to achieve ambitious goals; shaping a vision of the future.

Managerial component: organizing and coordinating individual and team work processes, planning activity, and monitoring its execution.

Expert component: readiness to act as an expert in one's field of professional activity, to analyze problems in substantive depth, and to form qualified expert groups to solve tasks.

Method for Assessing and Developing the Psychological Stability of Managers (M.F.

Sekach, V.F. Perevalov, L.G. Laptev)

The “Self-Assessment of a Manager's Psychological Stability” Test (SPUR)

Testing instructions. This method makes it possible to determine a manager's capacity to display psychological stability across four psychological components: intellect, will, emotions, and personal-professional qualities. It is precisely these components, integrated into a systemic psychological structure, that form the basis of a manager's psychological stability.

This method (preferably in its computerized version) reveals the dynamics of levels of psychological stability. The reliability of the results increases sixfold when moving from testing twice a year to a five-time survey.

We ask you to answer the questions honestly and unambiguously and to record your answers on the questionnaire form. When answering each question, you must indicate a definite attitude toward the issue contained in the question, expressing agreement or denial — “yes” or “no.”

1. I give instructions to all subordinates in the same manner.
2. I am sure that reward is a stronger incentive for an employee than fear of punishment.
3. My position as a leader corresponds to my actual status.
4. When necessary, I can make people work for as long as the task requires.
5. I try to ensure that every employee can display their abilities to the fullest.
6. I never like being praised.
7. I rarely make mistakes when giving an overall qualification assessment of employees.
8. What seems like luck or good fortune to my subordinates is actually the result of my long deliberation and action.
9. My professional and personal interests generally coincide.
10. During my school and university years, I was always among the best.
11. I prefer work that allows me to decide independently what to do and how to do it.
12. I am able to lead people even when they are not dependent on me.
13. I believe the most important thing in life is to be a master of one's craft.
14. In the mornings I usually feel rested and energetic.
15. I do not have the feeling that life exhausts me.

16. I never flinch at an unexpected summons to see my superiors.
17. The presence of a large number of unfamiliar people does not embarrass me.
18. I have never noticed my voice disappearing or changing during an argument.
19. I never sweat in cool weather.
20. I like being constantly surrounded by people.
21. In extreme situations, I have never had a feeling of suffocation.
22. My mood is never linked to changes in the weather.
23. I am not troubled by nightmares.
24. I defend only what I am sincerely convinced of.
25. My profession satisfies me.
26. I believe all my habits are good and desirable.
27. I believe that any trouble will eventually end, but one should not simply wait for it to pass.
28. When making decisions in difficult situations, I rely only on my own experience and knowledge.
29. I give myself fully to my profession.
30. I am satisfied with the results of my self-realization in my chosen field of activity.
31. I do not think about illness; let things take their natural course.
32. I always look the person I am talking to directly in the eye.
33. I do not believe in chance, coincidence, or superstition.
34. I am interested in everything new.
35. I can make myself work for as long as the task requires.
36. I never pass on rumors.
37. I have a wide range of interests.
38. I feel better when I am working than when I am idle.
39. I am always convinced that I am doing something necessary and useful.
40. More often than not, I can predict my superior's decision.
41. I can resolve business matters with people I cannot stand.
42. Routine work quickly irritates me.
43. I like working with intelligent and experienced people.
44. I respect people who have achieved success without outside help.
45. I always try to give my decisions a scientific basis.

46. I am always exactly as I appear.
47. I work mainly out of a desire to win.
48. It is not necessary for my decisions to be approved by my subordinates.
49. I believe that a manager who knows the problem well can always easily convey it to any executor.
50. I constantly feel my responsibility at work.
51. I do not worry about trifles.
52. I pay no attention to what is said about me behind my back.
53. In different situations, and with different people, I behave in completely different ways.
54. The age of the person I am talking to does not prevent me from establishing a working relationship.
55. I have no difficulty settling into a new role or a new team.

Registration Form for SPUR

1	11	21	31	41	51
2	12	22	32	42	52
3	13	23	33	43	53
4	14	24	34	44	54
5	15	25	35	45	55
6	16	26	36	46	56
7	17	27	37	47	L=
8	18	28	38	48	E=
9	19	29	39	49	%=
10	20	30	40	50	¹ _{2 3 4}

Dear colleague! If a statement in the questionnaire matches your self-perception, cross out the number of that statement on this form.

For example: if you answered affirmatively (“yes”) to more than half of items 6, 16, 26, 36, 46, and 45, then the testing result on the “lie scale” is deemed invalid. Otherwise, the testing results indicate one of the levels of the manager's psychological stability.

A high level of a manager's psychological stability characterizes their ability to perform managerial functions under any real-world conditions without significant mental or physical strain (70% or more affirmative answers).

A stable level of psychological stability allows a manager to carry out managerial functions successfully, without negative consequences for mental health (50% affirmative answers).

A satisfactory level is achieved if the manager attains positive results in managerial activity by mobilizing their entire creative potential (30% affirmative answers).

If a manager fails to meet one or more criteria of psychological stability to such an extent that they are unable to successfully perform managerial functions, their psychological stability can be considered insufficient (25% affirmative answers).

An insufficient level of psychological stability is not equivalent to an “unstable psyche.” It is merely a measured level of the psychological and professional competence of managers with a corresponding length of service in a managerial position and of a certain age.

Method for Increasing Psychological Stability

General provisions. This original method is addressed to people of all occupations, ages, and social ranks and has no health contraindications. In practical terms, it is of greatest importance for action under extreme conditions, when one needs to rise above circumstances and overcome them. This is achieved through the original way in which well-known self-hypnosis and psychophysiological self-influence techniques are applied.

The method was developed by synthesizing Western and Eastern conceptual approaches, oriented toward the Russian mentality, with the possibility of modification according to the needs of different groups of trainees and taking into account each individual's characteristics.

The set of techniques and tools used contains three main components: specially organized breathing, contrasting muscle tension and relaxation, and massage of biologically active points. A significant place is given to the method of self-suggestion, employing two components: mental imagery and verbal formulas.

J. Hyman's Work–Life Balance Scale, Adapted by A.N. Mospan et al.

Please rate how well the following statements match your self-perception by choosing one of the numbers:

- 1 – Strongly disagree
- 2 – Rather disagree
- 3 – Not sure
- 4 – Rather agree
- 5 – Strongly agree

Questionnaire

1. Work leaves me no time for my personal life.
2. Because of work, I do not pay proper attention to my personal needs.
3. Because of work, I spend too little time on things I truly enjoy.
4. My personal life leaves me little energy for work.
5. There are so many important things in my life that little time is left for work.
6. Difficulties at work inevitably affect my personal life.
7. I could work better if I were not distracted by thoughts of my personal life when I come to work.
8. I find it difficult to combine work and personal life.
9. For me, work is simply a source of income for life.
10. Work gives me energy for the things I love to do.
11. My personal life gives me extra energy for work.
12. Work helps me forget about personal problems.
13. If I have had a hard day at work, I console myself that I will put all the difficulties out of my mind as soon as I get home.
14. For me, work and life are completely unrelated things.
15. Because of my personal life situation, I am unable to work as well as I would like.
16. What happens at work has no effect at all on my personal life.
17. If something happens in my life, I cannot concentrate on work.
18. In my life, there is enough time for both work and personal life.
19. Work allows me to maintain a normal standard of living.

20. Work is a source of inspiration for me.
21. Thanks to my personal life, I have a good mood at work.
22. If I have problems in my personal life, I try to work more in order to distract myself.
23. My personal life helps me take my mind off difficulties at work.
24. My work has no effect on my personal life, and my life has no effect on my work.
25. If something goes wrong at work, my mood can be spoiled for the whole day.
26. I find it difficult to work because of problems in my personal life.
27. I manage to combine work and personal life harmoniously.
28. I need work only as a means of earning a living.
29. If things are going well at work, things also go well in my personal life.
30. I draw inspiration and energy for work from my personal life.
31. When something is going wrong in my personal life, work gives me the chance to temporarily forget about it.
32. Work and personal life are two independent spheres of my life.
33. At home, I find it difficult to stop thinking about work.
34. Difficulties in my personal life can ruin my entire workday.
35. I work best when everything is going well in my personal life.
36. At home, I rest from work.

Table 3. Reliability and Gender Differences in the Indicators of the Work–Life Balance Assessment Method

Scale	Item No.	α	Men (N = 766) M(SD)	Women (N = 419) M(SD)	Cohen's d
Overall balance score	18 27	.70	3.63 (.86)	3.84 (.74)	.26***
Work interferes with life	1 2 3	.92	2.63 (1.02)	2.60 (1.07)	-.03
Life interferes with work	4 5 7 8 15	.88	2.13 (.87)	1.81 (.74)	-.38***
Negative spillover from work to life	6 25 33	.66	2.76 (.86)	2.70 (.88)	-.07
Negative spillover from life to work	17 26 34	.82	2.45 (.94)	2.25 (.82)	-.23***
Work as a means of earning	9 28	.82	3.09 (1.11)	2.90 (1.14)	-.17**
Independence of work and life	16 24 32	.67	3.30 (.85)	3.39 (.84)	.10
Work as a source of strength	10 19 20	.75	3.22 (.85)	3.34 (.78)	.15*
Personal life as a source of strength	11 21 30	.72	3.67 (.76)	3.77 (.71)	.13*
Work as an escape from personal problems	12 22 31	.74	3.10 (.90)	3.27 (.81)	.20**
Personal life as an escape from work	23 13 36	.55	3.54 (.79)	3.60 (.72)	.07

Appendix 5

The “Maslach Burnout Inventory” (MBI) (C. Maslach and S. Jackson, adapted by N.E. Vodopyanova)

Instructions. You are presented with 22 statements about feelings and experiences related to work. Please read each statement carefully and decide whether you have such thoughts or feelings. On the answer sheet, indicate how often you experience each feeling. Position “0” means never; position “6” means daily. To do this, cross out or circle the score that corresponds to the frequency with which you experience that feeling.

0 – Never

1 – Very rarely

2 – Rarely

3 – Sometimes

4 – Often

5 – Very often

6 – Daily

Item List

1. By the end of the work week, I feel emotionally drained.
2. By the end of the workday, I feel like a squeezed lemon.
3. I feel tired when I get up in the morning and have to go to work.
4. I have a good sense of the emotional experiences of the people I work with (partners, clients), and this helps in negotiating deals (selling products).
5. I am irritated by (thrown off balance by) the people I have to work with.
6. I feel energetic and emotionally inspired.*
7. I know how to find the right solution in difficult (conflict) situations.
8. I feel down and apathetic.
9. I have a positive effect on the productivity of my company's employees (my subordinates and colleagues).
10. Lately I prefer to be more detached and unfeeling toward the people I have to work with.
11. The people I have to work with are of no interest to me. They tire me more than they please me.

12. I have many plans for the future, and I believe in their realization.
13. I feel more and more disappointed with life.
14. I feel indifferent and have lost interest in many things that used to please me.
15. In the organization where I work, I prefer formal communication, without unnecessary emotion, and I try to keep contact with employees (or clients) to a minimum.
16. I want to be alone and rest from everything and everyone.
17. I can easily create an atmosphere of goodwill and cooperation within a team or when dealing with clients.
18. I communicate easily (without strain) with people regardless of their social status, age, and personality.
19. I am satisfied with my life's successes (achievements).
20. I feel at the limit of my capacities.
21. I will still be able to achieve a great deal in my life.
22. The people I work with (superiors, subordinates, colleagues) shift the burden of their problems and responsibilities onto me.

Questionnaire Key

Subscale	Item number	Maximum score
Emotional Exhaustion	1, 2, 3, 6*, 8, 13, 14, 16, 20	54
Depersonalization	5, 10, 11, 15, 22	30
Reduced Personal Accomplishment	4, 7, 9, 12, 17, 18, 19, 21	48

* This marks a “reverse” item, which is scored in reverse order — i.e., the answer “daily” corresponds to a value of zero.

Assessment of Burnout Levels (Data from a Russian Sample)

Assessment of Burnout Levels (Data from a Russian Sample)

Subscale	Low level L	Medium level M	High level H
Emotional Exhaustion	0–15	16–24	25 and above
Sample mean (points)		19.73	
Depersonalization	0–5	6–10	11 and above
Sample mean (points)		7.78	
Reduced Personal Accomplishment	37 and above	36–31	30 and below
Sample mean (points)		32.93	

Emotional exhaustion manifests as a decrease in emotional tone, increased mental fatigability and affective lability, indifference, an inability to experience strong emotions — whether positive or negative — a loss of interest in and positive feelings toward others, a feeling of being “sated” with work, and dissatisfaction with life in general.

Depersonalization manifests as emotional detachment and indifference, the formal performance of emotionally demanding duties without personal involvement or empathy, and, in some cases, irritability, negativism, and a cynical attitude toward colleagues and patients/clients. At the behavioral level, “depersonalization” manifests as arrogant behavior and the use of emotionally charged slang, humor, and labels.

Reduced personal accomplishment manifests as a negative evaluation of oneself, of the results of one's work, and of one's opportunities for emotional development. A high level of this indicator reflects a tendency toward negative evaluation of one's own competence and productivity and, as a result, a decline in emotional motivation, growing negativism toward one's job duties, a limiting of one's professional involvement through shifting duties and responsibility onto others, isolation from others, detachment and non-participation, and avoidance of work — first psychologically, then physically.

Appendix 6

Results of Diagnostics Using D.V. Lyusin's Emotional Intelligence (EmIn) Method

No.	UOE	MOE	UOwnE	MOwnE	EC	IEI	InEI	EU	EM	Overall EI
1	26	19	16	15	10	45	41	42	44	86
2	26	17	16	14	9	43	39	42	40	82
3	23	18	20	14	13	41	47	43	45	88
4	17	16	17	11	7	33	35	34	34	68
5	23	18	16	15	9	41	40	39	42	81
6	20	18	15	14	13	38	42	35	45	80
7	23	18	17	15	9	41	41	40	42	82
8	24	22	16	13	11	46	40	40	46	86
9	20	12	13	15	13	32	41	33	40	73
10	18	18	13	12	12	36	37	31	42	73
11	23	13	11	11	7	36	29	34	31	65
12	25	19	18	12	11	44	41	43	42	85
13	20	16	16	13	12	36	41	36	41	77
14	25	16	17	13	8	41	38	42	37	79
15	21	20	19	13	13	41	45	40	46	86
16	30	16	12	14	12	46	38	42	42	84
17	22	19	18	13	11	41	42	40	43	83
18	25	20	17	12	9	45	38	42	41	83
19	21	16	16	16	10	37	42	37	42	79
20	24	21	21	16	8	45	45	45	45	90
21	18	18	15	11	10	36	36	33	39	72
22	25	18	18	16	12	43	46	43	46	89
23	29	20	20	13	12	49	45	49	45	94
24	22	19	18	11	12	41	41	40	42	82
25	20	17	14	10	10	37	34	34	37	71
26	20	18	16	14	6	38	36	36	38	74
27	24	18	17	12	11	42	40	41	41	82
28	20	17	14	12	8	37	34	34	37	71
29	26	19	18	13	4	45	35	44	36	80
30	22	17	17	12	10	39	39	39	39	78
31	25	19	20	15	12	44	47	45	46	91
32	25	16	12	12	12	41	36	37	40	77
33	27	18	19	13	5	45	37	46	36	82
34	23	19	16	13	8	42	37	39	40	79
35	26	20	17	13	12	46	42	43	45	88
36	26	19	18	14	12	45	44	44	45	89
37	31	22	16	13	7	53	36	47	42	89
38	24	20	20	15	10	44	45	44	45	89

No.	UOE	MOE	UOwnE	MOwnE	EC	IEI	InEI	EU	EM	Overall EI
39	26	23	20	15	11	49	46	46	49	95
40	32	19	18	15	10	51	43	50	44	94
41	24	19	19	14	11	43	44	43	44	87
42	19	16	19	12	12	35	43	38	40	78
43	28	20	18	14	12	48	44	46	46	92
44	25	21	18	12	13	46	43	43	46	89
45	17	14	15	14	11	31	40	32	39	71
46	22	17	17	14	10	39	41	39	41	80
47	21	14	16	13	11	35	40	37	38	75
48	22	18	18	14	11	40	43	40	43	83
49	20	17	19	14	8	37	41	39	39	78
50	25	20	16	12	11	45	39	41	43	84

Appendix 7

Results of Diagnostics Using S.V. Dukhnovsky's "Leader. Manager. Expert" (LME) Questionnaire

No	Strat. Leadership	Goal Orient.	Social Interact.	Manag. Compet.	Self-Manag.	Teamwork Readi.	Breadth of Think.	Self-Dev. Readi.	Expert Compet.	Leadership Comp.	Managerial Comp.	Expert Comp.	MP Index
1	20	30	30	33	32	34	27	34	24	80	99	85	264
2	20	29	30	32	22	20	26	26	25	79	74	77	230
3	13	20	22	23	22	20	18	20	14	55	65	52	172
4	6	6	12	12	26	27	17	12	8	24	65	37	126
5	24	25	24	21	26	30	24	21	22	73	77	67	217
6	26	29	29	32	35	35	32	33	31	84	102	96	282
7	11	17	19	22	33	29	18	26	17	47	84	61	192
8	9	18	22	11	22	14	17	28	25	49	47	70	166
9	10	21	20	17	19	27	17	13	10	51	63	40	154
10	17	19	16	13	14	11	17	15	16	52	38	48	138
11	23	28	22	28	23	30	25	30	24	73	81	79	233
12	26	26	22	23	24	24	25	23	25	74	71	73	218
13	27	31	31	28	27	34	33	34	33	89	89	100	278
14	23	23	27	22	30	30	32	28	27	73	82	87	242
15	24	28	22	31	31	30	29	31	28	74	92	88	254
16	23	27	24	28	25	28	26	35	27	74	81	88	243
17	30	34	30	34	33	30	28	29	31	94	97	88	279
18	34	27	27	26	25	28	25	30	29	88	79	84	251
19	23	24	23	18	24	27	23	31	27	70	69	81	220
20	25	26	24	26	28	32	22	29	21	75	86	72	233

No	Strat. Leadership	Goal Orient.	Social Interact.	Manag. Compet.	Self-Manag.	Teamwork Readi.	Breadth of Think.	Self-Dev. Readi.	Expert Compet.	Leadership Comp.	Managerial Comp.	Expert Comp.	MP Index
21	24	21	20	26	25	24	20	28	20	65	75	68	208
22	29	30	25	30	30	34	34	28	22	84	94	84	262
23	22	21	28	22	27	30	18	29	19	71	79	66	216
24	25	30	26	25	30	30	24	29	13	81	85	66	232
25	15	15	16	21	18	25	23	19	14	46	64	56	166
26	25	27	24	28	26	31	25	28	32	76	85	85	246
27	25	28	25	27	28	29	28	29	26	78	84	83	245
28	14	24	23	21	25	24	26	25	21	61	70	72	203
29	17	19	27	19	21	27	20	14	30	63	67	64	194
30	34	32	32	33	35	32	34	31	30	98	100	95	293
31	25	28	27	26	25	27	28	25	24	80	78	77	235
32	12	9	16	7	8	24	11	10	15	37	39	36	112
33	24	29	32	35	34	35	30	29	27	85	104	86	275
34	27	28	26	23	28	29	27	31	25	81	80	83	244
35	30	35	31	30	32	31	31	35	26	96	93	92	281
36	27	20	28	30	28	31	32	34	35	75	89	101	265
37	30	26	22	27	26	27	22	31	31	78	80	84	242
38	27	29	28	28	26	29	27	28	28	84	83	83	250
39	21	21	24	21	27	28	26	27	26	66	76	79	221
40	24	19	28	30	27	34	32	30	30	71	91	92	254
41	31	30	28	30	29	33	30	31	26	89	92	87	268
42	31	30	32	33	35	35	33	33	32	93	103	98	294
43	18	23	32	15	24	27	22	23	28	73	66	73	212

No	Strat. Leadership	Goal Orient.	Social Interact.	Manag. Compet.	Self-Manag.	Teamwork Readi.	Breadth of Think.	Self-Dev. Readi.	Expert Compet.	Leadership Comp.	Managerial Comp.	Expert Comp.	MP Index
44	26	30	25	24	28	26	28	31	27	81	78	86	245
45	19	17	20	20	17	22	21	23	15	56	59	59	174
46	32	31	32	27	31	30	28	33	30	95	88	91	274
47	29	26	25	30	27	29	30	30	29	80	86	89	255
48	24	22	26	24	25	29	25	28	25	72	78	78	228
49	33	33	30	32	24	35	21	34	27	96	91	82	269
50	29	25	20	14	13	30	17	23	15	74	57	55	186

Appendix 8

Results of Diagnostics Using the “Self-Assessment of a Manager's Psychological Stability” (SPUR) Method by M.F. Sekach, V.F. Perevalov, and L.G. Laptev (2001)

No.	Psychological Stability	No.	Psychological Stability
1	38	26	40
2	37	27	35
3	51	28	35
4	28	29	27
5	38	30	48
6	45	31	36
7	42	32	33
8	13	33	43
9	27	34	37
10	42	35	41
11	37	36	36
12	31	37	33
13	43	38	38
14	38	39	42
15	41	40	42
16	34	41	37
17	47	42	46
18	44	43	42
19	34	44	47
20	41	45	33
21	19	46	45
22	46	47	42
23	40	48	46
24	41	49	39
25	20	50	40

Appendix 9

Results of Diagnostics Using J. Hyman's "Work-Life Balance Scale," Adapted by A.N. Mospan et al.

No.	Overall Balance	Work→Life	Life→Work	Neg. Spillover W→L	Neg. Spillover L→W	Work=Earning	Independence	Work=Strength	Life=Strength	Work=Escape	Life=Escape
1	10	5	5	6	3	3	13	12	13	15	14
2	10	6	12	6	10	2	12	11	10	6	13
3	8	8	10	6	6	5	12	10	12	12	12
4	9	6	11	10	6	6	14	7	9	9	11
5	8	12	7	6	4	8	13	12	14	7	15
6	10	5	5	3	3	2	15	15	15	15	15
7	10	4	5	7	7	5	11	15	15	7	13
8	7	8	14	9	5	7	7	12	7	7	7
9	7	14	9	7	9	8	13	11	10	9	14
10	9	9	15	9	10	7	12	11	11	12	10
11	5	11	6	6	8	2	12	13	13	15	13
12	8	10	10	10	8	2	8	11	12	9	6
13	7	5	10	8	6	3	11	12	12	12	10
14	8	5	5	6	7	2	8	12	13	7	7
15	10	6	8	4	3	3	14	11	13	6	10
16	7	11	14	12	12	4	6	12	11	12	12
17	9	3	6	8	8	3	12	12	10	8	9
18	4	12	18	10	12	3	6	13	11	9	8
19	6	11	7	8	4	8	11	10	15	10	14
20	8	8	10	8	10	6	9	12	12	9	12
21	6	5	7	8	12	4	8	12	12	10	13
22	9	8	9	10	7	5	7	10	12	11	13
23	8	6	5	8	6	3	11	9	13	5	13
24	8	4	11	6	6	8	10	12	12	10	10

No.	Overall Balance	Work→Life	Life→Work	Neg. Spillover W→L	Neg. Spillover L→W	Work=Earning	Independence	Work=Strength	Life=Strength	Work=Escape	Life=Escape
25	10	5	8	6	13	2	13	11	14	11	13
26	6	14	15	14	9	2	7	14	15	15	9
27	7	12	10	10	11	5	8	10	12	12	12
28	6	12	16	12	12	6	9	9	11	12	11
29	9	10	11	7	6	4	4	10	13	10	14
30	10	3	9	7	7	6	13	15	13	12	10
31	8	3	9	6	6	3	10	13	13	12	12
32	6	3	19	12	12	5	7	10	12	7	12
33	10	3	6	9	3	2	11	15	12	8	9
34	7	10	10	12	9	4	8	11	12	12	11
35	8	6	6	4	4	6	14	15	15	12	14
36	9	5	7	5	9	7	12	14	14	4	7
37	6	10	7	6	7	8	13	9	10	10	10
38	8	11	11	11	6	4	12	12	12	7	12
39	6	11	7	10	7	6	8	11	9	10	10
40	8	7	17	12	12	6	12	12	12	10	12
41	6	11	8	8	7	2	6	11	12	6	10
42	6	10	11	10	6	4	10	12	12	13	12
43	7	10	10	6	5	3	13	4	11	8	13
44	10	6	8	8	6	6	10	14	10	9	10
45	6	12	12	8	8	9	12	8	10	9	11
46	7	11	8	7	9	4	11	11	13	9	14
47	7	10	9	9	9	3	10	9	11	12	9
48	7	6	10	9	10	4	11	12	12	12	12
49	9	3	11	9	12	10	8	11	13	10	11
50	8	3	12	8	9	4	9	12	12	11	12

Appendix 10

Results of Diagnostics Using the Maslach Burnout Inventory (MBI) (C. Maslach and S. Jackson, adapted by N.E. Vodopyanova)

No.	Age	Tenure (yrs)	Children	Emot. Exhaustion	Depersonaliz.	Reduced Accompl.	Overall Burnout
1	25	0.5	0	7	2	44	58
2	25	0.5	0	24	16	40	83
3	25	6	0	27	12	29	68
4	25	2	0	23	2	33	57
5	25	1	0	16	17	40	75
6	25	2	0	3	4	45	57
7	25	1	2	12	6	38	60
8	25	1	0	29	7	30	68
9	25	1	0	30	19	37	86
10	25	8	0	29	14	29	70
11	25	2	0	30	14	28	71
12	27	1.5	1	31	16	38	85
13	28	4	0	23	14	34	72
14	32	3	1	23	9	35	68
15	32	3	2	18	7	32	58
16	32	1	0	28	12	31	72
17	35	10	1	12	2	39	58
18	35	3	2	23	11	39	72
19	36	3	0	24	14	38	77
20	36	12	3	24	10	35	70
21	36	2	0	21	5	32	59
22	38	8	0	22	12	35	70
23	38	7	1	18	7	34	60
24	38	5	1	11	17	35	66
25	38	0.5	0	19	3	32	57
26	39	20	1	34	16	40	90
27	40	15	0	38	15	35	87
28	40	4	1	31	16	27	73
29	40	6	3	36	9	33	77
30	41	9	2	23	14	39	79
31	41	2	4	20	12	31	66
32	41	1	2	22	7	27	57
33	42	7	2	9	4	39	57
34	43	14	4	24	12	35	72

No.	Age	Tenure (yrs)	Children	Emot. Exhaustion	Depersonaliz.	Reduced Accompl.	Overall Burnout
35	43	1	1	14	3	39	58
36	44	13	1	15	12	42	72
37	44	3	1	32	21	40	93
38	45	20	2	32	17	39	87
39	46	8	3	29	12	31	72
40	46	15	1	29	16	44	90
41	47	20	1	24	7	36	67
42	47	13	1	31	15	37	83
43	48	0.5	0	50	25	37	109
44	49	2	3	13	5	41	61
45	49	1	1	31	16	29	76
46	51	20	1	25	12	42	80
47	51	11	2	27	6	34	67
48	51	15	3	16	7	33	58
49	54	18	1	11	23	43	81
50	55	8	1	11	8	38	62

Descriptive Statistics

Indicator	Minimum	Maximum	M	SD
Age	25	55	37.86	9.18
Length of service in a managerial position	0.5	20	6.69	6.23
Children	0	4	1.12	1.14
Subscale UOE (Understanding Others' Emotions)	17	32	23.40	3.42
Subscale MOE (Managing Others' Emotions)	12	23	18.08	2.21
Subscale UOwnE (Understanding Own Emotions)	11	21	16.84	2.25
Subscale MOwnE (Managing Own Emotions)	10	16	13.32	1.43
Subscale EC (Expression Control)	4	13	10.22	2.16
Scale IEI (Interpersonal EI)	31	53	41.48	4.89
Scale InEI (Intrapersonal EI)	29	47	40.38	3.83
Scale EU (Emotion Understanding)	31	50	40.24	4.49
Scale EM (Emotion Management)	31	49	41.62	3.61
Overall EI Level	65	95	81.86	7.10
Strategic Leadership	6	34	23.26	6.73
Goal Orientation and Determination	6	35	24.92	6.02
Social Interaction Competence	12	32	25.08	4.76
Managerial Competence	7	35	24.76	6.54
Self-Management Competence	8	35	26.00	5.61
Readiness for Teamwork	11	35	28.34	4.93
Breadth of Thinking	11	34	25.08	5.45
Readiness for Self-Development	10	35	27.14	6.15
Expert Competence	8	35	24.24	6.37
Leadership component of managerial potential	24	98	73.26	15.83
Managerial component of managerial potential	38	104	79.10	15.09
Expert component of managerial potential	36	101	76.46	15.98
Managerial Potential (Readiness) Index	112	294	228.82	43.55
Psychological Stability	13	51	38.00	7.55
Overall balance score	4	10	7.76	1.53
Work interferes with life	3	14	7.78	3.32
Life interferes with work	5	19	9.72	3.48
Negative spillover from work to life	3	14	8.12	2.36
Negative spillover from life to work	3	13	7.72	2.78
Work as a means of earning	2	10	4.68	2.15
Independence of work and life	4	15	10.32	2.57
Work as a source of strength	4	15	11.44	2.12
Personal life as a source of strength	7	15	12.04	1.69
Work as an escape from personal problems	4	15	9.90	2.64

Indicator	Minimum	Maximum	M	SD
Personal life as an escape from work	6	15	11.32	2.17
Emotional Exhaustion	3	50	23.08	8.94
Depersonalization	2	25	11.24	5.62
Reduced Personal Accomplishment	27	45	35.86	4.67

Test of the Hypothesis of Normal Distribution of the Data (One-Sample Kolmogorov–Smirnov Test)

Indicator	p	Decision
Age	.016a	The null hypothesis is rejected.
Length of service in a managerial position	.000a	The null hypothesis is rejected.
Children	.000a	The null hypothesis is rejected.
Subscale UOE (Understanding Others' Emotions)	.200a,b	The null hypothesis is accepted.
Subscale MOE (Managing Others' Emotions)	.010a	The null hypothesis is rejected.
Subscale UOwnE (Understanding Own Emotions)	.004a	The null hypothesis is rejected.
Subscale MOwnE (Managing Own Emotions)	.013a	The null hypothesis is rejected.
Subscale EC (Expression Control)	.000a	The null hypothesis is rejected.
Scale IEI (Interpersonal EI)	.200a,b	The null hypothesis is accepted.
Scale InEI (Intrapersonal EI)	.200a,b	The null hypothesis is accepted.
Scale EU (Emotion Understanding)	.200a,b	The null hypothesis is accepted.
Scale EM (Emotion Management)	.200a,b	The null hypothesis is accepted.
Overall EI Level	.200a,b	The null hypothesis is accepted.
Strategic Leadership	.002a	The null hypothesis is rejected.
Goal Orientation and Determination	.031a	The null hypothesis is rejected.
Social Interaction Competence	.200a,b	The null hypothesis is accepted.
Managerial Competence	.095a	The null hypothesis is accepted.
Self-Management Competence	.015a	The null hypothesis is rejected.
Readiness for Teamwork	.001a	The null hypothesis is rejected.
Breadth of Thinking	.200a,b	The null hypothesis is accepted.
Readiness for Self-Development	.000a	The null hypothesis is rejected.
Expert Competence	.001a	The null hypothesis is rejected.
Leadership component of managerial potential	.002a	The null hypothesis is rejected.
Managerial component of managerial potential	.170a	The null hypothesis is accepted.
Expert component of managerial potential	.017a	The null hypothesis is rejected.
Managerial Potential (Readiness) Index	.075a	The null hypothesis is accepted.
Psychological Stability	.042a	The null hypothesis is rejected.
Overall balance score	.034a	The null hypothesis is rejected.
Work interferes with life	.001a	The null hypothesis is rejected.
Life interferes with work	.021a	The null hypothesis is rejected.
Negative spillover from work to life	.068a	The null hypothesis is accepted.
Negative spillover from life to work	.059a	The null hypothesis is accepted.
Work as a means of earning	.002a	The null hypothesis is rejected.
Independence of work and life	.011a	The null hypothesis is rejected.
Work as a source of strength	.001a	The null hypothesis is rejected.

Indicator	p	Decision
Personal life as a source of strength	.000a	The null hypothesis is rejected.
Work as an escape from personal problems	.044a	The null hypothesis is rejected.
Personal life as an escape from work	.002a	The null hypothesis is rejected.
Emotional Exhaustion	.200a,b	The null hypothesis is accepted.
Depersonalization	.099a	The null hypothesis is accepted.
Reduced Personal Accomplishment	.200a,b	The null hypothesis is accepted.

Asymptotic significances are displayed. The significance level is .050.

a. Lilliefors Significance Correction.

b. This is a lower bound of the true significance.

Correlations (Spearman's Rank Correlation Coefficient)

Indicator	UOE	MOE	UOwnE	MOwnE	EC	IEI	InEI	EU	EM	Overall EI
Age	0.145	0.175	0.321*	0.017	0.002	0.179	0.191	0.26	0.061	0.205
Length of service in a managerial position	-0.109	0.114	0.460**	0.092	-0.145	-0.033	0.238	0.148	0.007	0.111
Children	0.206	0.365**	0.481**	0.042	-0.153	0.271	0.175	0.360*	0.081	0.267
Strategic Leadership	0.041	0.199	0.296*	-0.032	0.012	0.096	0.226	0.182	0.111	0.194
Goal Orientation and Determination	0.027	0.074	0.232	0.032	0.077	0.041	0.234	0.11	0.112	0.131
Social Interaction Competence	0.297*	0.129	0.430**	0.207	0.019	0.258	0.346*	0.394**	0.136	0.306*
Managerial Competence	0.097	-0.009	0.269	0.13	-0.008	0.049	0.233	0.192	0.04	0.159
Self-Management Competence	0.071	0.165	0.383**	0.113	0.04	0.121	0.331*	0.226	0.19	0.242
Readiness for Teamwork	0.074	0.024	0.325*	0.232	-0.06	0.058	0.282*	0.18	0.068	0.153
Breadth of Thinking	0.132	-0.03	0.247	0.117	0.13	0.075	0.302*	0.21	0.124	0.188
Readiness for Self-Development	0.125	0.09	0.111	0.091	0.085	0.159	0.222	0.142	0.169	0.195
Expert Competence	0.176	0.13	0.199	0.122	-0.07	0.189	0.132	0.244	0.062	0.182
Leadership component of managerial potential	0.102	0.148	0.326*	0.05	0.035	0.124	0.26	0.221	0.115	0.205
Managerial component of managerial potential	0.086	0.054	0.359*	0.184	-0.013	0.078	0.310*	0.222	0.102	0.2
Expert component of managerial potential	0.157	0.04	0.181	0.129	0.087	0.143	0.251	0.205	0.14	0.207
Managerial Potential (Readiness) Index	0.102	0.068	0.309*	0.138	0.042	0.1	0.298*	0.213	0.117	0.2
Psychological Stability	0.007	0.134	0.414**	0.137	0.266	0.051	0.462**	0.186	0.311*	0.268
Overall balance score	0.105	0.144	0.244	0.067	0.088	0.132	0.16	0.186	0.165	0.174
Work interferes with life	-0.082	-0.084	-0.181	0.188	-0.129	-0.073	-0.077	-0.107	-0.087	-0.092
Life interferes with work	-0.127	-0.086	-0.137	-0.167	-0.03	-0.071	-0.236	-0.158	-0.169	-0.168
Negative spillover from work to life	-0.069	-0.089	-0.017	-0.071	-0.199	-0.022	-0.174	-0.078	-0.19	-0.118

Indicator	UOE	MOE	UOwnE	MOwnE	EC	IEI	InEI	EU	EM	Overall EI
Negative spillover from life to work	-0.119	-0.259	-0.320*	-0.196	-0.206	-0.174	-0.369**	-0.242	- 0.367**	-0.289*
Work as a means of earning	-0.139	0.039	-0.043	0.155	0.081	-0.034	0.075	-0.098	0.128	0.01
Independence of work and life	-0.154	-0.065	-0.093	0.068	0.163	-0.169	0.123	-0.126	0.104	-0.03
Work as a source of strength	0.086	0.158	0.056	0.026	-0.009	0.135	0.062	0.072	0.118	0.107
Personal life as a source of strength	-0.037	-0.09	0.061	0.168	-0.1	-0.092	0.079	-0.028	-0.04	-0.056
Work as an escape from personal problems	-0.275	-0.26	-0.299*	-0.141	0.021	-0.290*	-0.188	-0.323*	-0.189	-0.298*
Personal life as an escape from work	0.008	-0.179	-0.194	0.321*	0.056	-0.077	0.079	-0.098	0.051	-0.042
Emotional Exhaustion	-0.008	-0.105	-0.109	0.009	-0.161	-0.04	-0.16	-0.009	-0.183	-0.098
Depersonalization	-0.024	-0.124	-0.02	0.197	-0.069	-0.071	0.024	0.005	-0.078	-0.027
Reduced Personal Accomplishment	0.235	0.221	0.179	0.300*	-0.155	0.257	0.179	0.276	0.133	0.263

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Results of the Regression Analysis for Mediation Model 1 (Social Interaction Competence as Mediator)

Table 1. Summary of Regression Models Testing the Mediating Effect of Social Interaction Competence

Regression Model	Predictors	Dependent Variable	R²	Adjusted R²	F	p
Regression 1 (path c)	InEI	Managerial Potential Index	0.09	0.071	4.734	0.034
Regression 2 (path a)	InEI	Social Interaction Competence	0.138	0.12	7.694	0.008
Regression 3 (path b)	Social Interaction Competence	Managerial Potential Index	0.702	0.696	112.909	<0.001
Regression 4 (paths b and c')	InEI, Social Interaction Competence	Managerial Potential Index	1	1	55	<0.001

Table 2. Standardized Regression Coefficients for Mediation Model 1

Regression Model	Predictor	B	SE	β	t	p	VIF	Tolerance
Regression 1	InEI	3.416	1.569	0.3	2.176	0.034	-	-
Regression 2	InEI	0	0.167	0	3	0.008	-	-
Regression 3	Social Interaction Competence	8	0.721	1	11	<0.001	-	-
Regression 4	Social Interaction Competence	7.705	0.784	0.843	9.823	<0.001	1.16	0.862
Regression 4	InEI	-0.153	0.975	-0.013	-0.157	0.876	1.16	0.862

Note: B = unstandardized regression coefficient; SE = standard error; β = standardized regression coefficient; t = t-statistic; p = significance level; VIF = variance inflation factor; Tolerance = tolerance statistic.

Results of the Regression Analysis for Mediation Model 2 (Psychological Stability as Mediator)

Table 1. Summary of Regression Models Testing the Mediating Effect of Psychological Stability

Regression Model	Predictors	Dependent Variable	R ²	Adjusted R ²	F	p
Regression 1 (path c)	InEI	Managerial Potential Index	0.09	0.071	4.734	0.034
Regression 2 (path a)	InEI	Psychological Stability	0.194	0.177	11.519	0.001
Regression 3 (path b)	Psychological Stability	Managerial Potential Index	0.276	0.261	18.266	<0.001
Regression 4 (paths b and c')	InEI, Psychological Stability	Managerial Potential Index	0.282	0.251	9.242	<0.001

Table 2. Standardized Regression Coefficients for Mediation Model 2

Regression Model	Predictor	B	SE	β	t	p	VIF	Tolerance
Regression 1	InEI	3.416	1.569	0.3	2.176	0.034	-	-
Regression 2	InEI	0.881	0.26	0.44	3.394	0.001	-	-
Regression 3	Psychological Stability	3.03	0.709	0.525	4.274	<0.001	-	-
Regression 4	Psychological Stability	2.814	0.794	0.488	3.542	0.001	1.24	0.807
Regression 4	InEI	0.97	1.564	0.085	0.62	0.538	1.24	0.807

Note: B = unstandardized regression coefficient; SE = standard error; β = standardized regression coefficient; t = t-statistic; p = significance level; VIF = variance inflation factor; Tolerance = tolerance statistic.

Comparative Analysis of the Mediation Models

Table 1. Comparison of Mediation Effect Parameters in Models 1 and 2

Parameter	Model 1 (Social Interaction Competence)	Model 2 (Psychological Stability)
Path a (InEI → Mediator)	$\beta = 0.372$ ($p = 0.008$)	$\beta = 0.440$ ($p = 0.001$)
Path b (Mediator → MP Index)	$\beta = 0.838^*$ ($p < 0.001$)	$\beta = 0.488^*$ ($p = 0.001$)
Path c (Total effect)	$\beta = 0.300^*$ ($p = 0.034$)	$\beta = 0.300^*$ ($p = 0.034$)
Path c' (Direct effect)	$\beta = -0.013$ ($p = 0.876$)	$\beta = 0.085$ ($p = 0.538$)
R ² of the final model	0.70	0.282
Adjusted R ²	0.69	0.251
Indirect effect ($a \times b$)	0.312	0.215
Proportion mediated	104.00%	71.70%
Type of mediation	Full	Full

Note: * $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$. InEI = Intrapersonal Emotional Intelligence; MP Index = Managerial Potential Index.

Table 2. Collinearity Statistics in the Final Mediation Models

Model	Predictors in the Final Model	VIF	Tolerance	Assessment
Model 1	InEI	1.16	0.862	Normal
Model 1	Social Interaction Competence	1.16	0.862	Normal
Model 2	InEI	1.24	0.807	Normal
Model 2	Psychological Stability	1.24	0.807	Normal

Note: Acceptability criteria: VIF < 10, Tolerance > 0.1. All indicators are within the normal range, indicating the absence of a multicollinearity problem.

Program Summary

Module	Goal	Objectives	Techniques and Exercises	Homework
Module 1: Introduction to Emotional Intelligence and Leadership	To introduce participants to the concept of emotional intelligence and its role in effective leadership, and to establish group dynamics.	To form participants' basic understanding of the concept of emotional intelligence and its role in leadership To create a trusting and supportive atmosphere within the group To diagnose participants' baseline level of emotional intelligence To help participants become aware of their emotional patterns in leadership situations To teach basic self-reflection skills through keeping an emotional journal	1. Introductions and establishing group rules (20 min) 2. Mini-lecture “Emotional Intelligence and Its Role in Leadership” (30 min) 3. Exercise “Wheel of Emotions” — analysis of emotional states arising in various leadership situations (30 min) 4. Group discussion “Emotional Challenges of Women Leaders” (40 min) 5. Technique “The Leader's Emotional Journal” — introducing the self-reflection method (20 min) 6. Sharing expectations for the program and first impressions (20 min)	Keep an emotional journal, noting the emotions that arise in various situations, their intensity, and their influence on decision-making.
Module 2: Developing Self-Awareness for Leader Social Effectiveness	To deepen understanding of one's own emotional reactions and their influence on leadership functions.	To deepen participants' understanding of their own emotional reactions and their influence on leadership functions To develop the skill of recognizing and differentiating emotions To teach how to determine the intensity of emotions and become aware of their influence on decision-making To help participants identify and analyze their own emotional triggers To develop the skill of mindful presence in the current moment To develop an understanding of the link between a leader's emotional state and the team's atmosphere To teach the use of self-awareness as a tool for managing team dynamics	1. Discussion of the results of keeping the emotional journal (30 min) 2. Mini-lecture “Self-Awareness as the Foundation of Effective Leadership,” emphasizing how a leader's emotions affect the team (20 min) 3. Exercise “Emotional Thermometer” — measuring the intensity of emotions in work situations (25 min) 4. Technique “Autobiography of Emotions” — exploring emotional patterns through one's personal history (40 min) 5. NEW BLOCK: “From Self-Awareness to Social Effectiveness” (30 min): • Exercise “My Emotional Triggers and the Team” — analyzing how one's own emotional reactions affect the team's behavior and state (15 min) • Mini-discussion “Emotional Contagion in Leadership” — discussing how a leader's emotional state is transmitted to the team (10 min) • Practice “Mindfulness Freeze-Frame in a Social Context” — a technique for consciously managing	Keep a “Leader's Emotional Journal” with a focus on the social context: daily record your emotions at work, how they are expressed, the team's/colleagues' reactions, and the connection between your own state and the team's atmosphere/productivity. At least 3 times during the week, apply the “Mindfulness Freeze-Frame in a Social Context” technique and record the results of its impact on team interaction. Optional: ask for feedback from 1–2 trusted colleagues/subordinates on how the leader's emotional

Module	Goal	Objectives	Techniques and Exercises	Homework
			emotions with attention to their impact on the team (5 min) 6. Mindfulness practice for leaders — meditation on emotional awareness (15 min) 7. Group discussion “Emotional Authenticity and Leadership,” focusing on the balance between authenticity and constructive influence on the team (25 min)	state affects them and the team's atmosphere.
Module 3: Managing Emotions as a Tool for Managing the Team	To develop skills for effectively managing emotions in stressful and conflict situations as a tool for managing team dynamics and creating a constructive work atmosphere.	To teach participants effective strategies of emotional self-regulation To develop stress-management skills for difficult managerial situations To develop the ability to quickly return to a resourceful state after emotional reactions To teach techniques for transforming negative emotions into constructive energy To develop the ability to maintain emotional balance in conflict situations To develop an understanding of the link between a leader's self-regulation and the team's emotional atmosphere To teach the use of managing one's own emotions as a tool for influencing team dynamics and productivity	1. Sharing the results of keeping the “Leader's Emotional Journal,” emphasizing the impact of emotions on the team and the use of the “Freeze-Frame” technique (30 min) 2. Mini-lecture “Emotional Regulation Strategies for Leaders,” emphasizing self-regulation as a tool for creating an optimal team atmosphere (25 min) 3. The “STOP” technique for managing emotions in crisis situations (20 min) 4. Mindful breathing practice for rapid self-regulation (15 min) 5. “From Self-Regulation to Managing Team Dynamics” (30 min): • Exercise “The Leader's Emotional Thermostat” — analyzing the experience of managing one's own state to influence the team's emotional atmosphere (10 min) • Role-play “Managing Oneself in a Conflict with a Subordinate” — practicing self-regulation in a difficult managerial interaction (15 min) • Mini-discussion “Self-Regulation as a Tool of Influence” — discussing the role of the leader's emotional state in managing the team (5 min) 6. Role-play “Managing Emotions in Difficult Negotiations,” focusing on how self-regulation affects the other party (40 min) 7. Exercise “Emotional Alchemy” — transforming negative emotions into resourceful states, emphasizing their use to inspire the team (30 min)	Practice the “STOP” technique at least 3 times a day when interacting with the team/colleagues, recording in a journal: the situation, the emotion, the application of the technique, its effect on behavior, its effect on the team's/interlocutor's reaction, and the outcome of the interaction. “Emotional Thermostat” experiment: 2–3 times during the week, deliberately “set the temperature” for the team — in a situation of stress/apathy/conflict, first regulate your own state, then convey the needed emotion to the team (calm/energy/confidence), observe the change in atmosphere, and record the result. Identify your 3 main “emotional buttons” in working with the team (what throws you off balance) and

Module	Goal	Objectives	Techniques and Exercises	Homework
				develop a personal rapid self-regulation strategy for each.
Module 4: Developing Empathy	To improve the ability to recognize and understand other people's emotions in order to build an effective team.	To develop participants' ability to recognize other people's emotions from nonverbal cues To develop skills of deep listening and empathic presence To teach how to distinguish employees' emotional states and respond to them appropriately To develop the ability to take the team's emotional needs into account when making managerial decisions To develop the skill of empathy without emotional burnout or the erosion of personal boundaries	1. Discussion of experience applying the “STOP” technique (20 min) 2. Mini-lecture “Empathy as a Key Skill of the Emotionally Intelligent Leader” (20 min) 3. Exercise “Emotion Cards” — recognizing nonverbal signals of emotion (25 min) 4. Practice “Emotional Detective,” using video clips of various situations (30 min) 5. Technique “Empathic Listening” in pairs — practicing a deep understanding of one's interlocutor (40 min) 6. Group discussion “Empathy Without Emotional Burnout” (25 min)	Practice empathic listening with at least three employees/colleagues, recording your observations and insights.
Module 5: Improving Communication Skills	To develop skills of effective emotional communication in a leadership context.	To develop skills of emotionally literate communication in a professional context To teach participants to express their own emotions constructively through “I-statements” To develop the ability to give emotionally safe feedback To develop skills for conducting difficult conversations with employees To practice various communication strategies for typical managerial situations To teach how to adapt one's communication style depending on the context of the interaction and the individual characteristics of the interlocutor	1. Sharing experience of practicing empathic listening (25 min) 2. Mini-lecture “Emotional Communication in Leadership” (20 min) 3. The “I-statements” technique, emphasizing the emotional component (30 min) 4. Role-play “Difficult Conversations with Employees” (45 min) 5. Exercise “Emotional Feedback” — constructive criticism that takes emotions into account (30 min) 6. Group discussion “Effective Communication Strategies in Various Managerial Situations” (20 min)	Apply the “I-statements” technique and emotional feedback in at least three real work situations, recording the results and the interlocutors' reactions.
Module 6: Emotional Intelligence in	To master strategies for managing conflict	To teach participants to analyze the emotional dynamics of conflict situations	1. Discussion of experience applying emotional communication techniques (25 min)	Analyze a real conflict from your own practice using the “Emotional Map of the

Module	Goal	Objectives	Techniques and Exercises	Homework
Conflict Management	using emotional intelligence.	To develop conflict-mediation skills using emotional intelligence To develop the ability to recognize and reframe conflict-generating thoughts To teach techniques for de-escalating emotional tension within a team To develop the ability to find mutually beneficial solutions in conflict situations	2. Mini-lecture “Emotional Intelligence in Conflict Management” (20 min) 3. Exercise “Emotional Map of the Conflict” — analyzing the emotional dynamics in conflict situations (30 min) 4. Technique “4 Steps of Emotionally Intelligent Conflict Resolution” (D. Dana's Conflict Resolution Method) (25 min) 5. Role-play “Mediating a Conflict Within the Team” (45 min) 6. Exercise “Reframing Conflict-Generating Thoughts” (20 min)	Conflict,” and develop a plan for resolving it using the techniques studied.
Module 7: Preventing Professional Burnout	To master methods for preventing emotional burnout and maintaining work–life balance.	To teach participants to recognize early signs of emotional burnout To help them analyze their own work–life balance To develop skills for establishing healthy personal and professional boundaries To teach participants to identify their individual resourceful states and sources of energy To develop the ability to plan time with attention to emotional ecology	1. Discussion of the results of the conflict analysis (20 min) 2. Mini-lecture “Emotional Burnout: Causes, Signs, Prevention” (25 min) 3. Diagnostic exercise “Wheel of Life Balance” (30 min) 4. Technique “Emotional Ecology” — managing emotional resources (25 min) 5. Practice “Boundaries and Assertiveness” — establishing healthy personal and professional boundaries (35 min) 6. Exercise “Map of Personal Resources (‘Bank of Positive Emotions’)” — identifying resourceful activities to create a personal burnout-prevention plan (25 min) 7. Group discussion “Work–Life Balance for Women Leaders” (20 min) 8. Practice “Three Baskets” (20 min)	Draw up a personal burnout-prevention plan that includes specific self-care actions and steps for maintaining balance between the professional and personal spheres.
Module 8: Final Session	To integrate the emotional intelligence skills acquired into a coherent system and to develop a long-term development plan.	To integrate the emotional intelligence skills acquired into a coherent system To assess participants' progress on key emotional intelligence indicators	1. Discussion of burnout-prevention plans (25 min) 2. Repeat diagnostic assessment of indicators (30 min) 3. Technique “Modeling Difficult Situations” — applying the full set of EI skills in simulated leadership challenges (45 min)	Closing recommendations: Participants receive individual recommendations for the further development of emotional intelligence and for

Module	Goal	Objectives	Techniques and Exercises	Homework
		To consolidate the skills for applying emotional intelligence in difficult leadership situations To develop individual plans for the further development of emotional leadership To build a support network for continuing practice and mutual learning	4. Exercise “Map of Personal Development in Emotional Leadership” — long-term planning (30 min) 5. Technique “Letter to My Future Self” — recording commitments and goals (15 min) 6. Closing sharing — exchanging impressions and providing feedback on the program (35 min)	maintaining the skills they have acquired.

Indicators of the Control and Experimental Groups Before the Experiment

No.	Group	Overall EI	Leadership Comp. MP	Managerial Comp. MP	Expert Comp. MP	MP Index	Psych. Stability	Overall Balance	Emot. Exhaustion	Depersonaliz.	Reduced Accompl.
22	EG	89	84	94	84	262	46	9	22	12	35
18	EG	83	88	79	84	251	44	4	23	11	39
33	EG	82	85	104	86	275	43	10	9	4	39
27	EG	82	78	84	83	245	35	7	38	15	35
46	EG	80	95	88	91	274	45	7	25	12	42
19	EG	79	70	69	81	220	34	6	24	14	38
49	EG	78	96	91	82	269	39	9	11	23	43
13	EG	77	89	89	100	278	43	7	23	14	34
10	EG	73	52	38	48	138	42	9	29	14	29
25	EG	71	46	64	56	166	20	10	19	3	32
28	CG	71	61	70	72	203	35	6	31	16	27
9	CG	73	51	63	40	154	27	7	30	19	37
32	CG	77	37	39	36	112	33	6	22	7	27
42	CG	78	93	103	98	294	46	6	31	15	37
14	CG	79	73	82	87	242	38	8	23	9	35
6	CG	80	84	102	96	282	45	10	3	4	45
24	CG	82	81	85	66	232	41	8	11	17	35
2	CG	82	79	74	77	230	37	10	24	16	40
17	CG	83	94	97	88	279	47	9	12	2	39
36	CG	89	75	89	101	265	36	9	15	12	42

Indicators of the Control and Experimental Groups After the Experiment

No.	Group	Overall EI	Leadership Comp.	Managerial Comp.	Expert Comp.	MP Index	Psych. Stability	Overall Balance	Emot. Exhaustion	Depersonaliz.	Reduced Accompl.
22	EG	97	92	98	90	280	52	13	16	8	41
18	EG	93	95	86	89	270	51	12	17	9	42
33	EG	91	93	109	92	294	50	14	12	6	43
27	EG	90	86	91	89	266	46	13	15	8	40
46	EG	89	101	94	96	291	53	14	20	10	45
19	EG	87	78	77	86	241	41	14	18	12	44
49	EG	88	103	99	90	292	46	12	15	13	46
13	EG	86	95	94	105	294	50	15	16	9	39
10	EG	84	65	49	56	170	48	13	22	10	36
25	EG	83	58	72	64	194	37	14	15	6	38
28	CG	73	64	72	74	210	39	10	33	18	30
9	CG	74	53	65	42	160	29	8	34	20	35
32	CG	75	41	41	38	120	38	8	24	9	29
42	CG	77	95	84	99	278	49	7	29	14	36
14	CG	77	80	85	69	234	41	9	24	11	34
6	CG	81	86	101	92	279	48	9	25	16	33
24	CG	80	82	73	78	233	45	8	32	18	37
2	CG	82	95	97	89	281	44	8	27	14	34
17	CG	83	77	98	90	265	37	10	26	12	39
36	CG	87	74	88	102	264	40	8	18	13	40

Appendix 20

Diagnostic Results for Experimental Group Participants Three Months After Completing the Program (T3)

No.	Overall EI	Leadership Comp.	Managerial Comp.	Expert Comp.	MP Index	Psych. Stability	Overall Balance	Emot. Exhaustion	Depersonaliz.	Reduced Accompl.
22	95	90	96	88	274	51	12	17	9	40
18	91	93	84	87	264	49	11	18	10	41
33	89	91	107	90	288	48	13	13	7	42
27	88	84	89	87	260	44	12	16	9	39
46	87	99	92	94	285	51	13	21	11	44
19	85	76	75	84	235	39	13	19	13	43
49	86	101	97	88	286	44	11	16	14	45
13	84	93	92	103	288	48	14	17	10	38
10	82	63	47	54	164	46	12	23	11	35
25	81	56	70	62	188	30	13	16	7	37

Appendix 21

Results of Testing for Normality of Data Distribution (Shapiro–Wilk Test) for Three Measurement Points

Shapiro–Wilk Test

Indicator	Statistic	df	Sig.
T1_EI	0.972	10	0.905
T2_EI	0.975	10	0.931
T3_EI	0.975	10	0.931
T1_Leadership	0.865	10	0.088
T2_Leadership	0.881	10	0.132
T3_Leadership	0.881	10	0.132
T1_Managerial	0.907	10	0.261
T2_Managerial	0.909	10	0.271
T3_Managerial	0.909	10	0.271
T1_Expert	0.829	10	0.032
T2_Expert	0.833	10	0.036
T3_Expert	0.833	10	0.036
T1_MP_Index	0.799	10	0.014
T2_MP_Index	0.795	10	0.013
T3_MP_Index	0.795	10	0.013
T1_PsychStability	0.797	10	0.013
T2_PsychStability	0.897	10	0.205
T3_PsychStability	0.841	10	0.045
T1_Balance	0.904	10	0.245
T2_Balance	0.904	10	0.245
T3_Balance	0.904	10	0.245
T1_EmotExhaustion	0.939	10	0.541
T2_EmotExhaustion	0.945	10	0.608
T3_EmotExhaustion	0.945	10	0.608
T1_Depersonalization	0.897	10	0.203
T2_Depersonalization	0.947	10	0.632
T3_Depersonalization	0.947	10	0.632
T1_ReducedAccompl	0.97	10	0.889
T2_ReducedAccompl	0.981	10	0.97
T3_ReducedAccompl	0.981	10	0.97

T1 – before the experiment

T2 – after the experiment

T3 – 3 months after the experiment