

THE EFFECT OF LEADERSHIP AND EMOTIONAL INTELLIGENCE IN THE PROCESS OF TEHRAN MEDICAL UNIVERSITY STUDENTS STRESS COPING

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Abstract

In this study, the relationship between leadership, emotional intelligence and stress management is studied. Due to lots of harmful effects; identifying stressors and ways to deal and cope with stress has gained lots of attention in recent years. The purpose of this research is to identify and assess ways of coping by two criteria of changing leadership and emotional intelligence. The population of the study is Tehran University Medical Students. By using Morgan table, 300 people were collected as research sample. Component related to emotional intelligence, leadership and the stress are identified and by a form of a questionnaire which is validated by experts were questioned. The reliability of the questionnaire was evaluated by Cronbach's alpha and SPSS software and the coefficient of 0.834 obtained for all questions, so the reliability of the questionnaire was confirmed as well. In this study, a two stage procedure was used to test the model. To determine the structural validity, measuring model determined using factor exploration analysis, and then tested the model using multiple regressions. Given the correlation between questions for each of variables and their loading factor determined that emotional intelligence by five questions, self-efficacy, and facing stress by four questions are measured. So these four structures have suitable divergent validity and can measure presented variable in research. The variables correlation coefficient (R) is 0.968 which shows positive effects of self-efficacy between variables and relatively strong correlation exists among the dependent variable of research (stress). The determining adjusted coefficient value that is equal to 0.936 indicates that 93.6% of the above changes in stress between students of Tehran University of Medical are dependent variables of positive effect and efficacy of listed on this equation.

Keywords: stress, emotional intelligence, leadership

Introduction:

Today's universities and higher education centers are providing the workforce needed for each society. As more attention paid to university students' education, prepared labor force for society, more useful and more effective will be. Effective workforce increases business efficiency and ultimately their profitability. Thus enhances the development of society and increases the level of prosperity. One of the most important issues regarding to the education of students, is how to educate them. In fact the aim to teach students is to increase skills and reinforcing positive workforces and remove or reduce the negative forces in order to reach the ultimate goal. The ultimate aim is an effective workforce by itself. But the elimination or reduction of negative forces has great importance in education. Sometimes negative forces are so devastating that can affect the spent time of students training during the course. Thus, during the training course the destructive forces should be identified and specify ways to deal with stress. One of the important destructive forces is stress. The Words stress rooted from Latin "Stringer" means "hardship". Stress is a compatible reaction to an external factor which has lots of physiological, behavioral, cognitive and psychological effects on everyone and people lose their normal state. Selye an Austrian doctor, the father of stress on a new concept, believes that the stress is body's physical- chemical, mental and emotional reaction to the event and terrifying situations, exiting, hazardous and sensitive. Stress is a response to situations of great stress or considered as the state in which a person is considered out of normal state as a result of external stimuli and tries to comply with them. Mental reaction of the outcome of these efforts is stress. Stress is not specific to a special time or specific place; means that in every period of life (education, work, and marriage) can be affected by stress.so facing (face) Stress is a very important process which should be investigated.

The importance of research:

Many empirical studies on the effect of stress on people's educational and training books are provided (Brougham, Zail, Mendoza, & Miller (2009); Hunter & Thatcher, 2007; Raffert & Griffin, 2006). In a study, the annual cost of stress calculated 300 billion dollars (Sinclair, 2007). So, the researchers are always looking for ways to reduce stress. To deal and combat with stress is an issue that has always been emphasized by the researchers and it is important subject of management and psychological discussions. Students are party who are always exposed to stress; so identify ways to address the issue and stress is a necessity and importance to this group. As these students are the future work force, investment and attention on this group is very important. Studies show that students are prone to stress (Darling, McVeigh, Howard 2007). Relation between students' disease and their stress is well established (Rodenbry and Rank, 2010). Medical students are an important group of students. This group of students because of difficult and prolonged period of study is constantly exposed to stress. Similarly, after graduation and work time, as a result of hard work and associated problems, are prone to stress. So it is essential to medical students to identify ways to deal with stress.

Review of Literature:

Stress and emotion: In this study to lay a theoretical framework related to stress and its understanding implications, research and work carried out by the "Lazarus and his colleagues" will be used. In Lazarus perspective, stress means the relationship between person, environment and his raised assessment of this relationship where his welfare proposed and his prosperity due to relationship may be increased or decreased "(Lazarus & Folkman, 1985). In early studies

stress was considered as a one-dimensional concept such as motivation or act (Duffy, 1962) then "Selye" divided stress into two parts: suitable stress and harmful stress. In the original definition, a destructive aspect of stress was supposed in the form of violence and anger and its constructive aspects were supposed in the form of worries about others. Lazarus in a study categorized psychological stress in 3 parts: 1. threat 2. Challenge 3. harm.

"Threat" reflects the perception of possible damage that may lead to losses. "The Challenge" will be created due to effect a person's perception of a situation where there are growth opportunities or business achievements. "Harm" happens when there is a personal feeling that in past (most recently)", damage (loss) was imposed against him (Folkman & Lazarus; 1985).

Stress related researches; stress generally checked associated with emotion (Lazarus, 2000). Salovey & Mayer defined emotion as organized responses in dealing with psychological, motivational, cognitive and experiential system. This definition implies that emotion is both mentally and physically experienced (understand) in other word emotion often appears in the form of discomfort or feel happy (Manz, 2003). Neuroscience is also used to identify emotion so that we can say that neuroscience is used to identify physiological relationships between emotions and behavioral responses during processing mechanism develop and expand (Exner and Gross, 2008). For example, Green and Miles argue that "the ability to create alternative explanations for emotional event and keeping this alternative in mind for emotional stimuli is needed to produce effective stimulus for reform". Based on this perspective in this study an effective set of tools to evaluate alternative potential excitement and leadership that are needed to deal with stressful situations will be shown.

Most scientists believe that there is a great dependence between emotions, health and quality of life (Lewis, Haviland-Jones & Barrett, 2003). For example, recent researches suggest that negative factors emotions such as aggression, anger and aggression increase the risk of heart disease (Smith, T. W., Glazer, Ruiz, & Gallo, 2004). As numerous studies have shown positive emotions have a positive effect on health and well-being results (Fredrickson, Richman, 2005). According to the mentioned frameworks, the conceptual model of this study will show that effective regulation of emotions (in the form of emotional intelligence) and combining it with applicable effective behavioral and cognitive strategies (in terms of leadership) lead to positive emotions (positive impact) and a high degree of efficacy and the effective dealing with stress.

Emotional intelligence: Emotional intelligence can be defined as the "ability to receive, understand and regulate emotions with others" (Salovey, Mayer & Caruso, 2000). Emotional intelligence categories into four main parts: 1. receiving emotions 2-to apply the emotions 3-understanding emotions 4-management of emotion (Salovey & Mayer, 1997). The ability to receive and understand yours and others emotion is prerequisite of yours and others emotion management. Also, the ability to interpret the meaning of his or others emotion is another important aspect of emotional intelligence. Emotional intelligence also shows that people's emotion can be regulated or managed by reducing the impact of negative emotions or increasing the impact of positive emotions (Salovey & Mayer, 1997). As the model of this research focuses on the issue of emotional regulation (the concepts of emotional intelligence); so this particular aspect of the issue is discussed further below. During past two decades, researchers had attention and emphasis on the concept of emotional regulation (Cole, Martin, & Dennis, 2004). Emotional regulation means "heterogeneous set of processes by which individuals influence their emotions and ways in which it is experienced and expressed emotions" (Gross & Thompson, 2007). Emotional regulation processes may be conscious or unconscious, spontaneous or

deliberate and may eventually lead to a decrease, increase or maintain one's emotions (Gross & Thompson, 2007).

Emotional regulation strategies can be divided into two general categories: (1) leading strategies 2- succedent strategies (response). Leading strategies, are strategies that happen before emotional responses and strategies that are succedent or response strategies are used after emotional response (Gross, 2002). Forward strategy includes select position, correct position, expand attention and cognitive changes (Gross, 1998) position selection strategy includes selecting or avoiding situations that due to emotional responses in certain circumstances are created. Person use this strategy to avoid and escape situations that lead to negative emotions, the same happens strategy is used when people are looking for situations in which there is more positive results. Correcting position strategies requires a change in the situation in which one finds a greater emotional response by changing circumstances. Attention expansion includes refocus of individual attention to all aspects of a specific situation that someone feels a certain emotional impact is more positive on. Cognitive changes include the reinterpretation of the meaning of an event or special situation that leads to more positive emotional reactions. In contrast, succedent strategies can be divided into two categories: 1. reevaluation strategy strategies 2. Stop Strategies (Gross, 2002). Reevaluation (reassessment) strategies include the process of introducing a potentially emotional situation in a neutral and non-emotional situation. Strategy of stop occurs when a person's emotional reaction to more positive response or at least a neutral response is concealed.

Leadership: leadership is a process in which the individual creates self-guidance and self-motivation in itself which is needed for an effective performance (Manz 1986 Neck Houghton, 2006; Neck Manz 2010). Especially the leadership process includes the use of behavior-based and knowledge-based strategies to increase personal effectiveness. Hence, leadership is a normative model in the form of self-regulation theory and social cognitive acts (Neck Houghton, 2006). Behavioral strategies in the process of leadership strategy, includes self- observatory processes, self-target setting, self-rewarding and feedback. Self- observatory process includes evaluation of an individual from their behavior which determines whether a person behavior should be changed, strengthened or eliminated (Mahoney & Arnkoff, 1979; Neck Manz, 2010). Then one can focus on the process of self-target setting to be able to target specific objectives to concentrate its energy on its development and implementation. Researches on target setting show that specific goals, whether challenging and realistic, can have a positive effect on performance (Locke & Latham, 1990). Rewarding strategy involves the creation of a tangible reward for their set target to provide energy to achieve objectives (Mahoney & Arnkoff, 1979). Rewarding strategy may be quite simple such as mental praise for a good action, or more concrete actions, such as having a dinner at a favorite restaurant. Self -feedback includes a formative assessment for an ineffective treatment or a failure to reattempt to focus on a more positive performance (Manz & Sims, 2001). One aspect of the feedback strategy is self-punitive. In this regard, it should be noted; if the process self- punitive used too much, it may lead to feelings of guilt and this behavior must be avoided (Nick Houghton, 2006; Nick Mans, 1996).

Cognitive base strategies are to reshape key mental process in order to facilitate creation and optimization of positive thought patterns that could lead to a significant impact on performance of person (Neck & Houghton, 2006, Neck & Manz, 1996).

Cognitive strategies including positive self-call are mental imagery producer and remove inefficient beliefs and assumptions of. Taken together, these strategies may create constructive thought patterns or habitual ways of thinking so lead to increase cognitive and behavioral

processes (Neck & Manz, 2010). These strategies argue that the individual consciousness of should be raised from what is going on in his mind to eliminate pessimistic, negative and irrational conversation in his mind (Seligman, 1991). Constructive imagination means imagination of a successful performance to an actual performance (Neck and Manz, 1992). People who involve themselves in imagination and positive opacity, as well as mental exercise than those who have negative perceptions and failure, to simulate the actual conditions in which they function more successfully (Finkeh, 1989). Researchers in a meta-analysis of 35 empirical research showed that there is a meaningful relationship between mental imagery and people (Deriskl, Cooper & Moran, 1994). To summarize, one can identify and remove maladaptive beliefs, minimize dysfunctional thinking process which leads to depression, dissatisfaction and inefficiency (Burns, 1980; Ellis, 1975).

Conceptual Model:

This model is a conceptual model.

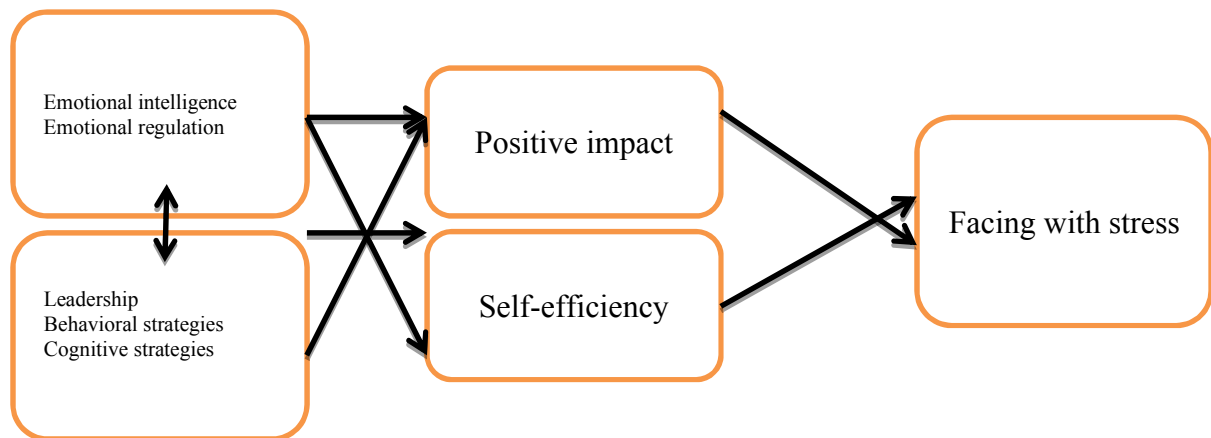


Figure 1: Conceptual model of stress process using emotional intelligence and leadership strategies

The proposed model includes researches in the use of strategies that students used to effectively oppose the stress. Basically these strategies are the same components of conceptual model. Before discussing about the potential impact of leadership and cognitive strategies in dealing with stress; we discuss the potential impact of emotional intelligence and emotional adjustment in facing with stress. This research model is particularly useful for students; because self-regulation and self-leadership strategies in addition to ability to manage stress effectively at present time (school days), increases their skills to sustain and have an effective management of stress in future their career. Students face with a range of stressors, issues taken from lessons and classroom up to managing interpersonal relationships. These stressors are often intensified by dysfunctional emotion regulation strategies and leadership. Emotional intelligence is correlated with individuals' skills in self-emotion regulation, while leadership focuses on self-regulation of behavior and thinking. However, since emotions have a large impact on behavior and cognition, emotional intelligence and leadership framework is likely to correlate with each other

(D’Intino, 2007). People who have high emotional intelligence and their emotions can be controlled by use of strategies are likely to be more effective in their leadership. The effective use of self-leadership strategies may help individuals' achievement in emotional intelligence. As well as in the research model assumes that emotional intelligence and leadership are related but considered as distinct concepts.

Emotion regulation strategies and students dealing with stress:

As mentioned earlier, the primary objective of emotion regulation strategies In terms of emotional intelligence, increase emotional positive results. In this model the positive effect is used to reflect the results of positive emotion. The research model shows that effective regulation of emotion, have positive and greater effects. Empirical studies also confirm the claim (Kaftous and Zamptikas, 2008; Palvmra & brackets, 2006). The model also shows that effective emotion regulation leads to a more and efficient efficacy. Self-efficacy is an individual assessment of his personal ability to work or handle assigned task (Geest, 1987; Bandura, 1991). Self-efficacy is the main framework in the social cognition theory. This concept emphasis on self-awareness and self-regulation as an important factor in the development of self-efficacy (Bandura, 1997). As mentioned earlier, emotional intelligence focuses on self-awareness and emotional regulation; processes that are likely affect the efficacy.

This model shows that the positive effects of self-efficacy will facilitate the processes of coping in students. Several researchers in the field of stress research have shown that a positive impact is as the key to effective evaluation and facing to stressful situations (Moskowitz, & Folkman, 2000). For example, two survey on AIDS nurses showed that three types of coping related to the positive effect of positive assessment, goal-oriented focus to deal with the problem and the injection of positive energy to the ordinary incidents are used. Also, two recent empirical research on students dealing with stress related to education, showed a positive effect has significant relationship with efficient exposure to stress (Dowd, Zautra & Hogan, 2010) Recent studies also showed that there is significant relationship between self-efficacy and stress management (e.g. sean, 2009). For example, recent research on athletes showed that there is a significant relationship between self-efficacy to deal with stressful situations and is effective in real exposure (Nicholls). Also in another experimental study on physicians and staff in the hospital environment shows that job satisfaction may be an important factor in dealing with the stress of job (Merritt & Shibruk, 1997). Another study also showed that people with high self-efficacy in stressful positions, behave more actively to solve the problem than other people (Salanva, Grove & Martinez, 2006).

Leadership Strategy and stress:

Positive effect as one of several important predictable consequences process of self-leadership has recently significantly remarked (Neck Houghton, 2006). Preliminary investigations tend to support the claim. For example, in a study on American Airlines employees showed that employees, who had been exposed to training on leadership process, have positive effect than employees who did participate in the exercises (Neck & Manz, 1996). Another study also showed that there is a significant relationship between strategies of leadership and a sense of inner well-being (a concept close to the positive effect) (Houghton, & Jinkerson). Neck & Houghton also showed that the main objective of the strategy of leadership is self-efficacy of an individual and considered it as only common variable in self-leadership the literature. Empirical evidences confirm the claim of leadership improves the effectiveness of strategies of

efficacy. For example, Neck and Manz (1996) showed a significant difference between the degree of self-efficacy in comparison of groups that have been exposed to leadership training and groups without practicing. Also Prussia (1998) showed that there is a significant difference between the strategies of leadership, self-efficacy and job performance.

Research methodology:

Present research by the purpose of research is applicable and it is trying to solve a problem. Also in terms of information gathering methods it is descriptive and correlation analysis. The population of study is the medical field students of Tehran University. In this study, the method of simple accidental sampling is used. In this of research, the required sample size based on Morgan sample table is 300 respondents to the questionnaire. Hence to ensure the return of questionnaires, 320 questionnaires distributed between members of the community. Out of this number, 270 questionnaires were returned, and return questionnaires in the data analysis were used.

Content Validity of the questionnaire was confirmed by several experts. In this of research, to determine the reliability of the test method Cronbach's alpha was used. To this end, first a preliminary sample of a pre-test questionnaire was prepared then by using the obtained data and by the help of statistics software in the SPSS, Cronbach's alpha coefficient was calculated. Alpha for all the questions was 0.834. These numbers indicate the questionnaire has required reliability. Cronbach's alpha of other illustrated in given Table 1.

In this study, a two-stage procedure is used to test the model. First To determine the validity of the model, factor analysis was used, and then tested the model using multiple regressions.

Research Findings:

The results of the factor analysis and multiple regression analysis will be presented below. Data analysis showed that there is correlation between research questions for each of variables and it is presented in following Table 1.

Table 1: Results of Reliability Test

structure	Questions	Cronbach's alpha				
Emotional Intelligence	I am aware of my emotion	765/0	-0.095	-0.011	0.756	0.163
	I try to consider reality without fantasy		-0.031	0.167	0.504	0.066
	I am assured of myself most of the time.		-0.367	0.205	0.613	-0.163
	I can understand the feelings of others very well		-0.034	-0.079	0.527	0.169
	I make friends with others easily		0.077	-0.011	0.760	0.072
Leadership	Set Specific goals for my performance	756/0	0.030	0.167	0.081	0.694
	Before doing anything, I think I have done the job was successfully.		0.062	0.205	-0.095	0.802

	When I succeeded in doing something consider a reward for myself		125	-0.079	-0.031	0.691
	I'm usually aware of how to do things		.008	112	-0.367	0.545
Self-Efficacy	When I plan projects I am sure that I can do it.	728/0	0.537	0.066	112	0.126
	When I decide to do something, focus on it seriously and precisely		0.621	0.077	0.152	140
	failure causes more effort		0.790	-0.121	0.299	0.034
	I rely on myself		0.795	0.277	105	112
Stress	I get anxious if I cannot deal or solve a problem	813/0	0.731	-0.127	0.050	0.185
	I am experiencing a lot of stress		0.767	-0.267	130	125
	I am very disappointed		0.710	-0.011	0.081	0.155
	I blame myself too much		0.821	0.167	-0.095	0.175

Table 1 provides a model of exploratory factor analysis. The table shows research structure in 4 the main factors of emotional intelligence, leadership, self-efficacy, and exposure to stress. Given the correlation between the questions for each variable and the factor loadings were determined to create the emotional intelligence with five questions, leadership and self-efficacy, and facing stress each with four questions measured, therefore the validity of the four had good divergence and can weigh the variables presented in the study.

Table 2 provides a summary of regression model. The correlation coefficient (R) is 0.968 among the variables that show positive effects of self-efficacy and have a strong correlation with the dependent variable (facing stress). But adjusted square that is equal to 0.936 indicates that 93.6% of variation in stress among Medical field students of Tehran University is dependent on positive variable effects and self-efficacy which is mentioned in this equation. In other words, a set of independent variables, nearly 93.6% of the variance predicts dealing with stresses. Given the significance of the test F (16.1407) in smaller error level of 0.05 can be concluded that the research regression model consisting of positive effects and efficacy variable and the dependent variable (stress) is a good model that enables independent variable to produce positive effect.

Table 2: regression tests

Model	R	The determination coefficient	Determined Adjusted square	Standard error	Changes in statistics					Watson Cameron
					Changes in the determination coefficient	Change in F	DO F 1	DO F 2	Sig. F change	
1	0.96	0.937	0.936	0.24212	0.937	1407.16	1	95	0.000	1.705

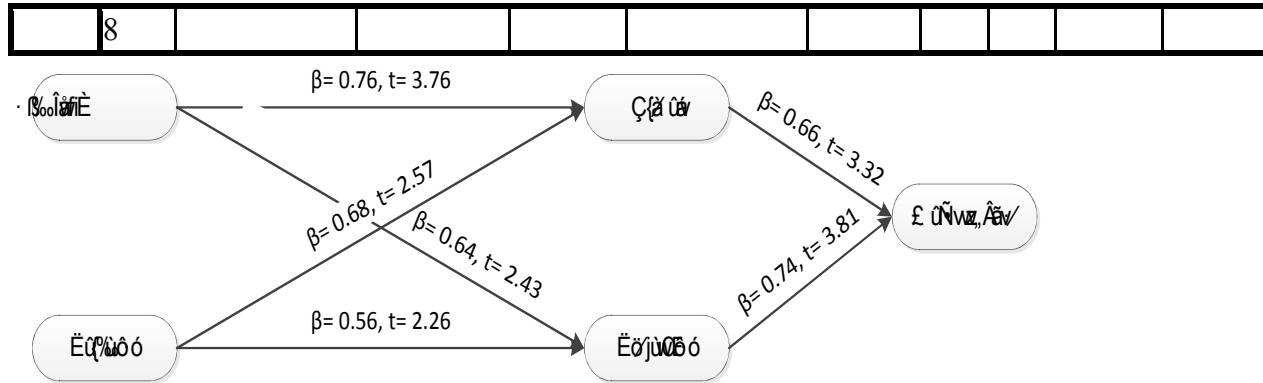


Figure 2: Relations between variations

The results of the above regression model shows self-efficacy has the most impact in facing with stress and get the most effect from emotional intelligence. Also the positive effect has direct and positive impact on stress and emotional intelligence are the most effective.

According to the results of the research it is proved that Positive impact and self-efficacy are affecting factors of stress. As the results show; students who have positive effect on self-efficacy, handling stress to them is much easier than other people.

Conclusion and data analysis:

Topics and Applications

However, the model of this study is used for students of Tehran University School of Medicine, but it is believed that this model is applicable to different groups of people too. Due to extension of the research, it is recommended that emotion regulation strategies and leadership be included in curriculum of college's general courses, to facilitate future workforce capability to deal with stress and help to facilitate the effectiveness of the relationship with other members of the organization. A practical application of the extension of the model is that organizations should be tailored educational interventions, and equip members of the organization to emotion regulation leadership strategies. Educational intervention in relation to what Neck & Manz explained will be a major positive impact on increasing the positive effect of self-efficacy in an organization to deal with stress.

Conclusions:

Proverb says, you cannot control the wind, but you can control the sails. Bearing this in mind, we assume that emotional regulation and leadership by means of a mechanism that they can sail in life to deal effectively with stressful situations (wind) setting. In summary, this model provides a framework for all of the relationship between emotional intelligence, leadership and gives the students who are exposed to stress. This model suggests that the effects of emotional regulation strategies in facing stress and leadership and self-performance by the positive effect of mediation are variables (variables are positive and self-mediator variable). Our research model has an important contribution to the literature of self-regulation strategies. To equip students with the tools to deal effectively with stress, learning management principles can create future managers and organizational members who can encounter with many stressful situations.

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