



Personnel Review

Employee silence and burnout in India: the mediating role of emotional intelligence

Shalini Srivastava, Ajay K. Jain, Sherry Sullivan,

Article information:

To cite this document:

Shalini Srivastava, Ajay K. Jain, Sherry Sullivan, (2019) "Employee silence and burnout in India: the mediating role of emotional intelligence", Personnel Review, <https://doi.org/10.1108/PR-03-2018-0104>

Permanent link to this document:

<https://doi.org/10.1108/PR-03-2018-0104>

Downloaded on: 30 April 2019, At: 02:27 (PT)

References: this document contains references to 75 other documents.

To copy this document: permissions@emeraldinsight.com

Access to this document was granted through an Emerald subscription provided by emerald-srm:415309 []

For Authors

If you would like to write for this, or any other Emerald publication, then please use our Emerald for Authors service information about how to choose which publication to write for and submission guidelines are available for all. Please visit www.emeraldinsight.com/authors for more information.

About Emerald www.emeraldinsight.com

Emerald is a global publisher linking research and practice to the benefit of society. The company manages a portfolio of more than 290 journals and over 2,350 books and book series volumes, as well as providing an extensive range of online products and additional customer resources and services.

Emerald is both COUNTER 4 and TRANSFER compliant. The organization is a partner of the Committee on Publication Ethics (COPE) and also works with Portico and the LOCKSS initiative for digital archive preservation.

*Related content and download information correct at time of download.

Employee silence and burnout in India: the mediating role of emotional intelligence

Employee
silence and
burnout in
India

Shalini Srivastava

*Department of Organisational Behaviour,
Jaipuria Institute of Management Noida, Noida, India*

Ajay K. Jain

*Department of Human Behavior and Organization Development,
Management Development Institute Gurgaon, Gurugram, India, and*

Sherry Sullivan

College of Business, Bowling Green State University, Bowling Green, Ohio, USA

Received 22 March 2018
Revised 8 December 2018
Accepted 6 January 2019

Abstract

Purpose – Although considerable research has been completed on employee voice, relatively few studies have investigated employee silence. The purpose of this paper is to examine the relationship between employee silence and job burnout as well as the possible mediating role of emotional intelligence (EI) on the silence-burnout relationship.

Design/methodology/approach – This paper reports the findings of an empirical study based upon the survey of 286 managers working in four different states in India. Correlational and mediated regression analyses were performed to test four hypotheses.

Findings – Contrary to findings from studies conducted in Western countries in which employee silence was positively related to undesirable work outcomes, in this study, employee silence was negatively related to job burnout. Additionally, results indicated that the relationship between employee silence and job burnout was mediated by EI. These findings suggest the importance of considering country context and potential mediating variables when investigating employee silence.

Practical implications – This study demonstrates how Indian employees may strategically choose employee silence in order to enhance job outcomes.

Originality/value – This study is one of the few efforts to investigate employee silence in a non-western country. This is first study that has examined the role of EI as a mediating variable of the relationship between employee silence and job burnout in India.

Keywords Quantitative, Indian organizations, Job burnout, Emotional intelligence, Silence

Paper type Research paper

Introduction

Employee silence, defined as “the withholding of any form of genuine expression about an individual’s behavioral, cognitive, and/or affective evaluation of his or her organizational circumstances to persons who are perceived to be capable of effecting change” (Pinder and Harlos, 2001, p. 334), has been associated with many negative organizational and individual outcomes (Grant, 2013; Morrison, 2014). At the organizational level, employee silence has been associated with reduced organizational performance (Madrid *et al.*, 2015), innovation (Morrison and Milliken, 2000) and learning (Knoll and Redman, 2016). At the individual level, employee silence has been related to job dissatisfaction (Knoll and van Dick, 2012), negative attitudes toward change (Nikolaou *et al.*, 2011) and lower professional commitment (Morrison, 2011).

Most of the research on employee silence has been conducted in Western countries (see Morrison, 2014, for a review). It is highly questionable, however, that findings from studies conducted in countries characterized by low power distance (relatively equal



distribution of power) and high individualism, such as the USA, are generalizable to countries with cultures characterized by high power distance (respect for the social hierarchy) and collectivism (prioritizing the group over the individual), such as India (Hofstede, 1983). For example, a recent study by Jain (2015) found that, contrary to findings from Western countries, employee silence was positively related to the job satisfaction of Indian workers. Jain's findings underscore the need for additional research on employee silence in countries that are culturally distinct from Western countries as well as the examination of the possible benefits associated with employee silence (see also Kafetsios and Gruda, 2018).

The purpose of this study is twofold. First, this study answers repeated calls for research on employee silence in non-Western countries (Agarwal and Bhargava, 2014; Hofstede, 1983; Kwon and Farndale, 2018; Morrison, 2014). Relatively few studies have been completed on silence in India (see Jain, 2015; Mellahi *et al.*, 2010; Rai and Agarwal, 2018, for exceptions). Further research is needed to determine if study findings from Western countries are in any way generalizable to India. Prior studies conducted in Western countries have reported a negative relationship between employee voice and workplace stress (Ng and Feldman, 2012), with scholars theorizing that employee silence may be positively associated with increased employee stress (Brinsfield *et al.*, 2009; Morrison, 2011; Morrison and Milliken, 2000). This study contributes to the literature by using the conservation of resources (COR) theory (Hobfoll, 1988, 2002) to examine the theorized relationship between employee silence and burnout within the country context of India.

Second, this study contributes to the literature on employee silence by integrating the literatures on employee silence, job burnout and emotional intelligence (EI) to investigate whether EI explains the relationship between employee silence and burnout. Because individuals high in EI are able to assess and control their emotions in order to gain personal and professional benefits (Austin *et al.*, 2007; Jain, 2012; Kilduff *et al.*, 2010), they may be more adept at choosing when to use silence to reduce the negative outcomes of job burnout. To the best of our knowledge, this is the first study to examine whether EI mediates the relationship between employee silence and job burnout.

In the following section of this paper, the literature on employee silence is briefly reviewed. Next, several hypotheses regarding the relationship between employee silence and job burnout, and the possible mediation of this relationship by EI, are proposed. Then, the study's methodology and sample are discussed as well as its findings. The paper closes with a discussion of the study's limitations and implications for future research.

Literature review

Research on employee silence is considered to be in the nascent stage of development (Morrison, 2014). Although employee voice has been studied since the 1970s (Morrison, 2011), it was not until relatively recently that scholars began to explore the dynamics of employee silence, with silence being defined as a unique construct, separate from voice (Brinsfield, 2013; Donaghey *et al.*, 2011; Morrison and Milliken, 2000). In arguing for the distinctiveness of employee silence from voice, Morrison (2014) wrote that silence:

[...] is not merely a lack of speech, as not speaking can occur for many reasons, including having nothing meaningful to convey. Rather, silence refers to not speaking up when one has a suggestion, concern, information about a problem, or a divergent point of view that could be useful or relevant to share (p. 174).

Studies have found that it is common for employees to choose to remain silent even when they have relevant knowledge to convey. For example, 85 percent of the 40 professionals interviewed by Milliken *et al.* (2003) reported remaining silent about a workplace concern. Burrell *et al.* (2010) found that less than 51 percent of Fortune 100 multinational employees

feel safe in voicing ideas. Scholars have theorized that employees choose silence for a variety of reasons. Employees may worry that speaking up will hurt their credibility or result in negative performance evaluations (Morrison, 2011). Employees may assume that their voice will have no impact, that speaking up will harm others or that remaining silent will give them a competitive advantage (Knoll and van Dick, 2012; Morrison and Milliken, 2000; Van Dyne *et al.*, 2003).

While silence appears to be common and employees may choose silence for a variety of reasons, silence is generally considered harmful to the individual (Morrison, 2014). It is thought that the suppression of feelings can have a negative effect on an individual's mental and physical well-being. Employee silence may be associated with stress, cynicism and dissatisfaction (Morrison and Milliken, 2000). For example, based upon interviews with employees across a variety of organizational types and levels, Perlow and Williams (2003) found that those who chose silence reported feeling angry, fearful and humiliated. Their repressed emotions often poisoned their relationships with coworkers or led them to leave the organization.

Despite the negatives that may be associated with employee silence, in her review of the literature, Morrison (2014) called for the rigorous testing of the assumption that silence is always harmful. An examination of the literature produced one study that had answered Morrison's call. Drawing on research on self-image maintenance and sociocultural perspectives, Jain (2015) explored employee silence within the context of India. Contrary to the findings of studies conducted in Western countries, Jain found that employee silence was related to increased job satisfaction among Indian workers. He argued that Indian employees strategically used silence to protect their interests and gain desired work outcomes. One of the goals of this study is to build on Jain's study and answer Morrison's call for more research on the potential benefits of employee silence. In the next section, COR theory (Hobfoll, 1988) is briefly discussed and then used to explain why employee silence and job burnout may be negatively related in the Indian context.

Theoretical foundations and hypotheses development

COR theory

COR theory (Hobfoll, 1988, 2002) has two major tenets. First, individuals have limited resources (e.g. time, energy) and are motivated to protect and conserve the resources they possess. Second, individuals are motivated to engage in behaviors that permit the accumulation of new resources. Individuals try to obtain and retain tangible resources, such as tools and equipment, as well as intangible resources, such as social support, status and knowledge (Halbesleben *et al.*, 2014; Hobfoll, 1988). Individuals who anticipate the loss of resources, or who actually lose resources, experience stress (Halbesleben and Buckley, 2004; Ng and Feldman, 2012), with the psychological harm caused by loss of resources being much greater than the psychological gains experienced by the recovery of losses (Halbesleben *et al.*, 2014). Thus, individuals are especially motivated to avoid resource loss and reduce potential threats to their resources.

Applying COR, this study integrates the literatures on employee silence, job burnout, and EI to propose four hypotheses. The hypothesized relationships examined in this study are presented in Figure 1.

Employee silence and burnout

Job burnout is defined "as a psychological syndrome in response to chronic interpersonal stressors on the job" (Maslach *et al.*, 2001, p. 399). Job burnout is characterized by emotional exhaustion, depersonalization (i.e. cynicism and disengagement), and feelings of inefficacy (Byrne, 1994; Halbesleben and Buckley, 2004; Lee and Ashforth, 1996; Schaufeli *et al.*, 2009).

Burnout has been associated with higher absenteeism, turnover, and interpersonal conflict as well as decreased job satisfaction and reduced organizational commitment (Bakker and Schaufeli, 2000; Halbesleben and Buckley, 2004; Maslach *et al.*, 2001). Job burnout has also been found to negatively impact workers' mental health (Maslach *et al.*, 2001) and non-work aspects of individuals' lives (Burke and Greenglass, 2001).

As applied to employee silence and job burnout, COR theory (Hobfoll, 1988, 2002) suggests that while employees may perceive that they have valuable ideas, suggestions or information to share, they may choose not to speak up because of the costs and risks associated with the use of voice. Those who voice concerns may incur costs because speaking up requires them to use physical, cognitive and emotional resources to formulate ideas, defend against criticisms and manage any resulting conflict (Chamberlin *et al.*, 2017; Ng and Feldman, 2012). Making suggestions that disrupt the status quo is socially risky; those who use voice may be perceived as troublemakers. Because others may react negatively to those who try to foster change, those who speak up put stress on their interpersonal relationships (LePine and Van Dyne, 1998; Ng and Feldman, 2012). Moreover, speaking up may draw disapproval from others; those who use voice risk the loss of social support or status (Morrison, 2011). Individuals are unlikely to deplete resources by using voice if they feel their ideas will not be taken seriously, that no action will be taken, or that speaking up will result in negative consequences for them (Chamberlin *et al.*, 2017).

While speaking up may be stressful for all employees, it may be especially so in high power distance, collectivistic countries such as India. Cultural norms in India indicate that individuals should respect the hierarchy; personal relationships are of great importance (Agarwal, 2014; Kwon and Farndale, 2018; Merkin, 2018; Sinha and Sinha, 1990). Indian workers may worry that by voicing suggestions they may be perceived as questioning the knowledge or authority of their superiors. They may fear that by speaking up, they may embarrass their superiors or cause their superiors to lose face. Instead, workers may be silent because they feel compelled to save the face of their superiors and maintain the status quo (Merkin, 2018).

In high power distance countries, cultural norms suggest that voice is not appropriate. Indian workers may feel that the use of voice is not safe or effective. Indian workers who communicate bad news to those in authority may themselves risk losing face or being fired (Merkin, 2018). In India, because compliance is expected and superiors must be obeyed without question, workers try to avoid confrontations and conflict (Merkin, 2018; Sinha and Sinha, 1990). Indian workers may fear that voicing ideas will cause the loss of valuable relational resources, such as the supervisor's social support (Rai and Agarwal, 2018; Sinha and Sinha, 1990). By strategically choosing to be silent, Indian employees may avoid the emotional stress associated with the breaking of cultural norms while at the same time preserving their resources (e.g. time, psychological energy), making it less likely that

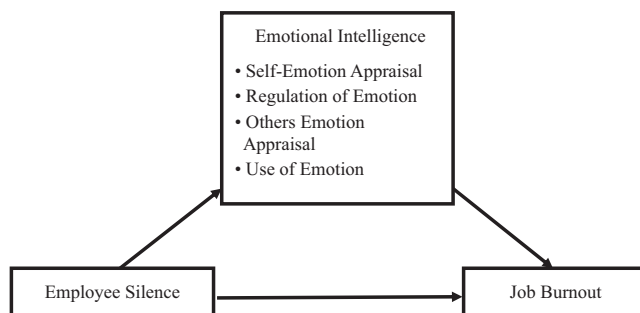


Figure 1.
Relationship between
employee silence,
dimensions of
emotional intelligence
and job burnout

burnout will occur. Based on COR theory and existent research on cultural norms in India, the following hypothesis is proposed:

H1. Employee silence is negatively related to job burnout.

Employee silence and EI

Although scholars have debated about the best way to conceptualize EI (Ackley, 2016; Ashkanasy and Daus, 2005; Brackett *et al.*, 2011), one conceptualization that is widely used in academic research is the ability model of EI (Salovey and Mayer, 1990; Winkel *et al.*, 2011). According to this conceptualization, EI is defined as a set of interrelated abilities possessed by individuals that permit them to accurately understand and use emotional information (Mayer and Salovey, 1997; Wong and Law, 2002). EI is composed of four dimensions: self-emotion appraisal (SEA), regulation of emotion in oneself (ROE), others' emotion appraisal (OEA) and use of emotion (UOE). Individuals high in SEA are able to understand and naturally express their own emotions. Those high in ROE are able to adjust and control their own emotions, which permits them to recover more quickly from stressful experiences. Individuals high in OEA are able to perceive and understand others' emotions, permitting them to be more sensitive to others' thoughts and feelings. Those high in UOE are able to guide their emotions toward constructive outcomes (Salovey and Mayer, 1990).

High-EI individuals may use strategic behaviors, including controlling the communication of emotion-laden information, in order to attain and retain resources for the sake of achieving personal and professional goals (Jain, 2012, 2015; Kilduff *et al.*, 2010). Because workers are typically evaluated by their immediate supervisor, they are motivated to secure and maintain a positive relationship with those of higher rank. Workers high in EI are likely to pay attention and correctly interpret the subtle cues that indicate their supervisors' emotions (Keltner *et al.*, 2003), permitting them to retain their supervisor's support. Research supports this idea, finding that others perceive those high in EI as more pleasant to be around, more socially adept, more empathetic and more polite (Kunnanatt, 2008; Mayer *et al.*, 2008). Additionally, studies have found that EI is related to increased impression management, ingratiation and political behavior (Austin *et al.*, 2007; Jain, 2012).

Because of the high power distance and collectivistic cultural context of India, high-EI workers in India are more likely to purposefully disguise emotions in order to maintain harmony and rise through the hierarchical ranks. High-EI subordinates may strategically choose silence to curry favor with supervisors while avoiding possible conflict and stress, thereby conserving their resources. Therefore, the following is suggested:

H2. Employee silence is positively related to EI.

EI and job burnout

In addition to being positively related to many important work outcomes, EI has also been found to be positively related to physical and mental well-being (Martins *et al.*, 2010; Schutte *et al.*, 2007), happiness (Szczygieł and Mikolajczak, 2017) and job and life satisfaction (Ruvalcaba-Romero *et al.*, 2017; Wang *et al.*, 2018). Moreover, a recent meta-analysis (Mérida-López and Extremera, 2017) found a negative relationship between EI and burnout among teachers.

High-EI workers may use their understanding of their own emotions and the emotions of others in order to obtain and conserve resources. For example, high-EI may gain favor with supervisors who control their work assignments, making it more likely that they will be assigned to projects with reduced exposure to stressors that may contribute to job burnout. Moreover, high-EI workers may be more adept at avoiding conflicts and other circumstances that contribute to job burnout. When experiencing stress, high-EI workers may choose more

effective coping strategies, which contribute to positive mental health. Based upon the studies reporting a negative relationship between EI and job burnout as well as indications that those high in EI are better able to manage stress, the following is proposed:

H3. EI is negatively related to job burnout.

EI as a mediator of the silence-burnout relationship

As previously discussed, high-EI workers are aware of their own emotions and able to effectively regulate their emotions in demanding situations, making them more likely to choose strategies which will permit them to effectively deal with stressors (Jordan *et al.*, 2002; Mayer and Salovey, 1997). Those high in EI may be better able to manage the negative emotions typically associated with employee silence, thus reducing the impact of silence on job burnout. Moreover, because high-EI employees are skilled at monitoring and analyzing emotional interactions in real time (Kunannatt, 2008), they may be better able to recognize cues as to whether a supervisor is open to voice or would prefer that their subordinates remain silent (Jain, 2015). By knowing when to speak up and when to remain silent, high-EI workers can strategically choose silence to retain, or even gain, valuable resources. Thus, the following is suggested:

H4. EI mediates the relationship between employee silence and job burnout.

Methodology

Sample and study procedure

The first author of this study contacted company leaders of her acquaintance and gained permission to survey their managers. The seven organizations were all from the private sector and were located across the four Indian states of Uttar Pradesh, Haryana, Delhi and Madhya Pradesh. From the list of names provided by each organization, managers received a cover letter addressed to him/her along with the survey instrument. Each manager was asked to place his/her completed survey in the addressed envelope provided, to seal that envelope and mail it directly to the researcher. Each respondent was guaranteed anonymity and confidentiality. Standard ethical research procedures, including informed consent, were used. To increase response rate, the contact person in each organization was asked to encourage the managers to participate in the study. Out of 350 surveys that were mailed, 310 were returned for a response rate of 89 percent. Due to missing data, 25 surveys were not used in the analysis, leaving a sample size of 286.

The sample was composed of 164 men and 122 women. Most of the respondents were unmarried (52 percent). All of the respondents held managerial positions. Of the 276 individuals who reported their level of education, 47.5 percent held postgraduate degrees, 47.5 percent held graduate degrees and 5 percent reported holding other types of degrees.

Measures

Employee silence. Employee silence was measured using Jain's (2015) 14-item scale, which was specifically developed to measure silence in India. The scale measures four aspects of silence behavior: fear of retaliation, intrinsic motivation, self-competence and self-image. The measure uses the following stem: "I do not contradict my boss/managers/seniors because of" and respondents were asked to rate their level of agreement (strongly disagree = 1 to strongly agree = 7) to items including "my perceptions of his/her authority" and "his/her knowledge and ability in the subject matter." The scale's Cronbach α was 0.86.

Job burnout. Job burnout was measured using the Maslach Burnout Inventory (MBI) (Maslach and Jackson, 1981). The MBI consists of 22 items that measure the three

dimensions of emotional exhaustion, personal accomplishment and depersonalization. Individuals indicated their responses using a five-point scale (a few times a year = 1, every day = 5). Sample scale items include “I don’t really care what happens to some of my employees” and “I look after my employees’ problems very effectively.” The scale’s Cronbach’s α was 0.95.

Emotional intelligence. EI was measured using Wong and Law’s (2002) 16-item scale that captures the four aspects of SEA, ROE, OEA and UOE. Using a seven-point Likert scale ranging from 1 (strongly disagree) to 7 (strongly agree), individuals indicated their responses to items including “I have a good sense of why I have certain feelings most of the time” and “I am a good observer of others’ emotions.” The scale’s Cronbach’s α was 0.97.

Control variables. Following past research (e.g. Jain, 2015), gender, marital status, education and tenure were used as control variables.

Common method variance

Following the recommendations of Podsakoff *et al.* (2012), steps were taken in the survey design to reduce the likelihood of common method variance. In addition to assuring anonymity and confidentiality, the questions were mixed so that respondents could not easily combine related variable items, and different response scale endpoints were used.

To statistically explore concerns of common method variance (Podsakoff *et al.*, 2012), confirmatory factor analyses were conducted. As can be seen in Table I, the composite reliability for all constructs is above 0.70 and the average variance extracted (AVE) values range from 0.71 to 0.78. Coefficient values greater than 0.70 are considered very good and suggest convergent validity (Fornell and Larcker, 1981). Additionally, if the square root of the scale’s AVE is greater than the correlations between scales, then discriminant validity is supported. The discriminant validity scores of the study variables (see Table I) are greater than the correlation between them, thereby supporting discriminant validity (Campbell and Fiske, 1959; Fornell and Larcker, 1981). In sum, the analyses demonstrate that the covariance structure is not dominated by common method variance and exhibits a theoretically meaningful structure.

Results

Table II provides the means, standard deviations, and correlations of the study’s variables. As can be seen, there was a significant, negative association between employee silence and job burnout ($r = -0.70, p < 0.01$), supporting *H1*. There was also a significant and positive association between employee silence and EI ($r = 0.66, p < 0.01$), supporting *H2*, and a significant, negative association between EI and job burnout ($r = -0.87, p < 0.01$), supporting *H3*. None of the other study variables were significantly correlated.

In order to test whether EI mediated the relationship between employee silence and job burnout, a series of regression analyses were conducted. Looking at Table III, it can be seen that the four conditions necessary for mediation have been met (Baron and Kenny, 1986; Ngah *et al.*, 2007). The first mediation condition was tested by regressing employee silence on job burnout. The β coefficient was found to be significant ($\beta = -0.70; \text{Adj}R^2 = 0.49, p < 0.01$), thus

Variables	CR	AVE	DVal
Job burnout	0.97	0.78	0.88
Employee silence	0.95	0.71	0.84
Emotional intelligence	0.96	0.77	0.88

Table I.
Composite reliability (CR), the square root of the average variance extracted (AVE) and discriminant validity (DVal)

Table II.
Means, standard deviations and correlations among study variables

Variables	Mean	SD	1	2	3	4	5	6	7	8	9	10	11
1. Gender	1.43	0.50											
2. Marital status	1.53	0.51	0.041										
3. Education	1.56	0.59	0.022	0.031									
4. Tenure	2.02	0.86	0.071	0.101	0.024								
5. Job burnout	64.8	18.98	0.013	0.051	0.031	0.022	(0.96)						
6. Employee silence	32.4	9.50	0.062	0.022	0.062	0.111	-0.70**	(0.86)					
7. Emotional intelligence	45.2	14.13	0.031	0.091	0.083	0.051	-0.87**	0.66**	(0.97)				
8. Self-emotion appraisal	10.4	3.2	0.036	0.084	0.064	0.02	-0.83**	0.63**	0.92**	(0.90)			
9. Others' emotion appraisal	9.2	3.6	0.030	0.096	0.083	0.04	-0.86**	0.62**	0.97**	0.84**	(0.92)		
10. Use of emotions	10.2	3.0	0.024	0.074	0.051	0.10	-0.81**	0.64**	0.95**	0.86**	0.89**	(0.89)	
11. Regulation of emotions	9.3	3.1	0.065	0.084	0.072	0.04	-0.76**	0.60**	0.91**	0.74**	0.90**	0.83**	(0.80)

Notes: $n = 286$. Reliabilities are presented on the diagonal. ** $p < 0.01$

fulfilling the first condition. Next, employee silence was regressed on EI. The β coefficient was found to be significant ($\beta = 0.66$; Adj. $R^2 = 0.44$, $p < 0.01$), fulfilling the second condition. The third mediation condition was tested by regressing EI on job burnout. The β coefficient was found to be significant ($\beta = -0.87$; Adj. $R^2 = 0.76$, $p < 0.01$), fulfilling the third condition. Finally, job burnout was regressed simultaneously on employee silence and EI. The result in step 4 shows that in the presence of EI, the impact of employee silence on job burnout becomes weaker. To test whether EI mediates the relationship between employee silence behavior and job burnout, the β coefficients for job burnout for step 1 ($\beta = -0.70$; $p < 0.01$) and step 4 ($\beta = -0.22$; $p < 0.01$) were compared. The comparison between the two steps suggests EI mediated the relationship; the impact of employee silence on job burnout decreased. Thus, $H4$ was supported.

In order to provide a more nuanced understanding of EI and its relationship to workplace outcomes, scholars have recommended that the dimensions of EI also be examined (e.g. Kafetsios *et al.*, 2011; Winkel *et al.*, 2011; Wong and Law, 2002). Therefore, mediation was examined for each of the four dimensions of EI. As can be seen in Tables IV–VII, each of the four EI dimensions were found to mediate the relationship between silence and burnout. Comparing the results of overall EI in Table III to the results of the EI dimensions (Tables IV–VII), overall EI had a stronger impact as a mediator compared with the impact of each of the EI dimensions considered individually.

Discussion

One of the major goals of this study was to investigate the relationship between employee silence and job burnout as well as the possible mediating role of EI of that relationship within the Indian context. This study found that employee silence was negatively related to burnout

Step No.	Predictor variable	Criterion variable	β	Adj. R^2	F
1.	Employee silence	Job burnout	-0.70	0.49	276.65**
2.	Employee silence	EI	0.66	0.44	223.3**
3.	EI	Job burnout	-0.87	0.76	915.21**
4.	Employee silence EI	Job burnout	-0.22	0.79	532.74**

Notes: $n = 286$. ** $p < 0.01$

Table III.
Mediated regression
analysis for emotional
intelligence (EI)

Step No.	Predictor variable	Criterion variable	β	Adj. R^2	F
1.	Employee silence	Job burnout	-0.70	0.49	276.65**
2.	Employee silence	SEA	0.63	0.40	190.383**
3.	SEA	Job burnout	-0.82	0.68	603.378**
4.	Employee silence SEA	Job burnout	-0.30	0.73	390.696**

Notes: $n = 286$. ** $p < 0.01$

Table IV.
Mediated regression
analysis for self-
emotion appraisal
(SEA) dimension of
emotional intelligence

Step No.	Predictor variable	Criterion variable	β	Adj. R^2	F
1.	Employee silence	Job burnout	-0.70	0.49	276.65**
2.	Employee silence	OEA	0.62	0.39	181.372**
3.	OEA	Job burnout	-0.86	0.73	785.021**
4.	Employee silence OEA	Job burnout	-0.28	0.78	502.566**

Notes: $n = 286$. ** $p < 0.01$

Table V.
Mediated regression
analysis for others'
emotion appraisal
(OEA) dimension of
emotional intelligence

PR

(H1), suggesting that silence plays a functional role in determining Indian employees' well-being. These results contradict prior research conducted in Western countries that found silence was positively related to undesirable employee outcomes, such as job dissatisfaction and low organizational commitment. This study's results, however, are consistent with Jain's (2015) finding of a positive relationship between employee silence and job satisfaction among Indian workers. In India's culture, characterized by high power distance and collectivism, Indian employees are highly dependent on their superiors. Because superiors are instrumental in employees' performance evaluations and career progression, Indian workers may strategically use silence to help them maintain a harmonious relationship with their superiors so as to achieve their professional goals. In line with COR theory, silence likely helps these employees conserve resources and gain new resources; the use of silence helps them avoid the risks associated with speaking up and disrupting the status quo. Thus, while employee silence may be commonplace across various countries throughout the world, this study's findings highlight the importance of considering cultural context when examining the relationship between employee silence and work outcomes.

This study also found that employee silence was positively related to EI (H2). Silence may give employees an opportunity to think before making an emotional response. High-EI workers may strategically choose silence as a means of making a positive impression upon superiors so as to gain valuable resources and avoid the loss of resources through conflict (Jain, 2012; Kilduff *et al.*, 2010). While Indian workers with high EI may use silence as a strategic tool to gain personal benefits, their organizations may suffer if important information is not communicated. Therefore, future research may wish to consider how organizational factors, such as organizational culture, may moderate the relationship between employee silence and EI.

This study found that EI was negatively related to job burnout (H3), which is consistent with the literature on EI. Previous studies have found a positive relationship between EI and well-being (Gabbott *et al.*, 2011; Jain and Sinha, 2005; Lindebaum, 2012). Workers high in EI are more attuned to their emotions and may be better able to avoid or manage stressors which contribute to job burnout. Because research has found that EI can be increased through training (see Mattingly and Kraiger's 2018 meta-analysis), enhancing the EI of Indian workers may be an effective method to reduce job burnout.

Finally, this study found that EI mediated the relationship between employee silence and job burnout (H4). Because individuals high in EI are able to assess and control their emotions

Table VI.
Mediated regression analysis for use of emotions (UOE) dimension of emotional intelligence

Step No.	Predictor variable	Criterion variable	β	Adj. R^2	F
1.	Employee silence	Job burnout	-0.70	0.49	276.65**
2.	Employee silence	UOE	0.64	0.40	192.854**
3.	UOE	Job burnout	-0.81	0.65	537.931**
4.	Employee silence UOE	Job burnout	-0.32	0.71	352.917**

Notes: $n = 286$. ** $p < 0.01$

Table VII.
Mediated regression analysis for regulation of emotions (ROE) dimension of emotional intelligence

Step No.	Predictor variable	Criterion variable	β	Adj. R^2	F
1.	Employee silence	Job burnout	-0.70	0.49	276.65**
2.	Employee silence	ROE	0.60	0.36	159.223**
3.	ROE	Job burnout	0.76	0.58	396.558**
4.	Employee silence ROE	Job burnout	-0.38	0.67	295.666**

Notes: $n = 286$. ** $p < 0.01$

in order to gain benefits, they may be more aware of when it is best to remain silent and may avoid the stressors that contribute to job burnout. Thus, while prior research suggests silence contributes to job burnout because it reduces self-expression, individuals with high EI may be able to reduce these negative effects. Because they are more cognizant of their feelings and are better able to regulate and manage those feelings, high EI individuals may experience less stress when they choose silence over self-expression through voice.

Contributions and directions for future research

This study makes three major contributions to the literature. First, this study highlights the need to understand employee silence within a broader sociocultural context. Most of the research on employee silence has been conducted in Western countries and that research has reported that employee silence was positively related to adverse employee outcomes. In contrast, this study found that silence was inversely related to job burnout. Following from COR theory, it may be that Indian employees experience less burnout when they remain silent because they gain greater (or lose fewer) resources than do employees in Western countries. Prior research suggests that employees in Western countries feel emotional distress when they suppress their voice (Morrison and Milliken, 2000; Perlow and Williams, 2003). Cultural norms in India may make the use of silence, especially when used to demonstrate loyalty to one's supervisor, socially acceptable. Therefore, Indian employees may be less likely to experience the negative outcomes of silence, including emotional distress, because silence is perceived as a culturally appropriate response. Future research should include measures of cultural norms and respondents' adherence to these norms in order to better examine the possible impact of cultural differences on the relationship between the use of silence and career outcomes. Additionally, scholars should explore whether differences in reasons for remaining silent (e.g. impression management vs fear of poor performance reviews vs perceptions of the impact of voice) and whether different types of issues (e.g. mistakes made by supervisors vs those made by the employee him/herself or coworkers) help explain differences in findings from studies conducted in Western countries and India. Cultural norms in India, for example, may reinforce the appropriateness of remaining silent in order to create a positive impression upon the supervisor and to support the supervisor, even when the supervisor has made a mistake. Taking a functional perspective on silence, scholars should study the role of motives in explaining the reasons of silence and whether altruistic or egoistic motives are associated with silence in various cultural contexts. For example, drawing from research on motives and citizenship behavior, scholars could examine the relationship between motives and organizationally relevant forms of silence and voice in India compared to Western countries (Jain, 2016).

Second, this is the first empirical study to examine the potential mediation of employee silence and job burnout by EI. Further research is needed to examine whether EI mediates the relationship between employee silence and other important outcomes, such as job satisfaction and performance. Moreover, future research should consider the possible influence of other individual- and organization-level factors upon the relationship between employee silence and job burnout. For example, at the individual level, scholars could explore whether EI mediates the relationship between perceived meaningfulness of work and the use of silence by Indian employees (Chen *et al.*, 2018). At the organizational level, future research could examine whether new employees are explicitly or implicitly socialized by the firm on the use of silence and how these norms about the use of silence may be reinforced by organizational structure, leadership styles or by signals from work team members about when the use of voice is safe and effective. For example, because past research suggests that distributed leadership practices encourage employees to speak up about the work related problems or suggest innovative ideas (Jain and Jeppesen, 2014); the potential influence of distributed leadership on silence in Indian organizations is an area worthy of greater study. Scholars could explore the impact of

empowering organizational structure on promoting voice or preventing silence behavior as well as whether the relationship between structure and use of voice or silence is moderated by distributed leadership practices. Moreover, under what conditions the use of silence or voice is most appropriate may change over time. For example, Indian employees' effective use of silence may vary depending upon the health of the organization and whether the firm's workforce is expanding or being downsized. Future studies should use longitudinal designs to examine how individual and organizational factors may mediate or moderate the relationship between silence and work outcomes and how these relationships may change over time.

Third, this study answered calls for research on the potential positive outcomes associated with employee silence (Jain, 2015; Morrison, 2014). While studies conducted in Western countries have reported that the suppression of voice is detrimental to employees' well-being, Indian employees' conscious use of silence for career gains may reduce or eliminate these negative effects. Future research should explore under what conditions employees may strategically choose silence and how those high in EI may be able to successfully balance the potential benefits and costs of silence.

Study limitations and conclusions

The findings of this study should be considered in light of the study's limitations. First, this study used self-reported measures and may suffer from common method variance. As recommended by Podsakoff *et al.* (2003), steps were taken to reduce common method variance such as guaranteeing anonymity to respondents and the use of established, validated measures. To further reduce the possibility of common method bias, future studies should consider gathering data from multiple sources (e.g. medical tests of stressors and job burnout) and using longitudinal designs to capture changes in employee silence and job burnout over time. Second, this study did not account for the possibility of social desirability bias. Future studies should consider measuring social desirability bias as well as using performance-based measures of EI (see Côté, 2014, for a discussion).

In conclusion, this study contributes to research on employee silence by being the first to explore the possible mediation of the relationship between silence and job burnout by EI. Furthermore, this study's findings underscore the importance of country context and how findings from prior studies conducted in Western countries may not readily generalize to non-Western countries with cultures characterized by high power distance and collectivism. Given the growth of multinational companies in India and the importance of India in the world's economy, it is hoped that this study encourages greater study of employee silence in India.

References

- Ackley, D. (2016), "Emotional intelligence: a practical review of models, measures, and applications", *Consulting Psychology Journal: Practice and Research*, Vol. 68 No. 4, pp. 269-286.
- Agarwal, U. (2014), "Linking justice, trust and innovative work behavior to work engagement", *Personnel Review*, Vol. 43 No. 1, pp. 41-73.
- Agarwal, U.A. and Bhargava, S. (2014), "The role of social exchange on work outcomes: a study of Indian managers", *The International Journal of Human Resource Management*, Vol. 25 No. 10, pp. 1484-1504.
- Ashkanasy, N.M. and Daus, C.S. (2005), "Rumors of the death of emotional intelligence in organizational behavior are vastly exaggerated", *Journal of Organizational Behavior*, Vol. 26 No. 4, pp. 441-452.
- Austin, E.J., Farrelly, D., Black, C. and Moore, H. (2007), "Emotional intelligence, machiavellianism, and emotional manipulation: does EI have a dark side?", *Personality and Individual Differences*, Vol. 43, pp. 179-189.
- Bakker, A.B. and Schaufeli, W.B. (2000), "Burnout contagion processes among teachers", *Journal of Applied Social Psychology*, Vol. 30 No. 11, pp. 2289-2308.

-
- Baron, R.M. and Kenny, D.A. (1986), "The moderator-mediator variable distinction in social psychological research – conceptual, strategic, and statistical considerations", *Journal of Personality and Social Psychology*, Vol. 51 No. 6, pp. 1173-1182.
- Brackett, M.A., Rivers, S.E. and Salovey, P. (2011), "Emotional intelligence: implications for personal, social, academic, and workplace success", *Social and Personality Psychology Compass*, Vol. 5 No. 1, pp. 88-103.
- Brinsfield, C.T. (2013), "Employee silence motives: investigation of dimensionality and development of measures", *Journal of Organizational Behavior*, Vol. 34 No. 5, pp. 671-697.
- Brinsfield, C.T., Edwards, M.S. and Greenberg, J. (2009), "Voice and silence in organizations: historical review and current conceptualizations", in Greenberg, J. and Edwards, M. (Eds), *Voice and Silence in Organizations*, Emerald Group Publishing, London, pp. 3-33.
- Burke, R.J. and Greenglass, E.R. (2001), "Hospital restructuring, work-family conflict and psychological burnout among nursing staff", *Psychology and Health*, Vol. 16 No. 5, pp. 583-594.
- Burris, E.R., Detert, J.R. and Harrison, D. (2010), *Employee Voice and (Missed) Opportunities for Learning in Credit Unions*, Filene Research Institute White Paper No. 209, Madison, WI, available at: https://filene.org/assets/pdf-reports/209_Deter_Employee_Voice.pdf (accessed December 1, 2017).
- Byrne, B.M. (1994), "Burnout: testing for the validity, replication, and invariance of causal structure across elementary, intermediate, and secondary teachers", *American Educational Research Journal*, Vol. 31 No. 3, pp. 645-673.
- Campbell, D.T. and Fiske, D.W. (1959), "Convergent and discriminant validation by the multitrait-multimethod matrix", *Psychological Bulletin*, Vol. 56 No. 2, pp. 56-81.
- Chamberlin, M., Newton, D.W. and Lepine, J.A. (2017), "A meta-analysis of voice and its promotive and prohibitive forms: identification of key associations, distinctions, and future research directions", *Personnel Psychology*, Vol. 70 No. 1, pp. 11-71.
- Chen, S.J., Wang, M.J. and Lee, S.H. (2018), "Transformational leadership and voice behaviors: the mediating effect of employee perceived meaningful work", *Personnel Review*, Vol. 47 No. 3, pp. 694-708.
- Côté, S. (2014), "Emotional intelligence in organizations", *Annual Review of Organizational Psychology and Organizational Behavior*, Vol. 1 No. 1, pp. 459-488.
- Donaghey, J., Cullinane, N., Dundon, T. and Wilkinson, A. (2011), "Reconceptualising employee silence: problems and prognosis", *Work, Employment and Society*, Vol. 25 No. 1, pp. 51-67.
- Fornell, C. and Larcker, D.F. (1981), "Evaluating structural equation models with unobservable variables and measurement error", *Journal of Marketing Research*, Vol. 18 No. 1, pp. 39-50.
- Gabbott, M., Tsarenko, Y. and Mok, W.H. (2011), "Emotional intelligence as a moderator of coping strategies and service outcomes in circumstances of service failure", *Journal of Service Research*, Vol. 14 No. 2, pp. 234-248.
- Grant, A.M. (2013), "Rocking the boat but keeping it steady: the role of emotion regulation in employee voice", *Academy of Management Journal*, Vol. 56 No. 6, pp. 1703-1723.
- Halbesleben, J.R. and Buckley, M.R. (2004), "Burnout in organizational life", *Journal of Management*, Vol. 30 No. 6, pp. 859-879.
- Halbesleben, J.R., Neveu, J.P., Paustian-Underdahl, S.C. and Westman, M. (2014), "Getting to the 'COR' understanding the role of resources in conservation of resources theory", *Journal of Management*, Vol. 40 No. 5, pp. 1334-1364.
- Hobfoll, S.E. (1988), "The series in health psychology and behavioral medicine", *The Ecology of Stress*, Hemisphere Publishing Corp, Washington, DC.
- Hobfoll, S.E. (2002), "Social and psychological resources and adaptation", *Review of General Psychology*, Vol. 6 No. 4, pp. 307-324.
- Hofstede, G. (1983), "The cultural relativity of organizational practices and theories", *Journal of International Business Studies*, Vol. 14 No. 2, pp. 75-89.
- Jain, A.K. (2012), "Impression management as the moderator of the relationship between emotional intelligence and organizational citizenship behaviors", *Journal of Behavioral and Applied Management*, Vol. 13 No. 2, pp. 86-107.

- Jain, A.K. (2015), "An interpersonal perspective to study silence in Indian organizations: investigation of dimensionality and development of measures", *Personnel Review*, Vol. 44 No. 6, pp. 1-24.
- Jain, A.K. (2016), "Volunteerism, affective commitment and citizenship behavior: an empirical study in India", *Journal of Managerial Psychology*, Vol. 31 No. 3, pp. 657-671.
- Jain, A.K. and Jeppesen, H.J. (2014), "Conceptualizing and implementing distributed leadership practices in Indian organizations—preliminary findings", *Journal of Management Development*, Vol. 33 No. 3, pp. 258-268.
- Jain, A.K. and Sinha, A.K. (2005), "General health in organizations: relevance of emotional intelligence, trust and organizational support", *International Journal of Stress Management*, Vol. 12 No. 3, pp. 257-273.
- Jordan, P.J., Ashkanasy, N.M., Hartel, C.E.J. and Hooper, G.S. (2002), "Workgroup emotional intelligence: scale development and relationship to team process effectiveness and goal focus", *Human Resource Management Review*, Vol. 12 No. 2, pp. 195-214.
- Kafetsios, K., Nezlek, J.B. and Vassiou, A. (2011), "A multilevel analysis of relationships between leaders' and subordinates' emotional intelligence and emotional outcomes", *Journal of Applied Social Psychology*, Vol. 41 No. 5, pp. 1121-1144.
- Kafetsios, K.G. and Gruda, D. (2018), "Interdependent followers prefer avoidant leaders: followers' cultural orientation moderates leaders' avoidance relationships with followers' work outcomes", *Frontiers in Communication*, Vol. 3, March, pp. 1-8.
- Keltner, D., Gruenfeld, D.H. and Anderson, C. (2003), "Power, approach, and inhibition", *Psychological Review*, Vol. 110 No. 2, pp. 265-284.
- Kilduff, M., Chiaburu, D.S. and Menges, J.I. (2010), "Strategic use of emotional intelligence in organizational settings: exploring the dark side", *Research in Organizational Behavior*, Vol. 30, pp. 129-152.
- Knoll, M. and Redman, T. (2016), "Does the presence of voice imply the absence of silence? The necessity to consider employees' affective attachment and job engagement", *Human Resource Management*, Vol. 55 No. 5, pp. 829-844.
- Knoll, M. and van Dick, R. (2012), "Do I hear the whistle...? A first attempt to measure four forms of employee silence and their correlates", *Journal of Business Ethics*, Vol. 113 No. 2, pp. 349-362.
- Kunnanatt, J.T. (2008), "Emotional intelligence: theory and description: a competency model for interpersonal effectiveness", *Career Development International*, Vol. 13 No. 7, pp. 614-629.
- Kwon, B. and Farndale, E. (2018), "Employee voice viewed through a cross-cultural lens", *Human Resource Management Review* (in press), available at: <https://doi.org/10.1016/j.hrmmr.2018.06.002>
- Lee, R.L. and Ashforth, B.E. (1996), "A meta-analytic examination of the correlates of the three dimensions of job burnout", *Journal of Applied Psychology*, Vol. 81 No. 2, pp. 123-133.
- LePine, J.A. and Van Dyne, L. (1998), "Predicting voice behavior in work groups", *Journal of Applied Psychology*, Vol. 83 No. 6, pp. 853-868.
- Lindebaum, D. (2012), "Does emotional intelligence moderate the relationship between mental health and job performance? An exploratory study", *European Management Journal*, Vol. 31 No. 6, pp. 538-548.
- Madrid, H.P., Patterson, M.G. and Leiva, P.I. (2015), "Negative core affect and employee silence: how differences in activation, cognitive rumination, and problem-solving demands matter", *Journal of Applied Psychology*, Vol. 100 No. 6, pp. 1887-1898.
- Martins, A., Ramalho, N. and Morin, E. (2010), "A comprehensive meta-analysis of the relationship between emotional intelligence and health", *Personality and Individual Differences*, Vol. 49 No. 6, pp. 554-564.
- Maslach, C. and Jackson, S.E. (1981), "The measurement of experienced burnout", *Journal of Occupational Behavior*, Vol. 2 No. 2, pp. 99-113.
- Maslach, C., Schaufeli, W.B. and Leiter, M.P. (2001), "Job burnout", *Annual Review of Psychology*, Vol. 52 No. 1, pp. 397-422.
- Mattingly, V. and Kraiger, K. (2018), "Can emotional intelligence be trained? A meta-analytical investigation", *Human Resource Management Review* (in press), available at: <https://doi.org/10.1016/j.hrmmr.2018.03.002>

- Mayer, J.D. and Salovey, P. (1997), "What is emotional intelligence?", in Salovey, P. and Sluyter, D. (Eds), *Emotional Development and Emotional Intelligence: Implications for Educators*, Basic Books, New York, NY, pp. 3-34.
- Mayer, J.D., Roberts, R.D. and Barsade, S.G. (2008), "Human abilities: emotional intelligence", *Annual Review of Psychology*, Vol. 59, pp. 507-536.
- Mellahi, K., Budhwar, P.S. and Li, B. (2010), "A study of the relationship between exit, voice, loyalty and neglect and commitment in India", *Human Relations*, Vol. 63 No. 3, pp. 349-369.
- Mérida-López, S. and Extremera, N. (2017), "Emotional intelligence and teacher burnout: a systematic review", *International Journal of Educational Research*, Vol. 85, pp. 121-130.
- Merkin, R.S. (2018), *Saving Face in Business*, Palgrave Macmillan, New York, NY.
- Milliken, F.J., Morrison, E.W. and Hewlin, P.F. (2003), "An exploratory study of employee silence: issues that employees don't communicate upward and why", *Journal of Management Studies*, Vol. 40 No. 6, pp. 1453-1476.
- Morrison, E.W. (2011), "Employee voice behavior: integration and directions for future research", *Academy of Management Annals*, Vol. 5 No. 1, pp. 373-412.
- Morrison, E.W. (2014), "Employee voice and silence", *Annual Review of Organizational Psychology and Organizational Behavior*, Vol. 1 No. 1, pp. 173-197.
- Morrison, E.W. and Milliken, F.J. (2000), "Organizational silence: a barrier to change and development in a pluralistic world", *Academy of Management Review*, Vol. 25 No. 4, pp. 706-731.
- Ng, T.W. and Feldman, D.C. (2012), "Employee voice behavior: a meta-analytic test of the conservation of resources framework", *Journal of Organizational Behavior*, Vol. 33 No. 2, pp. 216-234.
- Ngah, N., Ahmad, A. and Baba, M. (2007), "The mediating effect of work-family conflict on the relationship between locus of control and job satisfaction", *Journal of Social Sciences*, Vol. 5 No. 4, pp. 348-354.
- Nikolaou, I., Vakola, M. and Bourantas, D. (2011), "The role of silence on employees' attitudes: the day after a merger", *Personnel Review*, Vol. 40 No. 6, pp. 723-741.
- Perlow, L. and Williams, S. (2003), "Is silence killing your company?", *IEEE Engineering Management Review*, Vol. 31 No. 4, pp. 18-23.
- Pinder, C.C. and Harlos, H.P. (2001), "Employee silence: quiescence and acquiescence as responses to perceived injustice", in Rowland, K.M. and Ferris, G.R. (Eds), *Research in Personnel and Human Resource Management*, Vol. 20, JAI Press, New York, NY, pp. 331-369.
- Podsakoff, P.M., MacKenzie, S.B. and Podsakoff, N.P. (2012), "Sources of method bias in social science research and recommendations on how to control it", *Annual Review of Psychology*, Vol. 63, January, pp. 539-569.
- Podsakoff, P.M., MacKenzie, S.B., Lee, J.Y. and Podsakoff, N.P. (2003), "Common method biases in behavioral research: a critical review of the literature and recommended remedies", *Journal of Applied Psychology*, Vol. 88 No. 5, pp. 879-903.
- Rai, A. and Agarwal, U.A. (2018), "Workplace bullying and employee silence: a moderated mediation model of psychological contract violation and workplace friendship", *Personnel Review*, Vol. 47 No. 1, pp. 226-256.
- Ruvalcaba-Romero, N.A., Fernández-Berrocal, P., Salazar-Estrada, J.G. and Gallegos-Guajardo, J. (2017), "Positive emotions, self-esteem, interpersonal relationships and social support as mediators between emotional intelligence and life satisfaction", *Journal of Behavior, Health and Social Issues*, Vol. 9 No. 1, pp. 1-6.
- Salovey, P. and Mayer, J.D. (1990), "Emotional intelligence", *Imagination, Cognition, and Personality*, Vol. 9, pp. 185-211.
- Schaufeli, W.B., Leiter, M.P. and Maslach, C. (2009), "Burnout: 35 years of research and practice", *Career Development International*, Vol. 14 No. 3, pp. 204-220.
- Schutte, N.S., Malouff, J.M., Thorsteinsson, E.B., Bhullar, N. and Rooke, S.E. (2007), "A meta-analytic investigation of the relationship between emotional intelligence and health", *Personality and Individual Differences*, Vol. 42 No. 6, pp. 921-933.

- Sinha, J.B. and Sinha, D. (1990), "Role of social values in Indian organizations", *International Journal of Psychology*, Vol. 25, June-December, pp. 705-714.
- Szczygieł, D. and Mikolajczak, M. (2017), "Why are people high in emotional intelligence happier? They make the most of their positive emotions", *Personality and Individual Differences*, Vol. 117, October, pp. 177-181.
- Van Dyne, L., Ang, S. and Botero, I.C. (2003), "Conceptualizing employee silence and employee voice as multidimensional constructs", *Journal of Management Studies*, Vol. 40 No. 6, pp. 1359-1392.
- Wang, M., Zou, H., Zhang, W. and Hou, K. (2018), "Emotional intelligence and subjective well-being in Chinese university students: the role of humor styles", *Journal of Happiness Studies* (in press), available at: <https://doi.org/10.1007/s10902-018-9982-2>
- Winkel, D.E., Wyland, R.L., Shaffer, M.A. and Clason, P. (2011), "A new perspective on psychological resources: unanticipated consequences of impulsivity and emotional intelligence", *Journal of Occupational and Organizational Psychology*, Vol. 84 No. 1, pp. 78-94.
- Wong, C.S. and Law, K.S. (2002), "The effects of leader and follower emotional intelligence on performance and attitude: an exploratory study", *Leadership Quarterly*, Vol. 13 No. 3, pp. 243-274.

About the authors

Dr Shalini Srivastava is an Academician, Consultant, Researcher and Trainer with more than 22 years of experience in the field of Organizational Behaviour. At present, she is working as Professor (OB & HR) and Associate Dean (Research and Publications) at Jaipuria Institute of Management, Noida, India. Her research papers have been extensively published and accepted in "A", "B", "C" category of ABDC listed and Scopus Indexed Journals of Emerald, Science Direct, Inderscience and Sage. She is also the reviewer of various ABDC listed Journals. She is the guest editor of Inderscience Journals and Special issue of *Frontiers in Psychology*. Her paper entitled, "Leader Effectiveness in Emerging Markets" has been awarded as a Highly Commendable Paper of year 2014 by Emerald Publishing Group. Her areas of interest are personality, managerial effectiveness, training and development, change management, employee engagement and leadership.

Ajay K. Jain (PhD, Indian Institute of Technology, Kanpur) is working as Professor of Organizational Design and Behavior at Management Development Institute, Gurgaon. Prior to this, he has worked as the Director of IMS Ghaziabad, India. He is a Visiting Professor to several international universities including Aarhus University, Denmark; IULM University, Milan, Italy; University of Free State, South Africa; and Indian Institute of Management Lucknow and Ranchi. He has published 50 research articles in journals including *Journal of Managerial Psychology*, *Journal of Knowledge Management*, *Psychology and Marketing*, *Personnel Review*, *Journal of Management History*, *International Journal of Environmental Research and Public Health and Leadership*, *International Journal of Stress Management* are among others. He is the recipient of Best Paper Awards from National Academy of Psychology, India and Emerald for his research papers. His areas of research interests include distributed leadership, emotional intelligence, organizational citizenship behavior, employee silence, knowledge management, career progression and psychological well being. He is well-known Consultant and Corporate Trainer in the field of leadership and emotional intelligence. Ajay K. Jain is the corresponding author and can be contacted at: akjain@mdi.ac.in

Sherry Sullivan (PhD The Ohio State University) is the Co-Creator of the Kaleidoscope Career Model and the Co-Editor of the edited book, *Winning Reviews*, which is a guide to writing effective reviews. Her research interests include career theory as well as global career and human resource management topics including international mentoring. She has published in the *Journal of International Business Studies*, *Journal of Management*, *Journal of Applied Psychology*, *Career Development International* and *Journal of Organizational Behavior*.

For instructions on how to order reprints of this article, please visit our website:

www.emeraldgroupublishing.com/licensing/reprints.htm

Or contact us for further details: permissions@emeraldinsight.com