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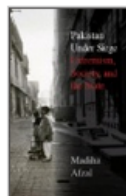
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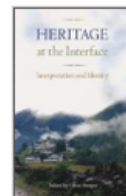
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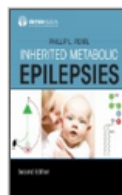
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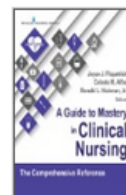
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# Chapter 1

## Reviewing Emotional Intelligence With Leadership Theory: A Study of the Role of Emotional Intelligence on Transformational Leadership

**Shubhangini Rathore**  
IBS Business School, India

**Rina Pandey**  
Amity Global Business School, India

### ABSTRACT

*Leadership theories hold a pertinent place in the effective management of people. In the Contemporary scenario, business leaders and managers have a huge onus on themselves of driving a workforce thriving with diverse Human Resource Management challenges. Interest in the role Emotional Intelligence in the workplace has increased in recent years, with greater emphasis on the benefits of understanding and utilizing emotions for managing people at work. In the contemporary scenario, the role of emotional intelligence competencies as predictors of leadership is being researched in order to leverage this information for increased leader effectiveness and performance. The present study identifies the congruence between various aspects of emotional intelligence and essential leadership competencies. It also identifies the role of Emotional intelligence in the effectiveness of Transformational Leaders.*

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coverage level of climate change education for **sustainability** in national educational standards,

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education is an essential tool for achieving **sustainability**. People around the world recognize that

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a population that is aware of the goals of **sustainability** and has the knowledge and

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Education is critical for promoting sustainable development and improving the capacity of the people to address environmental and developmental (UN, 1992). From the time sustainable development was first endorsed at the UN General Assembly in 1987, the parallel concept of education to support sustainable development has also been explored. From 1987 to 1992, the concept of sustainable development matured as committees discussed, negotiated, and wrote the 40 chapters of Agenda 21. Initial thoughts concerning Education for Sustainable development were captured in chapter 36 of Agenda 21, "Promoting Education, Public Awareness, and Training" (McKeown, Hopkins, Rizi, & Chrystalbridge, 2002). Obviously, education is an essential tool for achieving **sustainability**. People around the world recognize that current economic development trends are not sustainable and that public awareness, education and training are essential to move society toward **sustainability** (Hopkins & McKeown, 2002).

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Issue is that Mongolia is very sensitive to climate change due to its geographic location, sensitive ecosystems and socioeconomic condition (Dagvadorj et al., 2009). While there is emerging awareness of the current and potential impacts of climate/environmental change on education provision and learning, it is also clear that education: formal and non-formal, from primary through to tertiary and adult education-has an important role to play in addressing this change (Bangay & Blum, 2010) around the world. Moreover, climate change education for sustainable development is a new term in Mongolia. Ac-

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ABSTRACT

**INTRODUCTION**

RESEARCH METHODOLOGY AND DATA

RESULTS

ANALYSIS OF TEACHER EDUCATION

CONCLUSION AND RECOMMENDATIONS

# INTRODUCTION

Education is critical for promoting sustainable development and improving the capacity of the people to address environmental and developmental (UN, 1992). From the time sustainable development was first endorsed at the UN General Assembly in 1987, the parallel concept of education to support sustainable development has also been explored. From 1987 to 1992, the concept of sustainable development matured as committees discussed, negotiated, and wrote the 40 chapters of Agenda 21. Initial thoughts concerning Education for Sustainable development were captured in chapter 36 of Agenda 21, “Promoting Education, Public Awareness, and Training” (McKeown, Hopkins, Rizi, & Chrystalbridge, 2002). Obviously, education is an essential tool for achieving sustainability. People around the world recognize that current economic development trends are not sustainable and that public awareness, education and training are essential to move society toward sustainability (Hopkins & McKeown, 2002).

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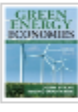





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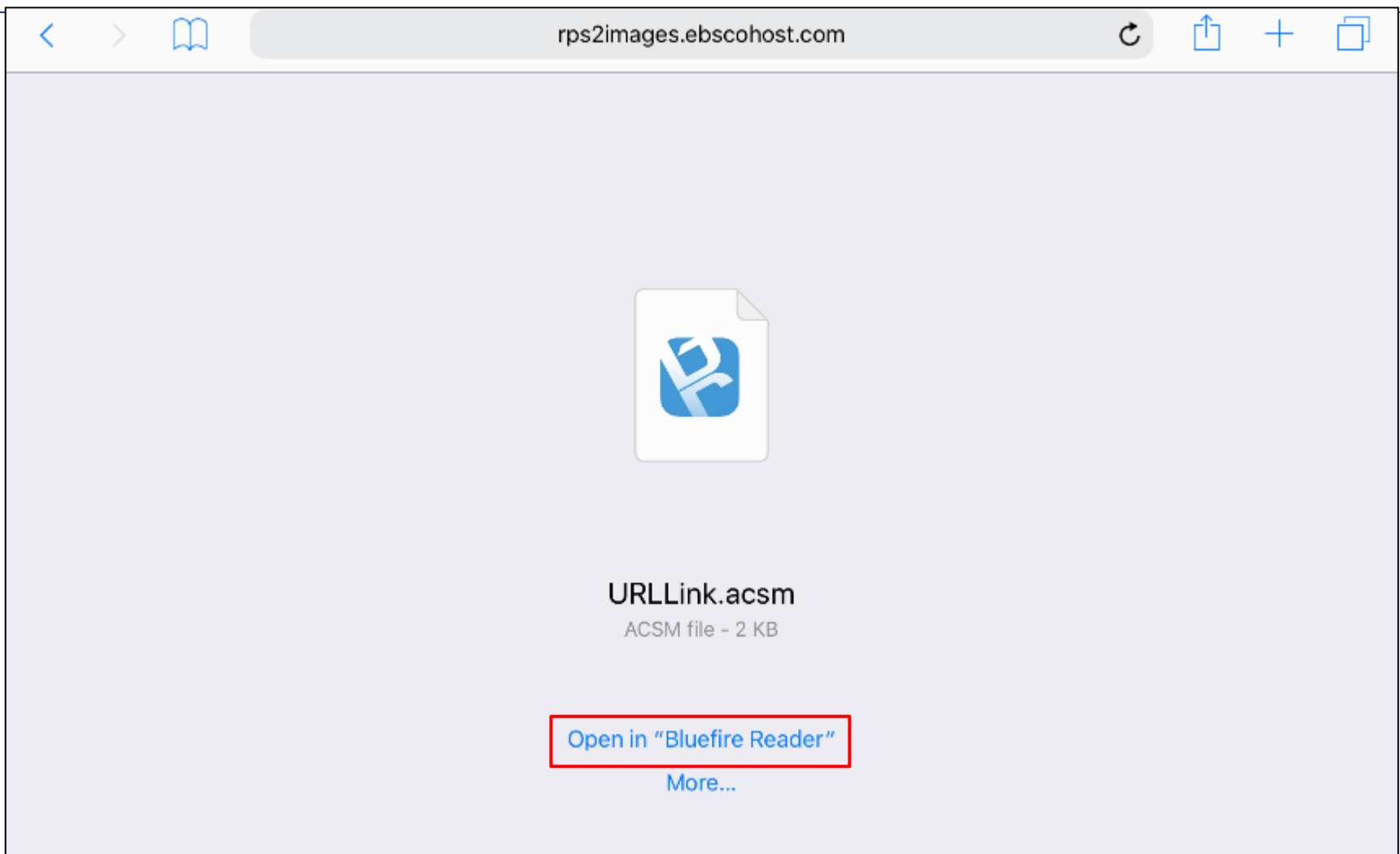
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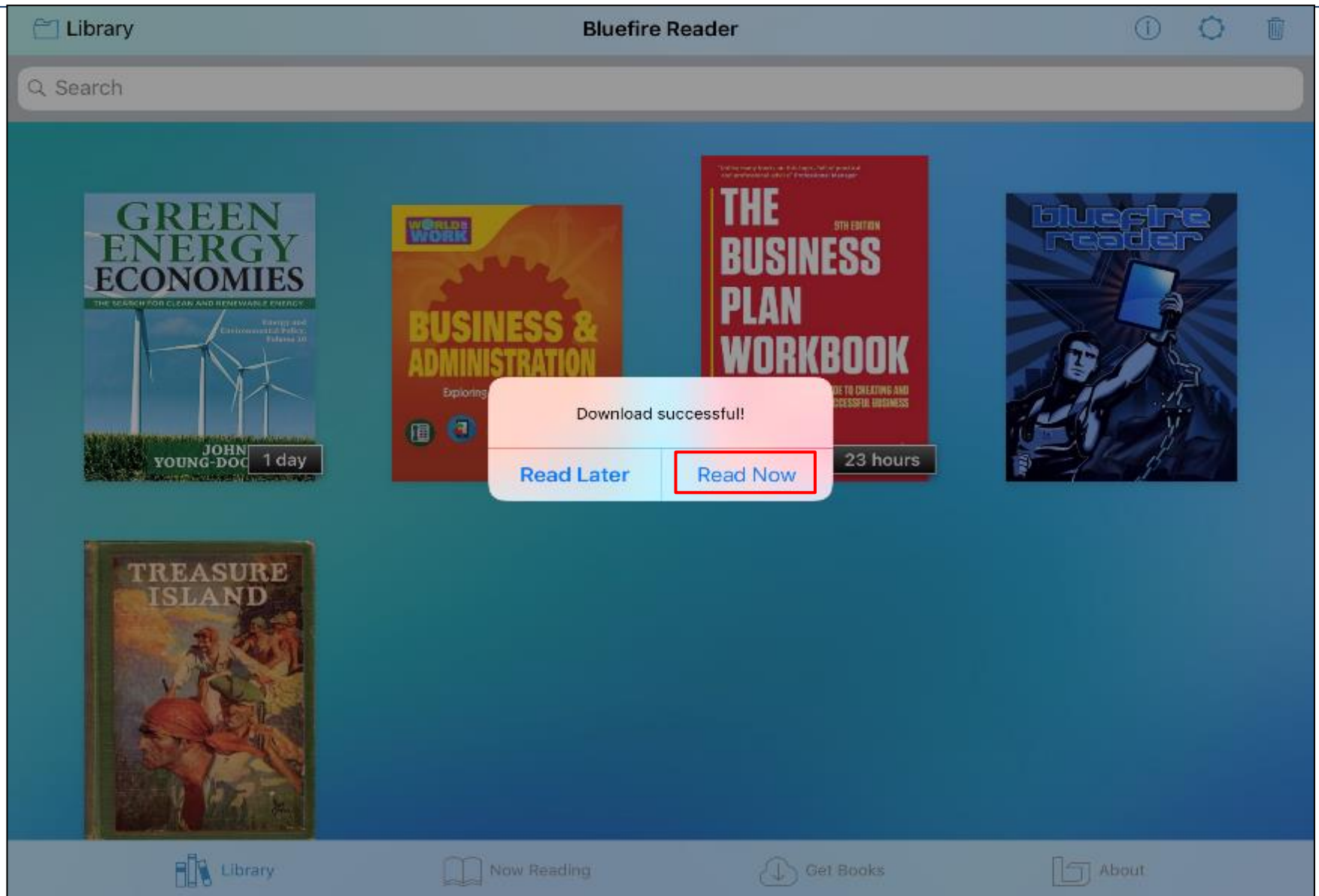
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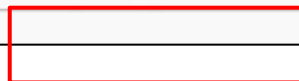
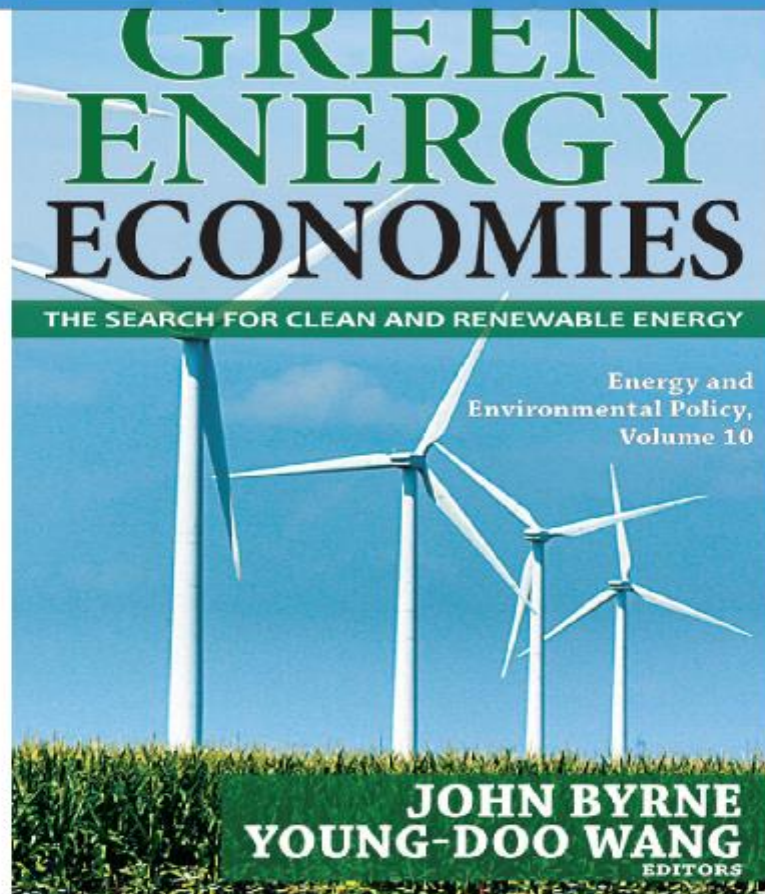


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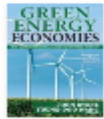




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