



School of Social Studies

Master in Business Administration (MBA)

Postgraduate Dissertation

“The moderating impact of emotional intelligence on leadership style-team performance relationship: A survey from foreign firms operating in Greece.”

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Patras, Greece, March 2025

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“The moderating impact of emotional intelligence on leadership style-team performance relationship: A survey from foreign firms operating in Greece.”

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*To my beloved parents,  
thank you for your unwavering support,  
encouragement and love*

## **Abstract**

This dissertation investigates the role of emotional intelligence (EI) in moderating the relationship between leadership style and team performance in foreign firms operating in Greece. The study tests seven (7) hypotheses, examining the effects of leader emotional intelligence on job satisfaction, transformational leadership, trust in supervisors, self-efficacy, and trust within a team. Utilizing a quantitative survey approach, the research aims to provide valuable insights into enhancing leadership effectiveness and team performance through the application of emotional intelligence. The study involves surveying employees and managers from various foreign firms to gather data on their perceptions of leadership, emotional intelligence, and team performance.

## **Keywords**

emotional intelligence, leadership style, job satisfaction, job performance.

“Η μετριαστική επίδραση της συναισθηματικής νοημοσύνης στη σχέση στυλ ηγεσίας- απόδοσης ομάδας: Μια έρευνα από οργανισμούς με έδρα στο εξωτερικό που δραστηριοποιούνται στην Ελλάδα.”

Κωνσταντίνα Μπίθα

## Περίληψη

Η παρούσα διατριβή διερευνά το ρόλο της συναισθηματικής νοημοσύνης (ΣΝ) στη σχέση μεταξύ του στυλ ηγεσίας και της απόδοσης ομάδας σε οργανισμούς με έδρα στο εξωτερικό οι οποίοι δραστηριοποιούνται στην Ελλάδα. Η μελέτη εξετάζει επτά (7) υποθέσεις, εξετάζοντας τις επιδράσεις της συναισθηματικής νοημοσύνης του ηγέτη στην εργασιακή ικανοποίηση, τη μετασχηματιστική ηγεσία, την εμπιστοσύνη στους προϊσταμένους, την αυτο-αποτελεσματικότητα και την εμπιστοσύνη μέσα σε μια ομάδα. Χρησιμοποιώντας μια ποσοτική προσέγγιση έρευνας, η έρευνα στοχεύει στην παροχή πολύτιμων πληροφοριών για την ενίσχυση της αποτελεσματικότητας της ηγεσίας και της απόδοσης της ομάδας μέσω της εφαρμογής της συναισθηματικής νοημοσύνης. Η μελέτη περιλαμβάνει την συμμετοχή υπαλλήλων και προϊσταμένων από διάφορους ξένους οργανισμούς για τη συλλογή δεδομένων σχετικά με τις αντιλήψεις τους για την ηγεσία, τη συναισθηματική νοημοσύνη και την απόδοση της ομάδας.

## Λέξεις – Κλειδιά

συναισθηματική νοημοσύνη, στυλ ηγεσίας, εργασιακή ικανοποίηση, εργασιακή απόδοση

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## **List of Abbreviations & Acronyms**

EI                      Emotional Intelligence

## **1. Introduction**

### **1.1 Background of the study**

In recent years emotional intelligence has been brought into the spotlight within business contexts, since organizations are taking up large projects (Lundin & Söderholm, 1995) requiring the collaboration of many individuals with different backgrounds, perspectives and opinions. This need for more work being done in teams has led to enhanced process efficiency, fostered innovation (Stock, 2004) and improved adaptability in unexpected situations (Kozlowski & Ilgen, 2006), aiding organizations stay ahead in competitive markets.

In the 1990s the concept of emotional intelligence was newly introduced to managers and organizations, with research suggesting that organizational effectiveness is influenced by emotional quotient (EQ) as much as by intelligence quotient (IQ). Even though the connection between organizational effectiveness, leadership style and emotional intelligence is recognized, little research has been conducted on the ways in which emotions affect team performance (Koman & Wolff, 2008).

Emotional intelligence, as defined by Goleman (1989), is the ability to recognize the emotions both of ourselves and others, to motivate ourselves and to effectively manage emotions within ourselves and our relationships. It significantly impacts our health and relationships, as well as our work and learning experiences.

In order for teams to operate efficiently, individuals need to interact with each other (Wong and Law, 2002). The role of emotional intelligence in interpersonal interactions is crucial, since it helps employees create self-awareness and be able to express themselves creatively and with integrity. Through the cultivation of emotional intelligence relationships are built within and across the organization based on both trust and lenience, thus boosting individual and organizational performance. Emotional intelligence helps individuals in the identification, usage, understanding and regulation of emotions.

Wong and Law also suggested that emotional intelligence in leaders is a characteristic that allows them to be more aware of their own emotions, as well as those of their subordinates. Consequently, these leaders can create an environment where employees

experience job satisfaction, which in turn has a positive impact on their job performance. Pryke et al. (2015) indicated that the emotional intelligence of a leader of an architectural team, as well as their emotional sensitivity and individual performance, has a considerable impact on the communication between managers and their subordinates. It is of paramount importance for the success of a project that organizations select leaders with strong leadership and communication skills.

In a different study, Shahhosseini et al. (2012) found that the effective use of emotional intelligence by branch managers working in the banking sector improved significantly not only the job performance, but also the organizational effectiveness of both themselves and their subordinates.

It is important to acknowledge that the relationship between leaders and their subordinates play an important role in business operations, particularly when they are based on mutual trust. When employees work on building trust within a team, their individual job performance is enhanced through teamwork and positive interactions within the business environment (Jong and Elfring, 2010). Furthermore, when a leader's leadership style inspires the subordinates, they are more likely to place trust in the leader, perform actions that benefit the organization, as well as proactively seek ways to achieve organizational goals.

The performance and culture of organizations is shaped by leadership, as different leadership styles produce different outcomes for an organization-whether it is a big global corporation or a smaller regional business. The style of a leader impacts the performance of every employee as it creates a specific culture within the organization, influencing organizational effectiveness. According to literature, leadership style and competency are the key elements for the success of an organization (J. Rodney Turner and Ralf Muller, 2005).

The employees' behaviors and the organizational commitment they are demonstrating, are both directly affected by their manager's leadership style. Each leader embraces a different style of leadership when leading others within an organization (Brown, 2003; Cheong, 2008; Chiang & Wang, 2012; Clark, Hartline, & Jones, 2009; Cox, 2001), with some using a more people-oriented or democratic approach, while others inclining towards a more results-oriented or autocratic approach to achieve organizational effectiveness.

Two of the most commonly practiced and extensively studied leadership styles are the transformational and the transactional leadership styles. The first one is characterized by visionary leaders, who foster a safe environment for employees to express their creativity and opinions. Transformational leaders inspire their subordinates and continuously motivate them to think beyond their self-interests and be in alignment with the organizational goals and visions.

Transformational leaders, according to Yue et al. (2019), are involved in strategic planning and goal-setting for their organization, while simultaneously providing guidance to their subordinates and helping them pave the way towards their personal development. According to Bass (1985), transformational leaders utilize their charisma to motivate and inspire their subordinates, address their individual needs and enable them to exceed their own expectations. In this way, they are creating a sense of empowerment among employees, enhance their job performance and boost both their confidence and job efficiency.

The four key characteristics of transformational leaders are idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass, 1985). According to Podsakoff et al. (1990), transformational leaders are the ones cultivating a vision within the organization, offer guidance to their subordinates for them to find suitable role models, promote the acceptance of common goals, set high performance expectations, offer personalized support and foster a culture of innovation within the organization.

Transformational leaders ensure the smooth transition of new hires into the existing work culture, offering guidance and suitable training. They inspire their subordinates to fully immerse themselves in their roles, boosting job performance (MacKenzie et al., 2001) and increasing job satisfaction.

In contrast, transactional leaders focus on maintaining the normal flow of operations by using established procedures and structures. They emphasize performance and productivity, rewarding employees for meeting specific targets and correcting them when standards are not met.

In transactional leadership, the subordinates and the leader maintain a relationship based on exchanges. Leaders set the goals that their subordinates are expected to achieve,

enforcing a strict system or punishments and rewards to ensure employees understand the benefits of meeting their leader's expectations. Employees earn desired rewards by achieving the objectives set by their superiors. Transactional leaders must define precise work standards so employees can grasp the scope of their tasks and the criteria under which rewards or penalties are applied (Bass et al., 2003). By maintaining these standards, a relationship of trust is cultivated between the leader and the subordinates. Through this relationship employees are led to believe that those who are consistently performing well will be rewarded, while those who make mistakes will be corrected or punished (Asencio and Mujkic, 2016).

D'Errico et al. (2022) emphasized that team cohesion and trust within a team are directly impacted by leaders who display humility and ethical consideration. Effective leaders play a crucial role in cultivating relationships of trust with their subordinates, addressing their needs and allowing them to reach their full potential, while actively enhancing their job performance. Jung and Avolio (2000) found that both transformational and transactional leadership have a significant effect on job performance through trust in supervisors.

To conclude, the emotional intelligence of a leader influences their subordinates' job performance, but it also shapes the relationship between the leader and the subordinates from an internal perspective, emphasizing the leader's humility and moral persuasion. Given the importance of these relationships within teams, the aim of the present study is to explore the connection between a leader's emotional intelligence and their subordinates' performance and job satisfaction.

This research will focus on the ways in which a leader's emotional intelligence influences the relationship between leadership style and team performance in organizations operating in Greece. The Greek business environment is characterized by unique economic and cultural dynamics that can influence organizational behavior and performance. Understanding the impact of different leadership styles on team dynamics can help in selecting the most effective approach for enhancing team performance. High-performing teams contribute to better organizational outcomes, including increased productivity, higher quality of work, and greater innovation. Firms that effectively leverage EI and appropriate leadership styles can gain a competitive edge in the Greek market. What is more, leaders who can adeptly manage their teams and enhance performance are crucial

for the success and sustainability of foreign firms operating in Greece, especially given the economic fluctuations that took place in the recent years.

The exploration of the connection between emotional intelligence and effective leadership styles through the findings of the present study and other similar studies, will allow organizations to create appropriate training and development programs to promote the adaptation of the desired skills among their leaders. Moreover, understanding the effect of leadership styles on team performance can help in developing strategies to retain top talent and reduce turnover. This study can fill this gap and contribute to the shared knowledge regarding these topics. The findings of this study can provide valuable insights for managers and leaders in foreign firms operating in Greece.

## **1.2 Problem Statement**

In late 1998, Daniel Goleman published a groundbreaking article exploring the significance of emotional intelligence in effective leadership. Through a comprehensive analysis, Goleman demonstrated that emotional intelligence serves as a crucial distinguishing factor between outstanding and mediocre leaders. At the heart of his argument lies the concept of Self-Awareness, which he positioned as the fundamental element of emotional competence. This principle encompasses a leader's ability to deeply understand personal strengths and weaknesses, and to recognize the complex emotional dynamics that influence both individual and collective behaviors within organizational contexts. By developing profound self-awareness, leaders can more strategically navigate their emotional responses, improve interpersonal relationships, and create more nuanced connections within their professional environments.

While emotions are a common human experience, individuals demonstrate remarkable differences in how they interpret, manage, and respond to emotional stimuli. These variations manifest both in personal emotional regulation and in understanding the emotional states of others (Petrides and Furnham, 2003).

Workplace interactions play a critical role in organizational dynamics, profoundly impacting individual experiences (Dutton & Ragins, 2007; Ragins & Dutton, 2007; Kahn, 1990) and collective performance. The quality of interpersonal connections directly influences essential workplace processes, including communication, coordination (Gittel,

2003), and collaborative problem-solving. High-quality professional relationships create an environment where team members can freely exchange diverse perspectives, facilitate organizational learning, and develop innovative solutions to complex challenges.

These meaningful workplace connections are fundamental mechanisms that enable organizations to adapt, improve, and achieve their strategic objectives (Lewin & Regine, 2000) through enhanced information sharing and collective intelligence.

Despite the substantial body of research examining leadership and team interactions, a significant knowledge gap persists regarding the precise mechanisms by which emotional intelligence influences leadership effectiveness and team performance. Emotional intelligence, characterized by the capacity to perceive, comprehend, and regulate emotions within oneself and others, remains an incompletely understood factor in organizational success. This ongoing uncertainty creates substantial challenges for organizations seeking to develop targeted approaches to leadership development and team enhancement. The current limitations in understanding prevent the creation of comprehensive strategies that could potentially transform leadership practices and team dynamics.

As a result, there is a critical need for rigorous empirical research that can systematically explore the ways emotional intelligence contributes to leadership performance and team outcomes. Such investigations would provide valuable insights, potentially enabling the design of more effective leadership training programs that integrate emotional intelligence development as a core component of professional growth.

Investing in understanding and developing emotional intelligence can transform leadership effectiveness within organizations. By cultivating leaders who excel in emotional awareness and management, companies can create more cohesive, dynamic, and high-performing teams. Leaders equipped with advanced emotional intelligence demonstrate a remarkable ability to navigate complex interpersonal landscapes. They can effectively understand and respond to their team members' emotional states, fostering deeper connections and more meaningful workplace interactions. This heightened emotional awareness enables leaders to inspire motivation, mediate conflicts, and create a supportive work environment that brings out the best in their team members.

The pursuit of emotional intelligence empowers both emerging and established leaders to develop critical skills that go beyond traditional management approaches. By embracing

empathy, emotional resilience, and genuine authenticity, leaders can create more adaptive, collaborative, and ultimately more successful teams.

### **1.3 Research Questions/Hypotheses**

This study aims to explore the moderating impact of emotional intelligence (EI) on the relationship between leadership styles and team performance within foreign firms operating in Greece.

#### Research question

The following research question was used to guide the study:

What is the effect of: a) the emotional intelligence of a leader, b) transformational leadership style, c) trust within a team and d) self-efficacy on employee satisfaction and employee performance in foreign firms operating in Greece?

#### Research hypotheses

Based on the literature review and theoretical framework, the following hypotheses have been formulated:

#### **Hypothesis 1: Leader Emotional Intelligence and Job Satisfaction**

H1: Leader emotional intelligence has a positive effect on job satisfaction.

Leaders with high emotional intelligence are better equipped to understand and manage their own emotions as well as those of their team members. This ability can lead to improved communication, conflict resolution, and overall job satisfaction of team members. This hypothesis aims to explore the impact of leader emotional intelligence on job satisfaction within the organization.

#### **Hypothesis 2: Leader Emotional Intelligence and Transformational Leadership**

H2: Leader emotional intelligence has a positive effect on transformational leadership.

Emotional intelligence enhances a leader's capacity to inspire and motivate their team, which are key characteristics of transformational leadership. Leaders with high EI can effectively foster a vision and encourage innovation and change. This hypothesis aims to

investigate how leaders' emotional intelligence enhances their capacity to exhibit transformational leadership behaviors, ultimately benefiting the organization and its members.

### **Hypothesis 3: Transformational Leadership and Job Satisfaction**

H3: Transformational leadership has a positive effect on job satisfaction.

Transformational leaders can significantly enhance job satisfaction by providing a vision, encouragement and aiding personal development. Their ability to create a supportive and empowering work environment can positively influence employees' attitudes and perceptions, leading to higher levels of job satisfaction. This hypothesis aims to explore the extent to which transformational leadership contributes to improving job satisfaction within the organization.

### **Hypothesis 4: Transformational Leadership and Trust in Supervisors**

H4: Transformational leadership has a positive effect on trust in supervisors.

Transformational leaders build strong relationships with their team members, characterized by trust and respect. This trust in supervisors is crucial for effective teamwork and organizational success. This hypothesis aims to explore how transformational leadership practices enhance trust in supervisors, ultimately contributing to a more cohesive and effective organizational culture.

### **Hypothesis 5: Trust in Supervisors and Job Satisfaction**

H5: Trust in supervisors has a positive effect on job satisfaction.

Trust in supervisors is a critical component of a healthy and productive work environment. When employees trust their supervisors, they are more likely to feel secure, valued, and supported in their roles. This trust fosters open communication, reduces stress, and enhances overall job satisfaction. Employees who trust their supervisors are more likely to be engaged and committed to their work, leading to a more positive and fulfilling job experience. This hypothesis aims to investigate the impact of trust in supervisors on job

satisfaction, highlighting the importance of building and maintaining trustful relationships within the workplace.

### **Hypothesis 6: Trust in Supervisors, Trust within a Team and Job Performance**

H6: Trust in supervisors and trust within a team have a positive effect on job performance.

Trust is a fundamental element in fostering a productive and collaborative work environment. When employees trust their supervisors, they feel more secure, supported, and motivated to perform at their best. Similarly, trust within a team enhances cooperation, communication, and mutual support among team members. These trustful relationships create a positive atmosphere that encourages employees to go above and beyond in their roles. This hypothesis aims to explore how trust in supervisors and trust within a team collectively contribute to improved job performance, highlighting the importance of building and maintaining trust at multiple levels within the organization.

### **Hypothesis 7: Self-efficacy and Job Performance**

H7: Employee self-efficacy has a positive effect on job performance.

Employees with high self-efficacy are more likely to take on challenging tasks, persist in the face of difficulties, and exhibit greater resilience. This confidence in their capabilities can lead to enhanced job performance, as these employees are more motivated, proactive, and effective in their roles. This hypothesis aims to explore the relationship between employee self-efficacy and job performance, highlighting the importance of fostering self-efficacy to improve overall performance outcomes within the organization.

These hypotheses will be tested using data collected from employees and managers of foreign firms operating in Greece. The results will provide insights into how emotional intelligence influences leadership styles and team performance, offering practical implications for leadership development and organizational success.

## **1.4 Research Objectives**

The objectives of this study are as follows:

- (1) To explore the effects of leader emotional intelligence, transformational leadership, trust in supervisors, trust within a team and self-efficacy on employee job satisfaction and job performance.
- (2) To examine whether leader emotional intelligence indirectly affects job performance through the mediator variable of transformational leadership.
- (3) To examine whether transformational leadership indirectly affects job performance through the mediator variable of trust in supervisors.

## **1.5 Significance of the Study**

In today's ever-changing global work environment, there is increasing evidence that organizations are becoming more aware of the significant impact that leadership styles have on both employee well-being and organizational outcomes (Avolio, Walumbwa & Weber, 2009; McCarthy, Almeida & Ahrens, 2011; Muchiri, 2011; Muchiri, Cooksey, Di Milia & Walumbwa, 2011).

This research explores the impact of a leader's emotional intelligence on employee performance. By understanding the moderating role of a leader's emotional intelligence, organizations can identify and cultivate leadership styles that are more effective in varied and dynamic settings. The study offers insights into how leaders can enhance team motivation and management, resulting in increased productivity and job satisfaction.

The findings can inform human resource strategies in selecting and training leaders with high emotional intelligence, thereby promoting a more supportive and effective organizational culture.

## **1.6 Scope and Limitations**

The scope of this research was defined by several key decisions made at the outset of the study. Firstly, the focus on foreign firms operating in Greece was chosen to explore the unique challenges and dynamics these organizations face in a different cultural and economic environment. This context provides a rich setting to examine the moderating impact of emotional intelligence (EI) on the relationship between leadership styles and team performance.

Secondly, the study specifically targets managers and employees within these foreign firms to understand how leadership styles and EI influence team performance. This focus allows for a detailed examination of the interplay between these variables in a real-world business context. The research extensively reviews the academic literature on emotional intelligence, leadership styles, and team performance to build a robust theoretical framework.

Thirdly, the study employs a quantitative approach to measure the constructs of EI, leadership styles, and team performance. This approach was chosen to provide empirical evidence and statistical analysis of the relationships between these variables. Surveys and questionnaires are used to collect data from participants, ensuring a comprehensive and systematic collection of information.

Several limitations were identified in this research. Firstly, the study is limited to foreign firms operating in Greece, which may affect the generalizability of the findings to other contexts or regions. The unique cultural and economic environment of Greece may influence the results, and caution should be exercised when applying the findings to different settings.

Secondly, the research relies on self-reported data from managers and employees, which may introduce bias or inaccuracies. Participants' perceptions of their own emotional intelligence, leadership styles, and team performance may not always reflect objective reality. Efforts were made to mitigate this limitation by ensuring anonymity and confidentiality in the data collection process.

Thirdly, the study focuses on the moderating role of emotional intelligence and does not extensively explore other potential moderating or mediating variables that could influence the relationship between leadership styles and team performance. Future research could consider additional factors such as organizational culture, team dynamics, or external environmental influences.

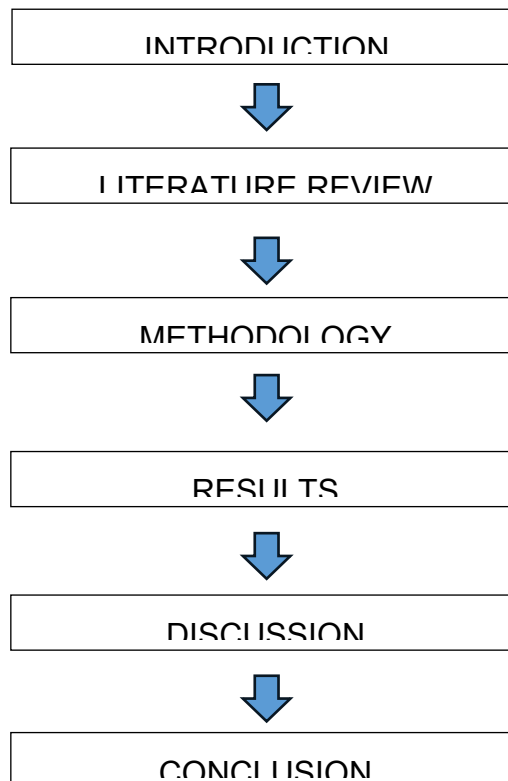
Lastly, the quantitative approach, while providing valuable statistical insights, may not capture the full complexity and nuances of the relationships between the variables. A mixed-methods approach, incorporating qualitative data through interviews or case studies, could provide a more comprehensive understanding of the phenomena under investigation.

By acknowledging these limitations, the study aims to provide a clear and focused examination of the moderating impact of emotional intelligence on the leadership style-

team performance relationship within foreign firms operating in Greece, while also highlighting areas for future research.

## 1.7 Structure of this Study

The figure below (Figure 1) provides an overview of the structure of the research study and is presented to navigate the reader through the chapters used to answer the research question.



**Figure 1 Structure of the Study**

## **2. Literature Review**

### **2.1 Emotional Intelligence**

#### **2.1.1 History of Emotional Intelligence**

The scholarly exploration of emotional intelligence spans more than three and a half decades, with its conceptual foundations deeply rooted in early 20th-century research on social intelligence (Carmeli et al., 2009). Pioneering researchers like Thorndike (1920) initially investigated human beings' capacity to understand and interact effectively with others (Poon Teng Fatt, 2002), laying the groundwork for more sophisticated psychological investigations.

The theoretical framework of emotional intelligence emerges from a complex interplay of psychological components. According to Hilgard (1980), researchers have identified three fundamental elements: cognitive processes, affective responses, and motivational dynamics. Cognitive aspects encompass mental functions such as reasoning and memory, while affective elements capture the nuanced landscape of individual emotional experiences. Motivational components explore the intricate patterns of goal-oriented behaviors and personality-driven tendencies.

Despite its extensive academic scrutiny, emotional intelligence remains a relatively new field of study, continuing to intrigue and challenge researchers in their ongoing investigations (Zeidner et al., 2004).

The conceptualization of emotional intelligence emerged as a significant academic topic in the early 1990s, with multiple scholarly interpretations developing over time (Davies et al., 1998; Goleman, 1995 in Carmeli et al., 2009). Wayne Leon Payne first introduced the term in his doctoral research in 1985, but it was John Mayer and Peter Salovey who brought it to academic prominence in 1990. Their research highlighted the varying capabilities of individuals in comprehending and interpreting emotional experiences. However, it was Dr. Daniel Goleman who catapulted the concept into mainstream consciousness through his groundbreaking 1995 publication. The book achieved remarkable recognition, securing international awards and featuring on the cover of Time Magazine. Goleman developed a comprehensive framework for emotional intelligence,

delineating four fundamental domains: self-awareness, self-management, social awareness, and relationship management. Despite its popularity, Goleman's approach faced academic scrutiny for its broad conceptualization. In his subsequent 1998 work, he further elaborated the concept by expanding the framework to encompass 25 distinct competencies and abilities, demonstrating the complex and multifaceted nature of emotional intelligence.

Evaluating emotional intelligence presents significant methodological challenges (Bagshaw, 2000). Traditional self-assessment instruments are particularly problematic, as they are susceptible to respondents' tendencies to provide socially acceptable answers, potentially compromising the accuracy and reliability of the results. Nonetheless, various models to measure EI - some of which will be presented herein- have been developed over the years.

Emotional intelligence transcends mere emotional recognition, offering a comprehensive approach to understanding workplace dynamics and human behavior. By delving into the intricate emotional landscapes of employees, organizations can more effectively navigate interpersonal relationships and align individual motivations with broader organizational objectives. Salovey and Mayer (1990) developed a framework that conceptualizes emotional intelligence through four critical dimensions: self-awareness, self-management, social awareness, and relationship management. This approach emphasizes the strategic importance of matching individuals to roles that complement their emotional capabilities and potential. Research indicates that emotional intelligence serves as a powerful predictor of professional performance and excellence (Lanser, 2000). By prioritizing the emotional well-being and development of human resources, organizations can cultivate a more engaged, productive, and cohesive workforce. The proper understanding of emotional intelligence reveals its pivotal role in creating sustainable, high-performing organizational environments.

Even after two decades of intensive academic investigation, emotional intelligence remains a subject of significant scholarly controversy. The academic discourse centers on multiple critical dimensions, including the fundamental conceptualization of emotional intelligence, the merits of existing theoretical models, the reliability of measurement techniques, and strategies for cultivating emotional intelligence within organizational environments. Prominent researchers have raised substantial critiques challenging the construct's scientific legitimacy. Skeptical scholars argue that current emotional

intelligence assessments demonstrate inconsistent predictive capabilities, particularly regarding leadership effectiveness and team performance. Some academics, including Locke (2005), contend that the terminology itself is potentially misleading, suggesting that emotional intelligence might be more accurately conceptualized as a developmental skill set rather than a form of intelligence.

Locke presents a critical perspective on emotional intelligence, drawing a sharp distinction between cognitive and emotional domains. He challenges the conceptualization of emotional intelligence as a genuine form of intelligence, arguing that its expansive and imprecise definition undermines its scientific credibility.

By delineating emotional intelligence from traditional measures of rationality and intellectual capacity, Locke emphasizes the construct's conceptual limitations. His critique suggests that the broad interpretation of emotional intelligence lacks substantive meaning, particularly in leadership contexts. Consequently, Locke advocates for a fundamental reframing of emotional intelligence, proposing that it be more accurately understood as a specific set of developmental skills rather than an independent form of intelligence.

### **2.1.2 Emotional Intelligence (EI) Models**

In 1990, Salovey and Mayer coined the concept of 'emotional intelligence', describing it as a cognitive skill involving the recognition, comprehension, and regulation of personal and interpersonal emotional experiences. As research progressed, diverse theoretical frameworks were developed. These approaches fundamentally split into two primary perspectives: the ability-based model, which conceptualizes emotional intelligence as a cognitive competence for navigating emotional landscapes and overcoming challenges, and the trait-based model, which aligns emotional intelligence more closely with inherent personality characteristics. Additionally, some researchers have proposed integrated approaches with mixed models, that provide a more comprehensive understanding of emotional intelligence beyond these traditional categorizations (Pappas, 2013).

The fundamental difference between Ability Emotional Intelligence (Ability EI) and Trait Emotional Intelligence (Trait EI) lies in their evaluation methodologies. Ability EI assessment follows a model analogous to conventional cognitive intelligence testing, characterized by standardized problem-solving scenarios with definitively established correct responses. Conversely, Trait EI evaluation relies on introspective self-reporting

mechanisms, typically utilizing rating scales (such as a 1-to-5 point system) that capture an individual's subjective perception of their emotional capabilities, thereby generating a personalized emotional profile based on the respondent's own understanding and interpretation.

a) Mayer and Salovey's Model

In their 1990 publication, Mayer and Salovey introduced a seminal conceptualization of Emotional Intelligence (EI), which has been widely recognized as a pivotal contribution to the field (Ashkanasy & Daus, 2005). They conceptualized EI as a specialized component of social intelligence, emphasizing an individual's capacity to discern, differentiate, and leverage emotional information from oneself and others to inform cognitive processes and behavioral responses (Salovey & Mayer, 1990). Their theoretical framework positioned EI as a cognitive ability rather than a fixed personality trait, arguing that individuals possess varying levels of proficiency in emotional perception, comprehension, and application (Koman & Wolff, 2008; Livegh, 2017; Rapisarda, 2002). Crucially, they viewed EI as a malleable skill set that can be cultivated and enhanced over time (Rezvani, Khosravi & Ashkanasy, 2018).

As their research progressed, Mayer and Salovey refined their conceptualization, developing a more comprehensive four-branch model of emotional intelligence. This expanded definition encompassed: (1) the precise identification and expression of emotions; (2) the generation of emotions that facilitate cognitive processes; (3) the comprehension of emotional complexities; and (4) the strategic regulation of emotions to support personal and intellectual development (Mayer & Salovey, 1997).

b) Goleman and Boyatzis's Model

Building upon Mayer and Salovey's initial emotional intelligence framework, Daniel Goleman and his research partners expanded the concept, particularly in professional contexts. Their approach focuses on identifying specific emotional and social competencies that contribute to workplace effectiveness. The Goleman and Boyatzis model conceptualizes emotional intelligence as a set of behavioral capabilities across four primary domains: self-awareness, self-management, social awareness, and social skills, applied appropriately and frequently enough to be effective in various situations. They developed a comprehensive framework that identifies 18 distinct competencies spanning

these four areas. Figure 2 below illustrates the organization and definition of these competencies.

Definitions of Emotional Intelligence Competencies		
Cluster	Competency	Definition
Self-Awareness	Self-confidence	A strong sense of one's self worth and capabilities
Self-Management	Achievement orientation	The guiding drive to meet an internal standard of excellence
	Initiative	Displays proactivity
	Conscientiousness	Taking personal responsibility for own performance
	Self-control	Keeping disruptive emotions and impulses in check
Social Awareness	Adaptability	Being flexible and responding to change
	Empathy	Sensing the feelings and perspectives of others, takes an active interest in their concerns
Social Skills	Influence	Wielding effective tactics for persuasion
	Communications	Listening openly and sending convincing messages
	Leadership	Inspiring and guiding individuals and groups
	Conflict management	Negotiating and resolving disagreements
	Building bonds	Nurturing instrumental relationships
	Developing others	Sensing the development needs of others and bolstering their abilities

**Figure 2 Emotional Intelligence Competencies, (Rapisarda, 2002)**

#### c) Bar-On's Model

Bar-On conceptualizes it as a collection of non-cognitive capabilities that enable individuals to navigate and manage external pressures effectively (Mishra & Mohapatra, 2009). His approach is classified as a mixed model, integrating both personal characteristics and practical skills (Livesey, 2017). Researchers present diverse perspectives on emotional intelligence. While Mayer and Salovey concentrate on the cognitive-emotional interface, Goleman and Bar-On expand their model to include broader personality characteristics such as trustworthiness, positive outlook, and compassionate behavior.

Despite these theoretical variations, several core components of emotional intelligence are recognized: the capacity to comprehend personal and interpersonal emotional states, the

skill of emotional self-regulation, and the strategic application of emotional insights to achieve personal objectives (Nguyen et al., 2019).

### **2.1.3 Emotional Intelligence in the Workplace**

Today's challenging global business environment calls for a sophisticated form of interpersonal intelligence that transcends traditional management approaches. Emotional intelligence in the workplace manifests through an individual's capacity to maintain composure and mental clarity during high-pressure situations, and through a tendency to prioritize collective well-being over individual interests. Professionals with well-developed emotional intelligence typically demonstrate an optimistic perspective and a good understanding of emotional dynamics (Brinia, 2008). The journey to emotional intelligence begins with profound self-awareness, enabling individuals to effectively recognize and respond to the emotional experiences of others. Researchers Tarricone and Luca (2002) highlight the critical importance of integrating emotional competencies with technical expertise to cultivate a supportive and progressive work environment. They emphasize that individuals who are characterized by their passionate commitment, persistent effort, proactive initiative, and genuine dedication to collective achievements, are motivated to achieve organizational objectives.

### **2.1.4 Emotional Intelligence in Teams**

Researchers Druskat and Wolff, along with Gantt and Agazarian, have made significant contributions to understanding emotional intelligence at the group level, proposing innovative theoretical frameworks for team dynamics. Their research illuminates two primary mechanisms through which teams can cultivate emotional intelligence. Primarily, emotional intelligence serves as a sophisticated early warning system within groups. It enables team members to detect potential challenges before they escalate, allowing for proactive problem-solving and conflict mitigation. Secondly, it provides a crucial mechanism for managing the inevitable negative emotions that emerge in collaborative environments. By empowering team members to address and navigate negative behaviors constructively, this approach creates a more supportive and positive collective environment. Consequently, it significantly enhances group cooperation, refines decision-making processes, and ultimately improves overall team performance and organizational outcomes.

Teamwork has emerged as a critical component of organizational learning and productivity, particularly within traditional hierarchical environments. (Kozlowski & Bell, 2003). Ayoko and Callan (2009) and Naseer, Chishti, Rahman, and Jumani (2011) define a team as a group of interdependent individuals who collectively assume responsibility for tasks and share mutual objectives. Despite variations in precise definitions, teams consistently demonstrate several fundamental characteristics. These include a structured organizational framework, a diverse range of member skills, and a unified commitment to shared goals and collaborative practices (Kozlowski & Bell, 2003). Modern teams are not confined to physical spaces, with technological advancements enabling both in-person and virtual collaboration, offering significant advantages in efficiency and resource management. However, the most effective teams are distinguished by their ability to cultivate robust interpersonal relationships and comprehensive support systems (Lipnack & Stamps, 1999). Team cohesion emerges as a critical factor in achieving collective objectives, fundamentally dependent on members' capacity to develop strong, supportive connections with one another (Barric et al., 1998). Notably, researchers have identified emotional self-regulation as a pivotal element in fostering group cohesiveness.

## **2.2 Leadership styles**

Leadership is a crucial component that drives the success of organizational entities (Punnett, 2004). Every organization is created with distinct aims, and human capital serves as the primary mechanism for achieving these objectives. The leader emerges as a pivotal figure in this dynamic, possessing the capacity to inspire and mobilize team members, encouraging their voluntary engagement and commitment to organizational goals. Essentially, leadership can be understood as the art of effectively guiding and motivating individuals to accomplish designated tasks.

Leadership is a multifaceted concept with numerous interpretative dimensions, encompassing aspects such as group dynamics, personal characteristics, influence mechanisms, behavioral patterns, persuasive strategies, power structures, goal-achievement techniques, interpersonal interactions, organizational roles, and structural frameworks (Bass, 2000). Fundamentally, an organization's capacity for collaborative achievement is intrinsically linked to its leadership effectiveness. As Griffin (2012) articulates, leadership fundamentally represents a strategic process of guiding and

influencing individuals towards the realization of collective organizational objectives. Leadership, as conceptualized by Gurr and Drysdale (2020), represents a dynamic process of shaping and inspiring individual behaviors towards goal attainment.

Leadership style is defined as the combination of traits, characteristics, skills, and behaviors (Van Wart, 2013) or a set of behavior patterns (Molero et al., 2014) that leaders employ to guide and motivate their subordinates in pursuit of organizational efficiency and objectives (Ohemeng et al., 2018). The theoretical frameworks surrounding leadership styles offer critical insights into how diverse leadership approaches can significantly impact team dynamics, motivational levels, and overall organizational performance.

According to Lewin et al. in Fiaz et al. (2017), three primary leadership styles that are instrumental in driving organizational productivity and profitability: autocratic, democratic, and laissez-faire.

**Autocratic leadership**, alternatively termed authoritarian leadership (Briker et al., 2021), represents a management approach where a single leader maintains absolute control and unilateral decision-making power within an organizational context (Bass and Bass, 2009). This leadership model fundamentally excludes collaborative input or collective decision-making processes (Sauer, 2011). Leaders employing this style typically centralize authority, minimizing delegation and systematically dismissing subordinates' perspectives. They emphasize strict procedural compliance (Harms et al., 2018) and frequently utilize a system of rewards and punishments to ensure organizational conformity. The leadership structure remains deeply hierarchical (Khan et al., 2015), characterized by a top-down power distribution where subordinates are mandated to adhere strictly to the predetermined organizational hierarchy (Akor, 2014). Communication within such leadership frameworks is predominantly unidirectional (Iqbal et al., 2015), with leaders issuing directives and subordinates expected to execute them without substantial questioning or contribution. Consequently, this approach significantly constrains individual autonomy and organizational creativity, as employees are compelled to follow leadership mandates without meaningful input or independent thought.

While autocratic leadership can demonstrate efficacy in contexts demanding rapid decision-making and unambiguous strategic direction, it simultaneously presents significant organizational challenges. Research indicates that this leadership approach frequently results in diminished employee engagement and workplace motivation (De Hoogh et al., 2015), as team members experience profound disempowerment when their

professional insights are systematically disregarded. The leadership model creates a critical organizational vulnerability by establishing an excessive reliance on a single leader's decision-making capabilities. Consequently, when the leader is unavailable or encounters difficulties in generating timely decisions, organizational processes can experience substantial disruption and operational inefficiencies (Sherf et al., 2019). This dependency represents a significant structural weakness that can potentially compromise organizational agility and responsiveness. Moreover, the restrictive nature of autocratic leadership fundamentally constrains organizational innovation by systematically marginalizing subordinates' perspectives and potential contributions (Khudhair et al., 2022). Such an approach critically impedes collaborative problem-solving mechanisms and substantially reduces the organization's capacity to navigate and adapt to dynamic, evolving operational environments.

**Democratic leadership**, also known as participative leadership (Amanchukwu et al., 2015), is characterized by inclusive decision-making processes that actively engage subordinates. Leaders employing this approach solicit input from team members, evaluate their perspectives and recommendations prior to finalizing decisions, and promote cooperative efforts (Miloloza, 2018). They cultivate transparent and direct communication throughout the organization, and through attentive listening to feedback (Fiaz et al., 2017), they establish a workplace atmosphere where team members feel at ease voicing their viewpoints, apprehensions, and ideas.

This leadership approach fosters cooperation and collaborative work (Jiang, 2014; Liggett, 2020), with leaders supporting and nurturing teamwork among members (Tajpour and Razavi, 2023). The method enables team members to collaborate toward shared objectives (Hilton et al., 2021; Moneva and Pedrano, 2019), boosting innovation, issue resolution capabilities, and team effectiveness. Furthermore, democratic leaders strengthen their team by granting members a certain level of independence and accountability (Choi, 2007). They demonstrate confidence in their team's capabilities and create opportunities for professional advancement, resulting in enhanced workplace satisfaction (Dyczkowska and Dyczkowski, 2018; Munir and Iqbal, 2018) and increased team member engagement.

Research suggests that democratic leadership fosters a supportive workplace where employees are motivated to excel (Caillier, 2020). Team members who feel their opinions matter tend to show greater engagement and motivation. Democratic leaders who

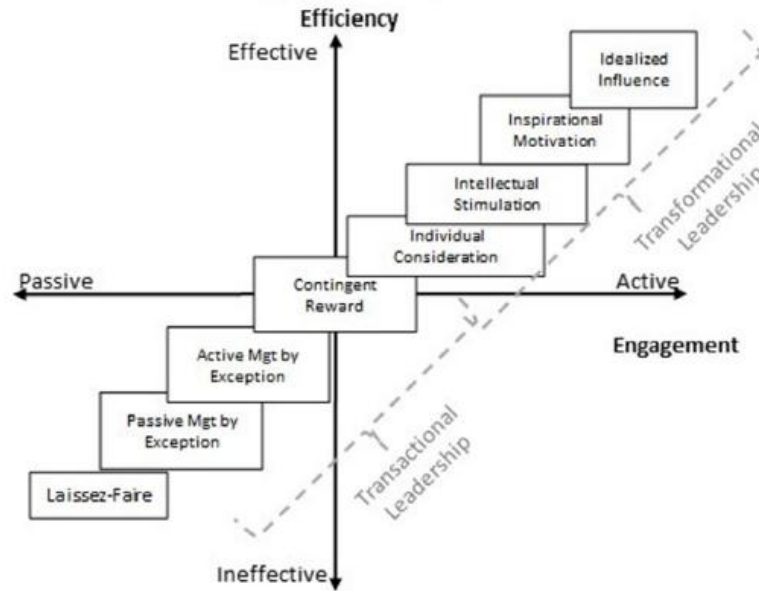
incorporate staff in decision-making processes (Kotamena et al., 2020) can benefit from their team's varied perspectives and expertise, often resulting in enhanced creativity and innovation. Despite these advantages, democratic leadership may be less effective when rapid decisions are necessary. Furthermore, in certain scenarios requiring specialized knowledge, incorporating input from all team members might not be practical.

**Laissez-faire leadership**, also known as hands-off leadership (Dasborough and Scandura, 2022), is defined by minimal leader intervention, guidance, or direction (Barnett, 2017). Leaders employing this approach transfer authority and decision-making responsibilities to team members, enabling them to function independently with limited oversight (Breevaart and Zacher, 2019; Kehinde and Banjo, 2014). These leaders demonstrate complete confidence in their team members (Northouse, 2013; Puni et al., 2014), anticipating that they will make decisions without supervision and take ownership of their work outcomes. Employees working under laissez-faire leadership experience significant freedom and self-governance (Iqbal et al., 2021), and are presumed to possess self-motivation, direction, and the capability to handle their assigned duties and obligations independently (Antonakis et al., 2004).

Laissez-faire leaders implement few regulations and may provide assistance when asked (Igbaekemen, 2014), but they don't establish formal systems to track progress. This leadership approach promotes autonomous thinking and idea exploration, fostering team creativity; it also helps individuals enhance their capabilities by encouraging them to undertake challenges aligned with their expertise (Yang, 2015). However, this style has limitations—the absence of clear leadership guidance can generate confusion regarding responsibilities and standards (Skogstad et al., 2007; Skogstad et al., 2015). Furthermore, limited leader engagement can impair team member coordination (Heyliger and Heyliger, 2014; Neuman and Baron, 2005), potentially resulting in redundant work or strategic misalignment (Glambek et al., 2018; Skogstad et al., 2014). Consequently, laissez-faire leadership proves most beneficial in contexts where team members possess advanced skills, intrinsic motivation, and the ability to function independently.

The Full Range Leadership (FRL) model was developed by Avolio and Bass (1991) to categorize leadership approaches that boost organizational competitive advantage. Their

model identifies three primary leadership styles: transformational, transactional, and laissez-faire.



**Figure 3 The Full Range model of Leadership (FRL)**

In today's business environments, both transactional and transformational leadership have become the prevailing methods, as they offer different but complementary effects on how teams perform.

**Transactional leadership** is characterized by a reciprocal system of incentives and penalties between leaders and their team members (Abu Nasra & Arar, 2020; Bass & Avolio, 1990). Leaders who adopt this style establish explicit expectations and performance targets, leveraging conditional rewards and sanctions to drive team motivation (Afsar et al., 2017; Klein, 2023). They define concrete objectives and incentives, including acknowledgment or financial bonuses, contingent upon goal achievement. This creates a relationship where employees work to attain specified outcomes in exchange for promised benefits, both material and non-material (Dai et al., 2013). Failure to meet standards may trigger disciplinary measures.

Moreover, transactional leaders employ management-by-exception techniques to correct substantial deviations from expected results (Bass et al., 2003; Gameda & Lee, 2020). They establish precise targets, step in when improvement is needed, and empower team members to resolve issues while ensuring alignment with standards. These leaders focus on maintaining existing conditions, providing performance feedback, and reinforcing organizational hierarchies (Qalati et al., 2022; Kark et al., 2018). Their clear directives and

expectations enable team members to fully comprehend their duties (Abdelwahed et al., 2023).

Furthermore, transactional leaders typically restrict autonomous thinking and innovation among their team members. According to Riaz and Haider (2010), this leadership approach proves more successful in environments with well-defined tasks and explicit guidance. Such leaders implement distinct protocols and methodologies to accomplish particular objectives and sustain organizational productivity (Lan et al., 2019). Nevertheless, this leadership style may be less effective in circumstances demanding long-range strategic planning.

**Transformational leadership** is a style that focuses on entrusting, aligning, and inspiring subordinates to achieve exceptional performance for the greater good of the organization (Bass & Avolio, 1990). Transformational leaders challenge their team members to go beyond their self-interests and work towards a collective vision (Denhardt & Campbell, 2006; Dumdum et al., 2013). They encourage and empower subordinates to develop their skills and capabilities, fostering a sense of ownership towards the organization's objectives.

According to Bass and Avolio (1990) and Bass and Riggio (2006), the key elements of transformational leadership include:

- **Idealized Influence:** Leaders serve as role models, earning the trust and admiration of their subordinates (Astuty & Udin, 2020; Hosna et al., 2021; Sengphet et al., 2019). They demonstrate high ethical standards and consistency between their words and actions, influencing their followers to adopt similar principles (Le & Le, 2021).
- **Inspirational Motivation:** Leaders provide a compelling vision that inspires their subordinates. They communicate this vision in a way that generates enthusiasm, excitement, and a sense of purpose among their team members. By effectively articulating the organization's goals and values, transformational leaders rally their subordinates around a common cause (Boamah & Tremblay, 2019).
- **Individualized Consideration:** Leaders show genuine concern for the aspirations and development of their subordinates. They recognize and appreciate individual strengths, fostering a supportive and empowering environment (Hilton et al., 2023).

- Intellectual Stimulation: Leaders encourage creativity, innovation (Alzoraiki et al., 2018), and critical thinking among their subordinates. They challenge the status quo, promote problem-solving, and invite subordinates to question assumptions and explore new possibilities (García-Morales et al., 2012). By fostering an intellectually stimulating environment, transformational leaders inspire followers to think outside the box and approach challenges from different perspectives.

Transformational leadership generates numerous beneficial outcomes for organizations, teams, and staff members. It enhances employee motivation, job satisfaction, and organizational loyalty (Eliyana et al., 2019; Rita et al., 2018), which translates into enhanced work output and efficiency (Hoch et al., 2018). Leaders who embrace this approach also nurture employee empowerment and development, helping them maximize their capabilities.

Studies increasingly demonstrate that transformational leadership positively affects employee health and wellness (e.g., Nielsen & Munir, 2009; Franke & Felf, 2011; Taflin, Armelius & Westerberg, 2011; Liu, Siu & Shi, 2010). Such leaders can improve employees' work environment perceptions, subsequently enhancing their general wellbeing (Nielsen et al., 2008). Through their inspirational presence and intellectual challenge, transformational leaders can generate positive emotional responses in their followers (Arnold et al., 2007). These affirmative emotions foster a sense of wellness, aiding leaders in supporting their staff's mental health. Further research by Sosik and Godshalk (2000) indicates that transformational leadership practices correlate with effective mentorship experiences for employees, which helps reduce workplace stress.

According to Bass (1985), successful leaders should incorporate both transactional and transformational approaches, as they work in tandem. While transactional leadership concentrates on leader-subordinate exchanges regarding behavioral expectations, it can ultimately inspire actions that surpass these requirements. Conversely, transformational leadership strengthens subordinates' motivation and confidence, encouraging them to undertake activities that benefit the organization beyond their formal responsibilities (Bass, 1985).

### **2.2.1 Emotional Intelligence in Leadership**

Research increasingly identifies emotional intelligence (EI) as a critical component of leadership effectiveness. Leaders who effectively manage emotions are better equipped to

respond to individual needs, inspire their staff, and cultivate a positive workplace atmosphere. The ability to understand emotions and apply EI competencies is thus fundamental to successful leadership (Palmer et al., 2001). According to Fatt (2002), EI may account for approximately 90% of leadership success. Sivanathan and Fekken (2002) discovered that effective leaders demonstrate social perceptiveness, suggesting those with enhanced EI perform better as leaders. Humphrey (2002) illustrated leadership as an emotional process in which leaders recognize and regulate followers' emotional conditions, substantially affecting performance and efficacy. Additional research indicated that business executives valued EI more highly than conventional leadership attributes such as financial expertise and market awareness (Deshpande et al., 2005). Research suggests that emotional intelligence (EI) improves an individual's leadership capabilities, stress management, and teamwork effectiveness (Rosete & Ciarrochi, 2005). According to Kerr et al. (2006), leadership effectiveness correlates with higher EI scores, establishing EI as a significant element in leadership studies. Leaders exhibiting strong EI demonstrate greater capacity to comprehend team members' emotions and respond appropriately. Morehouse's research characterized effective leaders as those who recognize and interpret both their own emotional states and those of others, leveraging this insight to motivate, stimulate, and establish relationships with their colleagues.

Research indicates that emotional intelligence plays a particularly significant role in leadership performance at the managerial level (Stein et al., 2009). In his early work, Goleman observed that successful leaders consistently demonstrate high emotional intelligence (Goleman, 1989). Similarly, Amagoh (2009) identified various personal characteristics that contribute to leadership effectiveness, including dominance, intelligence, gender roles, self-efficacy, self-monitoring, emotional intelligence, conscientiousness, emotional stability, and extraversion. As McDermott, Kidney and Flood point out, modern leadership theories emphasize the importance of emotional leadership competencies.

During difficult periods, leaders must regulate their personal emotions, mitigate team anxiety, and display contextually appropriate emotional responses. McDermott and colleagues (2011) concluded that emotional intelligence is fundamental to leadership development and effectiveness, reflecting leadership's inherently social nature. Contemporary research indicates that leaders capable of emotional regulation through self-management techniques are more adept at addressing follower needs (Rogelberg et al.,

2013). Similarly, Howard and Irving emphasized that self-awareness and emotional intelligence development are essential leadership components (S. Howard & A. Irving, 2014).

## **2.3 Team Performance**

Organizational success hinges on leadership's ability to motivate and engage employees effectively. Research consistently demonstrates the profound impact of leadership styles on workplace dynamics and individual performance.

Multiple scholarly investigations have explored the critical relationship between leadership and employee productivity. Researchers have long recognized leadership as the most extensively studied organizational factor influencing performance outcomes (Cummings and Schwab, 1973). Extensive studies have highlighted the direct correlation between leadership quality and workforce effectiveness, with over 35 research works confirming positive connections between leadership approaches and performance metrics (Kirkpatrick and Locke, 1996). The significance of leadership extends beyond mere management, as it fundamentally shapes employee attitudes and behavioral patterns. Empirical evidence suggests that effective leadership strategies can substantially improve both organizational and individual performance (Gul et al., 2012). By understanding and addressing followers' needs, leaders can create environments that foster enhanced productivity and engagement (Fiedler and House, 1988; Maritz, 1995; Ristow et al., 1999). Research suggests the consistent positive influence of leadership on workplace performance (Shahab and Nisa, 2014). The intricate connection between leadership styles and employee outcomes continues to be a critical area of organizational research (Gadot, 2006; Ogbonna & Harris, 2000), emphasizing the transformative potential of effective leadership in achieving organizational objectives.

Performance, fundamentally defined as the successful completion of tasks or predetermined objectives (Armstrong, 2010), is significantly influenced by leadership style (Walumbwa et al., 2011). Recent studies have consistently validated the positive correlation between transformational leadership and performance across various organizational levels (e.g., Dumdum et al., 2002; Dvir et al., 2002; Howell et al., 2005).

Research consistently demonstrates that when employees develop trust in their leaders, they tend to experience heightened organizational identification and increased motivation

(Schaubroeck et al., 2013). This trust significantly influences workplace behaviors, attitudes, and overall job performance. Research by Jung and Avolio (2000) and Dirks and Ferrin (2002) provide compelling evidence that trust in supervisors positively correlates with employee performance and organizational attitudes. Conversely, a lack of trust can lead to detrimental outcomes, including reduced communication, diminished workplace morale, and increased likelihood of employee burnout (Bechtoldt et al., 2007).

Scholars like Asencio and Mujkic (2016) emphasize the critical importance of transformational leadership in cultivating interpersonal trust. By focusing on building genuine connections and demonstrating authentic leadership, organizations can motivate employees and enhance overall effectiveness. Mo and Shi (2017) further underscore this perspective, revealing that supervisor trust directly contributes to improved job performance. Employees who distrust their leaders are less likely to communicate openly, resulting in negative morale and a poor organizational climate.

Contrary to widespread assumptions about transformational leadership, research suggests that transactional leadership can be remarkably effective in enhancing job satisfaction and organizational identification (Epitropaki & Martin, 2005; LePine et al., 2015). Preliminary research by Booysen and Van Wyk (1994, in Swanepoel et al., 2000) indicated that highly successful leaders are characterized by a complex leadership approach that balances strength and directness with democratic participation and visionary thinking. Phillips and Gully (2012) emphasize that exceptional leadership fundamentally involves guiding employees towards organizational objectives and fostering a collective commitment to organizational success.

Organizational leadership has been consistently demonstrated to shape employee attitudes and behaviors through empowerment strategies (Behling & McFillen, 1996; Bass, 1999; Epitropaki & Martin, 2005). Performance emerges as a dynamic concept characterized by time-sensitive measurements designed to project and generate future outcomes (Corvellec, 1995). The significance of performance extends across individual and organizational domains, fundamentally representing effectiveness and efficiency (Neely, Gregory, and Platts, 1995). Recognizing that an organization's overall performance is intrinsically linked to the quality of its workforce at all hierarchical levels (Temple, 2002), understanding individual performance becomes critically important. Hakala (2008) emphasizes that performance measurement represents an ongoing collaborative process between managers and employees. This continuous evaluation typically focuses on key performance

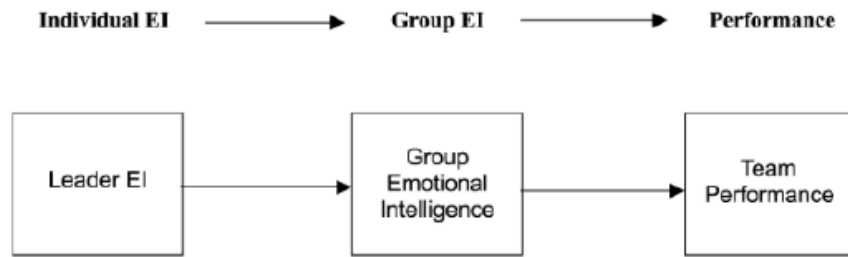
indicators including quantitative output, qualitative excellence, operational timeliness, and cost-effectiveness.

According to Borman and Motowidlo (1993), job performance encompasses the collective behaviors an individual demonstrates that contribute to and advance organizational objectives. Performance assessment typically involves two critical dimensions that provide a holistic understanding of an employee's contributions. The first dimension, task performance, concentrates on the quantifiable outcomes of an individual's core responsibilities. This includes objective measurements such as productivity levels and sales volumes, which directly reflect an employee's effectiveness in executing assigned duties. Contextual performance involves voluntary behaviors that enhance the overall organizational environment. Unlike task performance's quantitative nature, contextual performance is evaluated through more qualitative assessments, including perspectives from supervisors, team members, and self-reflection.

Byars and Rue (1994) conceptualized job performance as a multidimensional construct evaluating an employee's behavioral contributions to organizational objectives. This comprehensive assessment encompasses three key dimensions: efficiency, effectiveness, and efficacy. Building upon earlier research, Motowidlo and Van Scotter (1994) refined the understanding of performance by distinguishing between task and contextual performance. Task performance focuses on the core responsibilities of an employee, encompassing the systematic completion of organizational tasks in alignment with job descriptions, established standard operating procedures, and specific managerial requests. Contextual performance, on the other hand, includes demonstrating genuine enthusiasm for assigned tasks, proactively offering assistance to colleagues, consistently adhering to organizational regulations, and demonstrating a commitment to supporting overarching organizational goals. These behaviors are voluntary and cannot be mandated by the organization.

### **2.3.1 Emotional Intelligence and Team Performance**

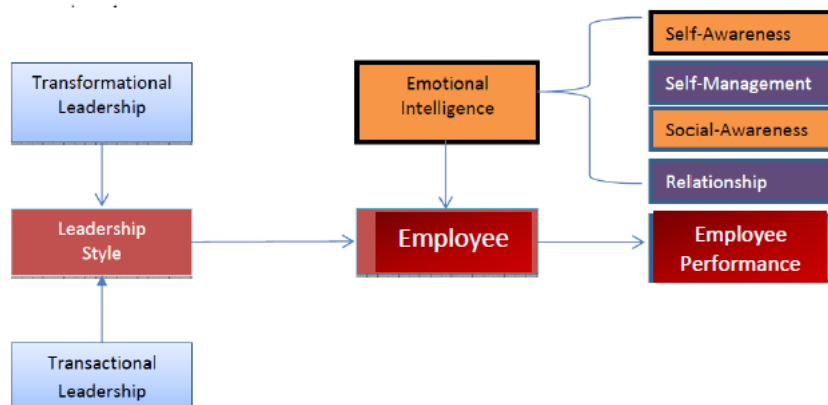
Several researchers have demonstrated that leadership influence shapes team dynamics, standards, and environment, as noted by Koman and Wolff (2008). Their model positions a manager's emotional intelligence as the key factor in developing team emotional intelligence through established practices and expectations. This team emotional intelligence subsequently shows a positive relationship with overall team effectiveness.



**Figure 4 Effect of EI on Team Performance, Source: Koman and Wolff (2007)**

The development of strong interpersonal connections between team members is essential for team success. Research indicates that managers with high emotional intelligence facilitate these valuable relationships by acknowledging and valuing team members' emotional expressions. According to Chang and colleagues, this emotional awareness enables managers to respond more effectively. The resulting environment of trust and cooperation among team members has been shown to positively influence team performance outcomes (Zeidner et al., 2004).

In essence, this section highlights that studies examining managers' emotional intelligence reveal its multifaceted influence on performance outcomes. Managers with emotional intelligence can transcend purely rational decision-making approaches. Additionally, such intelligence is vital for establishing a performance-enhancing team environment, shaping team operations and drive, and fostering stronger connections between team members. As our research focuses on how managers' emotional intelligence affects team performance, the aforementioned studies will support the discussion of the empirical data.



**Figure 5 Relationship between Leadership style and Employee Performance through Emotional Intelligence, Carmeli (2009)**

### **2.3.2 Trust in Supervisors, Trust within a Team, Self-efficacy and Team Performance**

Research on organizational commitment reveals a complex psychological connection between employees and their workplace. Becker and Billings (1993) conceptualized this commitment as an individual's degree of identification and involvement with a specific organizational environment, spanning different levels of dedication to supervisors, team members, and the broader organizational structure. Subsequent research by Cohen and Prusak (2001) emphasized trust as a fundamental building block of employee job satisfaction and organizational commitment. Building on this foundation, Jaramillo et al. (2005) provided empirical evidence demonstrating a positive correlation between an individual's organizational commitment and their job performance.

In their work, Yang and Mossholder (2010) highlighted that an employee's confidence in their leader stems from perceptions of fairness and genuine intentions. This trust is fundamentally characterized as an employee's deep-seated belief and psychological commitment to their organizational leader. MacKenzie et al. (2001) further illuminated the mechanisms of transformational leadership that cultivate such trust. They identified critical leadership behaviors that enhance employee confidence, including: clearly communicating an inspiring organizational vision, demonstrating an exemplary work approach, facilitating collective goal alignment, and providing personalized support. These strategic leadership approaches create an environment where employees believe their dedicated efforts will be appropriately recognized and rewarded.

Schlechter and Strauss (2008) investigated the dynamics of transformational leadership, revealing how such leadership styles positively impact supervisor-employee trust. These leaders cultivate trust by motivating employees through inspirational goal-setting and demonstrating genuine concern for their team members' overall well-being, which significantly enhances their perceived trustworthiness. Building on this understanding, Jung and Avolio (2000) highlighted how transformational leaders leverage their strong personal convictions and altruistic approach to motivate employees towards achieving organizational objectives. This leadership approach creates a profound psychological connection, whereby employees develop a deep sense of identification with their leader's beliefs and develop a strong sense of respect for their leadership principles.

Braun et al. (2013) studied the relationships between transformational leadership, trust within a team, trust in supervisors, and team performance in academic institutions. Their study revealed a significant mediating role of supervisor trust in the relationship between transformational leadership and employee job satisfaction. Supporting this finding, previous research by Yang and Mossholder (2010) highlighted that when employees perceive their managers as genuinely concerned and attentive, they are more likely to develop a sense of trust that directly enhances their overall job satisfaction.

Weng and Li (2015) argued that transformational leaders' actions are deeply rooted in their personal values and convictions, which can inspire team members to develop natural trust in their supervisors. Building on this perspective, Altunoğlu et al. (2019) provided empirical evidence showing that employees tend to form emotional connections and develop affective trust when experiencing transformational leadership behaviors. This finding was further corroborated by Islam et al. (2021), who confirmed the positive relationship between transformational leadership practices and organizational trust dynamics.

From a team perspective, Jong and Elfring (2010) demonstrated that when team members establish mutual trust, they can effectively minimize operational uncertainties and reduce interpersonal suspicions. Mutual trust, established through good interactions and teamwork, leads to higher job performance. Mayer and Gavin (2005) noted that in low-trust environments, team members tend to adopt defensive strategies, avoiding interactions and cooperation as a self-protective mechanism. Conversely, Drescher et al. (2014) revealed that teams with strong trusting relationships are more likely to demonstrate exceptional commitment, with members willingly expending additional effort to support their colleagues. The benefits of team trust extend beyond interpersonal dynamics. Langfred (2004) and Serva et al. (2005) argued that high-trust teams require less supervisory oversight, enabling members to concentrate more effectively on their core tasks. When team members consistently demonstrate responsible and trustworthy behaviors, they create an environment conducive to workflow optimization and performance improvement. Multiple studies, including research by Setiawan et al. (2016) and Varshney and Varshney (2017), converge on a crucial conclusion: trust is a fundamental driver of superior job performance, fundamentally transforming team productivity and collaborative potential.

Trust serves as a critical foundation for effective team dynamics, significantly influencing multiple aspects of organizational behavior. When teams cultivate robust, trust-based relationships, they create an environment that promotes enhanced cooperation, minimizes interpersonal conflicts, strengthens organizational loyalty, and mitigates employee turnover risks. Supporting this perspective, Yamaguchi (2013) empirically demonstrated that high levels of trust within team settings have a substantial positive correlation with both employee job satisfaction and organizational commitment.

On the other hand, self-efficacy encompasses an individual's confidence in their capacity to effectively navigate and overcome life's obstacles through a combination of personal motivation, cognitive abilities, accumulated experience, and deliberate actions. Extensive research over the past three decades has consistently demonstrated that a robust sense of self-efficacy positively correlates with enhanced performance across diverse professional and educational domains. These studies collectively underscore the transformative potential of self-efficacy in driving individual and organizational success across varied professional landscapes.

Social cognitive theory conceptualizes self-efficacy as an individual's capacity for personal capability management and self-regulation. This theory suggests that people can develop self-efficacy from vicarious learning, which involves observing peers successfully navigating and conquering challenging objectives and from personal experience accumulation, particularly through a track record of overcoming demanding tasks. Individuals with a robust sense of self-efficacy demonstrate remarkable self-assurance when confronting complex challenges. This confidence is rooted in a rich tapestry of personal achievements and inspirational observations of others' successful endeavors (Bandura, 1977; Bandura, 1986).

According to pioneering psychological research, the cultivation of self-efficacy is intimately connected to an individual's capacity for introspection and emotional management. Bandura (1997) emphasized the critical role of self-awareness and emotional regulation as fundamental mechanisms in developing one's sense of personal capabilities. A comprehensive meta-analysis conducted by Judge and colleagues (2007) revealed a significant correlation between emotional characteristics and self-efficacy development. The research suggests that individuals who demonstrate heightened self-awareness and exhibit superior emotional control are particularly adept at enhancing their personal sense of efficacy and potential. This interplay between emotional intelligence and self-efficacy

underscores the complex psychological processes that enable individuals to build confidence, navigate challenges, and effectively regulate their personal and professional capabilities (Bandura, 1997; Judge et al., 2007).

Emotional intelligence serves as a critical foundation for developing self-efficacy. Gundlach et al. (2003) highlighted that employees who possess high emotional intelligence demonstrate a remarkable ability to enhance their self-efficacy by maintaining acute awareness of their emotional states and implementing effective emotional management strategies. The implications of self-efficacy extend profoundly into team dynamics, where individual and collective psychological resources intersect.

When team members cultivate a robust sense of self-confidence and collective capability, they naturally gravitate towards a more optimistic and solution-oriented approach to organizational challenges. Self-efficacy in teams has been positively linked to individual learning within teams (Yoon and Kayes, 2016), individual proactivity (Strauss et al., 2009), team performance (Katz-Navon and Erez, 2005; Phillips, 2001; de Jong et al., 1999), and conflict management (Desivilya and Eizen, 2005).

## **2.4 Review of Related Studies**

In the contemporary global business landscape, characterized by constant organizational transformation and intense competitive pressures, a novel form of professional intelligence has emerged as critically important. The capacity to navigate complex workplace dynamics now demands more than traditional skills, emphasizing emotional intelligence as a pivotal leadership attribute. The essence of this evolved intelligence lies in an individual's psychological resilience—specifically, the ability to maintain rational focus during high-stress scenarios while simultaneously demonstrating a commitment to collective rather than purely individual interests. Such emotional sophistication transcends mere personal management, requiring an "emotional education" that fundamentally begins with profound self-awareness. This process involves developing the sophisticated capability to not only recognize and comprehend one's own emotional states but also to empathetically perceive and appropriately respond to the emotional experiences of colleagues and team members.

The evolution of organizational structures has fundamentally reshaped workplace dynamics, with teamwork emerging as a critical mechanism for organizational learning, as

highlighted by Kozlowski and Bell (2003). Ayoko and Callan (2009) and Naseer, Chishti, Rahman, and Jumani (2011) provide valuable insights into team composition, defining teams as collaborative units of interdependent individuals who collectively bear responsibility for task completion and share mutual objectives. Despite the diversity of theoretical perspectives on team conceptualization, contemporary research identifies several fundamental characteristics. As articulated by Kozlowski and Bell (2003), teams function as complex, integrated systems characterized by distinct structural frameworks and role allocations. These collaborative units are distinguished by their members' diverse skill sets and capabilities, ultimately unified by their commitment to achieving common organizational goals and practices.

Prati, Douglas, Ferris, Ammeter, and Buckey (2003), drawing on the research of Barric et al. (1998) and George (2000), emphasize that team success fundamentally hinges on interpersonal dynamics and group cohesion. Their research underscores the critical importance of team members' ability to cultivate robust interpersonal relationships and establish comprehensive support networks. Notably, the studies highlight an individual's emotional self-regulation as a pivotal factor contributing to overall group cohesiveness and collaborative effectiveness.

Research by Kerr et al. (2006) demonstrates that leaders with advanced emotional intelligence possess a superior capacity to perceive and respond to their team members' emotional states effectively. Morehouse's (2007) investigations reveal a significant correlation between leadership effectiveness and emotional intelligence, suggesting that EI capabilities incrementally develop as individuals progress through organizational hierarchical levels. Riggio and Reichard further elaborate on this concept by emphasizing emotional control as a critical leadership attribute. They define emotional control as the nuanced ability to both manage and regulate emotional expressions and experiences, positioning it as a fundamental element of emotional intelligence with particularly profound implications in professional environments. This skill enables leaders to navigate complex interpersonal dynamics with greater finesse and strategic insight.

Research by Schumacher and colleagues (2009) reveals a compelling correlation between leadership effectiveness and emotional intelligence competencies. Their findings suggest that leaders who demonstrate proficiency across six or more EI competencies are systematically perceived as more impactful and consistently achieve superior performance outcomes compared to their less emotionally intelligent counterparts. Complementing this

perspective, Stein, Papadogiannis, Yip, and Sitarenios further explored the intricate relationship between emotional intelligence and organizational leadership. Their research proposes that truly successful leaders possess a multifaceted intelligence profile, enabling them to navigate complex professional scenarios with remarkable adaptability and strategic insight. This comprehensive approach to leadership emphasizes the critical role of emotional intelligence in developing interpersonal and organizational management skills.

Goleman, in his early research from 1989, noted that “effective leaders are alike in one crucial way; they all have a high degree of emotional intelligence”. Expanding on this perspective, Amagoh (2009) conducted a comprehensive exploration of leadership effectiveness, identifying a multifaceted array of personal traits that significantly influence leadership performance- including dominance, intelligence, gender roles, generalized self-efficacy, self-monitoring, emotional intelligence, conscientiousness, emotional stability, and extraversion. The research collectively suggests that emotional intelligence is not an isolated factor but an integral component of a complex leadership personality profile.

Modern leadership paradigms, as articulated by McDermott, Kidney, and Flood, emphasize the critical importance of emotional competence in leadership roles. Their research highlights the complex emotional demands placed on leaders, particularly during periods of organizational uncertainty and challenge. Leaders must demonstrate a sophisticated ability to navigate emotional landscapes, which includes managing collective anxiety, maintaining personal emotional regulation, and strategically expressing emotions appropriate to specific contextual requirements. McDermott et al. (2011) ultimately concluded that leadership, fundamentally being a social interaction, necessitates emotional intelligence as an indispensable component of effective leadership development. This perspective underscores the profound connection between emotional awareness and leadership efficacy, positioning emotional intelligence as a key determinant of successful leadership performance.

Recent studies suggest that leaders who demonstrate advanced self-regulation techniques are significantly more adept at addressing the diverse needs of their team members (Rogelberg et al., 2013). Howard and Irving (2014) further reinforce this perspective by identifying self-awareness and emotional intelligence development as fundamental prerequisites for leadership excellence.

## 2.5 Gaps In Literature

Research on Emotional Intelligence (EI) in organizational settings reveals significant gaps in comprehensive training approaches. Cherniss and Goleman (2001) highlighted the scarcity of dedicated EI development programs within workplace environments. Groves et al. (2008) further substantiated this observation through a literature review, emphasizing the limited systematic research on cultivating EI skills crucial for leadership and collaborative dynamics. Dadehbeigi and Shirmohammadi (2009) noted the diverse implementation of EI training across different organizations, with varying approaches aimed at enhancing overall productivity. Nonetheless, the academic community continues to exhibit divergent perspectives on the conceptualization and practical application of Emotional Intelligence, indicating ongoing scholarly discourse in this field.

Cherniss and Goleman (2001) argue that supporting employees in managing their workplace emotions can lead to enhanced performance, improved interpersonal dynamics, and increased operational efficiency. In contrast, Dulewicz and Higgs (1999) have expressed skepticism about the feasibility of EI skill development. Utilizing Boyatzis and colleagues' competency framework, Dadehbeigi and Shirmohammadi (2009) conducted research into EI potential. Their findings revealed a nuanced outcome: while one EI dimension demonstrated substantial improvement and certain specific aspects showed positive changes, other dimensions remained largely static. Notably, some self-assessment metrics even experienced a decline. Despite these mixed empirical results, there remains a consensus among researchers that organizations should prioritize creating supportive learning environments for employee growth and development.

Despite extensive scholarly investigation into emotional intelligence (EI), researchers have yet to establish conclusive methodologies for developing EI competencies at leadership and team collaboration levels, as noted by Grant (2007) and Riggio & Lee (2007). The absence of a standardized international framework further complicates efforts to enhance EI skills. Consequently, academic interest in EI studies has intensified, with researchers focusing on evaluating its workplace progression and impact. Existing EI training programs predominantly draw from competency, ability, or mixed theoretical models. Sheehan (1999) emphasizes that EI is crucial not only for individual leadership growth but also for effectively managing oneself and team members during complex business scenarios. This underscores the critical need to stabilize emotional intelligence,

particularly among organizational leaders. As Salovey and Mayer (1990) argue, managers must develop comprehensive process management skills and cultivate essential leadership attributes to successfully navigate emotional intelligence challenges in professional environments.

Empirical research reveals that the efficacy of Emotional Intelligence (EI) training programs is contingent upon three critical determinants: participants' motivational engagement, awareness of training opportunities, and comprehension of emotional dynamics relevant to their professional roles. Cherniss and Goleman (2001) conceptualize a comprehensive developmental approach to workplace EI, articulating a four-stage progression: pre-contemplation and contemplation, preparation, action, and maintenance. Clarke (2006) recommends a flexible training strategy, advocating for EI skill development through both pre-employment and on-the-job training modalities to ensure comprehensive employee coverage. Subsequent research by Sala (2002) and Dadehbeigi and Shirmohammadi (2009) substantiates the long-term benefits of EI training, demonstrating its potential to facilitate staff members' emotional intelligence discovery and enhancement.

### **3. Methodology**

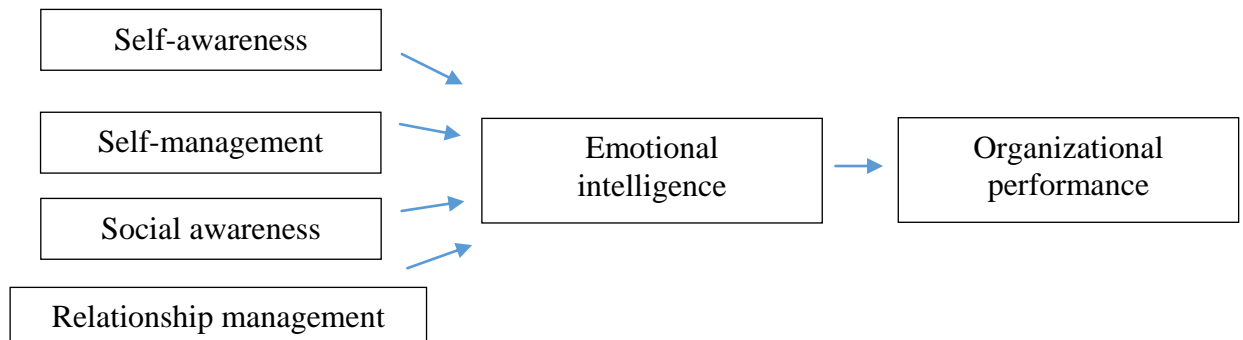
#### **3.1 Research Design**

The process of research design involves a structure method for planning and conducting research studies, which can vary depending on the research question and the research methodology employed (Creswell & Creswell, 2017).

This study will employ a descriptive survey design, which is ideal for collecting data from a large number of cases at a specific point in time. This approach involves using highly structured instruments, in this case a questionnaire, to gather information on well-defined study concepts and related variables from a sample of individuals. The collected data will then be organized, tabulated, and presented (Kothari, 2004). This technique is preferred for this research because it allows for readily obtainable information from participants. The study aims to collect data that describes existing phenomena to answer questions about the role of emotional intelligence in effective leadership and its impact on team performance.

The conceptual framework for understanding the role of emotional intelligence in effective leadership and its impact on team performance is grounded in the notion that emotional intelligence is crucial for leaders to manage their own emotions and those of others effectively, thereby enhancing team performance. Leaders with high emotional intelligence are better at handling conflicts and resolving interpersonal issues, which significantly influences team performance.

Research has demonstrated a positive correlation between emotional intelligence, effective leadership, and team performance. For instance, Goleman and Boyatzis (2008) found that leaders with high emotional intelligence were more successful in their roles, leading to greater employee satisfaction and improved team performance. Similarly, Carmeli, Brueller, and Dutton (2009) discovered that emotional intelligence positively affected team performance, especially in high-stress environments. This conceptual framework can be depicted through a model that includes key components such as emotional intelligence, leadership effectiveness and job performance. Figure 5 below presents a simplified version of this model.



**Figure 6 Role of emotional intelligence in leadership and its impact on team performance. (Goleman 1995).**

The research paradigm for studying the role of emotional intelligence in effective leadership and its impact on team performance can be shaped by several approaches, including positivism, interpretivism, and pragmatism (Guba & Lincoln, 2018). A positivist paradigm assumes an objective reality, where emotional intelligence, leadership, and team performance can be measured through empirical methods like surveys, questionnaires, and statistical analysis (Johnson & Onwuegbuzie, 2004). An interpretivist paradigm, on the other hand, posits that individuals' experiences and perspectives shape their understanding of these concepts. This approach emphasizes qualitative data, such as interviews, observations, and textual analysis, to explore the meanings and interpretations people assign to their experiences (Mertens, 2014). Lastly, a pragmatic paradigm suggests that the optimal research approach depends on the research question and study goals. Pragmatist research advocates for mixed methods, combining both quantitative and qualitative data, to address complex research questions (Wong & Law, 2002).

The positivist paradigm is utilized in this study, through the development of a questionnaire tailor-made for the purposes of this study. This method was selected as it offers several advantages in research. Surveys through questionnaires are cost-effective, especially when conducted online or via email. They can gather data quickly from a large number of respondents, making them ideal for studies requiring substantial sample sizes. They can be tailored to fit various research objectives, allowing researchers to design questions that meet specific needs. Surveys ensure consistency in responses, which enhances the reliability and validity of the data collected. They can be easily scaled to

reach diverse populations, increasing the representativeness and statistical significance of the findings. What is more, surveys can be conducted anonymously, encouraging respondents to provide honest and unbiased feedback.

### **3.2 Population and sample**

The population for this study comprises employees working in foreign firms operating in Greece. These firms span various industries (consulting, maritime, construction, retail, hospitality etc.), providing a diverse context for examining our hypotheses. The sample was selected using a stratified random sampling method to ensure representation across different sectors and organizational levels. A total of 151 participants were surveyed, including managers and team members, to capture a comprehensive view of the dynamics within these organizations. The average age was 38.9 years and the participants represented both genders (47.6 percent male and 51.65 percent female).

The inclusion criteria required participants to have at least 3 months of experience in their current role to ensure familiarity with their leaders' styles and team performance metrics. This approach aimed to provide a robust dataset for analyzing the interplay between emotional intelligence, leadership styles, and team performance in a multicultural corporate environment.

The expected sample size must be considered during sampling as it affects the accuracy of the estimation results. It is important to select the appropriate sampling design based on the research question, population of interest, and available resources (Fowler, 2014). Assuming a tolerable error ( $d$ ) of 0.05 and a level of significance ( $\alpha$ ) of 10%, this study requires a sample size ( $n$ ) of 133 with a confidence level of 75%. This demand was met as there were 151 valid responses.

### **3.3 Data Collection Methods**

Adopting an inductive approach, this research began with the collection of empirical data to investigate the phenomenon of interest. This study relied on primary data, which refers to new data gathered by the researcher specifically to address the research question (Saunders et al., 2009).

For the purpose of this research, we employed a structured questionnaire as our primary data collection method. The questionnaire was meticulously designed based on existing, validated instruments from previously published studies to ensure reliability and validity. These established questionnaires provided a solid foundation for measuring key constructs such as emotional intelligence, leadership styles, and team performance.

The questionnaire used in this study is divided into two sections. The first section includes items related to leader emotional intelligence, transformational leadership, trust within a team, trust in supervisors, job satisfaction and job performance. The items for leader emotional intelligence are based on the study by Davies et al. (1998) and cover three aspects: identifying emotions, utilizing emotions, and managing one's own emotions. These items have been revised according to the questionnaire by Law et al. (2004), with each aspect comprising two items, totaling six items. The items for transformational leadership are derived from the studies by Bass (1985) and Bass and Avolio (1997), focusing on four aspects: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. These items have been updated based on the questionnaire by Masa'deh et al. (2016), with each aspect containing two items, totaling eight items.

The items related to trust within a team are designed according to the studies by Langfred (2004), Staples and Webster (2008), and Jong and Elfring (2010). Additionally, the items concerning trust in supervisors are based on the studies by McAllister (1995) and MacKenzie et al. (2001). The items related to job performance are based on the study by Motowidlo and Van Scotter (1994), which defines job performance as consisting of task performance and contextual performance. These items have been revised according to the studies by Fu and Deshpande (2014) and Masa'deh et al. (2016), totaling five items. The items related to employee emotional intelligence are derived from the TEIQue-SF (Petrides, 2009). All questionnaire items are measured on a five-point Likert scale (1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree; 5 = strongly agree), with the exception of the employee emotional intelligence items which are measured on a seven-point Likert scale (1 = strongly disagree; 2 = disagree; 3 = somewhat disagree; 4 = neutral; 5 = somewhat agree; 6 = agree; 7 = strongly agree). The second section of the

questionnaire collects participants' basic information, including age, gender, education level and current position in the organization.

The designed questionnaire was submitted to the project supervisor for approval before being distributed to the respondents.

### **3.4 Data Analysis Procedures**

The aim of this chapter is to provide a comprehensive understanding of how the data was processed, analyzed, and interpreted to address the research questions and hypotheses.

As previously mentioned, for the purposes of this study, a questionnaire was administered in order to gather data from managers and employees currently working in foreign firms operating in Greece. The questions addressed to the participants aimed at collecting information about the leader's emotional intelligence, transformational leadership, trust within a team, trust in supervisors and the employees' emotional intelligence, self-efficacy and job satisfaction.

The statistical techniques employed in this study include the use of descriptive statistics and regression analysis. Descriptive statistics, such as frequency counts and percentages, were utilized to analyze demographic variables and research questions. To test the stated hypotheses, regression analysis was conducted at a 0.05 level of significance. This approach allowed for a comprehensive examination of the relationships between variables, providing robust insights into the effect on the independent variables on the dependent ones.

Variables are essential components of scientific research because they allow researchers to identify and measure the relationships between different phenomena and to test hypotheses about cause-and-effect relationships (Babbie, 2016). A variable in research methodology refers to any measurable attribute, characteristic, or property that can change or vary in magnitude, quality, or quantity across different individuals, groups, or situations (Bryman & Bell, 2015). There are two types of variables in research: independent variables and dependent variables. An independent variable is a variable that is manipulated or controlled by the researcher to see its effect on the dependent variable, which is the variable being measured or observed (Neuman, 2014). In this study, therefore, leader emotional intelligence, transformational leadership and trust in supervisors are the

independent variables while job satisfaction and job performance are the dependent variables.

The validity of this study was assessed via a reliability analysis to determine the stability and consistency of the dataset, measured using Cronbach's alpha. According to DeVellis (2016), a Cronbach's alpha greater than 0.70 indicates that a scale has good consistency and stability. In this study, the Cronbach's alpha was calculated at 0.8568. Therefore, the questionnaire designed for this study demonstrates a remarkably high level of reliability.

Validity refers to the extent to which the measured variables of a scale accurately reflect the theme of the study (Chen, 2005). Validity encompasses content validity, convergent validity, and discriminant validity. Regarding content validity, the questionnaire in this study was developed by referring to and revising items used by relevant scholars both domestically and internationally. The questionnaire was designed to align with the scope of the study and the research objectives.

The raw data was reviewed to identify and correct any errors or inconsistencies. One part of the questionnaire included demographic data (age, gender, education level etc.), for which descriptive statistics, such as means, medians, standard deviations, and frequency distributions, were calculated to provide comprehensive overview of the sample.

For the rest of the data regression analysis was chosen as the primary method for data analysis due to its ability to examine the relationships between multiple independent variables and the dependent variable. This method is particularly useful for understanding the impact of various factors on the outcome of interest. The independent variables included in the regression model were selected based on theoretical considerations and previous research findings. These variables were hypothesized to influence the dependent variables.

The regression model was specified to include the selected independent variables. The general form of the regression equation is:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \dots + \beta_n X_n + \epsilon$$

where  $Y$  represents the dependent variable,  $X_1, X_2, \dots, X_n$  are the independent variables,  $\beta_0$  is the intercept,  $\beta_1, \beta_2, \dots, \beta_n$  are the coefficients of the independent variables, and  $\epsilon$  is the error term.

The regression coefficients were estimated using the least squares method. The significance of each coefficient was tested using t-tests, and the overall fit of the model was assessed using the R-squared value and F-test. The results were interpreted to determine the strength and direction of the relationships between the independent variables (leader emotional intelligence, transformational leadership, trust in supervisors) and the dependent variables (job performance, job satisfaction).

### **3.5 Ethical Considerations**

Informed consent was obtained from all participants prior to their inclusion in the study. Participants were thoroughly briefed on the study's purpose, the associated risks and benefits, and the confidentiality of their information. They were given the choice to participate or decline, with their decisions respected without any repercussions.

This study ensures the confidentiality and anonymity of participants throughout the research process. Participants' identities and personal information will be kept strictly confidential and will not be disclosed. Additionally, all necessary precautions will be taken to avoid any potential harm to participants.

Finally, the study will be conducted in a fair and just manner, without any form of discrimination or bias towards any group of participants. All participants will be treated with respect and dignity, and the study will avoid any form of exploitation or coercion.

## 4. Results and Discussion

### 4.1 Demographic Data

Among the valid responses, men accounted for 47.68% (72 participants) and women accounted for 51.66% (78 participants), while one participant preferred not to disclose his/her gender.

<i>Gender of Respondents</i>	<i>Frequency</i>	<i>Percentage</i>
<i>Male</i>	72	47.68%
<i>Female</i>	78	51.66%
<i>Prefer not to say</i>	1	0.66%
<b><i>Total</i></b>	<b>151</b>	<b>100%</b>

**Table 1 Gender of Respondents**

The mean age of the participants was 38.9 years, with the eldest being above 65 years old and the youngest 25 years old. In terms of education level.

<i>Age of Respondents</i>	<i>Frequency</i>	<i>Percentage</i>
<i>25-34</i>	47	31.13%
<i>35-44</i>	71	47.02%
<i>45-54</i>	26	17.22%
<i>55-64</i>	6	3.97%
<i>65 or above</i>	1	0.66%
<b><i>Total</i></b>	<b>151</b>	<b>100%</b>

**Table 2 Age of Respondents**

Master's degree holders represented the highest proportion at 61.59% (93 participants), followed by those with a bachelor's degree (including 4- and 5-year programs) at 27.15% (41 participants), a high school diploma or equivalent at 6.62% (10 participants) and participants with doctorate or professional degree at 4.64% (7 participants).

<i>Level of Education of Respondents</i>	<i>Frequency</i>	<i>Percentage</i>
<i>High school diploma or equivalent</i>	10	6.62%
<i>Bachelor's degree</i>	41	27.15%
<i>Master's degree</i>	93	61.59%
<i>Doctorate or professional degree</i>	7	4.64%
<b><i>Total</i></b>	<b>151</b>	<b>100%</b>

**Table 3 Level of Education of Respondents**

In terms of company positions, Team Members made up approximately 57.62% (87 participants), while Managers / Directors / Executives accounted for 21.85% (33 participants) and Team Leaders represented 15.89% of the sample (24 participants).

<i>Designation of Respondents</i>	<i>Frequency</i>	<i>Percentage</i>
<i>Team Member</i>	87	57.62%
<i>Team Leader</i>	24	15.89%
<i>Manager / Director / Executive</i>	33	21.85%
<i>Other</i>	7	4.64%
<b><i>Total</i></b>	<b>151</b>	<b>100%</b>

**Table 4 Designation of Respondents**

Regarding job tenure/working with their current leader, participants with 1 to 3 years of experience accounted for the highest proportion at 35.1% (53 participants), followed by

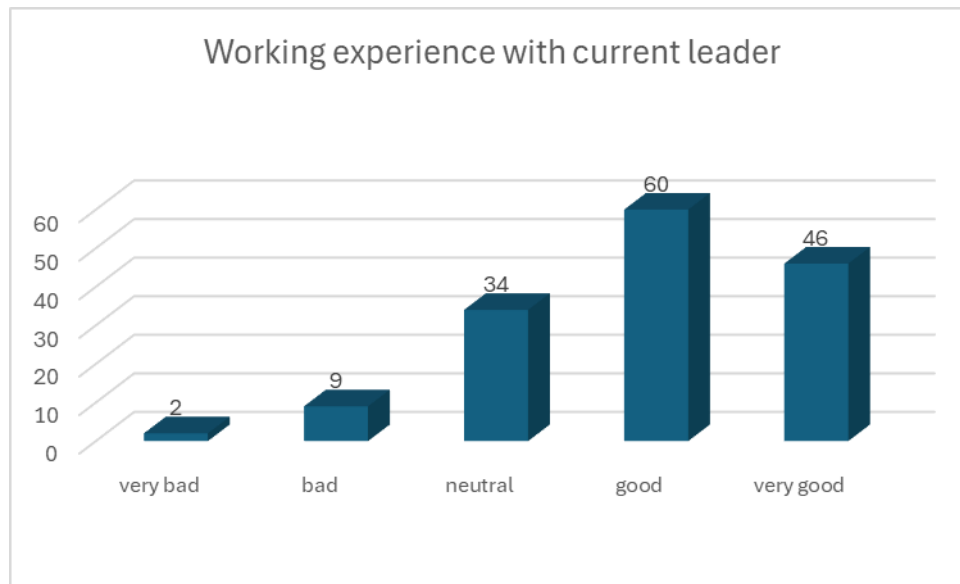
those with more than 5 years experience at 28.48% (43 participants) and those less than 6 months of experience at 12.58% (19 participants).

<i><b>Job tenure of Respondents</b></i>	<i><b>Frequency</b></i>	<i><b>Percentage</b></i>
<i>Less than 6 months</i>	19	12.58%
<i>6 months to 1 year</i>	18	11.92%
<i>1 to 3 years</i>	53	35.10%
<i>3 to 5 years</i>	18	11.92%
<i>More than 5 years</i>	43	28.48%
<i><b>Total</b></i>	<b>151</b>	<b>100%</b>

**Table 5 Job tenure of Respondents**

## **4.2 Leaders' EI and Transformational Leadership**

The survey results indicated that the majority of participants found working with their current leader to be an enjoyable experience (figure 6). This positive sentiment was reflected in figure 7 below, with many respondents highlighting their leader's supportive and motivating approach, indicating qualities of transformational leadership. The survey results revealed that approximately 62.9% of respondents identified their leader's leadership style as having qualities of transformational leadership. This significant proportion of participants highlighted key attributes such as inspirational motivation, individualized consideration, and intellectual stimulation as defining characteristics of their leaders. These findings suggest that a substantial number of leaders within the organizations that are part of the present study are effectively engaging and motivating their teams by fostering a shared vision, encouraging innovation, and providing personalized support. The presence of transformational leadership qualities among leaders is indicative of a positive organizational culture that promotes growth, development, and high performance.



**Figure 7 Working experience with current leader**



**Figure 8 Percentage of leaders exhibiting transformational leadership qualities (as reported by participants)**

The analysis of the questionnaire responses revealed insightful data regarding the emotional intelligence of leaders. The average (mean) score for emotional intelligence items was 3.58, indicating a moderate to high level of emotional intelligence among the leaders of the participants surveyed. The median score was 3.66, which represents the middle value of the dataset when the scores are arranged in ascending order.

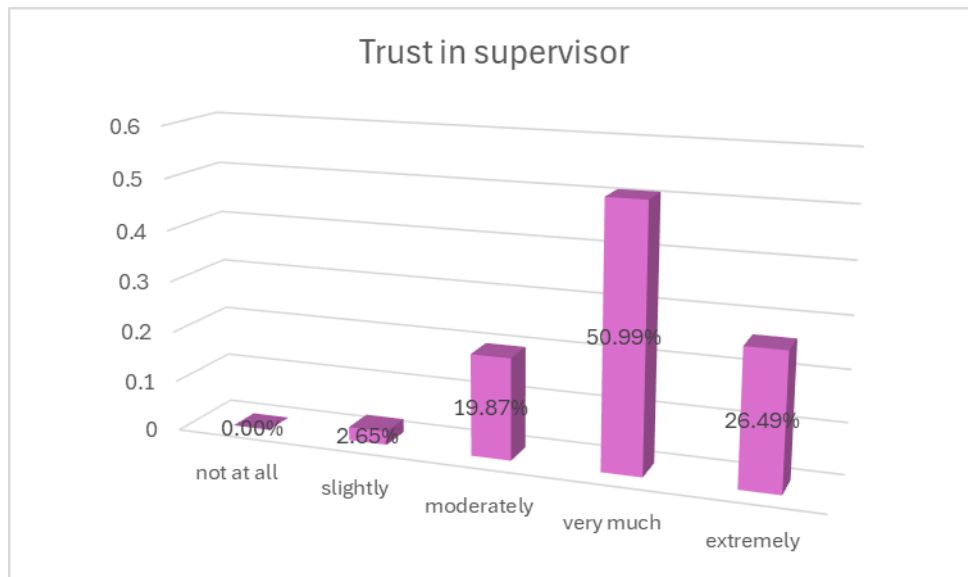
The close proximity of the mean and median values suggests a relatively symmetrical distribution of emotional intelligence scores among the leaders. This indicates that most leaders possess a similar level of emotional intelligence, with few extreme outliers. The consistency between the mean and median further reinforces the reliability of the data, suggesting that the emotional intelligence of leaders is generally high and evenly distributed across the sample.

These findings underscore the importance of emotional intelligence in leadership roles, as the high average and median scores reflect leaders' ability to manage their own emotions and those of their team members effectively. This, in turn, contributes to a positive and productive work environment.

### **4.3 Trust in Supervisors and Trust within a Team**

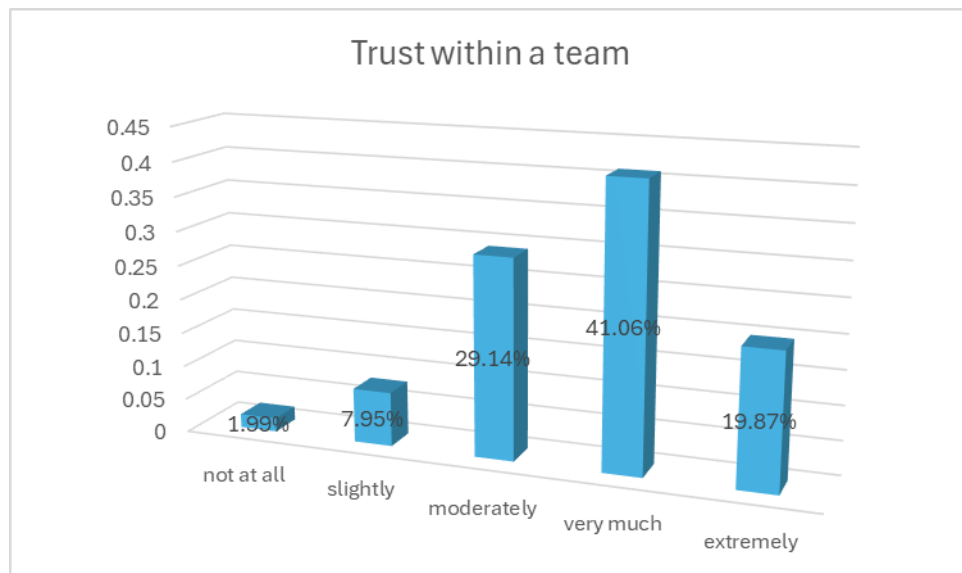
The survey results revealed that the majority of participants (77.4%) trusted their supervisor (figure 8). This trust is closely linked to the transformational leadership qualities exhibited by their leaders. Transformational leaders create a supportive and motivating environment, fostering trust and loyalty among their team members.

Additionally, the leaders' emotional intelligence plays a crucial role in building this trust. Emotionally intelligent leaders are adept at managing their own emotions and understanding the emotional needs of their team members. By creating a harmonious and empathetic work environment, these leaders enhance their team's trust and commitment, ultimately leading to improved job performance and a positive organizational culture.



**Figure 9 Trust in Supervisor**

In a team context, the survey results indicated that 29.14% of participants were neutral about trusting their colleagues. In contrast, 41.06% of respondents expressed a high level of trust in their coworkers, and 19.87% reported an extremely high level of trust (figure 9). This distribution of trust levels highlights the varying degrees of confidence employees have in their team dynamics and relationships.



**Figure 10 Trust within a team**

Trust within a team is a critical factor that can significantly impact job satisfaction and job performance. When employees trust their coworkers, they are more likely to feel supported and valued, which enhances their overall job satisfaction. High levels of trust

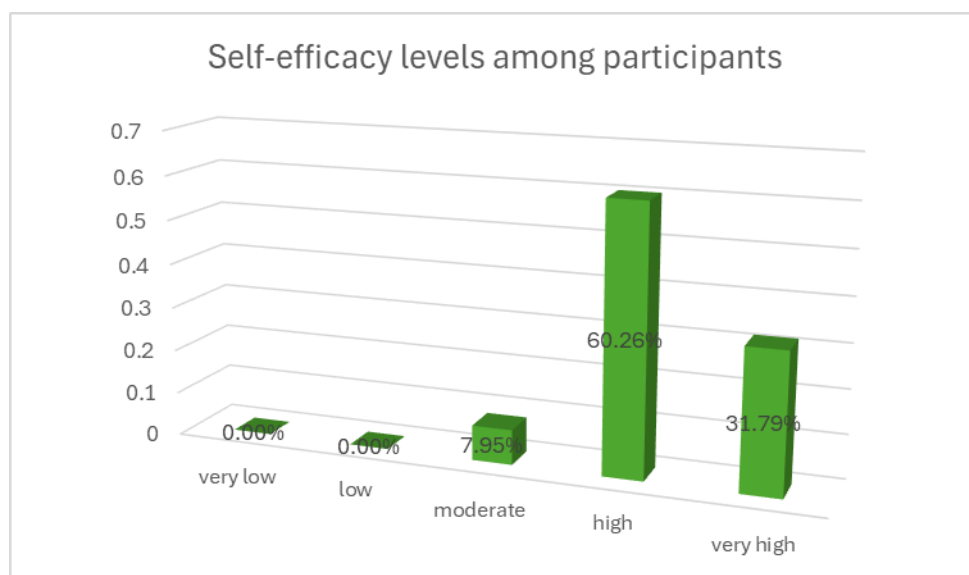
foster a collaborative and positive work environment, where team members are more willing to share ideas, provide constructive feedback, and work together towards common goals.

For those who expressed high or extremely high levels of trust in their coworkers, this trust likely contributes to a sense of belonging and psychological safety, which are essential for job satisfaction. These employees are more likely to be engaged, motivated, and committed to their work, leading to higher job performance.

On the other hand, the 29.14% of participants who were neutral about trust within their team may experience lower job satisfaction and performance. A lack of trust can lead to feelings of isolation, increased stress, and reduced collaboration, which can negatively impact their ability to perform effectively.

#### 4.4 Self-efficacy and job performance

A major insight from this survey reveals that participants expressed strong confidence in their abilities, with 60.2% reporting a high degree of self-efficacy and 31.79% describing themselves as extremely self-efficacious (figure 10).



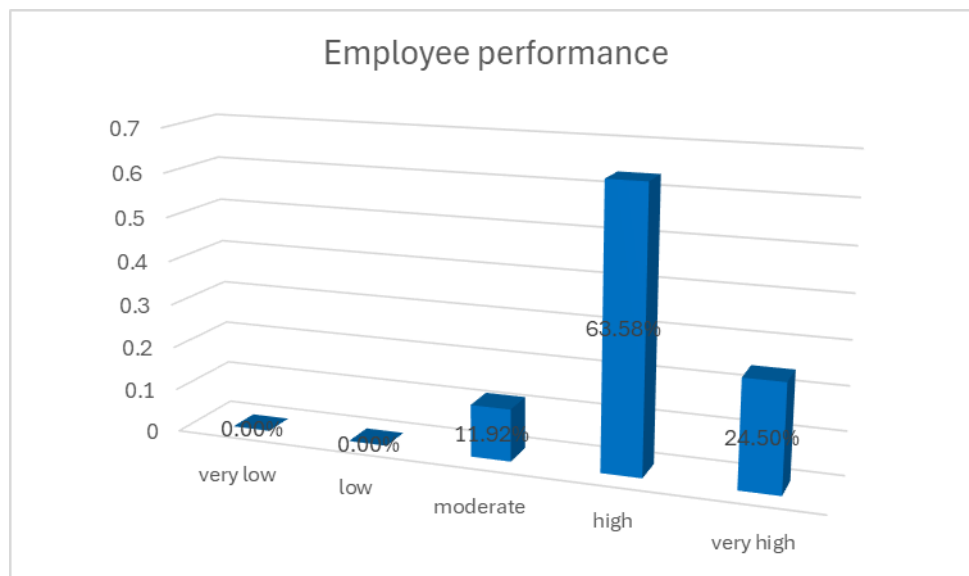
**Figure 11 Self-efficacy levels among participants**

This high level of self-efficacy can be attributed to their employment in foreign firms operating in Greece. Working for foreign organizations often provides employees with

exposure to diverse work cultures, advanced training programs, and innovative practices. These environments can foster a sense of competence and confidence in employees, as they are encouraged to take on challenging tasks and responsibilities. The emphasis on professional development and continuous learning in many foreign firms can significantly enhance employees' belief in their ability to succeed and perform well in their roles.

Moreover, foreign firms may offer more structured support systems and resources, enabling employees to effectively manage their work and achieve their goals. This supportive environment can further boost their self-efficacy, as they feel equipped to handle various challenges and excel in their positions.

Participants also reported high levels of job performance, with 63.58% indicating they performed very well and 24.5% stating they performed extremely well (figure 11). This impressive job performance can be closely linked to their high levels of self-efficacy and the presence of transformational leadership in their work environment, particularly within foreign firms operating in Greece.



**Figure 12 Employee Performance (as reported by participants)**

High self-efficacy, as reported by the participants, reflects their strong belief in their ability to accomplish tasks and overcome challenges. This confidence in their capabilities drives them to set ambitious goals, persist in the face of difficulties, and ultimately achieve superior job performance. Employees with high self-efficacy are more likely to take initiative, exhibit resilience, and contribute effectively to their organization's success.

Moreover, the transformational leadership qualities exhibited by leaders in these organizations play a crucial role in enhancing job performance. Transformational leaders inspire and motivate their employees by creating a shared vision, encouraging innovation, and providing individualized support. These leaders foster a positive and empowering work environment, where employees feel valued and motivated to excel. The supportive and motivating approach of transformational leaders helps employees develop their skills, boosts their confidence, and drives them to perform at their best.

The combination of high self-efficacy and transformational leadership creates a synergistic effect, leading to exceptional job performance among employees in foreign firms operating in Greece. These findings underscore the importance of fostering self-efficacy and transformational leadership to achieve high levels of employee performance and organizational success.

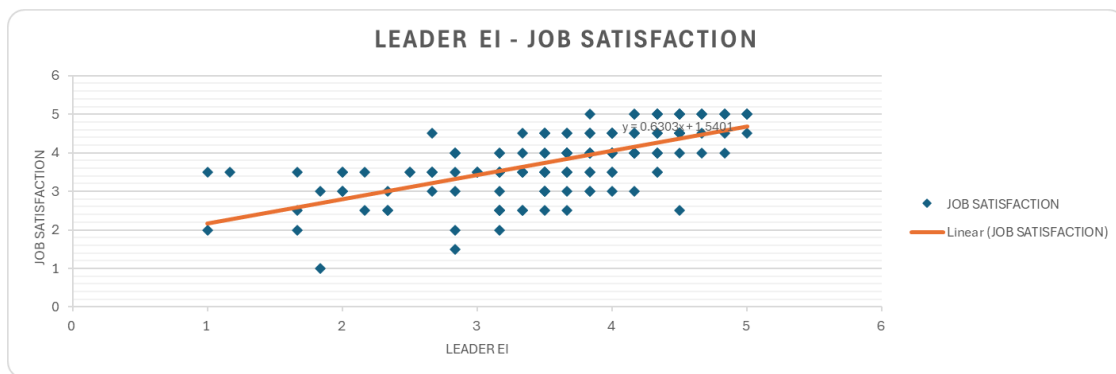
## **4.5 Hypotheses testing**

A linear model for each hypothesis presented in Chapter 1 will be developed to predict whether each dependent variable plays an important role in determining the levels of the respective independent variable, in accordance with the stated hypothesis. For this purpose, the **least squares method** (MS Excel Regression analysis) will be used. The least squares method determines the values of the two regression coefficients  $b_0$  and  $b_1$  that minimize the sum of squared differences around the prediction line.

All results will be presented in Appendix A.

***H1: Leader emotional intelligence has a positive effect on job satisfaction.***

Hypothesis H1 was tested using the least squares method to estimate the regression coefficients  $b_0$  and  $b_1$ , when Job Satisfaction is the dependent variable (y) and Leader Emotional Intelligence is the independent variable (x).



**Figure 13 Linear Relationship between Leader EI- Job Satisfaction**

The above diagram presents the linear relationship between the two variables, showing that for a one unit increase in Leader EI, the Job Satisfaction level is expected to increase by 0.630255.

The value of the t-statistic is 7.09 for the intercept ( $b_0$ ) with a p-value of 4.93E-11, while for  $b_1$  coefficient the t-stat is 10.7463 with a p-value of 2.66E-20 (see Appendix A). Therefore, we can conclude both variables are significant at the 5% level, since their p-values are less than 0.05.

The correlation coefficient of the two variables under examination for this hypothesis was calculated using Excel function CORREL and found to be 0.660785. This result indicates that there is a moderate to strong positive linear relationship between Leader EI and Job Satisfaction. This is expected considering that increased Job Satisfaction values are expected as the Leader EI increases.

The coefficient of determination ( $R^2$ ) in this regression model measures the proportion of variation in Job Satisfaction ( $y$ ) that is explained by the variation in the independent variable, in this case the Leader EI ( $x$ ). The  $R^2$  value in this model equals 0.4366. This means that 43.66% of the Job Satisfaction variability is explained by the Leader EI variability.

The F-test will be used to determine whether the slope is statistically significant. The equation used for this purpose defines the F test for the slope as the ratio of the variance that is due to the regression, divided by the error variance.

In this regression model, the Fstat is equal to 115.483. Using a level of significance of 0.05, from relevant table<sup>1</sup>, the critical value of the F distribution with 1 and 12 degrees of

<sup>1</sup> Table E5 (p.776). Basic Business Statistics: Concepts and Applications, 14th ed., by Mark L. Berenson, David M. Levine, Kathryn A. Szabat, and David F. Stephan, Pearson Education, 2019.

freedom is 4.75. Since  $F_{stat} = 115.483 > 4.75$  and the  $p\text{-value} = 2.66E-20 < 0.05$  we can conclude that there is a statistically significant linear relationship between the leader EI and the Job Satisfaction variables.

Therefore, we can conclude that leader emotional intelligence has a statistically significant positive effect on job satisfaction, supporting hypothesis H1. This finding aligns well with existing literature on emotional intelligence in leadership contexts. Fatt (2002) suggested that EI may account for approximately 90% of leadership success, showing that emotional capabilities far outweigh other leadership competencies in determining effectiveness, which would naturally extend to creating conditions for job satisfaction for subordinates. Sivanathan and Fekken's (2002) findings about social perceptiveness in effective leaders further support this conclusion. Leaders with higher emotional intelligence would be more attuned to the emotional needs and states of their team members, allowing them to respond appropriately and create a more supportive work environment—a key factor in job satisfaction.

Furthermore, our findings align with Humphrey's (2002) view that leaders who recognize and regulate followers' emotional conditions significantly impact performance and efficacy. By extension, this emotional regulation would create a more positive workplace atmosphere, leading to higher job satisfaction.

Finally, our findings are also supported by Rogelberg et al.'s (2013) research indicating that emotionally self-regulated leaders better address follower needs. This capability would likely translate to more appropriate responses to employee concerns, better communication, and more effective conflict resolution—all factors that contribute to increased job satisfaction.

In conclusion, the positive effect of leader emotional intelligence on job satisfaction emphasizes the importance of emotional intelligence in effective leadership. Organizations should prioritize selecting emotionally intelligent managers because these leaders create an environment where employees feel genuinely valued and understood. When managers possess high emotional intelligence, they establish authentic connections with their team members, fostering a profound sense of psychological safety and trust. This emotional attunement allows employees to feel truly "seen" and cared for as whole individuals rather than mere productivity units.

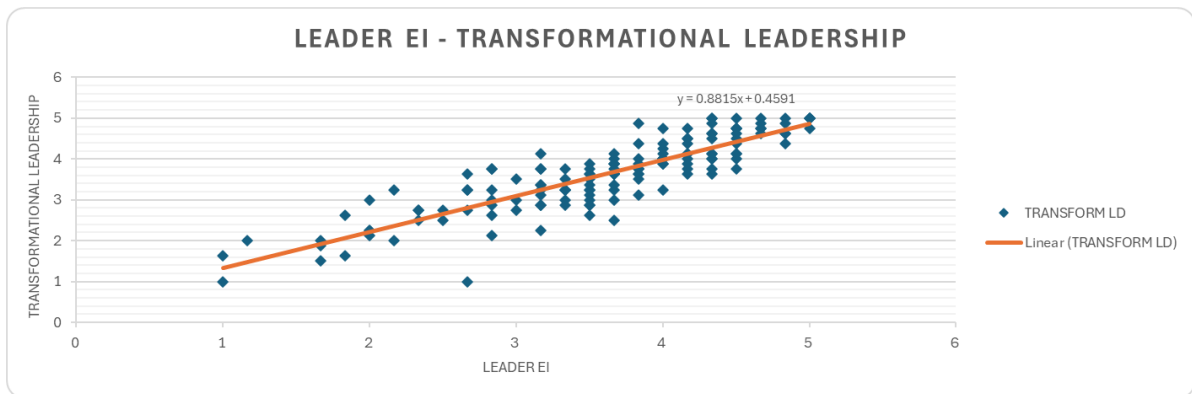
The impact of this emotional connection extends far beyond task completion, touching on fundamental human needs for belonging and recognition. Employees who work under

emotionally intelligent leaders experience their workplace as a community where their contributions are meaningfully acknowledged and their wellbeing is genuinely prioritized. This sense of being special and valued cultivates deeper job satisfaction that transcends transactional aspects of employment.

Moreover, the positive psychological environment created by emotionally intelligent leadership significantly enhances employees' overall quality of life. The emotional support, validation, and understanding they receive at work spills over into their personal lives, reducing stress and improving mental wellbeing. By selecting managers based on emotional intelligence, organizations aren't simply optimizing workplace dynamics – they are making a substantial contribution to the holistic wellbeing of their workforce.

***H2: Leader emotional intelligence has a positive effect on transformational leadership.***

Hypothesis H2 was tested using the least squares method to estimate the regression coefficients  $b_0$  and  $b_1$ , when Transformational leadership is the dependent variable (y) and Leader Emotional Intelligence is the independent variable (x).



**Figure 14 Linear Relationship between Leader EI- Transformational Leadership**

The above diagram presents the linear relationship between the two variables, showing that for a one unit increase in Leader EI, the Transformational Leadership level is expected to increase by 0.881456.

The value of the t-statistic is 3.092 for the intercept ( $b_0$ ) with a p-value of 0.002373, while for  $b_1$  coefficient the t-stat is 21.9797 with a p-value of 1.3E-48. Therefore, we can conclude both variables are significant at the 5% level, since their p-values are less than 0.05.

The correlation coefficient of the two variables under examination for this hypothesis was calculated using Excel function CORREL and found to be 0.8742. This result indicates that there is a strong positive linear relationship between Leader EI and Transformational Leadership.

The R Square value in this regression model equals 0.7642. This means that 76.42% of the Transformational Leadership variability is explained by the Leader EI variability.

The p-value of the F-test shows a statistically significant linear relationship, since its value is  $1.3E-48 < 0.05$ . The level of statistical significance is signified by the large value of the F-test which equals  $483.107 > 4.75$  (critical value). From the above it can be derived that our regression model is both statistically significant and a good fit for the data.

Therefore, we can conclude that leader emotional intelligence has a statistically significant positive effect on transformational leadership, strongly supporting hypothesis H2.

This finding is consistent with existing research that emphasizes the importance of emotional intelligence in effective leadership. Goleman's early observation (1989) that successful leaders consistently demonstrate high emotional intelligence provides a foundational theoretical basis for this finding.

Furthermore, Rosete & Ciarrochi's (2005) study suggests that emotional intelligence improves an individual's leadership capabilities, stress management, and teamwork effectiveness. Transformational leadership, with its emphasis on inspiration, intellectual stimulation, and individualized consideration, inherently requires the enhanced leadership capabilities that emotional intelligence fosters.

Further supporting our conclusion, are Kerr et al.'s (2006) findings that leadership effectiveness correlates with higher EI scores. Transformational leadership is widely considered as an effective leadership style and, as our study suggests, the emotional intelligence of the leader is a critical factor that contributes to this effectiveness.

The strong support for hypothesis H2 is particularly consistent with Morehouse's characterization of effective leaders as those who recognize and interpret emotional states (both their own and others') and leverage this insight. This emotional awareness and regulation is fundamental to transformational leadership behaviors.

In conclusion, the statistically significant relationship between the leader's emotional intelligence and transformational leadership highlights the need for organizations to expand their selection criteria for managerial positions beyond traditional CV

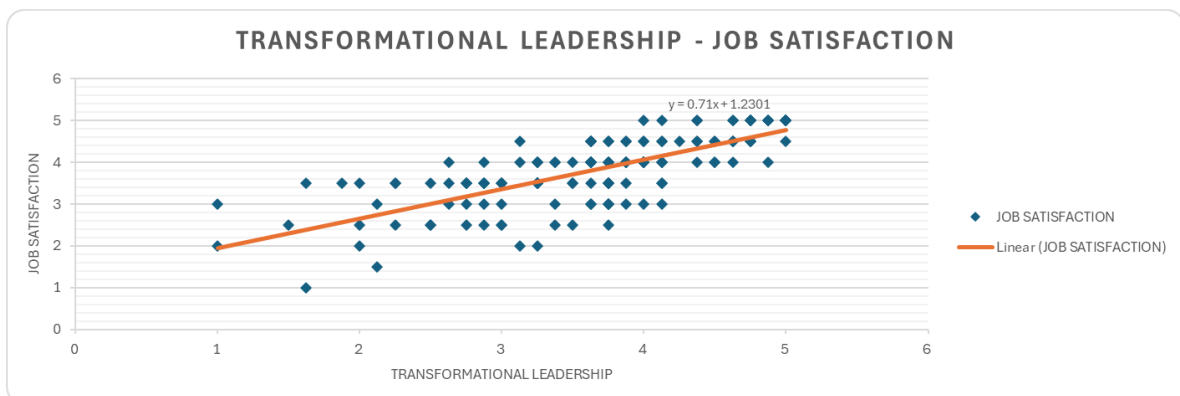
qualifications to incorporate emotional intelligence assessment. The consistent empirical evidence linking emotional intelligence to crucial leadership outcomes suggests that identifying candidates with strong emotional capabilities should be as important as evaluating technical skills and experience. Structured interviews probing emotional competencies, situational judgment tests, and validated EI assessment tools can be integrated into the selection process to identify candidates with the emotional intelligence necessary for effective leadership.

Implementing systematic training programs focused on self-awareness, emotional regulation, social perception, and relationship management can enhance these critical leadership capabilities. These development initiatives should be ongoing rather than one-time events, with regular refresher courses, coaching sessions, and practical application opportunities to ensure continuous improvement in emotional competencies.

By treating emotional intelligence as both a selection criterion and a developmental priority, organizations can build a leadership pipeline equipped to navigate the complex emotional dimensions of modern workplace environments, ultimately enhancing employee satisfaction, engagement, and organizational effectiveness.

***H3: Transformational leadership has a positive effect on job satisfaction.***

Hypothesis H3 was tested using the least squares method to estimate the regression coefficients  $b_0$  and  $b_1$ , when Job Satisfaction is the dependent variable (y) and Transformational Leadership is the independent variable (x).



**Figure 15 Linear Relationship between Transformational Leadership- Job Satisfaction**

The above diagram presents the linear relationship between the two variables, showing that for a one unit increase in Transformational Leadership, the Job Satisfaction level is expected to increase by 0.71.

The value of the t-statistic is 6.4297 for the intercept ( $b_0$ ) with a p-value of  $1.64E-09$ , while for  $b_1$  coefficient the t-stat is 13.8639 with a p-value of  $1.35E-28$ . Therefore, we can conclude both variables are significant at the 5% level, since their p-values are less than 0.05.

The correlation coefficient of the two variables under examination for this hypothesis was calculated using Excel function CORREL and found to be 0.7505. This result indicates that there is a strong positive linear relationship between Transformational Leadership and Job Satisfaction.

The R Square value in this regression model equals 0.5633. This means that 56.33% of the Job Satisfaction variability is explained by the Transformational Leadership variability.

The p-value of the F-test shows a statistically significant linear relationship, since its value is  $1.35E-28 < 0.05$ . The level of statistical significance is signified by the large value of the F-test which equals  $192.2081 > 4.75$  (critical value). From the above it can be derived that our regression model is both statistically significant and a good fit for the data.

Therefore, we can conclude that transformational leadership has a statistically significant positive effect on job satisfaction, strongly supporting hypothesis H3. This finding aligns with existing literature that highlights the critical role of transformational leadership in enhancing employee job satisfaction.

This finding extends Nielsen and Munir's (2009) and other researchers' observations about transformational leadership's positive effects on employee health and wellness. The current study's results suggest that these health and wellness benefits translate into measurable improvements in job satisfaction, establishing a clear connection between leadership style and workplace attitudes.

The strong statistical support for hypothesis H3 is consistent with Nielsen et al.'s (2008) finding that transformational leaders improve employees' perceptions of their work environment. These enhanced perceptions likely serve as a mechanism through which transformational leadership influences job satisfaction. The significant relationship found in the current study provides empirical validation of this theoretical linkage. The conclusion particularly resonates with Arnold et al.'s (2007) research on the positive emotional responses generated by transformational leaders. Job satisfaction, as an

affective response to one's work environment, would naturally be enhanced by the positive emotions fostered through inspirational and intellectually stimulating leadership.

Sosik and Godshalk's (2000) findings on transformational leadership's correlation with effective mentorship and stress reduction provide additional context for understanding the relationship. The current study's results suggest that these mentorship experiences and reduced workplace stress contribute significantly to enhanced job satisfaction, offering a more comprehensive understanding of how transformational leadership affects employee attitudes.

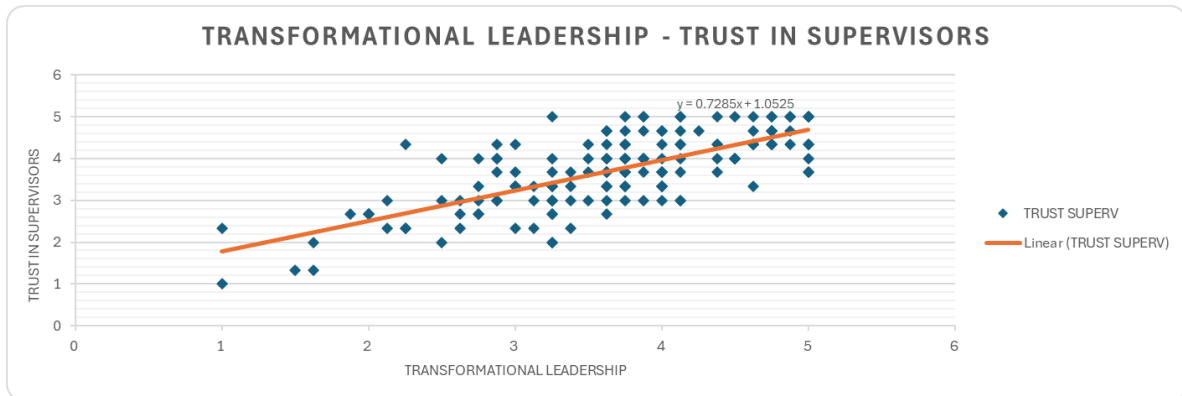
The conclusion of this study is also consistent with Asencio and Mujkic's (2016) emphasis on transformational leadership's role in cultivating interpersonal trust. The statistical significance of the relationship suggests that the genuine connections and authentic leadership characteristic of transformational approaches translate effectively into measurable improvements in job satisfaction.

To conclude, when a leader employs transformational leadership, employees experience enhanced job satisfaction stemming from the empathetic and compassionate treatment they receive during both challenging periods and routine interactions. Transformational leaders create psychologically safe environments where employees feel understood and supported during stressful situations, rather than judged or pressured. This emotional validation during difficult times builds profound trust and loyalty that significantly elevates job satisfaction.

Moreover, when employees encounter transformational leaders who respond to their vulnerabilities with kindness rather than criticism, they develop stronger emotional connections to both their work and the organization. This empathetic leadership approach addresses core psychological needs for belonging and validation, creating a positive emotional climate that substantially enhances job satisfaction beyond what task accomplishment alone could provide.

***H4: Transformational leadership has a positive effect on trust in supervisors.***

Hypothesis H4 was tested using the least squares method to estimate the regression coefficients  $b_0$  and  $b_1$ , when Trust in Supervisors is the dependent variable (y) and Transformational Leadership is the independent variable (x).



**Figure 16 Linear Relationship between Transformational Leadership- Trust in Supervisors**

The above diagram presents the linear relationship between the two variables, showing that for a one unit increase in Transformational Leadership, the Trust in Supervisors level is expected to increase by 0.7285.

The value of the t-statistic is 4.9682 for the intercept ( $b_0$ ) with a p-value of 1.83E-06, while for  $b_1$  coefficient the t-stat is 12.8458 with a p-value of 6.78E-26. Therefore, we can conclude both variables are significant at the 5% level, since their p-values are less than 0.05.

The correlation coefficient of the two variables under examination for this hypothesis was calculated using Excel function CORREL and found to be 0.7249. This result indicates that there is a strong positive linear relationship between Transformational Leadership and Trust in Supervisors.

The R Square value in this regression model equals 0.5255. This means that 52.55% of the Trust in Supervisors variability is explained by the Transformational Leadership variability. The p-value of the F-test shows a statistically significant linear relationship, since its value is  $6.78E-26 < 0.05$ . The level of statistical significance is signified by the large value of the F-test which equals  $165.015 > 4.75$  (critical value). From the above it can be derived that our regression model is both statistically significant and a good fit for the data.

Therefore, it can be concluded that transformational leadership has a statistically significant positive effect on trust in supervisors, strongly supporting hypothesis H4.

This finding is well-aligned with existing literature on leadership dynamics and trust formation. The strong statistical support for this hypothesis validates Weng and Li's (2015)

theoretical argument that transformational leaders inspire natural trust through actions grounded in authentic personal values and convictions. The empirical evidence found in the current study provides quantitative validation of this conceptual framework, demonstrating that the value-based approach of transformational leaders does indeed translate into measurable trust outcomes.

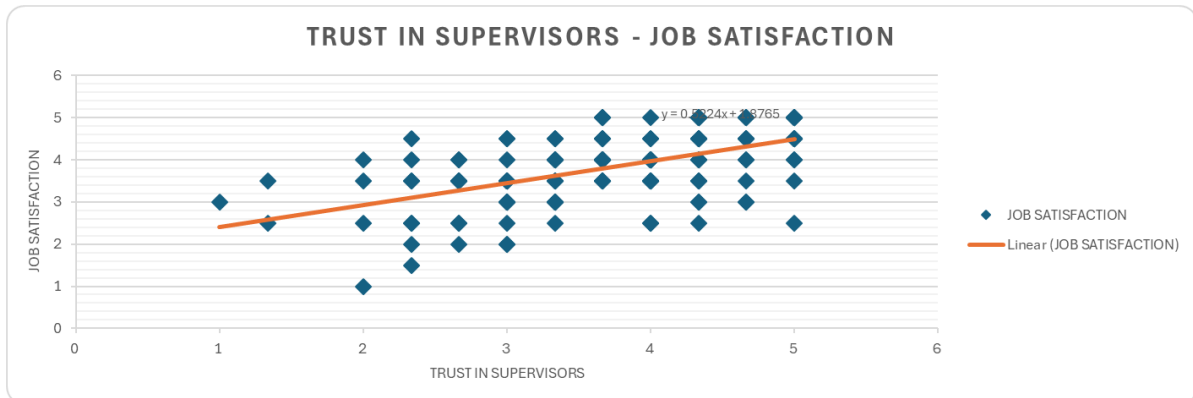
This conclusion is particularly consistent with Altunoğlu et al.'s (2019) empirical findings regarding emotional connections and affective trust. The statistical significance of the relationship suggests that the emotional engagement characteristic of transformational leadership effectively fosters the development of trust bonds between employees and their supervisors.

Islam et al.'s (2021) confirmation of the positive relationship between transformational leadership practices and organizational trust dynamics provides additional contextual validation for the current finding. The study's results extend this established relationship by specifically focusing on supervisor trust, providing a more granular understanding of how transformational leadership influences trust at different organizational levels.

The statistical significance of the relationship offers organizations clear evidence that investing in transformational leadership development can yield tangible benefits in terms of supervisor-employee trust relationships. Given the well-documented importance of trust in organizational functioning, this finding has substantial practical implications for leadership selection and development.

***H5: Trust in supervisors has a positive effect on job satisfaction.***

Hypothesis H5 was tested using the least squares method to estimate the regression coefficients  $b_0$  and  $b_1$ , when Job Satisfaction is the dependent variable ( $y$ ) and Trust in Supervisors is the independent variable ( $x$ ).



**Figure 17 Linear Relationship between Trust in Supervisors- Job Satisfaction**

The above diagram presents the linear relationship between the two variables, showing that for a one unit increase in Trust in Supervisors, the Job Satisfaction level is expected to increase by 0.522.

The value of the t-statistic for the intercept ( $b_0$ ) is 7.694 with a p-value of  $1.81E-12$ , while for  $b_1$  coefficient the t-stat is 8.1424 with a p-value of  $1.43E-13$ . Therefore, we can conclude both variables are significant at the 5% level, since their p-values are less than 0.05.

The correlation coefficient of the two variables under examination for this hypothesis was calculated using Excel function CORREL and found to be 0.5549. This result indicates that there is a moderate to strong positive linear relationship between Trust in Supervisors and Job Satisfaction.

The R Square value in this regression model equals 0.3079. This means that 30.79% of the Job Satisfaction variability is explained by the Trust in Supervisors variability.

The p-value of the F-test shows a statistically significant linear relationship, since its value is  $1.43E-13 < 0.05$ . The level of statistical significance is signified by the large value of the F-test which equals  $66.298 > 4.75$  (critical value). From the above it can be derived that our regression model is both statistically significant and a good fit for the data.

Therefore, it can be concluded that trust in supervisors has a statistically significant positive effect on job satisfaction, strongly supporting hypothesis H5.

The strong statistical support for this hypothesis directly validates Braun et al.'s (2013) findings regarding the mediating role of supervisor trust in the relationship between transformational leadership and job satisfaction. While Braun et al. established this connection in academic institutions, the current study appears to extend this finding to a

different organizational context, suggesting the robustness of this relationship across varied workplace settings.

The conclusion is particularly consistent with Yang and Mossholder's (2010) explanation of the mechanism behind this relationship—that employees who trust their managers experience greater job satisfaction due to their recognition of managerial concern and attention. The statistical significance found in the current study provides empirical validation of this theoretical explanation, strengthening our understanding of how trust translates into satisfaction.

The powerful predictive relationship between these trust dimensions and job satisfaction highlights the fundamental importance of character-based leadership in organizational functioning. This suggests that organizations might benefit from reconceptualizing leadership development away from purely skill-based approaches toward character formation and ethical foundations as primary drivers of positive workplace outcomes.

***H6: Trust in supervisors and trust within a team has a positive effect on job performance.***

Hypothesis H6 was tested using multiple linear regression to estimate the regression coefficients  $b_0$ ,  $b_1$  and  $b_2$ , when Job Performance is the dependent variable ( $y$ ) and Trust in supervisors and Trust within a team are the independent variables ( $x_1$ ,  $x_2$ ).

By using multiple linear regression, we extend the simple linear regression model by assuming a linear relationship between each independent variable and the dependent variable. Similarly to the simple linear regression, we use the least squares method to calculate the sample regression coefficients ( $b_0$ ,  $b_1$  and  $b_2$ ).

According to the regression results (see Appendix A), for a one unit increase in Trust within a Team, the Job Performance level is expected to increase by 0.161. Furthermore, for a one unit increase in Trust in Supervisors, the Job Performance level is expected to increase by 0.067.

The value of the t-statistic is 14.1095 for the intercept ( $b_0$ ) with a p-value of 3.49E-29, while for  $b_1$  coefficient the t-stat is 2.6878 with a p-value of 0.008 and for  $b_2$  coefficient the t-stat is 1.3513 with a p-value of 0.17866. Therefore, we can conclude that the intercept and the Trust within a Team variable are significant at the 5% level, since their p-values are less than 0.05. The Trust in Supervisors variable is not significant at the 5% level, since its p-value exceeds 0.05.

The correlation coefficient of the variables under examination for this hypothesis were calculated using Excel function CORREL and found to be 0.2849 (correlation between trust within a team and job performance) and 0.2192 (correlation between trust in supervisors and job performance). These results indicate that there is a moderate to weak linear relationship between Trust within a Team and Job Performance and a weak linear relationship between Trust in Supervisors and Job Performance.

The R Square value in this regression model equals 0.092. This means that 9.2% of the Job Performance variability is explained by the variability of the independent variables.

The p-value of the F-test shows a statistically significant linear relationship, since its value is  $0.00077 < 0.05$ . The level of statistical significance is signified by the small value of the F-test which equals  $7.53 > 4.75$  (critical value). From the above it can be derived that our regression model is statistically significant.

The results of the regression analysis provide partial support for the hypothesis (H6) that trust in supervisors and trust within a team have a positive effect on job performance. While the R-square value shows that only a small proportion of the variance in job performance is explained by these trust factors, the overall model is statistically significant. Trust within a team is a significant predictor of job performance, as indicated by its low p-value. However, trust in supervisors does not appear to be a significant predictor of job performance in this model, given its higher p-value. Therefore, it can be concluded that trust within a team positively influences job performance, while the effect of trust in supervisors on job performance is not statistically significant in this study.

The partial support found in this study creates an interesting counterpoint to Jung and Avolio's (2000) and Dirks and Ferrin's (2002) research, which presented more definitive correlations between supervisor trust and employee performance. The current study's qualified finding suggests that the relationship between trust and performance may be more complex than previously established, potentially involving moderating variables not captured in the analysis.

The finding relates to Yamaguchi's (2013) research on team trust and organizational outcomes, though with a different emphasis. While Yamaguchi demonstrated substantial positive correlations with job satisfaction and organizational commitment, the current study's partial support for performance effects suggests that trust may have stronger

impacts on attitudinal outcomes than on performance metrics. This distinction helps refine theoretical models of trust's organizational impacts.

The partial alignment with Zeidner et al.'s (2004) research on trust, collaboration, and team performance suggests that while a climate of trust and collaboration contributes to performance, it may be necessary but not sufficient for optimal performance outcomes. Other factors such as skill development, resource allocation, or strategic alignment may need to complement trust to fully realize performance benefits.

This qualified finding offers organizations a more realistic expectation regarding trust interventions. Rather than presenting trust-building as a panacea for performance challenges, the partial support suggests that trust development should be part of a comprehensive approach to performance enhancement that addresses multiple organizational factors simultaneously.

***H7: Employee self-efficacy has a positive effect on job performance.***

Hypothesis H7 was tested using the least squares method to estimate the regression coefficients  $b_0$  and  $b_1$ , when Job Performance is the dependent variable (y) and Self-Efficacy is the independent variable (x).



**Figure 18 Linear Relationship between Self Efficacy- Job Performance**

The above diagram presents the linear relationship between the two variables, showing that for a one unit increase in Self-efficacy, the Job performance level is expected to increase by 0.4773.

The value of the t-statistic is 7.3832 for the intercept ( $b_0$ ) with a p-value of  $1.01E-11$ , while for  $b_1$  coefficient the t-stat is 6.8894 with a p-value of  $1.47E-10$ . Therefore, we can

conclude both variables are significant at the 5% level, since their p-values are less than 0.05.

The correlation coefficient of the two variables under examination for this hypothesis was calculated using Excel function CORREL and found to be 0.4915. This result indicates that there is a moderate positive linear relationship between Self-efficacy and Job performance.

The R Square value in this regression model equals 0.241. This means that 24.1% of the Job performance variability is explained by the employee Self-efficacy variability.

The p-value of the F-test shows a statistically significant linear relationship, since its value is  $1.47E-10 < 0.05$ . The level of statistical significance is signified by the value of the F-test which equals  $47.4635 > 4.75$  (critical value). From the above it can be derived that our regression model is both statistically significant and a good fit for the data.

Based on the regression results, we can conclude that there is significant evidence to support Hypothesis H7. Employee self-efficacy has a positive and statistically significant effect on job performance. The moderate R-squared value suggests that while self-efficacy is an important factor, other variables may also contribute to job performance.

Byars and Rue (1994) conceptualize job performance as a multidimensional construct with three key dimensions: efficiency, effectiveness, and efficacy. Employees with higher self-efficacy likely achieve better outcomes, aligning with the effectiveness dimension of performance. The efficacy dimension directly connects to self-efficacy, as an employee's belief in their capability directly impacts their ability to contribute meaningfully to organizational objectives.

From a learning and development perspective, Yoon and Kayes (2016) established connections between self-efficacy and individual learning processes. This relationship suggests a mechanism through which self-efficacy affects performance: employees with higher self-efficacy may engage more actively in learning and development, ultimately enhancing their job performance.

In terms of behavioral manifestation, Strauss et al. (2009) demonstrated that self-efficacy promotes proactive workplace behaviors. This finding suggests that self-efficacy doesn't just improve direct task performance but also encourages initiative and proactive problem-solving, which are valuable components of overall job performance.

Regarding performance outcomes, multiple studies (Katz-Navon and Erez, 2005; Phillips, 2001; de Jong et al., 1999) have directly connected self-efficacy to team performance. While H8 focuses on individual employee performance, these team-level findings suggest that self-efficacy's positive effects may operate at both individual and collective levels.

From an interpersonal effectiveness standpoint, Desivilya and Eizen (2005) linked self-efficacy to conflict resolution capabilities. This connection highlights how self-efficacy may enhance job performance through improved interpersonal dynamics and conflict management, which are crucial aspects of performance in collaborative work environments.

On the other hand, the relationship between self-efficacy and performance may be moderated by factors not addressed in the hypothesis, such as job complexity, organizational support, or resource availability. Additionally, the direction of causality deserves careful consideration, as performance successes can also enhance self-efficacy in a reciprocal relationship.

To conclude, this finding contributes to the robust body of evidence supporting self-efficacy as a meaningful predictor of workplace performance. Fostering self-efficacy among employees could be a valuable strategy for organizations aiming to optimize their operations and achieve better performance outcomes.

## 5. Conclusion

### 5.1 Summary of the Study

This research examined how emotional intelligence influences leadership effectiveness and team outcomes. The methodology employed a descriptive survey approach, gathering data from participants representing various backgrounds via a comprehensive questionnaire. The assessment instrument evaluated multiple dimensions including emotional intelligence components, transformational leadership capabilities, team and supervisor trust levels, self-efficacy perceptions, job satisfaction measures, and performance indicators.

The research showed that many leaders demonstrated strong emotional intelligence, which correlated positively with their leadership effectiveness. Nearly two-thirds (62.9%) of participants described their leaders as employing a transformational leadership approach, featuring inspirational motivation, personalized attention, and intellectual challenge. These leadership characteristics were linked to greater employee satisfaction and enhanced team outcomes.

The emotional intelligence assessment revealed consistently high scores across the surveyed leadership group, as evidenced by both mean and median measurements. The evaluation instrument demonstrated exceptional reliability with a Cronbach's alpha of 0.856, indicating strong internal consistency and measurement stability throughout the study.

Emotional intelligence emerged as a crucial factor in effective conflict management and resolution of interpersonal challenges, with notable effects on team cohesion and productivity. Leaders scoring high in emotional intelligence demonstrated superior ability to cultivate positive, collaborative workplace atmospheres that encourage both personal and professional development.

This research ultimately emphasizes emotional intelligence as a fundamental component of leadership effectiveness and its beneficial influence on team outcomes. The findings suggest leadership development initiatives should prioritize emotional intelligence skill-building to enhance leadership efficacy. Additional research is warranted to further examine the intricate connections between emotional intelligence, leadership practices,

and organizational results, potentially leveraging these relationships to enhance performance outcomes.

## **5.2 Conclusions Drawn from the Findings**

This study focused on employees of global organizations operating in Greece and their leaders, in order to examine the impact of leader emotional intelligence, transformational leadership, trust and self-efficacy, on job satisfaction and job performance.

The empirical results of our study show that leader emotional intelligence positively influences transformational leadership (H2), which in turn has a positive effect on trust in supervisors (H5). Additionally, leader emotional intelligence (H1), transformational leadership (H3) and trust in supervisors (H5) have positive effects on employee job satisfaction. Finally, employee self-efficacy has a positive effect on job performance (H7).

More specifically, leader emotional intelligence (H1), trust in supervisors (H5) and transformational leadership (H3) were found to be key determinants of employees' levels of job satisfaction. These findings align well with existing literature suggesting that effective leaders demonstrate high levels of social perceptiveness (Sivanathan and Fekken, 2002), that emotionally self-regulated leaders better address follower needs (Rogelberg et al., 2013), with Nielsen and Munir's (2009) and other researchers' observations about transformational leadership's positive effects on employee health and wellness and with Arnold et al.'s (2007) research on the positive emotional responses generated by transformational leaders. When a leader demonstrates transformational leadership qualities, including high levels of emotional intelligence, employees experience enhanced job satisfaction stemming from the empathetic and compassionate treatment they receive.

Furthermore, the positive relationship between transformational leadership and trust in supervisors found as a result of this study, serves as a confirmation of Islam et al.'s (2021) indication of the positive relationship between transformational leadership practices and organizational trust dynamics. This connection demonstrates how transformational leaders, through their inspirational motivation, individualized consideration, and intellectual stimulation, create an environment where trust naturally flourishes. When leaders demonstrate authentic concern for employee development, communicate a compelling vision, and model ethical behavior—all hallmarks of transformational leadership—they

systematically dismantle barriers to trust and create psychological safety, leading to greater job satisfaction.

The above mentioned hypotheses (H1, H3, H5) can be used to create a comprehensive framework for understanding workplace satisfaction. Leaders with high emotional intelligence are better equipped to build trust with their subordinates, while transformational leadership behaviors reinforce this trust through consistent, supportive actions. This synergistic effect creates a workplace environment where employees feel valued, understood, and motivated. Organizations seeking to improve job satisfaction may benefit from leadership development programs that simultaneously address emotional intelligence capabilities, trust-building behaviors, and transformational leadership techniques rather than viewing these as separate competencies.

From the above, it can be concluded that organizations should prioritize the above mentioned capabilities when developing managers. These competencies enhance managers' ability to comprehend employee and customer needs, manage interpersonal tensions effectively, and create environments built on trust and harmony. Equipping managers with these skills enables them to cultivate positive workplace cultures that increase employee job satisfaction. When employees feel satisfied, they experience a greater sense of being valued and appreciated, which elevates morale and decreases staff turnover. This retention of experienced personnel contributes significantly to operational stability and continuity, as satisfied employees are less inclined to pursue opportunities elsewhere.

The empirical results of our study also show that leader emotional intelligence positively influences transformational leadership (H2), and that transformational leadership has a positive effect on trust in supervisors (H5). These findings establish a significant causal pathway that enriches our understanding of effective leadership dynamics. Leaders with higher emotional intelligence appear better equipped to adopt transformational leadership behaviors, which in turn foster greater trust between supervisors and their subordinates.

The subsequent link between transformational leadership and trust in supervisors further illuminates how leadership behaviors translate into organizational outcomes. When leaders demonstrate the characteristics of transformational leadership—showing genuine concern for employee development, articulating a compelling vision, modeling ethical behavior,

and stimulating innovative thinking - they create an environment where trust naturally develops. Employees who experience such leadership are more likely to place confidence in their supervisors' motives, competence, and reliability.

These findings align with and extend previous research by scholars such as Islam et al. (2021), who identified connections between transformational leadership and organizational trust. Our study strengthens this understanding by demonstrating the preceding role of emotional intelligence and clarifying the sequential nature of these relationships. This causal chain from emotional intelligence to transformational leadership to trust represents a valuable contribution to leadership theory and provides organizations with clear direction for leadership development initiatives.

The cascading effect identified in our study suggests that improvements in leader emotional intelligence will yield dividends not only in leadership quality but also in the critical trust relationships that underpin organizational effectiveness.

Further to the above, the empirical results of our study confirm that employee self-efficacy has a positive effect on job performance (H7), adding to the substantial body of evidence supporting this relationship. This finding reinforces the critical role that employees' beliefs about their own capabilities play in determining their actual performance outcomes. Our results align with and extend previous research in this domain. Multiple studies (Katz-Navon and Erez, 2005; Phillips, 2001; de Jong et al., 1999) have directly connected self-efficacy to team performance. Additionally, Desivilya and Eizen (2005) linked self-efficacy to conflict resolution capabilities, which may serve as one of the mechanisms through which self-efficacy enhances overall performance—employees with higher self-efficacy likely navigate workplace challenges more effectively, minimizing disruptions to productivity.

Future research could further explore the specific mechanisms through which self-efficacy influences different dimensions of job performance and investigate how varying organizational contexts might moderate this relationship. Nevertheless, our current findings provide compelling evidence that investments in building employee self-efficacy represent a promising approach for organizations seeking to enhance performance outcomes.

Taking all above into consideration, the main conclusion of our study is that leader emotional intelligence and transformational leadership play a vital role in shaping job satisfaction and employee performance.

### **5.3 Recommendations for Future Research**

Future investigations should pursue longitudinal research examining how emotional intelligence affects leadership effectiveness and team outcomes over extended periods. This approach would illuminate the developmental trajectory of emotional intelligence and its enduring influence on organizational success. Integrating both quantitative and qualitative methodologies would provide more comprehensive insights, with interviews and case studies enriching statistical findings by capturing nuanced leadership experiences.

Comparative analyses of various leadership approaches—transformational, transactional, and others—in relation to emotional intelligence could identify which specific emotional competencies contribute most significantly to each leadership style's effectiveness. Broadening research to encompass diverse professional sectors, cultural contexts, and organizational environments would strengthen the applicability of findings across different settings.

Additionally, evaluating the effectiveness of emotional intelligence development programs for leaders would offer practical insights. Researchers should assess how such interventions enhance leadership emotional intelligence and subsequent team performance metrics.

Research should also examine emotional intelligence's wider impact on key organizational indicators like employee engagement and organizational loyalty. Understanding these connections would help organizations strategically leverage emotional intelligence for holistic organizational advancement.

Lastly, exploring technological applications for emotional intelligence assessment and development represents a promising research direction. Investigating how digital solutions can enhance emotional intelligence training could revolutionize leadership development approaches.



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## Appendix A: Regression Analysis Results

Regression analysis results for “**H1: Leader emotional intelligence has a positive effect on job satisfaction.**”

<i>Regression Statistics</i>	
Multiple R	0.660785
R Square	0.4366369
Adjusted R Square	0.4328559
Standard Error	0.6283689
Observations	151

ANOVA					
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	1	45.59819058	45.59819	115.4831	2.66E-20
Residual	149	58.83227299	0.394847		
Total	150	104.4304636			

	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>	<i>Lower 95.0%</i>	<i>Upper 95.0%</i>
Intercept	1.5401417	0.217138309	7.092907	4.93E-11	1.111074	1.96921	1.11107357	1.96921
b1	0.6302551	0.058648544	10.7463	2.66E-20	0.514365	0.746145	0.51436479	0.746145

Regression analysis results for “**H2: Leader emotional intelligence has a positive effect on transformational leadership.**”

### SUMMARY OUTPUT

<i>Regression Statistics</i>	
Multiple R	0.8742313
R Square	0.7642804
Adjusted R Square	0.7626984
Standard Error	0.4296715
Observations	151

ANOVA					
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	1	89.19003709	89.19004	483.107	1.3E-48
Residual	149	27.50801755	0.184618		
Total	150	116.6980546			

	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>	<i>Lower 95.0%</i>	<i>Upper 95.0%</i>
Intercept	0.4591091	0.148476692	3.092129	0.002373	0.165717	0.752501	0.16571719	0.752501
b1	0.8814562	0.040103204	21.97969	1.3E-48	0.802212	0.960701	0.80221173	0.960701

Regression analysis results for “**H3: Transformational leadership has a positive effect on job satisfaction.**”

#### SUMMARY OUTPUT

<i>Regression Statistics</i>	
Multiple R	0.750544
R Square	0.5633163
Adjusted R Square	0.5603856
Standard Error	0.5532277
Observations	151

#### ANOVA

	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	1	58.82738649	58.82739	192.2081	1.35E-28
Residual	149	45.60307709	0.306061		
Total	150	104.4304636			

	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>	<i>Lower 95.0%</i>	<i>Upper 95.0%</i>
Intercept	1.230085	0.191313188	6.429693	1.64E-09	0.852048	1.608122	0.85204765	1.608122
b1	0.7099994	0.051212047	13.86391	1.35E-28	0.608804	0.811195	0.6088037	0.811195

Regression analysis results for “**H4: Transformational leadership has a positive effect on trust in supervisors.**”

#### SUMMARY OUTPUT

<i>Regression Statistics</i>	
Multiple R	0.7249139
R Square	0.5255001
Adjusted R Square	0.5223155
Standard Error	0.612633
Observations	151

ANOVA

	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	1	61.93322108	61.93322	165.0148	6.78E-26
Residual	149	55.92255523	0.375319		
Total	150	117.8557763			

	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>	<i>Lower 95.0%</i>	<i>Upper 95.0%</i>
Intercept	1.0525349	0.211856278	4.968156	1.83E-06	0.633904	1.471166	0.63390415	1.471166
b1	0.7285008	0.056711164	12.84581	6.78E-26	0.616439	0.840563	0.61643878	0.840563

Regression analysis results for “**H5: Trust in supervisors has a positive effect on job satisfaction**”.

SUMMARY OUTPUT

<i>Regression Statistics</i>	
Multiple R	0.5549197
R Square	0.3079359
Adjusted R Square	0.3032911
Standard Error	0.6964559
Observations	151

ANOVA

	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	1	32.15788388	32.15788	66.29796	1.43E-13
Residual	149	72.2725797	0.485051		
Total	150	104.4304636			

	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>	<i>Lower 95.0%</i>	<i>Upper 95.0%</i>
Intercept	1.8764906	0.243887913	7.69407	1.81E-12	1.394565	2.358416	1.39456491	2.358416
b1	0.5223581	0.064153183	8.142356	1.43E-13	0.395591	0.649126	0.39559052	0.649126

Multiple regression analysis results for “**H6: Trust in supervisors and trust within a team has a positive effect on job performance.**”

SUMMARY OUTPUT

<i>Regression Statistics</i>	
Multiple R	0.30392
R Square	0.0923674

Adjusted R Square	0.0801021
Standard Error	0.486424
Observations	151

#### ANOVA

	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	2	3.563691901	1.781846	7.530783	0.000768
Residual	148	35.01802995	0.236608		
Total	150	38.58172185			

	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>	<i>Lower 95.0%</i>	<i>Upper 95.0%</i>
Intercept	3.2401181	0.229640506	14.10952	3.49E-29	2.78632	3.693916	2.78632036	3.693916
b1	0.1612171	0.059980405	2.68783	0.008016	0.042689	0.279746	0.04268851	0.279746
b2	0.0672447	0.04976253	1.351312	0.178657	-0.03109	0.165582	-0.0310921	0.165582

Regression analysis results for “**H7: Employee self-efficacy has a positive effect on job performance.**”

#### SUMMARY OUTPUT

<i>Regression Statistics</i>	
Multiple R	0.4915175
R Square	0.2415895
Adjusted R Square	0.2364995
Standard Error	0.4431491
Observations	151

#### ANOVA

	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	1	9.320937525	9.320938	47.46352	1.47E-10
Residual	149	29.26078433	0.196381		
Total	150	38.58172185			

	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>	<i>Lower 95.0%</i>	<i>Upper 95.0%</i>
Intercept	2.1382168	0.289604354	7.383234	1.01E-11	1.565955	2.710479	1.56595482	2.710479
b1	0.4773321	0.069285241	6.889377	1.47E-10	0.340424	0.614241	0.3404236	0.614241

Author's Statement:

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